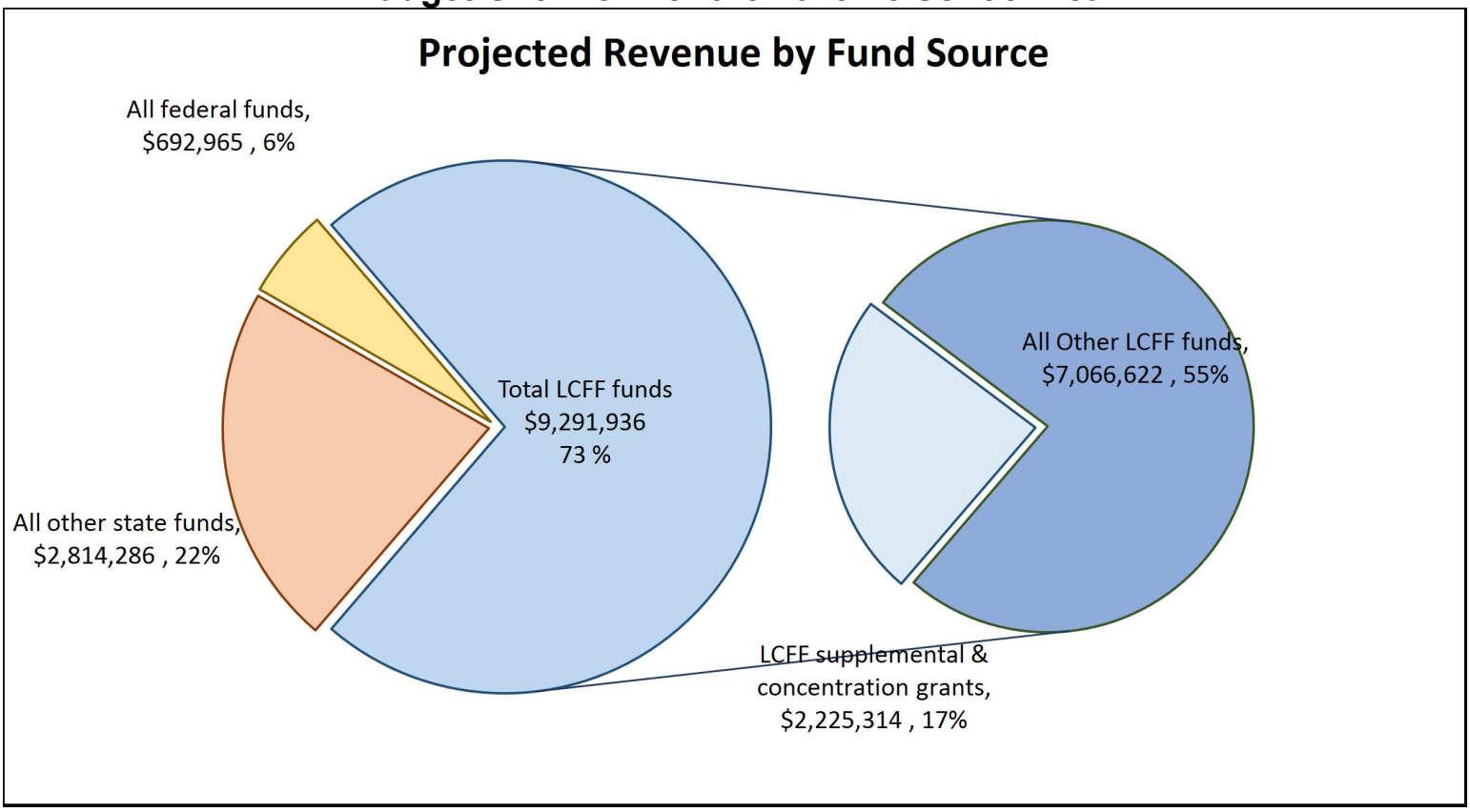
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Vanguard College Preparatory Academy
CDS Code: 50-71175-0120212
School Year: 2025-26
LEA contact information:
Angelina Saldana
Principal
AspireVCPA@aspirepublicschools.org
209-521-3010

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 2025-26 School Year

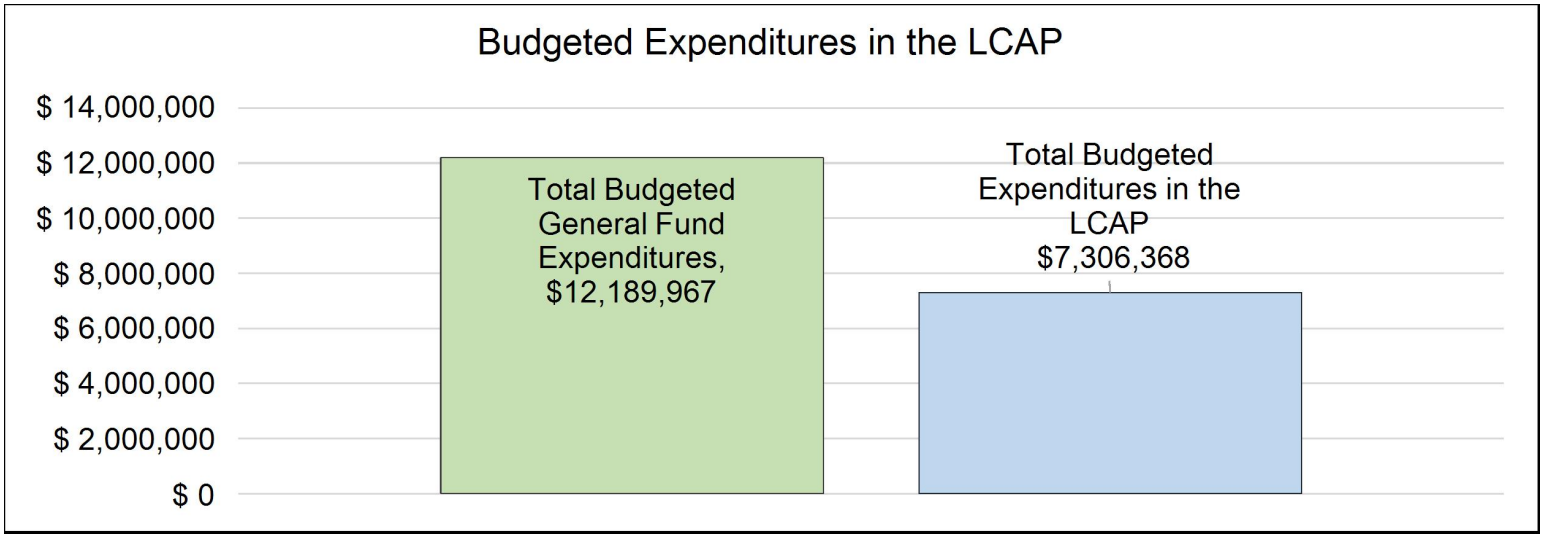


This chart shows the total general purpose revenue Aspire Vanguard College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Vanguard College Preparatory Academy is $12,799,187, of which $9,291,936 is Local Control Funding Formula (LCFF), $2,814,286 is other state funds, $0 is local funds, and $692,965 is federal funds. Of the $9,291,936 in LCFF Funds, $2,225,314 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 Vanguard College Preparatory Academy plans to spend for 2025-26. 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 Vanguard College Preparatory Academy plans to spend $12,189,967 for the 2025-26 school year. Of that amount, $7,306,368 is tied to actions/services in the LCAP and $4,883,599 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

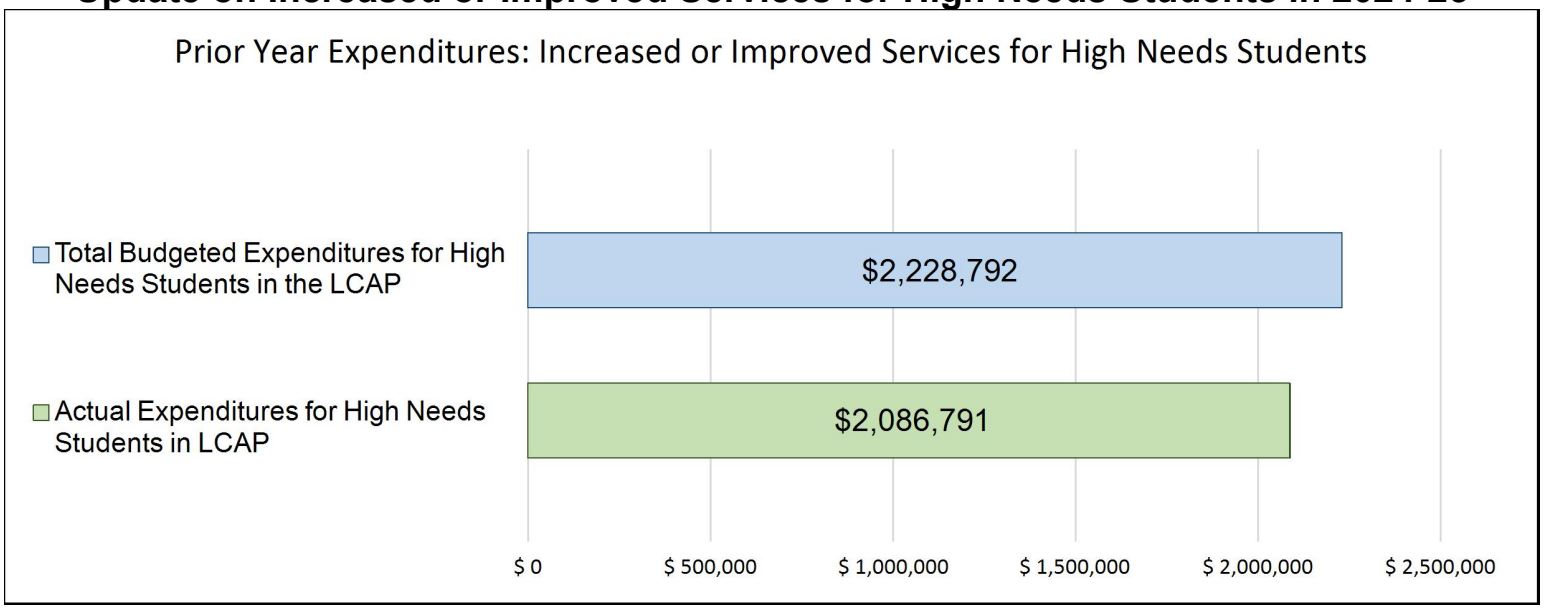
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 2025-26 School Year

In 2025-26, Aspire Vanguard College Preparatory Academy is projecting it will receive $2,225,314 based on the enrollment of foster youth, English learner, and low-income students. Aspire Vanguard College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Vanguard College Preparatory Academy plans to spend $2,231,182 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Aspire Vanguard College Preparatory Academy's LCAP budgeted $2,228,792 for planned actions to increase or improve services for high needs students. Aspire Vanguard College Preparatory Academy actually spent $2,086,791 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $142,001 had the following impact on Aspire Vanguard College Preparatory Academy’s ability to increase or improve services for high needs students:

Variances are due to resource reallocation of ELOP personnel, reduced hours for School Support Manager and eliminated Office Assistant position. Despite this, all core actions and services to support high needs students were fully implemented, and there was no material impact on the overall delivery of increased or improved services.

