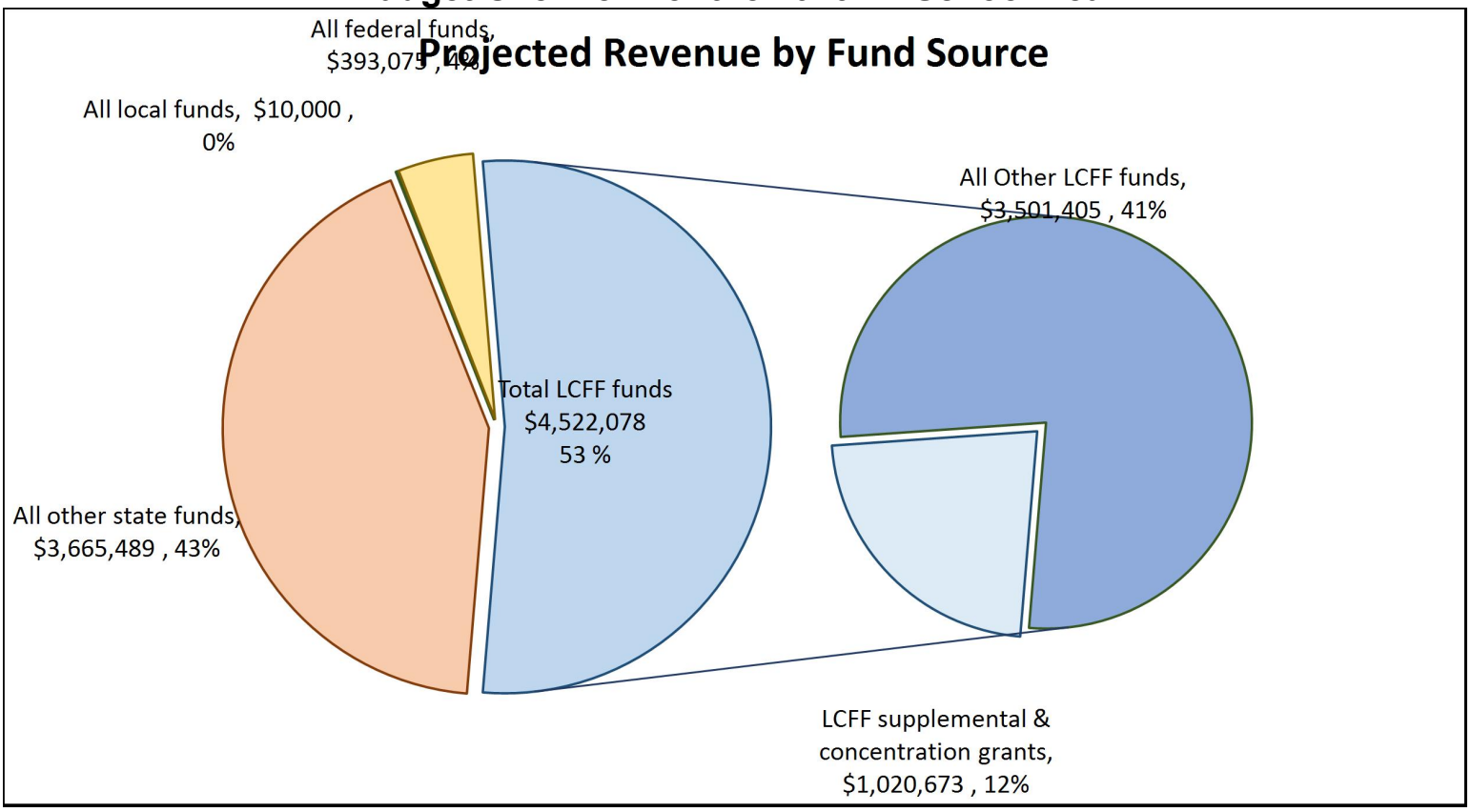
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Summit Charter Academy
CDS Code: 50-71043-0112292
School Year: 2026-27
LEA contact information:
Zachary Dickinson
Principal
AspireSCA@aspirepublicschools.org
209-538-8082

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

Budget Overview for the 2026-27 School Year

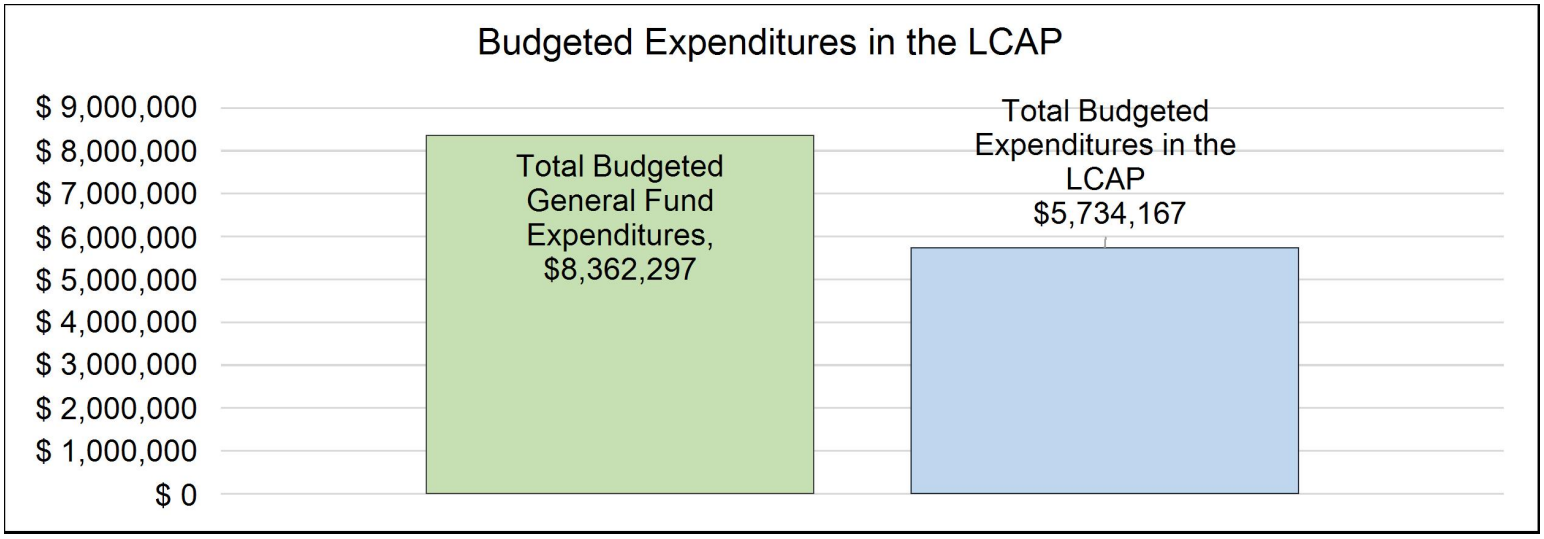


This chart shows the total general purpose revenue Aspire Summit Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Summit Charter Academy is $8,590,642, of which $4,522,078 is Local Control Funding Formula (LCFF), $3,665,489 is other state funds, $10,000 is local funds, and $393,075 is federal funds. Of the $4,522,078 in LCFF Funds, $1,020,673 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 Summit Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Summit Charter Academy plans to spend $8,362,297 for the 2026-27 school year. Of that amount, $5,734,167 is tied to actions/services in the LCAP and $2,628,130 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

