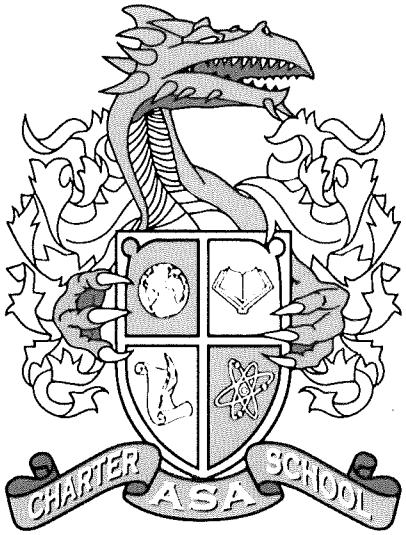
2026/2027 - Local Control and Accountability Plan



ASA Charter School

3512 N. E Street

San Bernardino, CA 92405

(909) 475-3322

Board Approved – June 23, 2026

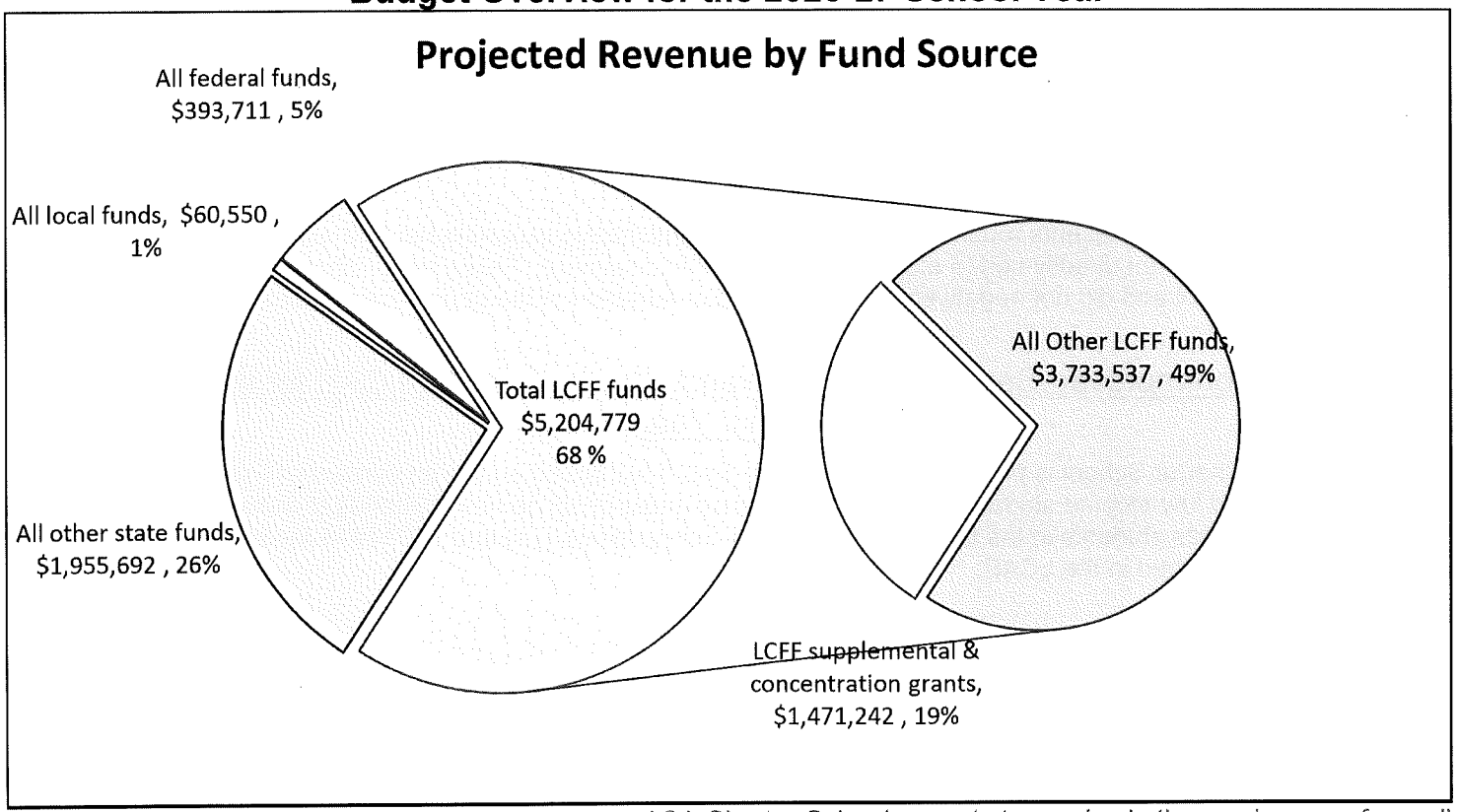
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ASA Charter School
CDS Code: 36678760107730
School Year: 2026-27
LEA contact information:
Susan Lucey
Principal