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 Vanguard College Preparatory Academy	Angelina Saldana Principal	AspireVCPA@aspirepublicschools.org 209-521-3010

Plan Summary [2025-26]

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 Vanguard College Preparatory Academy (Vanguard), located in Modesto, CA, serves students in grades 6-12 with a current enrollment of 622. As part of the Aspire Public Schools network, Vanguard emphasizes its mission of preparing students for postsecondary success through rigorous, joyful, and inclusive academic experiences. The school's diverse student body includes 78% Hispanic, 7% Caucasian, 4% Asian-American, 3% African-American, and 2% multiracial students, with 62% qualifying for free and reduced lunch.

Under the leadership of Principal Angie Saldana, Vanguard is committed to fostering a collaborative and supportive community involving students, educators, families, and civic partners. The school provides robust academic instruction while promoting social and emotional development to ensure students become empowered leaders and lifelong learners.

Vanguard prioritizes equitable access to education by supporting marginalized communities, offering programs tailored to individual needs, and fostering family partnerships through open communication and involvement. With an afterschool program that enhances students' learning opportunities, Aspire Vanguard College Preparatory Academy strives to develop scholars who are well-prepared to thrive in college and beyond.

Reflections: Annual Performance

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

Action 4.1 and 4.2 have been added to the LCAP as LREBG-funded actions. We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025–26, we have incorporated new actions to reflect the use of these funds in alignment with the Education Code requirements and based on our needs assessment. The rationale for each action and how it is expected to address identified areas of need are included in the action descriptions within the LCAP.

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: SBAC English Language Arts: English Learner, Students with Disabilities
SBAC Math: English Learner, Students with Disabilities
Suspension: Multiple Races/Two or More

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 reduction in chronic absenteeism, which improved from 34.7% in 2023 to 16.8% in 2024. This was achieved through intentional attendance interventions, such as home visits, social worker supports, food pantry access, and proactive outreach to families. This progress reflects a stronger school-home partnership and a commitment to removing barriers that impact student attendance.
Another key success is our College and Career Readiness (CCR) performance, where 52.2% of students are considered "Prepared," exceeding the state average of 44%. This growth is driven by expanding dual-enrollment opportunities with Modesto Junior College (MJC), creating career pathways in Education, Agriculture, and Healthcare, and increasing student participation in college-level coursework.
Additionally, our graduation rate remains strong at 95.5% (Blue performance level), with Hispanic and socioeconomically disadvantaged students achieving 96.1% and 94.2%, respectively.
Furthermore, academic engagement has increased, as evidenced by our passing grade rates exceeding 85% in both middle and high school. SPED and EL students have also increased their participation in college courses, reflecting improved access and support for historically underserved groups.
Challenges:
However, we identified challenges in Math and ELA proficiency. According to the California School Dashboard, Vanguard students are performing in the red performance level for Math, with an average of 125.8 points below standard. Students with Disabilities (196.1 points below standard) and English Learners (161.4 points below standard) continue to be disproportionately affected.
Similarly, ELA scores declined slightly, with students performing 65.8 points below standard (Orange performance level). While some student groups showed growth, English Learners (ELs) are struggling the most, with only 37.9% making progress toward English proficiency, a 5.8% decline from 2023. Internal assessments confirm that written language remains the most significant challenge for EL students, with only 9% scoring at a proficient level on the Summative ELPAC.

Additionally, while overall passing rates are strong, EL and SPED students are disproportionately represented among those with failing grades. 66.6% of high school students with failing grades are English Learners, and 38.8% have IEPs. This highlights the need for targeted instructional supports and increased differentiation in core instruction.
Finally, despite our efforts in increasing Student-Led Conference (SLC) participation, attendance at these conferences remains below expectations. Ensuring stronger family engagement in academic goal-setting is a key priority.
Actions Taken:
To address these challenges, we have implemented the following targeted instructional strategies and expanded support programs:
Expanded small-group interventions in Math and ELA to address foundational gaps for struggling students.
Reduced ELD class sizes and increased bilingual instructional support to provide more individualized support for English Learners.
Professional development for teachers on scaffolding techniques and integrated language supports to strengthen access for EL and SPED students.
Biweekly progress monitoring and goal-setting through advisory sessions to ensure students receive consistent feedback on academic growth.
Increased after-school tutoring and academic support programs, particularly in writing for ELs and problem-solving in Math.
Strengthened college and career readiness pathways, adding three new in-person MJC courses this year, with plans to expand to six next year.
Enhanced advisory periods with a focus on SEL (Social-Emotional Learning) and student engagement strategies to support student well-being and motivation.
Implementation of parent workshops and multilingual outreach efforts to encourage greater family participation in Student-Led Conferences and academic planning.
These actions align with our LCAP goals of increasing academic proficiency, improving student engagement, and strengthening college and career readiness. By focusing on data-driven interventions and equitable resource allocation, we remain committed to ensuring that every student has the opportunity to succeed.

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	Teachers were introduced to the LCAP during July Professional Development and Saturday School. Feedback was collected through monthly Grade Level Team Meetings, led by Grade Level Leads, and an anonymous Vanguard-specific survey in April to inform 2025–2026 planning. Grade Level Leads and administrators met biweekly as the Instructional Lead Team to analyze data and evaluate LCAP implementation. Teachers also contributed to LCAP development through participation on the School Site Council.
Principals and Admin	The administrative team participated in weekly meetings to review implementation progress, monitor data, and adjust strategies. Administrators also facilitated Instructional Lead Team meetings and conducted weekly classroom observations to align practices with LCAP goals. Input was also provided through participation in the School Site Council and anonymously through the April survey distributed to capture planning feedback for the upcoming year.
Other School Personnel	Other School Personnel were introduced to the LCAP during July Professional Development and Saturday School. Feedback was collected through monthly Grade Level Team Meetings, led by Grade Level Leads, and an anonymous Vanguard-specific survey in April to inform 2025–2026 planning. Grade Level Leads and administrators met biweekly as the Instructional Lead Team to analyze data and evaluate LCAP implementation. Teachers also contributed to LCAP development through participation on the School Site Council.
Parents	Parents and families provided input through Saturday School, monthly ELAC meetings, and biannual Family Surveys administered in August

Educational Partner(s)	Process for Engagement
	and January. Family representatives also participated in the School Site Council, reviewing LCAP actions and contributing to decisions on program effectiveness and resource allocation.
Students	Students engaged in LCAP-related work by developing Personalized Learning Plans (PLPs) during advisory, which were presented during Student-Led Conferences each semester. Input on school climate and academic supports was gathered through surveys administered in August and January. Students also provided feedback and input during their monthly Student Council meetings, where they discussed school priorities and shared suggestions for improving academic and social experiences. Student perspectives informed adjustments to interventions, engagement strategies, and campus climate efforts.
SELPA (Special Education)	SPED staff participated in the review of LCAP actions during July Professional Development and Saturday School. Ongoing input was gathered through monthly SPED department meetings and a dedicated input session in March. The SPED Admin Designee also attended quarterly check-ins with the Regional Program Specialist to monitor implementation and adjust programming. SPED staff contributed feedback through their roles on the School Site Council and anonymously via the Vanguard-specific survey distributed in April to collect end-of-year input.

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

Vanguard College Preparatory Academy revised the LCAP based on input from students, families, teachers, SPED staff, and administrators. Feedback was gathered through surveys, monthly and biweekly meetings, Student Council, ELAC, and School Site Council. Input was prioritized based on student need, alignment to school goals, and feasibility of implementation.

Key Changes in Response to Feedback
1. SPED Support and Co-Teaching
Feedback: SPED staff requested more structured co-teaching support and inclusive PD.
Response: Increased coaching for Education Specialists, expanded PD on co-teaching and UDL, and protected co-planning time were added to the LCAP.

2. Veteran Teacher Coaching
Feedback: Teachers and leaders noted inconsistent support for experienced staff.
Response: Coaching schedules were revised to include biweekly support for all teachers, with differentiated goals and progress monitoring.

3. Academic Interventions
Feedback: Families and teachers wanted earlier and more consistent academic support.
Response: Earlier Lexia access for SPED students, improved after-school academic programming, and refined advisory interventions were included.

4. ELD Program Improvements
Feedback: Concerns were raised about lack of differentiation in ELD and LTEL support.
Response: Middle school ELD will be grouped by proficiency. Newcomer supports and LTEL-focused PD and family engagement were added.

5. Student Voice in School Culture
Feedback: Students requested more input in school activities and recognition systems.
Response: Student Council will lead planning for events and PBIS incentives, and feedback loops will be formalized.

6. Inclusive Family Engagement
Feedback: Families and SSC members wanted more input opportunities and culturally responsive practices.
Response: SSC meetings were expanded. A Black Family Advisory Council and multilingual communication strategies were added.

7. Career Pathways and Real-World Learning
Feedback: Students and families asked for more career and college readiness opportunities.
Response: Expanded pathways in agriculture and education, more internships, and new college and career planning supports were included.

How Feedback Was Prioritized
Changes were prioritized based on:

Student outcome data (e.g., SBAC, iReady)

Equity impact, especially for ELs, SPED, and low-income students

Frequency of feedback across groups

Alignment to LCAP goals and feasibility with available resources

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Aspire scholars and staff experience grade-level, engaging, affirming, and meaningful, culturally responsive academic programming that prepares them for career and college.	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.

Our goal, shaped by the urgent need for superior curriculum and instructional quality, aims to empower every student with engaging, meaningful, and rigorous GLEAM instruction. This approach prepares them for future college and career paths that match their aspirations. In response to the educational disparities widened by the pandemic, we are committed to advancing equity, particularly for historically underserved communities. We pledge to equip our educators with the necessary resources, support, and time to deliver culturally responsive, standards-aligned teaching. By embracing data-informed practices, we ensure continuous assessment and support for our students' journey towards academic excellence and lifelong success.