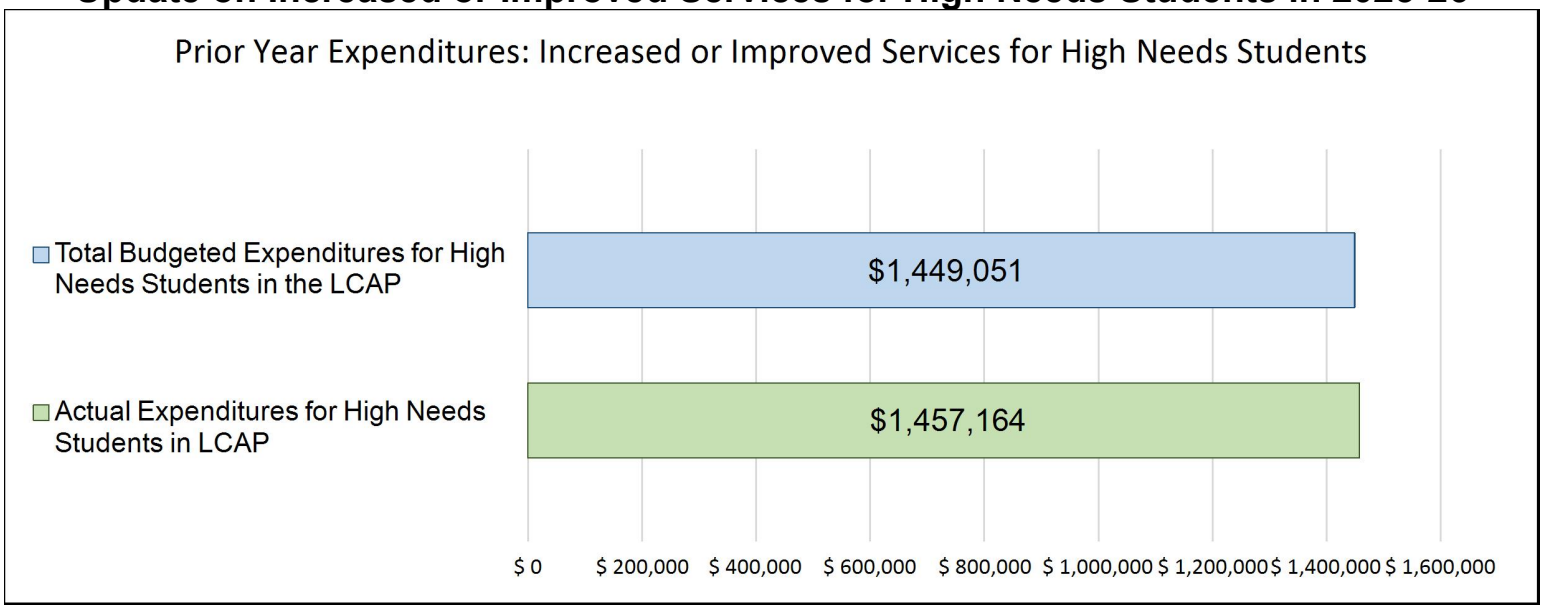
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Summit Charter Academy is projecting it will receive $1,020,673 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Summit Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Summit Charter Academy plans to spend $1,277,876 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Aspire Summit Charter 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 Summit Charter 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 2025-26, Aspire Summit Charter Academy's LCAP budgeted $1,449,051 for planned actions to increase or improve services for high needs students. Aspire Summit Charter Academy actually spent $1,457,164 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Summit Charter Academy	Zachary Dickinson Principal	AspireSCA@aspirepublicschools.org 209-538-8082

Plan Summary [2026-27]

General Information

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

Aspire Summit Charter Academy, located in Modesto, California, is a TK-5 school within the Aspire Public Schools network. Since its founding in 2001, Summit Charter Academy has been dedicated to preparing students for success in college and beyond by addressing both their academic and social-emotional development. With an enrollment of 355 students, the school serves a diverse student body, primarily Hispanic (69%), along with Asian-American (8%), Caucasian (5%), African-American (3%), and Multiracial (2%) students. Approximately 64% of the students qualify for free and reduced lunch.

Led by Principal Zachary Dickinson, Aspire Summit Charter Academy emphasizes a student-centered approach, ensuring that all scholars receive the support needed to reach their highest potential. The school's dedicated team—including teachers, support staff, and administrators—works collaboratively to foster an inclusive environment where students feel safe, respected, and empowered. Summit's program encourages students to take responsibility for their actions while demonstrating respect and compassion for others, creating a positive school culture built on accountability and community.

The school prioritizes open communication with families, viewing parents as essential partners in preparing students for college, career, and active participation in society. Through culturally responsive instruction and intentional collaboration, Aspire Summit Charter Academy continues to provide meaningful, high-quality educational experiences designed to foster critical thinking, social responsibility, and lifelong learning.

Reflections: Annual Performance

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

Based on a review of the 2024 California School Dashboard and local data, Aspire Summit Charter Academy identified both strengths and areas for growth that informed the development of this year's LCAP. While the Dashboard indicates continued challenges in English Language Arts and Chronic Absenteeism, local and Dashboard data also reflect progress in English Learner outcomes and schoolwide instructional systems.

Successes

One area of progress was English Learner Progress, as the percentage of English learners making progress toward English language proficiency increased from 44.4% in 2023–24 to 50.5% in 2024–25. The LEA also improved its implementation of academic standards self-reflection rating from 3 to 4, reflecting strengthened instructional systems. Additionally, family engagement systems improved, with local indicator ratings increasing to 4s across categories, demonstrating enhanced structures for meaningful family participation.