909-475-3322, ext. 233

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

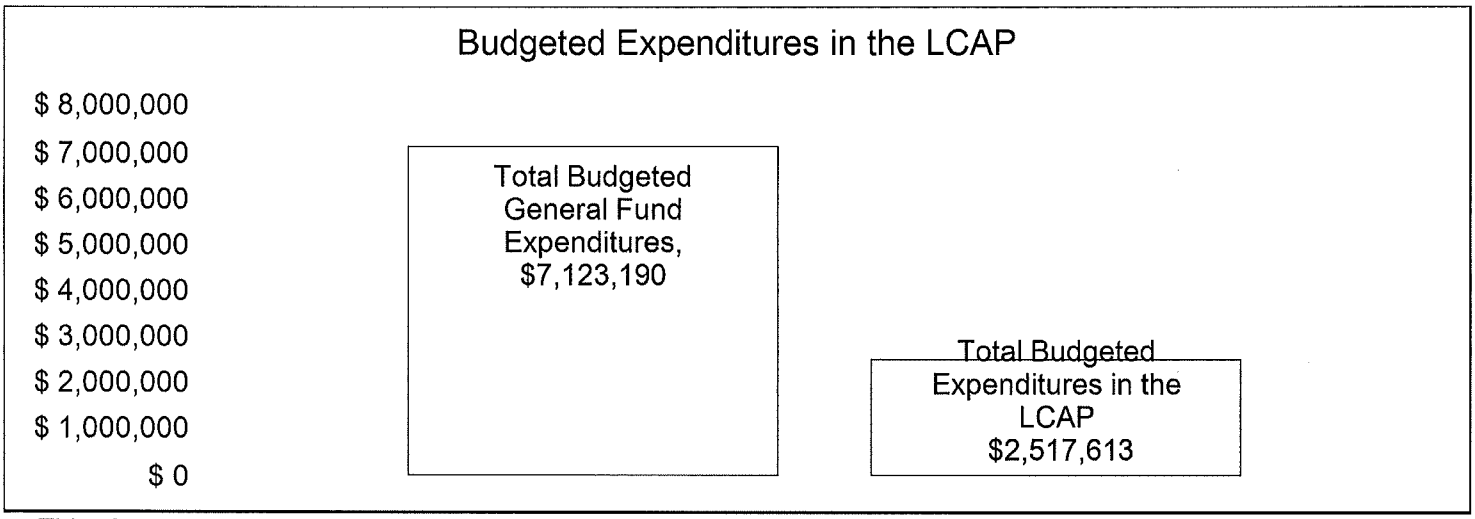


This chart shows the total general purpose revenue ASA Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ASA Charter School is $7,614,732, of which $5204779 is Local Control Funding Formula (LCFF), $1955692 is other state funds, $60550 is local funds, and $393711 is federal funds. Of the $5204779 in LCFF Funds, $1471242 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 ASA Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ASA Charter School plans to spend $7123190 for the 2026-27 school year. Of that amount, $2517613 is tied to actions/services in the LCAP and $4,605,577 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

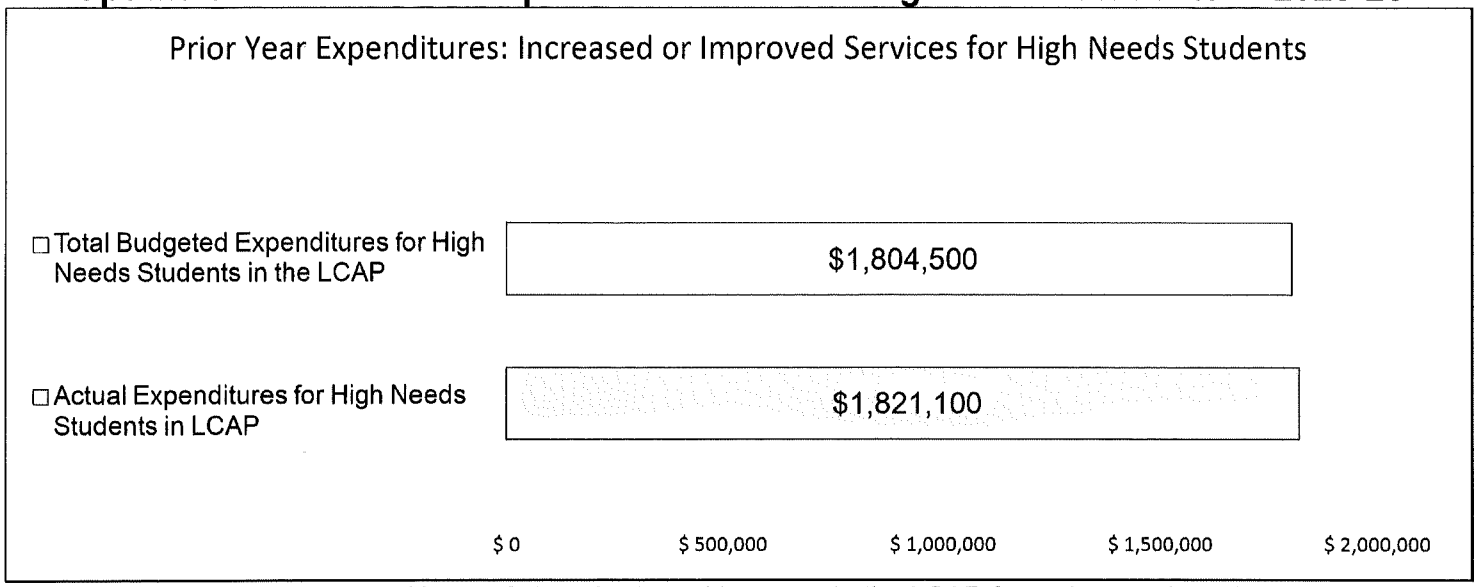
The difference primarily represents routine operational and administrative expenditures that were funded through the General Fund but were not directly tied to a specific LCAP action or service. These expenditures supported the overall operation of the school and did not negatively impact the implementation of the goals, actions, or services identified in the LCAP.

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

In 2026-27, ASA Charter School is projecting it will receive $1471242 based on the enrollment of Foster Youth, English learner, and low-income students. ASA Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. ASA Charter School plans to spend $1712475 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 ASA Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ASA Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, ASA Charter School's LCAP budgeted $1804500 for planned actions to increase or improve services for high needs students. ASA Charter School actually spent $1821100 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
ASA Charter School	Susan Lucey Principal	susanl@asacharterschool.com 909-475-3322, ext. 233

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.