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: -51.1 African American/Black: data not displayed English Learners: -106.8 Socioeconomically disadvantaged: -63.8	2023-2024 SBAC ELA DFS All Students: -65.8 English Learner: -101.9 Long-Term English Learner: -134		2025-2026 SBAC ELA DFS All: -42.10 African American/Black: data not displayed English Learners: -97.80	All Students: -14.7 African American/Black: -50.8 English Learners: +4.9 Hispanic/Latinx: +12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: -63.2 Students with Disabilities: -142.2	Socioeconomically Disadvantaged: -75.3 Black/African American: -50.8 Asian: -7.1 Hispanic: -75.2 Students with Disabilities: -142.5 White: -23.9		Socioeconomically disadvantaged: -54.80 Hispanic/Latinx: -54.20 Students with Disabilities: -133.20	Socioeconomically Disadvantaged: +12.5 Students with Disabilities: -0.3
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -116.5 African American/Black: Data no displayed for privacy English Learners: -161.9 Socioeconomically disadvantaged: -128.3 Hispanic/Latinx: -126.9 Students with Disabilities: -180.2	2023-2024 SBAC MATH DFS All Students: -125.8 English Learner: -161.4 Long-Term English Learner: -198.8 Socioeconomically Disadvantaged: -135.2 Black/African American: -109.6 Asian: -69.8 Hispanic: -135.9 Students with Disabilities: -196.1 White: -71.4		2025-2026 SBAC Math DFS All: -94 African American/Black: Data no displayed for privacy English Learners: -139.40 Socioeconomically disadvantaged: -105.80 Hispanic/Latinx: -104.40 Students with Disabilities: -157.70	All Students: -9.3 African American/Black: +6.9 English Learners: +0.5 Hispanic/Latinx: -8.9 Socioeconomically Disadvantaged: +7.9 Students with Disabilities: +16.1
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 14.69% Met & Exceeded	2023-24 Science Test % Below Standard		2025-2026 Science Test 19.69% Met or Exceeded	Met or Exceeded decreased by 2.89% (14.69% to 11.80%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 33.5 points below Long-Term English Learner: 35.1 points below Socioeconomically Disadvantaged: 24.2 points below All Students: 21.7 points below Hispanic: 23.8 points below Students with Disabilities: 29.4 points below White: 7.4 points below 11.80% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 43.70% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 37.9% of ELs making progress towards English language proficiency LTEL: 41% of LTELs making progress towards English language proficiency		2025-2026 ELPI 50% of ELs making progress towards English language proficiency	ELs decreased by 5.8%. No baseline data for LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 31.50%	2023-2024 RFEP Rate: 13.43%		2025-2026 RFEP Rate	Decreased by 18.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Maintain 15% or above	
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		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
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: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Increased 1
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: 4 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: 4 Rate the LEA's progress in making instructional materials that are		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD

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): 4	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): 4			Instruction: 0 (no change)
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: 45% Grade 6: 37% Grade 7: 49% Grade 8: 51% Math iReady Math % of students that met annual typical growth	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 43% Grade 6: 40% Grade 7: 33% Grade 8: 40% Grade 9: 46% Grade 10: 46% Grade 11: 59% SY 2024/25 (iReady Math)		2026-2027 iReady Reading % of students that met annual typical growth All Students: 60% Grade 6: 52% Grade 7: 64% Grade 8: 66% iReady Math % of students that met annual typical growth	SY 2024-25 (iReady Reading) - Change from Baseline All Students: -2% Grade 6: +3% Grade 7: -16% Grade 8: -11% SY 2024-25 (iReady Math) - Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 50% Grade 6: 47% Grade 7: 44% Grade 8: 60%	% of students that met annual typical growth All students: 33% Grade 6: 19% Grade 7: 35% Grade 8: 37% Grade 9: 51% Grade 10: 25% Grade 11: 35%		All Students: 65% Grade 6: 62% Grade 7: 59% Grade 8: 75%	All Students: -17% Grade 6: -28% Grade 7: -9% Grade 8: -23%
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, Science, Social Science, PE, and Art		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 Science, PE, and Art	No Change
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 100%	2023-2024 High School Graduation Rate 95.50%		2025-2026 High School Graduation Rate 100%	Decrease 4.5%
1.12	% of students who passed AP with 3 or	2022-2023 0% of students who	2023-2024 No AP courses offered in 23-24		2025-2026 60% of students who	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	higher (AP Site Coordinator)	passed AP with 3 or higher No AP Courses offered in 2022-2023			passed AP with 3 or higher	
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 54.29% Math: 20.00%	2023-2024 % Met & Exceeded ELA: 55.56% Math: 27.27%		2025-2026 % Met & Exceeded ELA: 59.29% Math: 25.00%	Increased by 1.27% for ELA and Increased by 7.27% for Math.

Goal Analysis [2024-25]

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.

Goal 1 Implementation Summary (2024–2025)
Goal 1: Aspire scholars and staff experience grade-level, engaging, affirming, and meaningful, culturally responsive academic programming that prepares them for career and college.

Implemented Actions
1.1 Grade-Level Curriculum
Adopted and implemented new curriculum in all core subjects except High School Math, Middle School Social Studies, and Middle/High School Science.
Delivered professional development from curriculum providers to support implementation.
Maintained a 1:1 student-to-Chromebook ratio through continued investment in high-quality devices.
Implemented Cycles of Inquiry (COIs), which included data analysis, development of Common Formative Assessments (CFAs), vertical alignment, and scaffolding for Multilingual Learners and students with disabilities.
Used grade-level team meetings to review behavior data, align management strategies, and plan student celebrations.
Rolled out Lexia Reading Intervention for general education students, multilingual learners, and students with disabilities, with 1:1 and small group sessions.

1.2 Instruction
Maintained consistent COI cycles and provided regular collaborative planning opportunities for teachers.

Reorganized the instructional coaching model to include regular coaching and feedback, particularly for new teachers.

1.3 Academic Program (Master Schedule)
Created a master schedule that embedded intervention and credit recovery opportunities without limiting enrichment.
Launched targeted Reading Workshop and advisory intervention groups using iReady data.
Implemented 87-minute ELD classes at the high school and ensured multilingual learners retained access to electives.
Introduced a high school Digital Media Arts Program and expanded access to advanced coursework.

1.4 MultiLanguage Learners
Increased daily instructional time for MLLs: 90 minutes in high school (grouped by proficiency) and 70 minutes in middle school (mixed proficiency).
Initiated regular RFEP check-ins and used advisory time for targeted interventions.
Provided PD on structured academic talk and continued monthly ELAC meetings.

1.5 Special Education
Ensured all Education Specialists received at least two formal coaching and feedback sessions per quarter.
Built common planning time into the master schedule for GenEd and Special Ed teachers.
Conducted a Special Education program review and implemented a co-teaching self-assessment.
Delivered co-teaching PD for new Education Specialists and launched a structured instructional aide rotation.

1.6 Black Excellence
Strengthened the Black Student Union (BSU), increased Black student enrollment, and collaborated with HYLC to host joint events.
Promoted a culturally inclusive campus environment.

1.7 Personalized Learning
All students created Personalized Learning Plans (PLPs), presented them during Student-Led Conferences, and revisited goals monthly during advisory.
MLLs included language goals, and students with disabilities included Math and ELA goals aligned to their IEPs.

1.8 Title I Initiatives
Hired an additional Instructional Coach focused on improving instruction for MLLs, LTELs, and students with disabilities.
Leadership attended the Innovative Schools Summit.
Strengthened academic and behavioral intervention systems using Title I funds.

Challenges That Limited Full Implementation
Curriculum Gaps: Despite efforts, high-quality curriculum for High School Math, Middle School Social Studies, and Middle/High School Science was not identified or adopted.
Lexia Timing for Students with Disabilities: Students with disabilities began using Lexia in the second semester, which shortened their access and reduced the program's impact.

Inconsistent Coaching for Veteran Teachers: While new teachers were supported consistently, coaching for veteran teachers lacked regularity.
Learning Targets: The effort to ensure clearly posted and communicated learning and language objectives was not fully realized.
After-School Academic Support: The existing after-school program prioritized enrichment over academic intervention, limiting its effectiveness in addressing learning gaps.
Middle School ELD Grouping: ELD classes remained mixed proficiency due to staffing limitations, which reduced the effectiveness of differentiated instruction.
Department-Wide SPED PD: Broader co-teaching and UDL training for the full Special Education department, including aides, was not implemented.
Black Family Advisory Council: This initiative was planned but not launched, leaving a gap in family engagement and cultural responsiveness."

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 driven by resource reallocation of ELOP personnel and reduced hours for School Support Manager.

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

During the 2024–2025 school year, actions taken under Goal 1 showed a mix of effective and partially effective outcomes across the various action areas, advancing English Language Arts proficiency and student engagement while revealing areas for continued focus.

Actions 1.1 and 1.2, which focused on the implementation of standards-aligned curriculum and professional development as well as maintaining a 1:1 student-to-device ratio, were effective. These efforts supported notable improvements in SBAC ELA scores, with the Distance from Standard projected to improve from -65.8 to -42.1 by 2025–26, especially benefiting English Learners and Hispanic/Latinx students. Collaborative planning and Cycles of Inquiry helped strengthen Tier 1 instruction. However, incomplete adoption of new curricula for High School Math, Middle School Social Studies, and Science limited progress in those content areas, resulting in only modest gains in math and declining science proficiency.

Actions 1.3 and 1.9, aimed at increasing student access to academic supports and interventions such as credit recovery, advisory groups, and iReady-based programs, were partially effective. While literacy supports helped maintain stable reading scores, math growth declined significantly. Challenges with scheduling, co-teaching, and incomplete after-school programming hindered the full impact of these interventions.

Support for English Learners and students with disabilities under Actions 1.4 and 1.5 was also partially effective. Gains were seen among high school ELD students, and proficiency-based grouping is planned, but declines in ELPAC proficiency and EL reclassification rates signal incomplete success. Middle school ELD grouping and professional development were inconsistently implemented, and students with disabilities continued to face significant achievement gaps.

Cultural engagement efforts in Action 1.6 successfully enhanced student voice and belonging through growth in the Black Student Union. However, the absence of a Black Family Advisory Council and limited student advocacy support indicate this action is only partially effective overall.

Action 1.7, the implementation of Personalized Learning Plans, was effective in encouraging student goal-setting and family engagement, with increased ratings of implementation. Nonetheless, variability in goal quality and inconsistent use of data for instructional planning suggest further refinement is needed.

Title I-funded instructional coaching and targeted professional development under Action 1.8 were effective in improving college readiness, evidenced by increases in Early Assessment Program results for ELA and math. Despite this progress, persistent achievement gaps and declining math growth show ongoing challenges, making this action partially effective.

Finally, access to standards-aligned materials under Action 1.6 remained consistently effective, with 100% student access ensuring equity in instructional resources.

In summary, Goal 1 actions effectively advanced ELA proficiency, student engagement, and family involvement. However, incomplete curriculum adoption in math and science, challenges in EL reclassification and interventions, and gaps in professional development limit full goal attainment. Continued focus on these areas will be essential for comprehensive success.

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.