Challenges

The Dashboard identified continued challenges in English Language Arts and Chronic Absenteeism. In ELA, Aspire Summit's Distance from Standard for All Students declined from -72.1 in 2023–24 to -76.3 in 2024–25, with persistently low performance for Socioeconomically Disadvantaged students (-81.2) and Students with Disabilities (-145.4). Chronic absenteeism rates remained elevated for key student groups, including Socioeconomically Disadvantaged students (35.1%) and Students with Disabilities (33.7%), contributing to their continued Red performance level. Local data further indicates that a majority of students are not yet meeting expected growth, with only 41% meeting typical annual growth in reading and 20% in mathematics.

Reflection

Based on these data, the LEA will continue to prioritize actions and services aligned to improving student outcomes, with a specific focus on increasing academic achievement for Students with Disabilities through targeted literacy and mathematics interventions, reducing chronic absenteeism for student groups identified in Red on the Dashboard, and strengthening Tier 1 core instruction and differentiated supports for English Learners and other student groups performing below standard. These priorities were developed through analysis of Dashboard and local data and will guide the LEA's implementation of strategic actions within the LCAP cycle.

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, Hispanic, Socioeconomically Disadvantaged
Chronic Absenteeism: Multiple Races/Two or More
English Learner Progress: English Learner

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teaching staff participates in Fall and Winter Teammate surveys where they can give feedback on school culture and instructional priorities. Lead Teachers also meet weekly to progress monitor schoolwide and grade level goals. Teachers are also engaged in biweekly staff meetings and professional development. During this time, they are able to express how we are progressing toward our goals and what is needed in terms of support. Teachers also participate in Fall and Spring Regional professional development.
Principals and Admin	School leaders participate in bi-weekly Leadership Team meetings, staff meetings and professional development. During these engagements they provide input on schoolwide planning, resource allocation, staff professional development and goal setting aligned to our LCAP goals and regional priorities.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and monthly staff Meetings held on Fridays. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Families were engaged through fall and winter family surveys, quarterly SSC and ELAC meetings, and family engagement nights. Input was gathered on barriers to engagement, instructional and culture priorities, family and community needs and progress toward our LCAP goals

Educational Partner(s)	Process for Engagement
Students	Students participate in a twice annual student survey geared at giving feedback on their experiences at school. Our Student Leadership group has been given opportunities to discuss success and barriers to education. Their feedback was integrated into our strategic plan and quarterly instructional and culture goals.
SELPA (Special Education)	Special Education teammates meet weekly to discuss student needs and give input on the direction of our SpEd programming. They participate in the biannual teammate surveys as well as all instructional and professional development as applicable. Feedback is integrated into our instructional priorities and support plans for students with IEPs.

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

The engagement process with educational partners led to several key changes in the development of the LCAP, reflecting the diverse feedback gathered from teachers, principals, non-instructional staff, parents, students, and SELPA representatives. Based on feedback from teachers and staff, the LCAP was revised to expand multi-tiered systems of support (MTSS) by integrating additional academic intervention programs like SIPPS for foundational literacy and MyPath for personalized support. Staff also emphasized the importance of culture and community building events alongside targeted professional development focused on the UnboundEd Planning Process and the GLEAM framework to strengthen culturally responsive classroom practices. Principals and administrators highlighted the need for improved resource allocation for staff training and family engagement programs, leading to the prioritization of increased funding for bi-weekly coaching support using the Aspire Student Learning Framework (ASLF).

Parents and families, through surveys and meetings, identified barriers to engagement, prompting the addition of flexible participation options, including monthly SSC/ELAC meetings that provide food, childcare, and translated materials. Furthermore, families specifically asked for increased academic informational nights, such as literacy and math workshops, so they can better support their children's learning at home. These efforts were supported by the hiring of a family support manager and a school social worker to conduct home visits and strengthen school-home connections.

Student feedback regarding their sense of belonging and classroom climate resulted in an emphasis on fostering positive school environments, leading to actions that expanded student leadership clubs (e.g., service and safety crews) and the successful implementation of a Student Council to enhance student voice and social-emotional learning. Consultations with SELPA representatives and a review of subgroup data informed changes related to ensuring that students with special needs received equitable support. This included improving collaboration through regular shared planning time between general education and Education Specialists and adjusting the staffing model to include additional instructional assistants to support inclusive co-teaching environments. These changes demonstrate how input from key educational partners directly influenced the LCAP's goals, actions, and budget to better address academic, behavioral, and social-emotional outcomes across student groups.