ASA Charter School is a small school that has an intimate feel. We are located in the North-end of San Bernardino, CA and authorized by San Bernardino City Unified School District. We opened our doors in 2004 with a High School Independent Study Program and Elementary grades Kindergarten through fifth, adding another grade each year until we reached full capacity with K-12 in 2008. Additionally, in 2008 we purchased a new facility/school building located at 3512 N. E Street and fully occupied the new location in 2009. Our facility encompasses an entire square block and is fully fenced for increased security.

Our teachers and staff know students by name across most grade levels. We have many large families that attend ASA with children in the elementary, middle, and high school programs. The student base is primarily At-Risk, meaning; those students in elementary grades are at-risk of falling behind (grades K-3) or currently far behind grade level standards (grades 3-7). Many of our high school students come to us far below grade level, behind in credits and/or come from fragmented families. We continue to get a handful of pregnant/parenting and adjudicated youth. This is in stark contrast to the students who have remained with us throughout the years, transitioning from elementary to middle school, and from middle school to high school making the school dynamic complex.

The race and ethnicity demographic of our student population as of CalPads Fall 1 reporting is: 78% Hispanic, <1% American Indian, 11% African American, 6% White, 0% Filipino, 0% Asian, <1% Pacific Islander, 5% 2 or more races. Enrollment data as of CalPads Fall 1 is: 20% EL, 4% Foster, 5% Homeless, and 93% Socio-economically disadvantaged and 15% Special needs. ASA Charter School's population for the National School Lunch Program is at a 93% Free and Reduced Rate and we have 19 families that fall into the category of homeless and/or doubled up.

Over the past few years, our student population has remained fluid with families moving in and out of San Bernardino. We provide a Parent Resource Center, including a Community Resource/Homeless and Foster Youth Liaison and Social Emotional intervention services. We provide meals to all students free of charge. Tutoring and homework assistance is offered daily after school, as well as after school enrichment activities provided by the ASES Day Camp and ELOP programs, free of charge to our families.

Academics are a top priority for ASA Charter. During the 2025-2026 SY we implemented new curriculum in Science, Social Studies, and ELL. ASA continues to offer Tier 1, Tier 2, and Tier 3 interventions supports to improve student achievement and social-emotional wellbeing. ASA Charter School focuses on the whole child. This approach goes beyond just academics. We consider a well-rounded education that includes social-emotional development, extracurricular activities, character development and fostering a sense of well-being in our students.

We have developed our own community within the walls of our campus. We are able to provide many services to our students and their families onsite, reducing the number of services that are referred to outside agencies.

Reflections: Annual Performance

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

ASA Charter has continued to experience several areas of success. Student scores in reading and math have increased greatly, with students showing one or more grade levels growth from when they started these interventions.

ASA Charter continues to implement Tier 1, Tier 2, and Tier 3 Interventions. These include IXL Math, IXL ELA, the Really Great Reading Program, Math Intervention Program, SPED tutors, ELL supports, Counseling, social-emotional supports, after-school tutoring, and classroom aides.

ASA's School Climate continues to improve along with the Conditions of Learning. ASA Charter's student Suspension Rate increased to 3.1% at the end of the 2023-24 SY. For the 2024/2025 schoolyear, the suspension rate has decreased to 1.9%, with 2025/2026 pending.

Prior to the start of the 2024-2025 SY we held a very successful enrollment campaign, which we held again prior to the 2025/2026 schoolyear, which resulted in significant growth in our student enrollment. We have maintained this increased enrollment into the 2025/2026 schoolyear and plan to continue trending in a positive direction. Social-Emotional strategies for Student Wellness continue to be provided and strengthened with the number of supportive services we offer. This includes services provided by our on-site School Counselor, and School Psychologist, as well as supports provided through our partnership with IEHP Health Navigators.

EL students have shown improvement in assessment scores and we have increased EL supports for our Spanish speaking students. This has led to the Reclassification of 4 of our ELL students during the 25/26 schoolyear and a rating of "Blue" on the CA Dashboard. We feel that this tremendous growth is due to our hiring of a full-time, on-site ELL Teacher, as well as the implementation of our new ELL curriculum, ELAchieve.

Standards were met in the areas of Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study and Basics: Teachers, Instructional Materials, and Facilities.

We are excited to announce that ASA Charter School went through a Williams Act audit during the 2025/2026 schoolyear and had Zero findings.

Due to the nature and home life of many of the students that we work with, we have recognized over the years that our Dashboard Data does not always reflect the positive progress we see in our students regarding academic performance that we see through our local data. The Dashboard data has a hard time telling the story of the successes and what we experience with our students on a daily basis. It is sometimes difficult to fully capture and convey these experiences in the overall data that is reported to the State.

Reflections: Technical Assistance

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

ASA Charter School reviewed and analyzed the data available on the California Dashboard, including testing data and local measures. ELA and Math continue to be a top priority for ASA Charter School, with Chronic Absenteeism coming in second. During this year, several students continued to miss school due to severe illnesses, including COVID. We continue to struggle with daily attendance, as do many other schools in our area and across the state of California. We have seen an overall improvement in our attendance rates this school year but have continued to face many challenges which limit further growth. These include student illnesses, immigration concerns, financial struggles for many of our families, and more. This has also led to an increase in the number of students we are noticing who are having to move out of the state/country. Other focus areas for our school include the Graduation Rate, which has greatly improved over the past 2 years, and our College and Career Indicator.

Further analysis of the CA Dashboard for 2025 indicated that ALL of the local indicators reflected "Standard Met".