Adjustments for 2025–2026 for Goal 1
Curriculum and Instruction
Adopt New Curriculum:

Prioritize adoption of high-quality, standards-aligned curriculum for:
High School Math
Middle School Social Studies
Middle and High School Science
Ensure all adoptions come with built-in professional development (PD).

Math-Specific Instructional Supports:
Provide targeted Math professional development to strengthen conceptual instruction and scaffolding strategies for struggling learners.

Strengthen Implementation of Learning Targets:
Conduct PD and coaching cycles focused on the consistent posting, referencing, and unpacking of content and language objectives during lessons.

Intervention and Student Support
Launch Interventions Early:
Begin Lexia Reading Intervention at the start of the school year for all student groups (general education, MLLs, SWDs).

Redesign After-School Programming:
Increase focus on academic interventions (foundational reading, Math skills, and typing) while maintaining enrichment opportunities.

Expand Targeted Interventions:
Use iReady and CFA data to flexibly group students for Math and literacy intervention, allowing students to exit based on mastery.

Multilingual Learner Supports (ELPAC Focus)
Restructure Middle School ELD Classes:
Group students by proficiency levels to allow more targeted instruction and progress monitoring.

Expand LTEL and RFEP Supports:
Continue RFEP academic and SEL check-ins.
Enhance Family Engagement:
Offer quarterly LTEL-focused family nights and bilingual outreach on reclassification pathways.

Instructional Coaching and Professional Development
Implement Structured Coaching for All Teachers:
Regular (biweekly) coaching cycles for new and veteran teachers to strengthen Math & Literacy instruction, scaffolding, and differentiation.

Expand Co-Teaching and SPED Supports:
Increase training on Universal Design for Learning (UDL) and co-teaching models for Education Specialists and General Education teachers.
Ensure protected co-planning time in the master schedule.

Strengthen Language Development Across Classrooms:
Continue PD on structured academic talk, explicit vocabulary instruction, and integrating ELD strategies into all content areas.
Technology Integration for Student Support

Utilize Canva and Other Tech Tools:
Train teachers and students to use Canva, Nearpod, and other tech platforms to create accessible, visually engaging supports for Multilingual Learners (MLLs) and Students with Disabilities (SWDs).

Examples:
Canva templates for sentence frames, vocabulary word walls, visual summaries.
Nearpod interactive lessons for differentiated language scaffolds.
Flip (formerly Flipgrid) for oral language practice and SEL check-ins.
Focus on increasing access to visuals, scaffolded writing supports, and alternative ways for students to show mastery."

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	Continue implementing newly adopted, standards-aligned curriculum in core subjects where adoption was completed (e.g., ELA, Math for grades with existing curriculum, and other core content areas), and provide ongoing professional development from curriculum providers to support effective use. Prioritize the identification and adoption of curriculum for High School Math, Middle School Social Studies, and Middle and High School Science in 2025–26, addressing the gap from 2024–25 when high-quality options were not available. Maintain a 1:1 student-to-device ratio through continued investment in high-quality Chromebooks to ensure all students have access to digital instructional resources. Support regular teacher collaboration through Cycles of Inquiry and grade-level/content team planning using the GLEAM framework, with a focus on lesson internalization, standards alignment, and culturally responsive teaching practices. Sustain and strengthen implementation of Lexia Reading Intervention for general education students, multilingual learners, and students with disabilities, ensuring timely access and consistent instructional time—especially for students with disabilities who began Lexia mid-year in 2024–25. Reinforce the use of formative assessment and scaffolding strategies developed through COIs to better meet the needs of English Learners and students with disabilities. 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 Students with disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$201,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction	Maintain regular Cycles of Inquiry (COIs) that provide protected time for teachers to engage in data discussions focused on Common Formative Assessments (CFAs), vertical alignment, and scaffolding for English Learners and Students with Disabilities. Implement a structured instructional coaching model that ensures consistent support for both new and veteran teachers through regular classroom observations, feedback, co-planning, and co-teaching. Provide targeted professional development and ongoing support to ensure content-specific learning targets and language objectives are clearly communicated and visibly posted in all classrooms. Continue to monitor the implementation of student talk structures and vocabulary instruction to build on progress made over the past two years and ensure alignment with academic language development goals for English Learners and all students. 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 Students with disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$1,300,087.00	Yes
1.3	Academic Program (Master Scheduling)	Use Data to Drive Interventions Continued use of iReady data to place students in targeted Reading Workshop and advisory groups for literacy and math intervention. Students exit groups upon demonstrating mastery. In 2025–2026, we will strengthen this process with additional data tools and progress monitoring. Create an Equitable Master Schedule The 2024–2025 schedule included credit recovery, intervention blocks, advanced courses, and electives like digital media arts. It ensured multilingual learners received full ELD classes without losing access to electives. In 2025–2026, we will refine the schedule to improve support for co-teaching and shared planning.	$3,064,316.00	No

Action #	Title	Description	Total Funds	Contributing
		Strengthen Co-Teaching and Co-Planning Co-teaching was limited by scheduling constraints. Next year, we will work with the Program Specialist to build in shared planning time and group students intentionally to support co-teaching. Improve After-School Academic Support The after-school program focused mainly on enrichment this year. In 2025–2026, we will redesign it to include academic support in reading fluency, math skills, and typing, while still offering enrichment. The program will also operate for 30 additional days. Increase PE Access in Middle School We will add a PE teacher in 2025–2026 to ensure all middle school students receive physical education.		
1.4	MLL	Provided designated and integrated ELD instruction for all multilingual learners, with high school courses expanded to 90 minutes daily and grouped by proficiency level. Middle school students received 70 minutes of daily instruction, though classes remained mixed due to staffing constraints. Maintained a site-based MLL instruction team that supported ELD implementation, conducted RFEP monitoring, and coordinated ELPAC testing. Teachers also received professional development focused on structured academic talk, with weekly instructional tips reinforcing best practices for MLLs. Integrated progress monitoring systems for both operational and academic data. This included scheduled RFEP check-ins and targeted advisory interventions using formative data like iReady scores to inform support. Continued Reading Workshop as an intervention for MLLs with foundational reading gaps.	$20,580.00	No
1.5	SPED	Provide regular coaching and feedback to Education Specialists, with a shift to biweekly observation and feedback cycles to strengthen instructional support and professional growth.	$1,679,171.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure Education Specialists are included in curriculum-aligned professional development, particularly in ELA and Math, to support effective co-teaching practices. Offer department-wide professional development on the five models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station Teaching) as well as Universal Design for Learning (UDL), building on the foundational training provided to new staff. Maintain dedicated common planning time in the master schedule for General Education and Special Education co-teachers to support ongoing collaboration and co-planning. Conduct a program review in partnership with the Program Specialist and implement a co-teaching self-assessment process, guiding co-teaching teams to set 1–2 improvement goals based on their reflections.		
1.6	Black Excellence	Continue supporting the Black Student Union (BSU) with funding for materials such as t-shirts, awards, and event supplies. Sustain BSU's role in leading student voice, hosting events, and promoting a culturally responsive school environment. Support ongoing collaboration between BSU and the Hispanic Youth Leadership Club (HYLC) through joint events that foster cross-cultural unity. Establish a Black Family Advisory Council to elevate family voice and strengthen community partnerships. Provide targeted support for BSU students to lead advocacy efforts, including addressing racist language and promoting culturally relevant instruction. Continue participation in the Black Excellence Awards Ceremony to recognize and celebrate the achievements of Black scholars.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Personalized Learning (students)	All students will continue to create Personalized Learning Plans (PLPs) during advisory that include specific, measurable academic goals and action steps. Students will present their PLPs to families during Student-Led Conferences held once each semester to strengthen family engagement and goal transparency. Dedicated advisory time will be provided monthly for students to review progress, reflect on their learning, and revise goals using a structured reflection protocol. Advisory teachers will receive professional development and support tools to guide students in writing high-quality goals and engaging in meaningful reflection. A digital PLP tracking system will be introduced to monitor student progress over time and make data more accessible to teachers for planning and intervention. MultiLanguage Learners will include language development goals in their PLPs, and students with disabilities will include Math and ELA goals aligned to their IEPs.	$0.00	No
1.8	Title I	Retain Reading Intervention Specialist Use Title I funds to retain the Reading Intervention Specialist, who provides targeted reading support and intervention to students performing below grade level. This role is critical in supporting literacy development across grade levels, with a focus on students with disabilities, MultiLanguage Learners (MLLs), and Long-Term English Learners (LTELs). Implement Professional Development on GLAD Strategies	$270,348.00	No

Action #	Title	Description	Total Funds	Contributing
		Launch sitewide training on Guided Language Acquisition Design (GLAD) strategies to strengthen language development instruction for MLLs and LTELs. This training will build on the TLAC strategies introduced in the previous year and provide teachers with more tools to support language acquisition across content areas. Expand Use of Reading Workshop Curriculum Continue investing in Reading Workshop curriculum and materials to support literacy growth across all grade levels, with a focus on improving reading comprehension and academic vocabulary for low-performing students. Refine Master Schedule to Support Academic Equity Restructure the master schedule for the 2025–2026 school year by adopting a true block schedule and adding an additional PE and History teacher at the high school level. These changes will reduce class sizes, increase access to core content, and provide more instructional time to meet the needs of students performing below grade level. Strengthen Leadership Practices Through Ongoing Learning Continue to send members of the leadership team to high-impact conferences such as the Innovative Schools Summit to build capacity around graduation rate improvement, restorative justice practices, and equitable supports for underserved student populations, including MLLs and homeless youth.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

In alignment with Aspires Core Values—joy, well-being, agency, belonging, and community partnership—our region has crafted a graduate profile to inspire and guide our students and educators in Aspire Central Valley. Our aim is to empower them, not just academically but also personally, fostering a culture where everyone can thrive and contribute positively. We are excited to introduce a new social-emotional curriculum, set to unfold over the next three years. Designed to be culturally responsive, it equips our community with the tools to foster empathy and trust. Our commitment to the 'Empowered' goal is a pledge to create a nurturing space where all individuals can excel and support the broader community's well-being. We will track our journey towards this vision, using surveys and data on attendance, discipline, and school climate, to ensure a healthy, inclusive, and vibrant educational environment.