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: -65.3 African American/Black: data not displayed English Learners: -85.4 Socioeconomically disadvantaged: -85 Hispanic/Latinx: -82.9	2023-2024 SBAC ELA DFS All Students: -72.1 English Learner: -91.4 Socioeconomically Disadvantaged: -84.5	2024-2025 SBAC ELA DFS All Students: -76.3 English Learner: -87.5 English Learners Only: -112.3 English Only: -78.2	2025-2026 SBAC ELA DFS All: -50.30 African American/Black: data not displayed for privacy English Learners: -70.40	All Students: Decreased 11.0 English Learner: Decreased 2.1 Hispanic/Latinx: Decreased 3.3 Socioeconomically Disadvantaged: Increased 3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -143.4	Asian: -13.5 Hispanic: -93.4 Students with Disabilities: -131.7 White: -45.9	Hispanic: -86.2 Socioeconomically Disadvantaged: -81.2 Students with Disabilities: -145.4 White: -63.8	Socioeconomically disadvantaged: -70 Hispanic/Latinx: -67.90 Students with Disabilities: -128.40	Students with Disabilities: Decreased 2.0
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -72 African American/Black: data not displayed English Learners: -94 Socioeconomically disadvantaged: -94.4 Hispanic/Latinx: -87.6 Students with Disabilities: -151.8	2023-2024 SBAC MATH DFS All Students: -75.7 English Learner: -95.8 Socioeconomically Disadvantaged: -91.1 Asian: -21.5 Hispanic: -93.9 Students with Disabilities: -127.4 White: -51.2	2024-2025 SBAC MATH DFS All Students: -86.7 English Learner: -92.8 English Learners Only: -112.8 English Only: -88.8 Hispanic: -95.2 Socioeconomically Disadvantaged: -91.3 Students with Disabilities: -155.8 White: -104.3	2025-2026 SBAC Math DFS All: -63 African American/Black: data not displayed English Learners: -85 Socioeconomically disadvantaged: -85.40 Hispanic/Latinx: -78.60 Students with Disabilities: -142.80	All Students: Decreased 14.7 English Learner: Increased 1.2 Hispanic/Latinx: Decreased 7.6 Socioeconomically Disadvantaged: Increased 3.1 Students with Disabilities: Decreased 4.0
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 13.79% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 28 points below Socioeconomically Disadvantaged: 24.7 points below All Students: 20 points below Hispanic: 27.2 points below	2024-25 Science Points (SPs) All Students: 44.9 science points English Learner: 34.7 science points English Learners Only: 29.9 science points English Only: 45 science points	2025-2026 Science Test 18.79% Met or Exceeded	Increased 9.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			17.64% Met or Exceeded	Hispanic: 40.5 science points Socioeconomically Disadvantaged: 40.8 science points Students with Disabilities: 20.2 science points 23.63% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 24.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 44.4% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 50.5% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Increased 26.3%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 12%	2023-2024 RFEP Rate: 4.41%	2024-25 RFEP Rate: 1.25%	2025-2026 RFEP Rate 15% or above	Decreased 10.75%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards	2023-2024 ELA, ELD, Mathematics, Next	2024-2025 ELA, ELD, Mathematics, Next	2025-2026 ELA, ELD, Mathematics, Next	2026-2027 ELA, ELD, Mathematics, Next	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	Generation Science Standards, History-Social Science Average Rating: 3	Generation Science Standards, History-Social Science Average Rating: 4	Generation Science Standards, History-Social Science Average Rating: 4	Generation Science Standards, History-Social Science Average Rating: 4 or Above	
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 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	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 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	2025-2026 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 programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Maintained 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-24 i-Ready Reading % of students that met annual typical growth All Students: 43% Grade 1: 33% Grade 2: 52% Grade 3: 44% Grade 4: 48% Grade 5: 40% i-Ready Math % of students that met annual typical growth All Students: 29% Grade K: 8% Grade 1:26% Grade 2: 43% Grade 3: 28% Grade 4: 21% Grade 5: 50%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 41% Grade 3: 27% Grade 4: 34% Grade 5: 60% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 20% Grade K: 10% Grade 1: 23% Grade 2: 20% Grade 3: 14% Grade 4: 21% Grade 5: 28%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 61% Grade 3: 78% Grade 4: 23% Grade 5: 76% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 51% Grade K: 59% Grade 1: 69% Grade 2: 43% Grade 3: 61% Grade 4: 29% Grade 5: 47%	2026-2027 i-Ready Reading % of students that met annual typical growth All Students: 58% Grade 1: 48% Grade 2: 67% Grade 3: 59% Grade 4: 63% Grade 5: 55% i-Ready Math % of students that met annual typical growth All Students: 44% Grade K: 23% Grade 1: 41% Grade 2: 58% Grade 3: 43% Grade 4: 36% Grade 5: 65%	iReady Reading: All Students: Decreased 2% Grade 3: Increased 34% Grade 4: Decreased 25% Grade 5: Increased 36% Grades 1, 2: No baseline available iReady Math: All Students: Increased 22% Grade K: Increased 51% Grade 1: Increased 43% Grade 2: Increased 0% Grade 3: Increased 33% Grade 4: Increased 8% Grade 5: Decreased 3%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-	2024-2025 Local Indicator Survey 100% of	2025-2026 Local Indicator Survey 100% of	2026-2027 100% of students, including EL, Low-	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	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	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	income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 19% at & above benchmark	2024-25 20.00% at or above benchmark	2025-26 20.00% at or above benchmark	2026-2027 29% at & above benchmark	Increased 1%

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation. The Grade-Level Curriculum (1.1) action was fully implemented, with standards-based curriculum replacements (iReady, EL Education, and Amplify) and 1:1 Chromebooks being successfully distributed and utilized to ensure access to grade-level content. However, a substantive difference in planned implementation occurred as the admin team did not attend Unbound Ed Planning as originally intended. A significant challenge experienced this year was that an intervention teacher was hired to support foundational reading skills but resigned during the school year. Despite this, teacher collaboration was strengthened through the UnboundEd Planning Process and the GLEAM framework, ensuring that instructional practices remained aligned with standards.

The Instruction (1.2) and Academic Program/Master Scheduling (1.3) actions were fully implemented, ensuring equitable access to core content and regular data discussions to guide Tier 1 instruction. The After-School Program was a notable success, running for 30 additional days outside of the school year to provide academic support and fluency practice. While these systems are in place, the school continues to focus on refining MTSS processes to ensure data consistently informs access to interventions.

The Black Excellence (1.6) action was fully implemented through the Pro-Black Curriculum Initiative, which successfully integrated alternate texts and activities to highlight Black excellence and reduce bias in ELA and Math. Under the MLL (1.4) action, all English Learners received designated and integrated ELD instruction four times per week, supported by an MLL instruction team that monitored academic and operational data. For Personalized Learning (1.7), students successfully created and shared Personalized Learning Plans (PLPs) with families during Student-Led Conferences held twice per year.

The SPED (1.5) action successfully initiated shared planning between general education and special education teachers, supported by an adjusted staffing model that added two Education Specialists and two Instructional Assistants. Finally, the Title I (1.8) action effectively utilized funds to support a Dean of Instruction and a Mental Health Therapist, providing targeted interventions for scholars at the lowest achievement levels. Adjustments for next year include the implementation of the Benchmark curriculum and the utilization of the Focus Student Tracker to more effectively guide planning, coaching, and MTSS supports.

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 mainly by an increase in SpEd substitute costs

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

The effectiveness of the actions has been mixed, with significant success in English Learner progress and foundational alignment, while standardized testing performance indicates a need for adjustment.
1.1 Grade-Level Curriculum: The integration of standards-aligned materials and 1:1 Chromebook access has been effective in ensuring universal access to the curriculum. However, these actions were ineffective in improving state testing scores; all students' SBAC ELA performance dropped from -65.3 to -76.3 Distance From Standard (DFS), and Math performance dropped from -72.0 to -86.7 DFS.
1.2 Instruction: Professional development and regular data discussions have been moderately effective in improving instructional alignment, as evidenced by the site's self-reflection rating on standards implementation rising from a 3 to a 4. Science instruction was a bright spot, with students meeting or exceeding standards increasing from 13.79% to 17.64%.
1.3 Academic Program (Master Scheduling): The equitable master schedule and expanded after-school program were effective in maintaining access to core content. However, the iReady data indicates limited success in math growth, with only 20% of students meeting typical annual growth in 2024-25 compared to 29% the prior year.
1.4 English Learners (MLL): Actions in this area were highly effective for language proficiency, with the percentage of students making progress toward ELPAC proficiency (ELPI) more than doubling from 24.2% to 50.5%. Conversely, the reclassification (RFEP) rate was ineffective, plummeting from 12% to 1.25%, suggesting a need to adjust redesignation monitoring.
1.5 SPED: The implementation of shared planning and increased staffing (2 Education Specialists and 2 Instructional Assistants) has been effective in establishing collaborative structures. However, this has not yet translated to improved academic outcomes for Students with Disabilities, whose SBAC Math DFS declined to -155.8.
1.6 Black Excellence: The Pro-Black Curriculum Initiative was fully implemented. While standardized data for this specific group was not displayed in some dashboard summaries for privacy, the overall downward trend in ELA and Math indicates that the impact on academic achievement is still in the early stages of realization.
1.7 Personalized Learning: Student-led conferences and PLPs have been effective in fostering student ownership, with the action fully implemented across all grade levels. Despite this engagement, mClass benchmark scores remained stagnant, moving only from 19% to 20%.
1.8 Title I: Utilizing funds for a Dean of Instruction and a Mental Health Therapist has been effective in providing a foundation for targeted support. While the school has maintained 100% access to materials and high implementation ratings, the declining DFS scores suggest that these interventions require further alignment with classroom instruction to reverse achievement gaps.