Upon being released from CSI, we found that we qualified and were identified for Additional Targeted Support and Improvement (ATSI) during the 2023-2024SY. ASA Charter School established Comprehensive Goals and implemented Tier 1, Tier 2, and Tier 3 intervention programs to address school-wide learner needs. ASA Charter School continued these interventions and supports during the 2025-2026 SY and built upon the relationship established with the San Bernardino Superintendent of Schools (SBCSS).

We are excited to announce that we have improved in the areas of need and have been released from both CSI and ATSI at this time.

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.

None

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Community Members, Staff, Parents, Students and Staff Members	Regularly Scheduled Board Meetings July 09, 2025 August 13, 2025 September 10, 2025 October 08, 2025 November 12, 2025 December 10, 2025 January 14, 2026 February11,2026 March 11, 2026 April 08, 2026 May 13, 2026 June 16, 2026 and June 18, 2026 07/08/2026 California Parent Survey (Annually) ParentSquare Aeries Communication ClassDojo Paper Flyers/Letters
Certificated and Classified Staff	Staff Meetings MTSS/SST/LCAP Trainings California School Staff Survey (Annually)
Students	In-house surveys California Healthy Kids Survey (Annually) Student Feedback

Educational Partner(s)	Process for Engagement
	ASA Student Ambassadors Leadership Group
Parents and Guardians	English and Spanish Monthly Information Meetings In-House Surveys and Feedback California School Parent Survey (Annually)
Desert Mountain SELPA	Students Supports Director's Meetings Strategic Planning Meetings Steering & Finance Meetings
Administration Team	LCAP Planning CA Dashboard Results Analysis School Climate CAASPP Staff, Student, and Parent Survey analysis
Equity Multiplier Funds	Parent Meeting

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

ASA Charter School solicited input on the development of the 2025-26 LCAP goals, actions, metrics and services through meaningful engagement with our educational partners. We conducted surveys, in-person parent, community, board and staff meetings, as well as held lengthy discussions with our students. During these meetings we shared the data from the CA Dashboard, State and Local indicators, CA Dataquest and the Equity Multiplier Funds ASA Charter will receive and their allowable uses. All feedback that was received was then analyzed and reviewed carefully by the administrative team. During the analysis process we found commonalities throughout the feedback. The commonalities noted were to continue with small group interventions, Reading program, Professional Development for teachers and staff, student support services and to continue improving school safety.

The following aspects of the 2024-25 LCAP will be continued: All goals and actions will be revised based off of the Educational Partner feedback we received. Our Educational partners were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students including English Learners, foster youth, homeless students, low-income students, and students with exceptional needs. There will be a continued focus in the following areas:

- Increase Academic Performance in ELA and Math.
- Increase in concurrent enrollment courses.
- Allocate more resources to address SEL components to gain college and career readiness.
- Increased SEL support and strategies for motivation.
- Continued communication with Educational Partners throughout the school year.

Top Priorities for the upcoming school year are identified in the 2025-26 Goals, Actions, Metrics and Services sections of the LCAP and have

addressed all identified areas from the Educational Partners Feedback sessions. We feel that the information gathered was relevant to the development of 2025-2026 LCAP and was deemed an invaluable tool that assisted ASA Charter School to create a well-informed, meaningful plan for student academic and personal growth and achievement school-wide.

The Local Control Accountability Plan (LCAP) will serve as ASA Charter Schools School Plan for Student Achievement (SPSA).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	1). Increase ELA and math competency amongst all students and decrease the achievement gap between identified sub-groups and utilize data-analysis practices that effectively measure student performance. 2). Continue use of IXL ELA (TK-8th), continue with IXL Math (TK-8th), continue with the Really Great Reading Program (Science of Reading) (TK-4th at grade-level in the classroom, and as intervention for TK-8th grades) These programs/interventions are to increase reading, writing mastery, and math skills for all students (TK-8th). 3) Continue with our English Language support program for our English Language students. Our new ELL curriculum, ELAchieve has been successfully implemented and is currently in use.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Academic growth remains to be an important goal for the upcoming school year. We have revised this goal to add the implementation of a reading program with a focus on having students reading proficiently by third grade. We continue to focus on reading and the academic growth of our students, putting strategies in place to help accelerate learning to fill the gaps. The combined actions, services and measures, will help achieve this goal by meeting the needs of all individual students. We plan to achieve this goal by screening and monitoring regularly, provide intervention and/or enrichment support as needed, provide professional development in areas of need, and by providing a strong, rigorous, standards-based education by a highly qualified teaching staff. In addition, we plan to use our Reading Specialist to oversee the reading and writing programs. We have also implemented the IXL Math program, with a focus on state testing, to increase math scores for students in 3rd through 8th grade. ASA Charter School is committed to keeping class sizes small to ensure we are meeting the needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance 360 ELA Assessments (% At/Above Benchmark /	2023-2024 Grade Equivalent Results:	2024-2025 Grade Equivalent Results:	2025-2026 Grade Equivalent Results:	2026-227 Students in grades K–12 will	Across all grade spans, students are outperforming the baseline year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student Growth Benchmark)	0.525 Growth in ELA - K-8th grade. 0.575 Growth in ELA - 9th -12th grade.	K-6: +0.68 7-8: +0.725 HS: +0.825 Scaled Score Results K-6: +49.7 7-8: +23.5 HS: +13.25	K–6 GE 0.75; 52% At/Above; Average Growth (GE): 0.75 (up from 0.68 in Year 1 and from 0.525 baseline) % At/Above Benchmark (Spring): 52% of students at/above benchmark in ELA (increase of approximately 2.3 percentage points from the Year 1 scaled score indicator of 49.7). 7–8 GE 0.78; 27% At/Above; Average Growth (GE): 0.78 (up from 0.72 in Year 1 and from 0.525 baseline) % At/Above Benchmark (Spring): 27% of students at/above benchmark in ELA (increase of	demonstrate at least 1.0 grade-level growth on the Renaissance 360 ELA assessments.	in both growth and proficiency. GE gains range from +0.225 to +0.285, and benchmark increases range from +2.3 to +3.5 percentage points. These results demonstrate sustained progress and continued momentum in ELA achievement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				approximately 3.5 percentage points from the Year 1 scaled score indicator of 23.5). HS GE 0.86; 16% At/Above Average Growth (GE): 0.86 (up from 0.82 in Year 1 and from 0.575 baseline) % At/Above Benchmark (Spring): 16% of students at/above benchmark in ELA (increase of approximately 2.8 percentage points from the Year 1 scaled score indicator of 13.2).		
1.2	Renaissance 360 Math Assessments (% At/Above Benchmark / Student Growth Benchmark)	2023-2024 Grade Equivalent Results: 0.418 Growth in Math - K-8th grade. 0.125 Growth in Math - 9th -12th grade.	2024-2025 Grade Equivalent Results: K-6: +0.77 7-8: +0.625 HS: +0.625 Scaled Score Results	2025-2026 Grade Equivalent Results K–6 GE 0.82; 48% At/Above; Average Growth (GE): 0.82 (up from 0.77 in Year 1	2026-2027 Students in grades K–12 will demonstrate at least 1.0 grade-level growth on the Renaissance 360 Math assessments.	Across all grade spans, students are showing clear improvement in Math compared to the baseline year. GE gains range from +0.262 to +0.575, and benchmark increases range