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 6-12: 36% Teacher-student relationships: Grades 6-12: 60%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 40% Teacher-student relationships: Grades 6-12: 55% School Safety: Grades 6-12: 52%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 56% Teacher-student relationships:	Sense of Belonging (Grades 6-12): +4.00% Teacher-Student Relationships (Grades 6-12): -5.00% School Safety (Grades 6-12): +5.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 47%			Grades 6-12: 80% School Safety: Grades 6-12: 67%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4.2% African American/Black: 6.3% Hispanic/Latinx: 4.3% English Learners: 6.6% Socioeconomically Disadvantaged: 4.8% Students with Disabilities: 4.3%	2023-2024 Suspension Rate All Students: 4.20% Black/African American: 0.00% Asian: 0.00% Hispanic: 4.30% Multiple Races/Two or More: 6.10% Students with Disabilities: 3.40% White: 4.30% English Learner: 2.90% Long-Term English Learner: 3.30% Socioeconomically Disadvantaged: 4.80%		2025-2026 Suspension Rate All Students: 3.3% African American/Black: 5.4% Hispanic/Latinx: 3.4% English Learners: 5.7% Socioeconomically Disadvantaged: 3.9% Students with Disabilities: 3.4%	All Students: 0% (no change) Black/African American: -6.30% Hispanic/Latinx: 0% (no change) English Learners: -3.70% Socioeconomically Disadvantaged: 0% (no change) Students with Disabilities: -0.90%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 34.70% African American/Black: No Data Displayed Hispanic/Latinx: 34.50%	2023-2024 Chronic Absenteeism Rate All Students: 16.80%		2025-2026 Chronic Absenteeism Rate All: 25.70% African American/Black: No Data Displayed	All Students: -17.90% Hispanic/Latinx: -16.90% English Learners: -12.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 26.70% Socioeconomically disadvantaged: 35.00% Students with Disabilities: 31.80%	English Learner: 14.60% Long-Term English Learner: 18.80% Socioeconomically Disadvantaged: 17.80% Black/African American: 18.20% Asian: 0.00% Hispanic: 17.60% Multiple Races/Two or More: 20.00% Students with Disabilities: 15.60% White: 13.60%		Hispanic/Latinx: 25.50% English Learners: 17.70% Socioeconomically disadvantaged: 26.00% Students with Disabilities: 22.80%	Socioeconomically Disadvantaged: -17.20% Students with Disabilities: -16.20%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 16% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably	Barriers to Engagement: -1.00% Family Engagement: -4.00%
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: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: +1 (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4			Empowering Families in Decision-Making: +1 (increase) Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	How the LEA will promote parental participation in programs for low income, English learner and foster youth students. (LCFF Priority 3, Self-Reflection Tool, Rating for Building Partnerships for Student Outcomes, 1-5)	2023-24 Local Performance, Self-Reflection Building Partnerships for Student Outcomes Average Rating: 2	2024-25 Local Performance, Self-Reflection Building Partnerships for Student Outcomes Average Rating: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Increased 2
2.7	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.24%	2024-2025 P2 Attendance Rate 94.68%		2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 1.44%
2.8	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 84% responded favorably “The school provides a safe environment for my child.” 86% 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 69% responded favorably: "The school provides a safe environment for my child." 64% 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 85% responded favorably “The school provides a safe environment for my child.” 86% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	The school provides a safe environment for my child: -15.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: -22.00%
2.10	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
2.11	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		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	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science, PE, and Art		Science, PE, and Art	
2.12	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate 0% (0 of 48)	2023-2024 Dropout Rate 0.00%		2025-2026 Dropout Rate 0	No Change
2.13	Middle School Dropout Rate (CALPADs data)	2022-2023 Middle School Dropout 0	2023-2024 Dropout Rate 0		2026-2027 Middle School Dropout Rate 0	No Change

Goal Analysis [2024-25]

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.

Goal 2 Implementation Summary (2024–2025)
Goal 2: Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments.

Actions Implemented
2.1 Attendance and Enrollment
Re-established a dedicated Attendance Team meeting weekly to monitor data, focusing on ELs, McKinney-Vento students, Foster Youth, and low-income students.
Conducted daily personal outreach for absences (phone calls, SART meetings, home visits).
Launched school-wide attendance incentives, recognizing perfect attendance each quarter and awarding year-end prizes.
Expanded community-based enrollment outreach through social media, flyers, and door-to-door campaigns with a culturally representative team.
Hosted on-site enrollment events welcoming new families with raffles, swag, and staff meet-and-greets.

2.2 Social-Emotional Learning (SEL)
Implemented ""We Do It For the Culture"" SEL curriculum during advisory across all grades.
Created consistent advisory spaces for identity exploration, emotional awareness, and culturally responsive conversations.

2.3 Family and Community Engagement
Held monthly family engagement events (e.g., Lunch with a Loved One).
Sustained monthly ELAC meetings to engage multilingual learner families.
Offered Parent Institute for Quality Education (PIQE) workshops, focusing on college readiness for families.

2.4 School Climate and Positive Behavior
Trained all staff on the new PowerSchool Incident Management System for discipline tracking.
Continued LiveSchool PBIS system to reward positive behaviors with a lunch-period LiveSchool cart.
Convened the Attendance Team, Instructional Leadership Team, and School Culture Team regularly to review SEL and behavior data.
Trained support staff in CPI (Crisis Prevention Intervention) and provided Restorative Practices training for teachers.
Maintained monthly staff morale events to foster adult well-being.

2.5 Facilities and Physical Spaces
Conducted regular facilities walkthroughs using the FIT (Facility Inspection Tool) to ensure safety and compliance.
Provided annual Comprehensive Safety Plan training for all staff.

2.6 Instructional Coaching and Professional Learning
Maintained weekly coaching for new teachers and biweekly coaching for experienced teachers.
Conducted weekly administrative learning walks to monitor instructional priorities.
Built teacher leadership capacity through the Instructional Lead Team planning and facilitating monthly PD.

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 due to removing Office Assistant position from the budget

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

The efforts under Goal 2 demonstrate a combination of effective and partially effective actions that have advanced progress while identifying areas for improvement. Action 2.1, Attendance and Enrollment, has been partially effective. Weekly attendance team reviews focused on attendance rates for English Learners, McKinney-Vento, Foster Youth, and low-income students, paired with increased family communication through personal outreach and home visits. School-wide attendance incentives and enrollment marketing efforts via flyers, social media, and community outreach contributed to a 1.44% increase in overall attendance and nearly an 18% reduction in chronic absenteeism. Despite these gains, chronic absenteeism remains high among newly enrolled and highly mobile students, indicating a need for more individualized interventions and newcomer social-emotional supports.

Action 2.2, Social-Emotional Learning (SEL), also showed partial effectiveness. The full rollout of SEL curriculum during advisory periods provided students with a consistent space to explore emotional skills and identity, reflected in a modest 4% increase in student sense of

belonging. However, the absence of formal staff training on CASEL competencies and fidelity checks, combined with a 5% decline in teacher-student relationship ratings, indicates uneven integration of SEL practices beyond advisory time.

Family and Community Engagement and Outreach under Action 2.3 proved effective. Quarterly family events, monthly SSC/ELAC meetings with robust supports, the creation of a Black Family Advisory group, and expanded social media engagement strengthened family presence, trust, and communication. These efforts are reflected in substantial improvements in family engagement survey results and increased perceptions of school safety and connectedness.

School Climate initiatives under Action 2.4 were partially effective. The establishment of MTSS and Equity Leadership Teams, ongoing PBIS and restorative practice training, and use of the LiveSchool system helped reduce suspension rates from 4.2% to 3.3% while maintaining a 0% expulsion rate. Staff morale boosters further supported a positive environment. However, inconsistent teacher participation in LiveSchool and uneven classroom-level restorative practices limited the full potential of these strategies.

Classroom Facilities and Student Physical Spaces efforts under Action 2.5 were effective. Regular facilities walkthroughs and annual comprehensive safety plan trainings sustained “Good” facility ratings and fostered a culture of preparedness and safety.

Lastly, Action 2.6, Regular Coaching using ASLF and TLF, demonstrated partial effectiveness. Biweekly coaching, leadership goal-setting, peer observations, and weekly administrative learning walks supported professional growth and alignment with school priorities. Nonetheless, declines in academic achievement highlight the need to intensify coaching around Special Education strategies and differentiated instruction to ensure all students receive adequate support.

Overall, the coordinated actions of Goal 2 have made meaningful progress, with family engagement, school safety, and team collaboration as key strengths. Continued focus on individualized attendance interventions, deepening SEL implementation, improving teacher engagement with behavior systems, and enhancing targeted coaching will be essential to fully realize this goal.

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.

Adjustments for 2025–2026 — Goal 2

Attendance, Climate, and Student Belonging
Strengthen individualized attendance interventions for chronically absent students, with a focus on new enrollees and highly mobile students.
Launch student-led attendance campaigns to build peer ownership of school culture and engagement.
Create and calendar regular school-day celebrations (e.g., spirit weeks, academic achievement rallies, grade-level assemblies) to:
Increase daily attendance, Elevate student voice, and Boost visibility and participation in school activities.

Expand Student Council leadership to:
Co-design schoolwide events.
Evaluate and recommend improvements to the LiveSchool PBIS system.

Introduce a Link Crew mentorship program where upperclassmen mentor incoming 6th, 7th, and 9th graders to support transitions and increase belonging.

Social-Emotional Learning (SEL) and Restorative Practices
Provide formal SEL professional development for all staff, aligned to CASEL 5 competencies and CDE SEL standards.
Extend SEL practices beyond advisory into academic classrooms through PD and coaching.
Implement weekly SEL learning walks and fidelity checks to monitor consistent integration across classrooms.
Expand restorative practice coaching cycles to embed relationship-building, conflict resolution, and repair strategies into daily routines.

Family and Community Engagement
Offer more flexible scheduling for family events, including evening and weekend options to reach working families.
Strengthen targeted outreach to ensure underrepresented families are engaged.
Launch a Black Family Advisory Council to elevate the voices of Black families and improve cultural responsiveness in school decision-making.

Facilities, Safety, and Campus Feedback
Continue regular facilities walkthroughs for Williams Act compliance and safety.
Introduce student and family feedback loops to gather perceptions on safety, facilities quality, and school culture improvements.

Instructional Coaching and Professional Development
Differentiate coaching cycles to ensure targeted support for veteran teachers, Special Education teachers, and instructional aides.
Focus coaching on SEL integration, restorative practices, PBIS system consistency, and building student-centered classroom cultures.