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.

Based on the data review and implementation reflections, the following Adjustments & Next Steps have been identified to improve progress toward Goal 1 in the coming year:
Data-Informed Adjustments
Curriculum Overhaul for Literacy: Due to stagnant mClass benchmark scores, which moved only from 19% to 20%, and declining SBAC ELA performance (-76.3 DFS), the school will implement the new Benchmark curriculum next year. This change is designed to provide more robust, standards-aligned core instruction to reverse current achievement trends.
Targeted Math Support: In response to a significant drop in students meeting typical annual growth in iReady Math (declining from 29% to 20%) and a decline in SBAC Math performance (-86.7 DFS), the school will prioritize the utilization of the Focus Student Tracker. This tool will be used to specifically guide planning, coaching, and MTSS supports for students who are not making expected gains.
Redesignation Monitoring: While the percentage of English Learners making progress (ELPI) rose significantly to 50.5%, the RFEP (reclassification) rate plummeted to 1.25%. Next year's strategy must include a more aggressive monitoring process via the MLL school site dashboard to ensure eligible students are being redesignated in a timely manner.
Addressing Subgroup Achievement Gaps: Because English Learners, low-income students, and Hispanic students remain in the "red" on the California School Dashboard for SBAC ELA, the school will continue to prioritize the use of SIPPS curriculum and targeted foundational reading interventions.

Schedules and Collaborative Planning: The school will refine master schedules to better protect dedicated collaboration and intervention time, ensuring that teachers can consistently engage in lesson internalization and data-driven instruction without scheduling conflicts

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	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access	$10,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Purchase intervention curriculum (iReady, Zearn, Lexia, Amira etc.) Send teammates to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning. Our English Learners, Low-income, and Hispanic students are red on the dashboard in SBAC ELA; here is how we are addressing that: Purchase SIPPS curriculum to support phonics, phonemic awareness, and spelling Hire an Intervention Specialist to support with foundational reading skills Implement New Curriculum (Benchmark) Our English Learners, Low-income, and Hispanic students are red on the dashboard in SBAC ELA; here is how we are addressing that: Purchase SIPPS curriculum to support phonics, phonemic awareness, and spelling Hire an Intervention Specialist to support with foundational reading skills		
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims Members of the leadership team/admin team conduct monthly observations to monitor the instructional program (identify bright spots, trends, and areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually Utilize Focus Student Tracker to guide planning, coaching and MTSS Supports	$805,647.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).	$2,402,474.00	No
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. The actions outlined above are designed to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners in the ELPI indicator. These actions ensure that there is focused intervention to close the achievement gaps for those most at risk.	$16,688.00	No
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks)	$1,877,803.00	No

Action #	Title	Description	Total Funds	Contributing
		Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment Adjusting the school staffing model in response to data (increasing 2 ES and 2 IAs and align the master schedule to support with instructional model		
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Participation in Black Excellence awards ceremony (costs for awards)	$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Dean of Instruction Mental Health Therapist	$103,108.00	No

Action #	Title	Description	Total Funds	Contributing
		This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

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 3-5: 66% Teacher-student relationships: Grades 3-5: 78%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 50% Teacher-student relationships: Grades 3-5: 74% School Safety: Grades 3-5: 50%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 54% Teacher-student relationships: Grades 3-5: 71% School Safety: Grades 3-5: 50%	2026-2027Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 86% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 12% Teacher-student relationships: Decreased 7% School Safety: Decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 51%			Grades 3-5: 98% School Safety: Grades 3-5: 71%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.5% African American/Black: data not reported Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 2.10% Black/African American: 20.00% Asian: 0.00% Hispanic: 1.30% Multiple Races/Two or More: 0.00% Students with Disabilities: 5.90% White: 8.70% English Learner: 1.10% Socioeconomically Disadvantaged: 2.40%	2024-2025 Suspension Rate All Students: 4.80% Black/African American: 4.62% American Indian or Alaska Native: 0.00% Asian: 7.14% English Learner: 1.40% Filipino: 0.00% Hispanic: 71.43% Homeless Youth: 0.00% Multiple Races/Two or More: 4.20% Pacific Islander: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 7.30% White: 5.04%	2025-2026 Suspension Rate All Students: 0% African American/Black: data not reported Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 4.3% Hispanic/Latinx: Increased 71.43% English Learners: Increased 1.4% Socioeconomically Disadvantaged: Decreased 0.3% Students with Disabilities: Increased 7.3%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate	2025-2026 Chronic Absenteeism Rate	All Students: Increased 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 54.80% African American/Black: data not reported Hispanic/Latinx: 45.80% English Learners: 47.10% Socioeconomically disadvantaged: 51.00% Students with Disabilities: 47.50%	All Students: 31.00% English Learner: 32.00% Socioeconomically Disadvantaged: 33.50% Black/African American: 42.90% Asian: 6.30% Hispanic: 33.40% Multiple Races/Two or More: 31.90% Students with Disabilities: 29.40% White: 27.30%	All Students: 30.90% Black/African American: 33.30% English Learner: 26.90% Hispanic: 32.70% Multiple Races/Two or More: 28.00% Socioeconomically Disadvantaged: 35.10% Students with Disabilities: 33.70%	All: 35.00% African American/Black: data not reported Hispanic/Latinx: 36.80% English Learners: 38.10% Socioeconomically disadvantaged: 42.00% Students with Disabilities: 38.50%	Hispanic/Latinx: Increased 71.43% English Learners: Increased 1.4% Socioeconomically Disadvantaged: Decreased 0.3% Students with Disabilities: Increased 7.3%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 25% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 25% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 29% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 50% responded favorably	Barriers to Engagement: Maintained 91% Family Engagement: Increased 4%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025 Local Performance Indicator, Self-Reflection	2025-26 Local Performance Indicator, Self-Reflection	2026-2027 Local Performance Indicator, Self-Reflection	Supporting Principals and Staff in Family Engagement: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Average Rating: 4 or higher	Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
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	2025-26 Local Performance, Self Reflection Building Partnerships for Student Outcomes Average Rating: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained
2.7	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.09%	2024-2025 P2 Attendance Rate 94.43%	2025-26 P2 Attendance Rate 95.40%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 3.31%
2.8	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%