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			K-6: +45.2 7-8: +21.25 HS: +17.5	and from 0.418 baseline). % At/Above Benchmark (Spring): 48% of students at/above benchmark in Math (reflecting an approximate 2.8-point gain from the Year 1 scaled-score indicator of 45.2). 7–8 GE 0.68; 25% At/Above; Average Growth (GE): 0.68 (up from 0.625 in Year 1 and from 0.418 baseline). % At/Above Benchmark (Spring): 25% of students at/above benchmark in Math (approximately a 3.75-point gain from the Year 1 scaled-score indicator of 21.25). HS GE 0.70; 20% At/Above		from +2.5 to +3.75 percentage points. These results demonstrate sustained growth and continued momentum in mathematical learning achievement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Average Growth (GE): 0.70 (up from 0.625 in Year 1 and from 0.125 baseline). % At/Above Benchmark (Spring): 20% of students at/above benchmark in Math (an increase of about 2.5 points from the Year 1 scaled-score indicator of 17.5).		
1.3	CAASPP - ELA Summative State Assessment data	2023-2024 CA Dashboard Results: Increased 3.7 Points	2024-2025 CA Dashboard Results: Declined 7.5 points	2025-2026 CA Dashboard Results: Pending	2026-2027 Improve ELA performance by moving up at least one color level on the CA School Dashboard in the 2026–2027 school year. Strengthen core instruction, targeted interventions, and tutoring supports to accelerate student progress toward grade-level standards.	A comparison of the 2023-2024 and 2024-2025 school years, in ELA performance showed an increase of 3.7 points in the baseline year, indicating positive movement toward grade-level standards; however, results declined by 7.5 points in the following year, reversing the previous year's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						gains. However, in-house assessments show improvements. In response to this decline we strengthened instructional supports, expanded tutoring, and implemented more targeted interventions during the 2025–2026 school year to address learning gaps and improve student outcomes.
1.4	CAASPP - Math Summative State Assessment data	2023-2024 CA Dashboard Results: Maintained - -0.2 Points	2024-2025 CA Dashboard Results: Declined 5.4 points	2025-2026 CA Dashboard Results: Pending	2026-2027 Improve Math performance by moving up at least one color level on the CA School Dashboard in the 2026–2027 school year. Strengthen core instruction, targeted interventions, and tutoring supports to accelerate student progress toward grade-level standards.	A comparison of the 2023-2024 and 2024-2025 school years, Math performance remained essentially unchanged in the 2023–2024 baseline year, with a maintained status of 0.2 points. In the 2024–2025 school year, results declined by 5.4 points, indicating a downward shift in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						student performance. However, in-house assessments show improvements. We strengthened instructional supports, expanded tutoring, and implemented more targeted interventions during the 2025–2026 school year to address learning gaps and improve student outcomes.
1.5	ELPAC data (% Proficient)	2023-2024 0% Proficient - Level 4 11.86% - Moderately Developed - Level 3 44.07% - Somewhat Developed - Level 2 44.07% - Beginning to Develop - Level 1	2024-2025 5.97% Proficient - Level 4 34.33% - Moderately Developed - Level 3 38.81% - Somewhat Developed - Level 2 20.90% - Beginning to Develop - Level 1 CA Dashboard Results: Increased 33.6%	2025-2026 Pending	2026-2027 The new target will be added after results are released.	English Learners showed strong upward movement from the base year to last year, with Levels 3–4 increasing from 11.86% to 40.3% and Level 1 dropping from 44.07% to 20.90%. Overall progress was confirmed by the California Dashboard, which reported a 33.6% increase and a Blue performance level. When the new results are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Indicator Color: Blue			added the current difference will be revised.
1.6	EL Reclassification data (% of EL students reclassified)	2023-2024 No students were reclassified from last year to now.	2024-2025 2 possible students for 24/25	2025-2026 4 students were reclassified this year.	2026-2027 We plan to increase the number of English Learners reclassified as Fluent English Proficient from 4 students in the current year to 6 students in the 2026–2027 school year.	In the baseline year, we recorded zero English Learner reclassifications. In the current year, 4 students were reclassified, demonstrating measurable progress following the implementation of strengthened EL supports