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	Attendance and Enrollment	Attendance Maintain a weekly attendance team that reviews attendance data with a specific focus on ELs, McKinney-Vento, Foster Youth, and low-income students. Continue daily personal outreach for absences, including phone calls and home visits, to strengthen relationships and provide early intervention for chronic absenteeism.	$117,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implement school-wide attendance incentives such as quarterly recognition, grade-level competitions, and year-end prizes to foster a joyful and motivating school culture. Host monthly family engagement sessions that increase awareness of attendance expectations, supports, and the impact of attendance on learning outcomes. Regularly update Special Programs in PowerSchool to ensure McKinney-Vento and Foster Youth students are identified and supported. Launch student-led attendance campaigns to elevate student voice and promote a culture of belonging and responsibility around attendance. Establish a newcomer support group led by social-emotional counselors to support students who are new to the country in building connections and navigating school life. Enrollment Use weekly attendance team meetings to review enrollment data and identify areas for targeted outreach based on heat map analysis. Continue implementing a community-based marketing plan, including social media outreach, flyers at local businesses, churches, and grocery stores, and neighborhood canvassing. Host regular on-site enrollment events that are welcoming and celebratory, including raffles, school gear giveaways, and opportunities for families to connect with staff and current students. Expand multilingual communication and onboarding tools to ensure new families receive clear, accessible information and feel connected to the school community from the start.		
2.2	SEL	Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments. Ensure SEL Curriculum Access & Alignment Provide all classrooms with board-approved, culturally responsive SEL curriculum, including updates or replacements as outlined in the CV Curriculum Overview. Monitor curriculum usage across both advisory and core content areas to promote full integration of SEL throughout the day.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct Weekly SEL Learning Walks & Fidelity Checks Launch weekly learning walks to assess the quality and consistency of SEL implementation. Use a shared rubric aligned to CASEL 5 and the Conditions for Thriving to provide actionable feedback to teachers and celebrate strong practices. Build Staff Capacity with SEL Competency Training Facilitate professional development for all staff on CASEL 5 competencies, trauma-informed practices, and the CDE SEL standards. Provide ongoing coaching and reflection time to support teachers in integrating SEL into academic instruction and classroom culture. Support Visibility of SEL Learning Targets Ensure that SEL learning targets are visibly posted and referenced in all advisory and SEL-integrated lessons. Include support tools and walkthrough look-fors to monitor visibility and student understanding of these targets. Strengthen Antiracist & Data-Informed SEL Practices Allocate time for teacher teams to review Panorama data and revise SEL units with an antiracist, student-centered lens. Integrate this process into broader MTSS efforts to align academic and social-emotional supports. Launch a Newcomer Support Group Establish a weekly support group for students new to the country focused on building belonging, identity, and emotional well-being. Coordinate support across SEL, multilingual learner, and counseling teams to meet students' academic and emotional needs. Expand Family Engagement Through Monthly SEL Workshops Host monthly student-led SEL workshops for families, using bilingual materials from CASEL's family engagement series. Use these events to strengthen home-school partnerships and empower families to reinforce SEL practices at home.		
2.3	Family and Community Engagement & Outreach	Establish a Black Family Advisory Council Create and support a formal advisory group to elevate the voices and needs of Black families and ensure culturally responsive engagement and decision-making. Expand PIQUE and Family Education Workshops	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Offer college-readiness and other family learning sessions more frequently, in multiple languages, and during flexible hours to increase accessibility and participation. Increase Interactive, Two-Way Communication Tools Implement tools such as short surveys, live Q&A events, group messaging apps, and family response platforms to create more opportunities for families to ask questions, provide feedback, and feel heard. Strengthen Outreach to Underrepresented Families Use data to identify families who are less engaged and provide targeted outreach, including home calls, personalized invitations, and language-accessible communication to increase participation. Use Family Input to Inform Events and Supports Regularly collect and act on feedback from SSC, ELAC, surveys, and family events to ensure programming aligns with family needs and builds stronger trust and collaboration. Continue and Enhance Monthly Family Events Maintain monthly events but diversify themes and formats to reflect family interests and cultures, including student showcases, wellness nights, and parent panels. Sustain ELAC Meetings with Expanded Purpose Continue ELAC meetings and incorporate structured opportunities for families to co-design supports for multilingual learners and build community among EL families. Leverage Social Media Strategically Use social media not just for celebration and information, but also to invite feedback, promote family leadership opportunities, and highlight community partnerships.		
2.4	School Climate	Launch a Teacher LiveSchool Engagement Campaign Provide training and ongoing support to help teachers integrate LiveSchool into daily classroom routines. Set schoolwide usage goals and recognize high-usage teachers to build momentum and consistency. Create a Student Council Leadership Program Develop a formal structure and mentorship for Student Council to take lead roles in school events and culture-building initiatives.	$135,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Give students decision-making power over LiveSchool cart inventory and student-led activities. Implement Restorative Practice Coaching Cycles Shift from one-time trainings to ongoing coaching that includes modeling, co-facilitation, and classroom-level support. Focus especially on reducing suspensions and improving teacher-student relationships. Develop a Tiered Recognition System Through LiveSchool Introduce tiered point systems for individual, classroom, and grade-level rewards to motivate participation and build community pride. Align point categories to school values and behavior expectations. Strengthen Grade-Level Team Systems Formalize agendas for weekly Grade Level Team meetings to include regular student case studies, behavior data reviews, and event planning. Include a rotation for staff to lead culturally responsive, inclusive celebration activities. Establish a “Staff Culture Crew” Recruit a small group of staff to plan monthly morale boosters, appreciation moments, and peer shout-outs to sustain adult joy and connection. Build this into the school calendar to ensure consistency and impact. Create Student Feedback Loops on Culture and Belonging Conduct quarterly student surveys or focus groups, especially among historically marginalized groups, to inform adjustments to practices and events. Include student input in planning SEL lessons and schoolwide initiatives. Partner With Families on School Culture Host biannual family input sessions on school climate and celebrations. Include family volunteers in LiveSchool celebrations and culture-building events to strengthen the home-school connection." These actions are specifically designed to address the red indicator for the "Two or More Races" student group on the CA School Dashboard for suspensions by promoting a positive school climate, equitable disciplinary practices, and targeted support to reduce suspension rates.		

Action #	Title	Description	Total Funds	Contributing
2.5	Classroom Facilities, and Student Physical Spaces	Maintain regular facilities walkthroughs using a standardized safety checklist to ensure all learning spaces are safe, inclusive, and compliant with the School Comprehensive Safety Plan. Provide ongoing staff training on the Comprehensive Safety Plan to reinforce a consistent, site-wide approach to safety and emergency preparedness. Continue Emergency Responsiveness training for all staff, expanding to include scenario-based drills and debriefs that build real-time preparedness and confidence. Offer professional development on trauma-informed safety practices and culturally responsive approaches to emergency response, deepening staff capacity to support students in crisis. Refine and update the safety checklist and training content based on evolving local and state guidelines, as well as site-based needs and feedback. Introduce opportunities for student leadership in school safety efforts, such as peer safety ambassadors or student-led climate feedback systems, to promote a sense of ownership and community.	$202,585.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Expand Special Education Coaching Implement regular observation and feedback cycles specifically for Special Education teachers Center coaching on co-teaching models and inclusive instructional practices Facilitate joint planning time between general education and special education teachers Differentiate Coaching for Veteran Teachers Develop coaching pathways aligned to teacher strengths and growth areas Integrate goal-setting and progress monitoring into coaching cycles Use student achievement and engagement data to tailor support Refine Weekly Learning Walks Align observation “look-fors” more clearly with schoolwide instructional goals Use walk data to inform site-wide instructional priorities and PD planning Incorporate informal student feedback to assess classroom climate and engagement	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Enhance Professional Development Relevance Use learning walk trends and assessment data to shape monthly PD topics Include more modeling and practice-based PD formats (e.g., live lesson labs, video analysis) Continue leveraging the Instructional Lead Team to co-facilitate PD, with added focus on inclusion and differentiation Incorporate Student Voice and SEL Integrate classroom culture and student engagement indicators into coaching reflections Use student surveys or interviews to inform coaching conversations Embed strategies for building affirming and joyful learning environments into coaching goals		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Aspire scholars and staff engage in meaningful work that is rigorous, culturally relevant, and engaging through real-world experiences to demonstrate opportunities that transform future possibilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our goal is to transcend traditional education by offering real-world opportunities to both students and staff. With programs like Early College High School and project-based learning, we aim to highlight the diverse talents and abilities within our community. We're committed to empowering our community by integrating real-world experiences that not only enhance academic performance but also equip individuals with vital life and career skills. As we transition to innovative, student-centered learning, we will support our educators in updating their teaching methods, ensuring they lead in educational innovation. In championing innovation, fostering teamwork, and empowering our community, we are dedicated to unlocking new possibilities for everyone in the Aspire community.

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 72.08% Fully Credentialed	2022-23 81.15% Fully Credentialed		2025-2026 100% Fully Credentialed	Increased by 9.07%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 48% responded favorably	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey School Climate: 68% responded favorably	School Climate: +2.00% Belonging: -6.00% Well-being: +1.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 70% responded favorably Well-being: 59% responded favorably Staff-Leadership Relationships: 33% responded favorably Cultural Awareness and Action: 42% responded favorably	School Climate: 50% responded favorably Belonging: 64% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 36% responded favorably Cultural Awareness and Action: 40% responded favorably		Belonging: 90% responded favorably Well-being: 79% responded favorably Staff-Leadership Relationships: 53% responded favorably Cultural Awareness and Action: 62% responded favorably	Staff-Leadership Relationships: +3.00% Cultural Awareness and Action: -2.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 88.7%	Retention Rate 78.90%		2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased by 9.80%
3.4	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 56.30% Black/African American: Data not displayed	2023-2024 College and Career Readiness All Students: 52.20%		2025-2026 College and Career Readiness All Students: 65.30%	All Students decreased by 4.10%. • Socioeconomically Disadvant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: Data not displayed Socioeconomically Disadvantaged: 57.90% Hispanic: 57.90% Students with Disabilities: Data not displayed	English Learner: 20.00% Long-Term English Learner: 21.40% Socioeconomically Disadvantaged: 46.20% Hispanic: 51.00%		Black/African American: Data not displayed English Learner: Data not displayed Socioeconomically Disadvantaged: 66.90% Hispanic: 66.90% Students with Disabilities: Data not displayed	aged decreased by 11.70%. • Hispanic decreased by 6.90%.
3.5	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 69%	2023-24 A-G Completion Rates 87.50%		2025-2026 A-G Completion Rates 100%	Increased 18.5%

Goal Analysis [2024-25]

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.

Implemented as Planned
Project-Based Learning (PBL):
Every student completed a rigorous, standards-aligned project connected to ELA coursework. A culminating exhibition week allowed students to present their projects to community judges, strengthening real-world relevance, communication skills, and student pride. Teacher planning was supported by Cycles of Inquiry and collaboration time.

College & Career Readiness Structures:
All seniors developed and presented Post Secondary Success Plans. A–G course access and progress monitoring were embedded in academic counseling, and credit recovery was built into the master schedule. The addition of a Consumer Math course and expanded dual enrollment with MJC (including CCAP courses) helped bridge academic learning with real-world application.

Career Pathway Development:

The Healthcare Pathway was strengthened with college-aligned courses and clear certification guidance. A new Agriculture Pathway launched, including in-person MJC courses and industry field trips. These efforts supported real-world learning aligned to student interests and workforce needs.

Family & Community Outreach:
Vanguard hosted well-attended Student-Led Conferences, a vibrant College & Career Fair with 25+ organizations, and events like the Saturday School Kickoff. Partnerships with Stanislaus State and MJC provided hands-on student guidance in healthcare and college planning.