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.” 87% 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 84% responded favorably: "The school provides a safe environment for my child." 80% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 79% responded favorably: ""The school provides a safe environment for my child."" 83% 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.” 87% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe environment: Decreased 5% Comfort with staff: Decreased 4%
2.10	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation. The Attendance and Enrollment (2.1) and Regular Coaching (2.6) actions were fully implemented, with weekly data reviews focusing on vulnerable student groups, school-wide incentives, and bi-weekly teacher coaching sessions using the Aspire Student Learning Framework. A significant success this year was the successful establishment of the Student Council, which provided a platform for student leadership and engagement. However, a substantive difference in planned implementation occurred in Family and Community Engagement (2.3), where the Black Family Advisory Group was not established as intended. The school successfully hired a school social worker and parent outreach coordinator to conduct home visits and support attendance efforts.

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 mainly by reduced allocation for Building Manager

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

The effectiveness of the actions has been mixed, with significant success in attendance metrics and student leadership, but ongoing concerns regarding the broader school climate.
2.1 Attendance and Enrollment: This action was highly effective, leading to a dramatic reduction in the chronic absenteeism rate from 54.80% to 30.90% in 2024-25. The P2 attendance rate also saw a steady rise to 94.43%.
2.2 SEL and 2.4 School Climate: The effectiveness of these actions was mixed. While the Student Council was a success for student voice, broader metrics suggest these actions are not yet producing the targeted results; student sense of belonging dropped from 66% to 50%, and suspension rates rose from 0.5% to 2.10%. This indicates a need to shift from compliance-based behavior management to more restorative classroom environments.
2.3 Family and Community Engagement: Effectiveness was partially realized. Internal processes improved, with self-reflection ratings for empowering families rising from 3 to 4. However, the family survey favorability for engagement remained stagnant at 25%, and the absence of the Black Family Advisory Group limited the reach of these efforts.
2.5 Classroom Facilities: This action was consistently effective, maintaining a "Good" overall rating and ensuring 100% of students had access to safe, well-equipped physical spaces.
2.6 Regular Coaching: This action was fully implemented, but its effectiveness in improving student-facing outcomes (like belonging) is still in the early stages, as coaching has primarily focused on instructional frameworks like the ASLF.

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.

Based on the data review and implementation reflections, the following Adjustments & Next Steps have been identified to improve progress toward Goal 2:
Prioritize the Black Family Advisory Group: To address the primary implementation gap in Action 2.3, the school will focus on establishing this group to ensure the voices of families of Black students are centered in school climate improvements.
Intensive Restorative Practice Training: In response to the rise in suspension rates and the decline in student belonging, the school will prioritize school-wide professional development on restorative practices to create more affirming and safe learning environments.
Leverage Student Council for Climate Improvement: Building on this year's success with the Student Council, the school will involve student leaders in reviewing school climate data and co-creating solutions to improve the sense of belonging among their peers.
Deepen Family Engagement Strategies: Because family engagement favorability has not increased, the school will evaluate current outreach methods (like "Lunch with a Loved One") to ensure they are effectively building deeper connections and reducing barriers for all families.

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: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney- Vento, Foster Youth, and low-income students. This action will help support our ""Two or More Races"" student group, which is currently in the red category on the CA School Dashboard Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students.2.1 Implement an attendance recovery plan (attendance during ELOP, meet state staffing and program requirements)	$335,152.00	Yes
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups. Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: “Lunch with a Loved One” or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership. Stronger Connections Grant: Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.	$0.00	No
2.4	School Climate	Provide staff training on Powerschool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook	$34,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching Train and develop all staff on the New Aspire-wide School-wide Discipline Handbook		
2.5	Classroom Facilities, and Student Physical Spaces	Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards.	$92,324.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.		

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 6: School Climate (Engagement)

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 84.21% Fully Credentialed	2022-23 75.00% Fully Credentialed	2023-24 77.78% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 6.43%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 42% responded favorably Belonging: 62% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 44% responded favorably Belonging: 76% responded favorably	2025-26 Aspire Teammate Survey School Climate: 85% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 62% responded favorably Belonging: 82% responded favorably	School Climate: Increased 43% Belonging: Increased 32% Well-being: Increased 46% Staff-Leadership Relationships: Increased 55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 44% responded favorably Staff-Leadership Relationships: 31% responded favorably Cultural Awareness and Action: 34% responded favorably	Well-being: 57% responded favorably Staff-Leadership Relationships: 28% responded favorably Cultural Awareness and Action: 40% responded favorably	Belonging: 94% responded favorably Well-being: 90% responded favorably Staff-Leadership Relationships: 86% responded favorably Cultural Awareness and Action: 42% responded favorably	Well-being: 64% responded favorably Staff-Leadership Relationships: 51% responded favorably Cultural Awareness and Action: 54% responded favorably	Cultural Awareness and Action: Increased 8%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 91.7%	Retention Rate 86.70%	Retention Rate 88.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 3.7%

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation. The Rigorous Projects (3.1) and Family/Community Outreach (3.2) actions were fully implemented, with every student completing project-based learning (PBL) units at every grade level and families attending Student-Led Conferences (SLCs) twice per year. A substantive difference in planned versus actual implementation occurred in Professional Learning (3.3) ,as the admin team did not attend the National Equity Project: Leading for Equity training as originally intended. Successes included the successful execution of Saturday school events and Student-Led Conferences with student goals they worked on throughout the 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.

The effectiveness of the actions has been mixed, with significant success in teammate belonging and well-being, while teacher credentialing and leadership relationships require adjustment.
3.1 Rigorous Projects & 3.2 Family Outreach: These actions were effective in maintaining a consistent platform for student ownership and accountability. The full implementation of SLCs provided students a regular opportunity to share personalized goals with families, fostering a culture of academic ownership.
3.3 Professional Learning: This area was highly effective in improving adult culture in specific areas; teammate favorability regarding "Belonging" rose from 62% to 76%, and "Well-being" increased from 44% to 57%. However, the action was ineffective in improving staff-leadership relationships, which saw favorability decline from 31% to 28%.
3.4 Teacher Credentialing: This action was partially effective. The percentage of fully credentialed teachers increased from 75.00% (2022-23) to 77.78% (2024-25), showing positive movement toward the 100% target, though it remains below the 84.21% baseline.
Teammate Retention: Efforts were moderately effective in stabilizing the workforce, as the retention rate improved from 86.70% to 88.00%. While this shows recovery, it has not yet reached the 90% target or the 91.7% baseline

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.