1.7	SST Process (# of students in the SST process)	2023-2024 4 Students in the SST process this year.	2024-2025 6 students in the SST process this year.	2025-2026 16 students in the SST process this year.	2026-2027 We plan to increase SST meetings from 16 this year to 20 next year to ensure timely identification of student needs and consistent implementation of Tier 2 and Tier 3 supports.	In the baseline year, we held only 4 SST meetings. In the current year, the number increased to 16, reflecting a significant strengthening of our MTSS processes, earlier identification of student needs, and improved intervention systems.
1.8	Science of Reading (Really Great Reading)	2024-2025 Beginning of Year	2024-2025 End of Year	2025-2026	2026-2027	Compared to the baseline year, the current Science of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Incomplete Scores: 15.3% Emerging Reader: 18.4% Severe Decoding Deficit: 8.2% Significant Decoding Deficit: 9.2% Moderate Coding Deficit: 9.2% Mild Decoding Deficit: 10.2% Advanced Vowel & Multi-Syllabic Word Deficits: 1.02% Multi-Syllabic Word Deficits: 0% Advanced Vowel Deficits: 0% Slow Reading Rate: 1.02% Strong Decoder: 27.6%	Incomplete Scores: 3.1% Emerging Reader: 21.4% Severe Decoding Deficit: 3.1% Significant Decoding Deficit: 9.2% Moderate Decoding Deficit: 16.3% Mild Decoding Deficit: 10.2% Advanced Vowel & Multi-Syllabic Word Deficits: 0% Multi-Syllabic Word Deficits: 3.1% Advanced Vowel Deficits: 1.02% Slow Reading Rate: 4.1% Strong Decoder: 28.6%	Incomplete Scores: 0% Emerging Reader: 17.6% Severe Decoding Deficit: 12.6% Significant Decoding Deficit: 6.7% Moderate Decoding Deficit: 6.7% Mild Decoding Deficit: 6.7% Advanced Vowel & Multi-Syllabic Word Deficits: 0.8% Multi-Syllabic Word Deficits: 1.7% Advanced Vowel Deficits: 5.9% Slow Reading Rate: 1.7% Strong Decoder: 39.5%	We plan to increase the percentage of Strong Decoders from 39.5% to 45% in the 2026–2027 school year. Continue reducing decoding-deficit categories through targeted phonics instruction and structured literacy interventions.	Reading results show strong improvement, with the percentage of Strong Decoders increasing from 27.6% to 39.5% and incomplete scores dropping from 15.3% to 0%. Mild, moderate, and significant decoding deficits also decreased, though more students were identified with severe and advanced vowel or multisyllabic word deficits, reflecting more accurate diagnostic screening.
1.9	IXL Math	IXL Math was started late in the 23/24 schoolyear. Not enough time has passed to gain baseline data.	Average Monthly Growth: Grades: 2: +4 3: -2 4: +8 5: +5 6: +5	2025-2026 Math 6,057 Skills Proficient 5,206 Skills Mastered 480,234 total questions	2026-2027 Increase total IXL Math skills mastered from 5,206 to 6,000 next year. Strengthen diagnostic growth across all grade	Compared to last year, IXL Math results show substantial improvement in diagnostic growth across most grade levels, particularly in grades 2, 3, 6, and 8. School-wide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7: 8:	answered - Math & ELA Grades: 1: +8 2: +7 3: +4 4: Pending 5: +1 6: +11 7: 0 8: +21 IXL Math continued to strengthen our math intervention system in Year 2. After a partial start in 2023–24 and the first full implementation in 2024–25, school-wide use in 2025–26 led to consistent diagnostic growth in Math for students in grades 2–8, as shown in their movement from starting diagnostic levels to current diagnostic levels.	levels, with particular focus on grades showing lower gains such as grades 5 and 7.	implementation in 2025–26 led to 6,057 skills proficient and 5,206 skills mastered, establishing strong benchmarks for student engagement and progress. Overall, the data reflects a strengthened math intervention system and more consistent use of IXL to support skill development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	IXL ELA	Will be implemented at the beginning of the 24/25 schoolyear.	Average Monthly Growth: Grades: 2: Pending 3: +13 4: Pending 5: +3 6: +14 7: 8:	2025-2026 ELA 4,052 Skills Proficient 3,569 Skills Mastered 480,234 total questions answered - Math & ELA Grades: 1: +4 2: -12 3: +5 4: Pending 5: -1 6: +14 7: -15 8: +15 In Year 2, IXL ELA became a fully integrated part of our ELA intervention system. Students in grades 2–8 demonstrated positive diagnostic growth from their starting ELA diagnostic levels to current levels	2026-2027 Increase the number of IXL ELA skills mastered from 3,569 to 4,200 in the 2026–2027 school year. Strengthen diagnostic growth across all grade levels, with targeted intervention in grades 2, 5, and 7 to ensure more consistent year-over-year progress.	Compared to the baseline year, IXL ELA results show mixed diagnostic growth, with strong gains in grades 1, 6, and 8, and declines in grades 2, 5, and 7. Full implementation in 2025–26 resulted in 4,052 skills proficient and 3,569 skills mastered.