Adult Professional Learning:
All staff completed three cycles of goal-based Professional Learning Plans (PLPs), supported by coaching and observations. Teacher-led professional development became the norm, fostering ownership and relevancy. Administrators attended external institutes to strengthen leadership in instruction and data systems.

Credentialing Support:
All intern and permit-holding teachers remained on-track for certification. These educators received coaching, mentor support, and release time to meet credential requirements—leading to high instructional quality and strong teacher retention.

Partially Implemented or Not Yet Implemented
Interdisciplinary PBL Expansion:
While the ELA-based projects were successful, we did not expand PBL across content areas or implement two projects per year as planned. This limited opportunities for deeper interdisciplinary learning and multiple iterations of skill-building.

Internships and Externships:
Career pathway programs lacked a sufficient number of internships or externships. Though some students participated, access was limited across the broader student body. Structured work-based learning will require more partnerships in 2025–26.

Impact Measurement for PBL:
Common rubrics and student reflection tools were not implemented, making it difficult to measure PBL's effect on skills like collaboration, critical thinking, and academic performance.

External Conference Access for Teachers:
While PD cycles were strong, limited staff attended subject-specific conferences. Science, History, and Special Education staff especially need expanded opportunities to deepen their expertise.

Impact
Across Vanguard, Goal 3 implementation increased student engagement and ownership of learning through real-world experiences. PBL elevated student voice and public presentation skills, while career pathway programs gave scholars tangible postsecondary options—including early college credit and certifications. Families were engaged through college- and career-oriented events, and adult learning

became more teacher-driven and goal-aligned. Though we faced constraints in interdisciplinary integration and external career experiences, strong foundations were laid this year.

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.

During the 2024–2025 school year, actions taken under Goal 3 demonstrated varying levels of effectiveness across the six specific action areas, showing meaningful progress while also identifying opportunities for growth.

Action 3.1, Rigorous Projects (Project-Based Learning), was partially effective. Students completed standards-aligned PBL projects connected to ELA content, which made learning more relevant and increased engagement through real-world application. Public presentations and community involvement provided authentic audiences that strengthened student communication skills. Supportive teacher structures like collaborative planning and coaching helped ensure quality implementation. However, since projects were limited to ELA and only one project was implemented, students missed opportunities for interdisciplinary learning and multiple practice cycles. The lack of formal impact measures also hindered assessment of academic growth related to PBL.

Action 3.2, Family Involvement and Community Outreach, proved effective. The school successfully hosted student-led conferences twice yearly, engaged families in postsecondary conversations through events like PIQUE, and fostered robust community partnerships, including a well-attended College and Career Fair with 25 organizations. Targeted outreach, such as the partnership with Stanislaus State's healthcare program and Modesto Junior College, broadened student access to postsecondary resources. While family engagement surveys reflected some declines in belonging and cultural awareness, overall outreach efforts increased student and family connection to career and college readiness.

Action 3.3, Professional Learning for Adults, was partially effective. Teacher-led professional development and coaching cycles fostered stronger engagement and growth opportunities for most staff. However, retention rates dropped nearly 10%, and professional development for Special Education staff and aides did not fully meet goals, limiting support for students with disabilities and indicating a need for more targeted adult learning.

Action 3.4, Teacher Credentialing, was highly effective. Monthly check-ins and coordinated support ensured teachers pursuing credentials felt supported, preventing staffing emergencies and maintaining instructional continuity. Credential rates improved from 72.08% to 81.15%, moving steadily toward the 100% target.

Action 3.5, College and Career Readiness, was highly effective overall. The school expanded credit recovery and college-credit opportunities, leading to an increase in A–G completion rates from 69% to 87.5%. Financial literacy courses and strong partnerships with

community colleges helped students stay on track academically. Despite this, access to in-person college courses and real-world career experiences like internships remains limited, highlighting a critical area for future growth.

Finally, Action 3.6, Career Pathways, showed effective progress in establishing postsecondary success plans and developing career pathways linked to college partners. The introduction of an Agriculture Pathway reflected responsiveness to local industry needs, though limited internship and externship opportunities constrained real-world work experiences for some students. Expansion of these offerings is essential to fully prepare scholars for post-graduation success.

In summary, Goal 3's actions effectively advanced project-based learning, family engagement, credentialing, and college readiness, while professional learning and career pathway experiences would benefit from increased support and broader implementation to meet all students' needs and workforce demands.

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.

To deepen the impact of Goal 3, we will:

Expand PBL: Implement two interdisciplinary PBL projects per student per year, aligned across ELA, Math, Science, and Social Studies. Develop schoolwide rubrics and reflection tools.
Increase Career Exposure: Build internship and externship partnerships across sectors (healthcare, education, agriculture), supported by a new mentorship program and job shadowing opportunities.
Broaden PD Access: Provide funding for Science, History, and SPED teachers to attend discipline-specific conferences. Launch a SPED-specific PD series and increase admin modeling in classrooms.
Enhance Postsecondary Planning: Strengthen collaboration with MJC and Stanislaus State for dual enrollment, certifications, and career exploration events. Launch a Postsecondary Planning Committee with family voice.
Track Progress: Implement a dashboard to track college credit, certification, and career readiness milestones.

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	Rigorous Projects (Project-Based learning)	Implement two grade-level PBL projects per year (one per semester). Design interdisciplinary projects aligned across ELA, Math, Science, and Social Studies.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Create and use common rubrics to assess collaboration, communication, critical thinking, and content mastery. Incorporate student self-reflection and goal-setting aligned to Personalized Learning Plans (PLPs). Provide structured planning time during PD days and Cycles of Inquiry for cross-content collaboration. Offer professional development on high-quality PBL design and facilitation. Engage community partners as project mentors, guest speakers, or exhibition judges to strengthen real-world relevance. Align project topics with culturally relevant themes and real-world issues to increase student engagement and voice.		
3.2	Family Involvement and Community Outreach	Host at least two postsecondary events annually, including an expanded College & Career Fair and sector-specific panels. Invite community and college partners quarterly for classroom presentations and workshops. Partner with Modesto Junior College for onsite support with dual enrollment, CTE pathways, and financial aid. Offer biannual family workshops (e.g., PIQUE) with translation, childcare, and flexible scheduling. Continue Student-Led Conferences twice per year, with a focus on postsecondary goal setting. Create a Postsecondary Planning Committee with families and staff to co-design events. Collect and use event feedback from students and families to improve future programming."	$0.00	No
3.3	Professional Learning (adults)	Deliver Targeted SPED PD: Launch a structured PD series for Special Education teachers and IAs focused on co-teaching, goal writing, and transition planning. Sessions will include modeling, practice, and job-embedded follow-up. Expand Content-Specific Conference Attendance:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide funding and scheduling support for Science and History teachers to attend content-focused conferences that promote deeper engagement and instructional innovation. Build Leadership Capacity Among Admin Team: Develop supporting administrators as learning leaders by engaging them in facilitation training, observation protocols, and co-leadership of PD and PLCs. Sustain Teacher-Led PD and Coaching Cycles: Continue the teacher-facilitated PD model and ensure all staff receive at least two formal observations per quarter to inform PLP goal progress. Implement Side-by-Side Learning: Introduce regular side-by-side coaching opportunities where administrators and/or external experts model effective strategies directly in classrooms. Strengthen PLP Infrastructure: Maintain three full PLP cycles for each educator, with observation and feedback aligned to individualized growth goals and the ASLF.		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements.	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options Schools provide financial literacy training for scholars using regional resources	$274,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Career pathways	Expand the Agriculture Pathway by adding Plant Science and Ag Mechanics college courses through MJC. Launch an Education Pathway in partnership with Stanislaus State, offering two honors-level college courses on campus. Continue growing the Healthcare Pathway by increasing access to stackable certifications like CNA, Medical Assistant, or Phlebotomy. Increase internship and externship opportunities across all pathways by building partnerships with local businesses, nonprofits, and schools. Create an industry mentorship program to connect students with professionals for monthly career guidance. Host career panels, job shadowing, and site visits each quarter to expose students to diverse industries. Strengthen Post Secondary Success Plan implementation with counselor check-ins and family engagement. Develop career-focused advisory lessons on goal-setting, financial literacy, and postsecondary planning. Launch a Pathways Progress Dashboard to track student college credits, certifications, and career readiness milestones.	$0.00	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: -51.1 African American/Black: Data Not Displayed English Learners: -106.8 Hispanic/Latinx: -63.2 Socioeconomically Disadvantaged: -63.8 Students with Disabilities: -142.2	2023-2024 SBAC ELA DFS All Students: -65.8 English Learner: -101.9 Long-Term English Learner: -134 Socioeconomically Disadvantaged: -75.3 Black/African American: -50.8		2025-2026 SBAC ELA DFS All: -42.10 African American/Black: data not displayed English Learners: -97.80 Socioeconomically disadvantaged: -54.80 Hispanic/Latinx: -54.20 Students with Disabilities: -133.20	All Students: -14.7 African American/Black: -50.8 English Learners: +4.9 Hispanic/Latinx: +12.0 Socioeconomically Disadvantaged: +12.5 Students with Disabilities: -0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: -7.1 Hispanic: -75.2 Students with Disabilities: -142.5 White: -23.9			
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -116.5 African American/Black: Data Not Displayed for Privacy English Learners: -161.9 Hispanic/Latinx: -126.9 Socioeconomically Disadvantaged: -128.3 Students with Disabilities: -180.2	2023-2024 SBAC MATH DFS All Students: -125.8 English Learner: -161.4 Long-Term English Learner: -198.8 Socioeconomically Disadvantaged: -135.2 Black/African American: -109.6 Asian: -69.8 Hispanic: -135.9 Students with Disabilities: -196.1 White: -71.4		2025-2026 SBAC Math DFS All: -94 African American/Black: Data no displayed for privacy English Learners: -139.40 Socioeconomically disadvantaged: -105.80 Hispanic/Latinx: -104.40 Students with Disabilities: -157.70	All Students: -9.3 African American/Black: +6.9 English Learners: +0.5 Hispanic/Latinx: -8.9 Socioeconomically Disadvantaged: +7.9 Students with Disabilities: +16.1
4.3	Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate All: 34.70% African American/Black: No Data Displayed Hispanic/Latinx: 34.50% English Learners: 26.70% Socioeconomically disadvantaged: 35.00%	2023-2024 Chronic Absenteeism Rate All Students: 16.80% English Learner: 14.60% Long-Term English Learner: 18.80%		2025-2026 Chronic Absenteeism Rate All: 25.70% African American/Black: No Data Displayed Hispanic/Latinx: 25.50% English Learners: 17.70% Socioeconomically disadvantaged:	All Students: -17.90% Hispanic/Latinx: -16.90% English Learners: -12.10% Socioeconomically Disadvantaged: -17.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 31.80%	Socioeconomically Disadvantaged: 17.80% Black/African American: 18.20% Asian: 0.00% Hispanic: 17.60% Multiple Races/Two or More: 20.00% Students with Disabilities: 15.60% White: 13.60%		26.00% Students with Disabilities: 22.80%	Students with Disabilities: -16.20%

Goal Analysis [2024-25]

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.