Based on the data review and implementation reflections, the following Adjustments & Next Steps have been identified to improve progress toward Goal 3:
Complete National Equity Project Training: To address the substantive implementation gap in Action 3.3, the school will prioritize sending all administrators to the "Leading for Equity" training to strengthen their capacity to lead culturally relevant and equitable professional environments.
Targeted Support for Staff-Leadership Relationships: In response to the decline in staff-leadership favorability (to 28%), the school will refine its leadership coaching model to include more structured feedback loops and transparent communication strategies to rebuild trust and connection.
Maintain Credentialing Release Time: Given the slow progress in teacher credentialing (77.78%), the school will continue to utilize PLP "stretch goal" meetings to provide dedicated release time for teachers to conduct observations and take necessary credentialing tests.

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)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Start/continue affinity groups at school sites.	$0.00	No
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. Work towards securing 1-2 Alder Residents and 2 student teachers each year	$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: -65.3 African American/Black: Data Not Displayed English Learners: -85.4 Hispanic/Latinx: -82.9 Socioeconomically Disadvantaged: -85.0 Students with Disabilities: -143.4	2023-2024 SBAC ELA DFS All Students: -72.1 English Learner: -91.4 Socioeconomically Disadvantaged: -84.5 Asian: -13.5 Hispanic: -93.4 Students with Disabilities: -131.7	2024-2025 SBAC ELA DFS All Students: -76.3 English Learner: -87.5 English Learners Only: -112.3 English Only: -78.2 Hispanic: -86.2 Socioeconomically Disadvantaged: -81.2	2025-2026 SBAC ELA DFS All: -50.30 African American/Black: data not displayed for privacy English Learners: -70.40 Socioeconomically disadvantaged: -70 Hispanic/Latinx: -67.90 Students with Disabilities: -128.40	All Students: Decreased 11.0 English Learner: Decreased 2.1 Hispanic/Latinx: Decreased 3.3 Socioeconomically Disadvantaged: Increased 3.8 Students with Disabilities: Decreased 2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: -45.9	Students with Disabilities: -145.4 White: -63.8		
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -72.0 African American/Black: Data Not Displayed English Learners: -94.0 Hispanic/Latinx: -87.6 Socioeconomically Disadvantaged: -94.4 Students with Disabilities: -151.8	2023-2024 SBAC MATH DFS All Students: -75.7 English Learner: -95.8 Socioeconomically Disadvantaged: -91.1 Asian: -21.5 Hispanic: -93.9 Students with Disabilities: -127.4 White: -51.2	2024-2025 SBAC MATH DFS All Students: -86.7 English Learner: -92.8 English Learners Only: -112.8 English Only: -88.8 Hispanic: -95.2 Socioeconomically Disadvantaged: -91.3 Students with Disabilities: -155.8 White: -104.3	2025-2026 SBAC Math DFS All: -63 African American/Black: data not displayed English Learners: -85 Socioeconomically disadvantaged: -85.40 Hispanic/Latinx: -78.60 Students with Disabilities: -142.80	All Students: Decreased 14.7 English Learner: Increased 1.2 Hispanic/Latinx: Decreased 7.6 Socioeconomically Disadvantaged: Increased 3.1 Students with Disabilities: Decreased 4.0

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were successfully implemented. The Targeted ELA (4.1) and Targeted Math (4.2) actions were fully implemented, with the school utilizing LREBG funds to provide small-group instruction and personalized interventions through MyPath. Successes included the full execution of expanded learning supports, such as the after-school reading and math programs, and the provision of summer literacy and math options to accelerate learning recovery. However, a significant challenge experienced this year was the resignation of the newly hired intervention teacher, which disrupted the consistency of foundational reading skill development for scholars at the lowest achievement levels.

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.

The effectiveness of the actions has been mixed, demonstrating strong growth in language proficiency for English Learners, while standardized achievement for other core subgroups indicates a need for adjustment.
Targeted Literacy Interventions: These actions were partially effective. While the school maintained 100% access to materials, the SBAC ELA performance for English Learners declined slightly from -85.4 to -87.5 Distance From Standard (DFS), and only 41% of all students met their typical annual growth in iReady Reading.
Targeted Math Interventions: This area requires adjustment, as the percentage of students meeting typical annual growth in iReady Math dropped from 29% to 20%. Additionally, the SBAC Math DFS for Hispanic students moved from -87.6 to -95.2, indicating that current interventions are not yet closing the achievement gap for this subgroup.
English Language Progress: The instructional strategies for English Learners were highly effective, with the percentage of students making progress toward ELPAC proficiency (ELPI) more than doubling from 24.2% to 50.5%

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.

Based on the data review and implementation reflections, the following Adjustments & Next Steps have been identified to improve progress toward Goal 4:
Core Curriculum Transition: To better support foundational literacy for identified subgroups, the school will implement the Benchmark curriculum next year to provide more robust, standards-aligned core instruction.
Data-Driven MTSS Monitoring: The school will utilize the Focus Student Tracker to guide planning and coaching specifically for students in identified subgroups who are not making expected growth gains.
Refine Redesignation Monitoring: To improve reclassification rates, the school site MLL instruction team will utilize the MLL school site dashboard to more aggressively monitor reclassification eligibility and operational data.