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.

All planned actions and services in Goal 1 were implemented without any substantive differences, besides the addition of a math intervention program, where students who are below grade-level are pulled out in small-groups or 1-on-1 to receive math support. We have experienced growth in our reading scores due to the implementation of the Really Great Reading intervention program and have seen improvement in math based on our in-house assessments. The addition of our full-time ELL Teacher/Coordinator, in conjunction with the implementation of the EL Achieve curriculum, has shown tremendously positive results in ELPAC testing and ELL reclassifications. This has led to ASA's English Learner color to move up to "Blue" on the CA Dashboard.

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.

The material differences between budgeted expenditures and estimated actual expenditures reflect strategic reallocations of resources based on evolving program needs.

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

All actions and services have been effective and have had a positive impact on our school. We continue to have a school-wide focus on academic intervention in the areas of ELA and Math. We have continued to allocate funds to this area in order to help bridge the learning gaps experienced by many students. The Really Great Reading program has been successful due to our 2 pronged approach in implementation. The program is used in the classroom daily for grades TK-4th, at grade-level. The second prong is used as a pull-out intervention for students currently below grade-level in Reading (TK-8th). Our Reading Specialist works with these students in a small group, or 1-on-1 settings, based on current ability. This has helped to create a comprehensive approach to reach students where they are while still exposing them to grade-level curriculum. The IXL Math and ELA programs are used as a supplemental, prescriptive program that pinpoints areas of weakness for students and meets them where they are currently based on their abilities and assessment scores. Based upon our in-house assessment results, we feel that the addition of our math intervention program has been a benefit to our students.

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 reflections from prior practice and our own student data, we have maintained our planned goals, metrics, target outcomes, and actions. While we are seeing growth in our targeted areas of need, we still feel that there is a need to continue the implementation of these actions in order to continue seeing growth in these areas. We feel that the programs we have in place are effective and work well for our students but believe it will take more time and consistency to achieve our goals fully.

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	Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students.	$78,000.00	Yes
1.2	Intervention Programs	Provide intervention strategies that include Instructional Aides to support all students in the classroom and after school tutoring to at-risk students. Credentialed Teachers to provide support to at-risk students outside of the classroom. Maintained instructional minutes and continued early start time for the 2025-26 SY. Provide Designated ELD by the Intervention Teachers and Integrated ELD by the classroom teachers to all EL students. Continue to use the Renaissance 360 Assessments for all students. Continue with the Science of Reading Intervention Program. Continue with the IXL ELA Program. Continue with the IXL Math Program and added a math intervention teacher. Continue to provide SEL counseling to work with our students on social emotional wellness and conflict resolution skills. Expanded services for ELL students with the addition of new ELL curriculum (ELAchieve). Added after-school math and ELA support through Expanded Learning	$564,000.00	Yes
1.3	Assessment and State Testing	Continue with Renaissance 360 Assessments to monitor performance and growth in all our students. Continue to perform data analysis to identify and pull students for intervention and to monitor their progress. Continue to implement test-taking strategies to increase student performance in ELA and Math. Continue to prepare, support, and encourage students during state assessments.	$5,175.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development	Continue to provide intentional outside professional development to enhance programs, curriculum, and teacher effectiveness. Continue to provide professional development based on the needs of the school as a whole, as well as budget for individually chosen PD. Continue w/Teacher Collaboration through staff meetings to share best practices.	$10,350.00	No
1.5	Access to Technology	Maintain/repair, and/or purchase additional/new, technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with e-Devices and Chromebooks to access the standards based curriculum. Purchase additional Chromebooks to accommodate new enrollment numbers. Technology Program Manager to oversee computer labs and to support teachers and students with technology and library services.	$150,000.00	Yes
1.6	Special Education	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team that will lead to success in the general ed. classroom. Contract with McColgan and Associates and Presence Learning for SAI, Speech, OT and Psychologist services. Continue to provide nursing services to conduct state mandated hearing and vision screening for students and an overall health assessment. ASA uses the Shoebox audiological assessment program for hearing screenings. Continue with resource aides to assist in working with our SPED population. Increase Special Education outcomes by 1 or more levels on the CA Dashboard Indicators	$313,950.00	No
1.7	Qualified Staff	Retain and hire qualified teachers, substitutes and support staff that are happy and understand the mission and vision of ASA Charter School to meet the needs of ALL students.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	English Language Program	Continue with our language acquisition program to help with English Language development Continue to employ an ELL Authorized teacher to oversee our ELL student population and EL resources Continue to employ multiple Bilingual classroom aides Purchase ELL support resources Continue with our ELL curriculum (ELAchieve) Professional Development for ELL support staff and teacher	$392,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, healthy and stable school environment by strengthening character development amongst all students; provide social-emotional and guidance counseling services; continue with and improve our MTSS process to address undesired behaviors, low academics, social-emotional wellbeing, and poor attendance to increase student achievement school-wide. Continue to increase school safety measures to keep our school community safe.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