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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.

Actions 4.1 and 4.2 have been added to the LCAP as LREBG actions. While we do not have unspent LREBG funds from the prior year, with the potential for new LREBG funds in 2025-26, we have incorporated these actions to reflect the use of funds per Ed Code requirements and the required needs assessment. The rationale for each action and its expected impact are included in the action descriptions.

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	This is an LREBG-funded action that provides targeted literacy interventions including small-group instruction, structured literacy programs (MyPath), and personalized literacy support based on diagnostic data. 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.	$20,386.00	No

Action #	Title	Description	Total Funds	Contributing
		Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	This is an LREBG-funded action that provides targeted math interventions including small-group instruction and personalized math support (MyPath) based on diagnostic data. 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 Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. 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.	$20,386.00	No

Action #	Title	Description	Total Funds	Contributing
		The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.3	Chronic Absenteeism	Tiered Attendance Interventions – Implementation of a multi-tiered system of support, including universal messaging, early identification of at-risk students, and individualized outreach plans. Family Engagement & Communication – Personalized phone calls, bilingual home visits, and parent conferences focused on removing barriers to attendance. Attendance Incentives – School-wide recognition programs to promote consistent daily attendance and celebrate improvement. Attendance Monitoring Team – Weekly meetings to review data, monitor progress, and coordinate interventions with staff and community support partners. These actions directly address chronic absenteeism by: Increasing Early Intervention – Frequent data reviews help identify students before patterns become entrenched. Enhancing Family Trust & Communication – Personalized outreach in families' home languages strengthens relationships and improves support. Encouraging Positive Attendance Habits – Incentives and recognition reinforce the importance of showing up every day. Targeting Barriers – Staff and partners work collaboratively to address underlying causes such as transportation, health, or access issues — especially for historically underserved student groups.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,225,314	$214,648

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
31.490%	0.000%	$0.00	31.490%

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:** The California Dashboard data highlights significant academic challenges for English Learners (ELs) and Socioeconomically Disadvantaged students in both ELA and Math. English Learners saw a decline in ELA performance, with scores worsening from -96.70 to -106.80, marking a substantial need	These targeted actions effectively support the academic needs of English Learners (ELs) and Socioeconomically Disadvantaged students by enhancing curriculum quality, teacher training, and providing essential resources. Purchasing up-to-date, standards-based curriculum ensures that all core subjects meet current educational standards, providing a robust foundation for learning. Professional development sessions with tools like iReady and Amplify enhance teachers' abilities to deliver content effectively, particularly benefiting	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
	for enhanced language and literacy support. Their Math performance also declined, from -155.60 to -161.90, emphasizing the need for targeted math interventions. Conversely, Socioeconomically Disadvantaged students showed slight improvements in ELA, improving from -71.80 to -63.80, yet continued support is necessary to address ongoing challenges and ensure academic growth in both subjects. These trends indicate a pressing need for focused academic interventions and support systems tailored to these groups to help close the achievement gap. **Scope:** LEA-wide	ELs and low-income students by adapting teaching methods to diverse learning needs. Providing each student with a Chromebook ensures equal access to digital resources, crucial for maintaining engagement and consistency in learning, especially for those without home access. Additionally, regular sessions for teachers to internalize lessons with the UnboundEd Planning Process and the GLEAM framework allow for the customization of curriculum with culturally responsive teaching practices, further addressing the specific challenges faced by these student groups. Implementing these actions on a schoolwide basis ensures that all students benefit from high-quality education and resources, promoting equity and consistency in educational opportunities across the entire student body. This is being offered LEA-wide since all students are showing a need for a comprehensive approach to creating an inclusive and supportive learning environment.	
1.2	**Action:** Instruction **Need:** The California Dashboard data highlights significant academic challenges for English Learners (ELs) and Socioeconomically Disadvantaged students in both ELA and Math. English Learners saw a decline in ELA performance, with scores worsening from -96.70 to -106.80, marking a substantial need for enhanced language and literacy support. Their Math performance also declined, from -155.60 to -161.90, emphasizing the need for targeted math interventions. Conversely,	Improving instruction through increased teacher planning time, observations, and the use of content and language objectives ensures all students receive high quality instruction and the support needed to thrive. This is being done on a school wide basis because All students at Aspire Vanguard have shown a need for high quality instruction, so we will be offering this LEA-wide. Improving instruction for all students will in turn improve the instruction for our English Learners, LTELs, and Students with Disabilities.	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
	Socioeconomically Disadvantaged students showed slight improvements in ELA, improving from -71.80 to -63.80, yet continued support is necessary to address ongoing challenges and ensure academic growth in both subjects. These trends indicate a pressing need for focused academic interventions and support systems tailored to these groups to help close the achievement gap. **Scope:** LEA-wide		
2.1	**Action:** Attendance and Enrollment **Need:** The chronic absenteeism data for the 2022-2023 school year highlights specific attendance challenges for English Learners (ELs) and Socioeconomically Disadvantaged students. English Learners have a chronic absenteeism rate of 26.70%, indicating a need to reduce absenteeism to ensure consistent access to language development and academic instruction. Socioeconomically Disadvantaged students exhibit a higher rate at 35.00%, pointing to a significant issue with engagement and access to education, potentially due to external socioeconomic factors. Addressing these attendance rates is crucial to improve educational outcomes and provide stable learning environments for these vulnerable student groups.	The actions to enhance attendance integrate strategic data reviews, direct family communication, and school-wide incentive programs, tailored specifically to support English Learners, McKinney-Vento, Foster Youth, and low-income students. By focusing on these groups, the school can promptly address absenteeism through personalized support and early intervention. All students are showing a need for improving attendance, so we will be offering this LEA-wide. Implementing these strategies across the school ensures a unified approach that benefits all students by promoting a stable learning environment and reducing barriers to regular attendance, essential for effective education and community engagement.	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
	Scope: LEA-wide		
2.4	**Action:** School Climate **Need:** Aspire Student Survey reveals that only 36% of students feel a sense of belonging, 60% perceive positive teacher-student relationships, and just 47% feel safe at school. With 75% of the student population being unduplicated, a significant portion is at a higher risk of facing challenges related to safety and inclusion. **Scope:** LEA-wide	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to survey data, 47% feel safe at school. With a high percentage of	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent	Metric (2.1) Student Sense of Safety

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
	unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	
3.5	**Action:** College & Career Readiness (Early College HS, A-G Readiness) **Need:** The data highlights that while overall graduation rates have improved, reaching 100% from 96.40%, specific challenges persist for Low-Income students, particularly in college and career readiness. The College and Career Indicator (CCI) for Socioeconomically Disadvantaged students has notably decreased from 70.90 to 57.90, indicating these students are less prepared for post-secondary opportunities compared to their peers. This situation underscores the need for enhanced academic support, career counseling, and access to real-world learning experiences such as internships and vocational training tailored to these vulnerable groups. Ensuring that Low-Income students are not only graduating but are also equipped with necessary skills and knowledge for future success is crucial.	Ensuring scholars remain A-G eligible keeps them on track for admission to California State and University of California systems, directly addressing college access barriers. The provision of credit recovery courses, available each semester and during summer through various partnerships, helps students who have fallen behind to catch up and stay on course to graduate. Additionally, offering financial literacy training prepares students for economic independence and informed decision-making, which is crucial for their future success, especially for those from low-income backgrounds. These combined efforts enhance educational outcomes by providing necessary academic support and life skills training, ensuring that all students are well-prepared for life beyond high school. These actions are being provided on an LEA-wide basis to ensure all students have equitable access to the resources and support necessary for academic and personal success.	Metric (3.4) College & Career Readiness

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		

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	39.62
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	14.71

2025-26 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	7,066,622	2,225,314	31.490%	0.000%	31.490%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,892,121.00	$2,025,216.00	$0.00	$389,032.00	$7,306,369.00	$6,882,092.00	$424,277.00

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	$201,809.00	$201,809.00				$201,809.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,300,087.00	$0.00	$1,300,087.00				$1,300,087.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,064,316.00	$0.00	$2,660,939.00	$403,377.00			$3,064,316.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$20,580.00				$20,580.00	$20,580.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,477,283.00	$201,888.00		$1,581,067.00		$98,104.00	$1,679,171.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$270,348.00	$0.00				$270,348.00	$270,348.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$117,127.00	$0.00	$117,127.00				$117,127.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$135,459.00	$0.00	$135,459.00				$135,459.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$202,585.00	$0.00	$202,585.00				$202,585.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$274,115.00	$0.00	$274,115.00				$274,115.00	
3	3.6	Career pathways	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
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	$20,386.00	$0.00		$20,386.00			$20,386.00	
4	4.2	Math	All	No			All Schools	2025-26	$20,386.00	$0.00		$20,386.00			$20,386.00	
4	4.3	Chronic Absenteeism	All	No			All Schools	2025-26								

2025-26 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
7,066,622	2,225,314	31.490%	0.000%	31.490%	$2,231,182.00	0.000%	31.574 %	**Total:**	$2,231,182.00
								LEA-wide Total:	$2,231,182.00
								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	$201,809.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,300,087.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$117,127.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$135,459.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$202,585.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	LEA-wide	Low Income	All Schools	$274,115.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,015,749.00	$6,824,167.00

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	$84,349.00	$84,116
1	**1.2**	Instruction	Yes	$1,171,373.00	$1,163,346
1	**1.3**	Academic Program (Master Scheduling)	No	$3,181,879.00	$3,066,154
1	**1.4**	MLL		$16,596.00	$20,580
1	**1.5**	SPED	No	$1,342,473.00	$1,391,315
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$246,009.00	$259,327
2	**2.1**	Attendance and Enrollment	Yes	$272,421.00	$111,420
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	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**	School Climate	Yes	$298,566.00	$332,858
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$193,402.00	$193,516
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$208,681.00	$201,535
3	**3.6**	Career pathways	No	$0.00	$0.00

2024-25 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)
$1,949,140	$2,228,792.00	$2,086,791.00	$142,001.00	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	$84,349.00	$84,116		
1	1.2	Instruction	Yes	$1,171,373.00	$1,163,346		
2	2.1	Attendance and Enrollment	Yes	$272,421.00	$111,420		
2	2.4	School Climate	Yes	$298,566.00	$332,858		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$193,402.00	$193,516		
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$208,681.00	$201,535		

2024-25 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)
6,493,992	$1,949,140	0.000%	30.015%	$2,086,791.00	0.000%	32.134%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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