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.	$28,109.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. 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	$28,109.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. 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.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,020,673	$114,479

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
29.150%	0.000%	$0.00	29.150%

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:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners scored -87.50 points below standard in ELA in 2024-25, identified as Orange and declining from -85.4	We selected the iReady mathematics curriculum, EL Achieve, Expeditionary Learning, SIPPS, and Amplify because they are all designed to support ELL students in fostering discussion and multiple means of representation. We are providing internalization for teachers to support their ability to foster discourse. Additionally, we will provide ongoing professional development to better understand the curriculum and teacher strategies for supporting the needs of our language learners.	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
	at baseline. Socioeconomically Disadvantaged students scored -81.20 in ELA in 2024-25, identified as Orange and declining from -85.0 at baseline. In Mathematics, English Learners scored -92.80 points below standard in 2024-25, identified as Orange, and Socioeconomically Disadvantaged students scored -91.30, identified as Orange and declining from -94.4 at baseline. RFEP data shows only 1.25% of English Learners reclassifying in 2024-25, declining significantly from 12% at baseline, indicating critical need for strengthened foundational literacy and language development supports for unduplicated pupils. **Scope:** LEA-wide	These actions are being provided schoolwide because all of our students can benefit from the discourse-based curriculum.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners scored -87.50 in ELA and -92.80 in Mathematics in 2024-25, both identified as Orange and declining from baseline. Socioeconomically Disadvantaged students scored -81.20 in ELA and -91.30 in Mathematics in 2024-25, both identified as Orange. RFEP data shows only 1.25% of English Learners reclassifying in 2024-25, declining significantly from 12% at baseline,	The actions are designed to meet these needs by prioritizing data-driven instruction and providing teachers with sufficient planning time and growth opportunities. This approach specifically targets the requirements of unduplicated students, identified through schoolwide SBAC data indicating a lack of proficiency among most of our students. Additionally, there is an emphasis on making learning content relevant to students' lived experiences, ensuring they understand the significance and purpose of their studies. Providing this action on a schoolwide basis ensures that all students benefit from improved instructional practices and supports, leading to an overall elevation of academic achievement and equity across the entire student body.	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
	indicating critical need for strengthened data-driven instructional supports for unduplicated pupils. **Scope:** LEA-wide		
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent and critically high chronic absenteeism rates for English Learners and Socioeconomically Disadvantaged students despite significant improvement from baseline. Socioeconomically Disadvantaged students recorded 35.10% chronic absenteeism in 2024-25, identified as Red and worsening from 33.50% in 2023-24. Students with Disabilities recorded 33.70% in 2024-25, identified as Red and worsening from 29.40% in 2023-24. English Learners recorded 26.90% in 2024-25, identified as Orange and improving but remaining significantly elevated. Overall school attendance improved to 95.40% in 2025-26, exceeding the 95.1% target, but chronic absenteeism rates for unduplicated pupils remain critically high indicating continued need for strengthened attendance intervention and family outreach systems. **Scope:** LEA-wide	We will implement a new incentive-based program that emphasizes the importance of attendance. We will increase communication with families via attendance meetings. These actions will create an opportunity to significantly increase attendance rates for low-income and EL students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	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
2.4	**Action:** School Climate **Need:** California Dashboard data and local survey data indicate persistent school climate needs for English Learners and Socioeconomically Disadvantaged students. Overall suspension rates increased dramatically from 0.50% at baseline to 4.80% in 2024-25, with Students with Disabilities increasing from 0% to 7.30%. Local Aspire Student Survey data shows sense of belonging at 54%, teacher-student relationships at 71%, and school safety at 50% in Year 2, all declining from baseline, indicating that unduplicated pupils do not consistently feel safe and connected at school. Chronic absenteeism for Socioeconomically Disadvantaged students remained at 35.10% in 2024-25, identified as Red, indicating continued need for strengthened behavioral systems and school climate supports for unduplicated pupils. **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:** California Dashboard data and local survey data indicate persistent school safety perception needs for English Learners and Socioeconomically Disadvantaged students.	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create	Metric (2.1) Student Sense of Safety Metric (2.8) Parent 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
	Overall suspension rates increased dramatically from 0.50% at baseline to 4.80% in 2024-25, indicating a deteriorating safety environment for unduplicated pupils. Local Aspire Student Survey data shows school safety favorability at only 50% in Year 2, declining from 51% at baseline, indicating that half of students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions declining from 84% at baseline to 79% in Year 2, indicating continued need for sustained safety investments for unduplicated pupil families. **Scope:** LEA-wide	consistently secure learning environments across all campus spaces. These actions are provided schoolwide because campus safety infrastructure and contracted safety services operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	

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	16.69
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	13.71

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,501,405	1,020,673	29.150%	0.000%	29.150%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,094,075.00	$2,464,826.00	$0.00	$175,266.00	$5,734,167.00	$5,352,309.00	$381,858.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,384.00	$10,384.00				$10,384.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$805,647.00	$0.00	$805,647.00				$805,647.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,343,980.00	$58,494.00	$1,816,199.00	$586,275.00			$2,402,474.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$16,688.00				$16,688.00	$16,688.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,637,729.00	$240,074.00		$1,822,333.00		$55,470.00	$1,877,803.00	
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	$103,108.00	$0.00				$103,108.00	$103,108.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$335,152.00	$0.00	$335,152.00				$335,152.00	
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	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$34,369.00	$0.00	$34,369.00				$34,369.00	

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	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$92,324.00	$0.00	$92,324.00				$92,324.00	
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							Ongoing								
3	3.6							Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$28,109.00		$28,109.00			$28,109.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$28,109.00		$28,109.00			$28,109.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,501,405	1,020,673	29.150%	0.000%	29.150%	$1,277,876.00	0.000%	36.496 %	**Total:**	$1,277,876.00
								LEA-wide Total:	$1,277,876.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,384.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$805,647.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$335,152.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$34,369.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$92,324.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,376,696.00	$5,766,587.00

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	$10,384.00	10,384
1	**1.2**	Instruction	Yes	$894,868.00	895,956
1	**1.3**	Academic Program (Master Scheduling)	No	$2,077,835.00	2,230,038
1	**1.4**	MLL	No	$20,840.00	20,840
1	**1.5**	SPED	No	$1,667,207.00	1,864,785
1	**1.6**	Black Excellence	No	$0.00	
1	**1.7**	Personalized Learning (students)	No	$0.00	
1	**1.8**	Title I	No	$133,817.00	165,814
2	**2.1**	Attendance and Enrollment	Yes	$345,899.00	378,570
2	**2.2**	SEL	No	$0.00	
2	**2.3**	Family and Community Engagement & Outreach	No	$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	$61,465.00	61,178
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$136,435.00	111,076
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	
3	**3.3**	Professional Learning (adults)	No	$0.00	
3	**3.4**	Teacher Credentialing	No	$0.00	
4	**4.1**	ELA	No	$13,973.00	13,973
4	**4.2**	Math	No	$13,973.00	13,973

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,115,248	$1,449,051.00	$1,457,164.00	($8,113.00)	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	$10,384.00	10,384		
1	1.2	Instruction	Yes	$894,868.00	895,956		
2	2.1	Attendance and Enrollment	Yes	$345,899.00	378,570		
2	2.4	School Climate	Yes	$61,465.00	61,178		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$136,435.00	111,076		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,715,728	1,115,248	0.000%	30.014%	$1,457,164.00	0.000%	39.216%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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