ASA Charter School feels that providing a safe, healthy and stable school environment is an essential component for conditions of learning and positive pupil outcomes. Character development for our students has been a priority for our campus and we will continue to instill the core character values in all aspects of student learning. To help ASA achieve this goal we will continue utilizing "CLASS" and monthly character traits and we will continue to provide social-emotional wellness and counseling services. In addition, we will continue to utilize a multi-tiered system of supports to address academics, behaviors, social-emotional wellness, and attendance issues. Facility and ground improvements will continue to be made, as well as the implementation of stronger security measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Inspection Tool	2023-2024 Results "Good Rating" Outcome Met	2024-2025 Results "Good Rating" Outcome Met	2025-2026 Results "Good Rating " Outcome Met	2026-2027 Continue to maintain a "Good Rating" or above	There is no substantial difference between the baseline and current year FIT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and have met outcomes.	ratings, as the facility has consistently maintained a 'Good' rating.
2.2	School Climate Survey	2023-2024 Results Parent Survey: How safe does your child feel at school? Very Safe / Safe: 93% Neutral: 7% How effectively does the school address bullying and harassment? Very Effectively / Effectively: 86% Neutral: 14% How would you rate the overall learning environment at the school? Very Well / Well: 86% Neutral: 14% How satisfied are you with the communication between the school and parents? Very Satisfied / Satisfied: 93% Neutral: 7%	2024-2025 Results Parent Survey: This school promotes academic success for all students. Strongly Agree/Agree: 98% This school treats all students with respect. Strongly Agree/Agree: 100% This school is a supportive and inviting place for students to learn. Strongly Agree/Agree: 96% Enforces school rules equally for my child and all students. Strongly Agree/Agree: 92%	2025-2026 Results Parent Survey: School staff treat parents with respect Question: "School staff treat parents with respect." Strongly agree: 61% Agree: 33% Combined agree + strongly agree: 94% Participated in a regularly scheduled parent-teacher conference Yes: 94% (No: 6%) School promotes academic success for all students	2026-2027 ASA Charter will maintain the established strong results while aiming for small, steady increases each year. Targets will focus on sustaining performance at or near current levels, with a 1–2% point improvement per category to demonstrate continued commitment to a positive school climate.	Year over year differences will reflect incremental growth, showing slight increases from an already high baseline. These small but measurable gains demonstrate continuous improvement while preserving the strong climate perceptions reported by all stakeholder groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How satisfied are you with the mental health and counseling services provided by the school? Very Satisfied / Satisfied: 100% Staff Survey: Has sufficient resources to create a safe campus: Strongly Agree / Agree: 100% Seeks to maintain a secure campus: Strongly Agree: 100% Provides conflict resolution or behavior management instruction: A lot / Some: 100% Emphasizes helping students with social, emotional, and behavioral problems: Strongly Agree / Agree: 100% This school helps students resolve conflicts with one another:	This school is a safe place for my child. Strongly Agree/Agree: 96% This school motivates students to learn. Strongly Agree/Agree: 96% This school has adults who really care about students. Strongly Agree/Agree: 100% My child's teachers are responsive to my child's social and emotional needs. Strongly Agree/Agree: 96% School has clean and well-maintained facilities and properties. Strongly Agree/Agree: 96%	Strongly agree: 61% Agree: 39% Combined agree + strongly agree: 100% School treats all students with respect Strongly agree: 72% Agree: 28% Combined agree + strongly agree: 100% School has adults who really care about students Strongly agree: 56% Agree: 44% Combined agree + strongly agree: 100% School is a safe place for my child Strongly agree: 50% Agree: 44%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree / Agree: 93% Student Survey: Elementary/Middle School Do you feel safe here at ASA Charter School? TK-2nd: 100% Yes 3rd-5th: 100% Yes 6th-8th: 100% Yes Do you feel that adults at this school help to solve bullying and harassment problems? TK-2nd: 93.33% Yes 3rd-5th: 87.5% Yes 6th-8th: 90% Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? TK-2nd: 93.33% Yes 3rd-5th: 100% Yes 6th-8th: 90% Yes Do you feel like you are learning and growing as a student here at ASA Charter School? TK-2nd: 100% Yes	School keeps me well-informed about school activities. Strongly Agree/Agree: 96% Staff Survey: This school is a supportive and inviting place for students to learn. Strongly Agree/Agree: 100% This school promotes academic success for all students. Strongly Agree/Agree: 97% This school emphasizes helping students academically when they need it. Strongly Agree/Agree: 100% This school emphasizes teaching lessons in	Combined agree + strongly agree: 94% My child feels hopeful about the future Strongly agree: 50% Agree: 44% Combined agree + strongly agree: 94% Staff Survey: This school is a safe place for students. Strongly agree: 81% Agree: 19% Combined agree + strongly agree: 100% This school promotes academic success for all students. Strongly agree: 83% Agree: 14%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes Would you recommend ASA Charter School to your friends and family? TK-2nd: 100% Yes 3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes High School There is a teacher or some other adult from my school who really cares about me. 80% - Yes Do you feel safe at ASA Charter School? 85% - Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? 75% Yes, 20% neutral	ways relevant to students. Strongly Agree/Agree: 97% This school is a safe place for students. Strongly Agree/Agree: 100% This school is a supportive and inviting place for staff to work. Strongly Agree/Agree: 96% This school is a safe place for staff. Strongly Agree/Agree: 98% This school promotes trust and collegiality among staff. Strongly Agree/Agree: 91% This school promotes personnel participation in decision-making that affects	Combined agree + strongly agree: 97% This school has clean and well-maintained facilities and property. Strongly agree: 81% Agree: 19% Combined agree + strongly agree: 100% Adults who work at this school feel a responsibility to improve this school. Strongly agree: 69% Agree: 22% Combined agree + strongly agree: 91% This school uses objective data such as surveys, truancy counts, and test scores in making school		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school practices and policies. Strongly Agree/Agree: 93% Adults who work at this school support and treat each other with respect. Strongly Agree/Agree: 94% School uses objective data in decision making. Strongly Agree/Agree: 97% Clean and well-maintained facilities and property. Strongly Agree/Agree: 93% This school gives all students equal opportunity to participate in classroom discussions or activities. Strongly Agree/Agree: 100%	improvement decisions. Strongly agree: 72% Agree: 22% Combined agree + strongly agree: 94% This school is a supportive and inviting place for students to learn. Strongly agree: 81% Agree: 17% Combined agree + strongly agree: 98% This school is a supportive and inviting place for staff to work. Strongly agree: 67% Agree: 28% Combined agree + strongly agree: 95% Student Surveys:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			This school is welcoming to and facilitates parent involvement. Strongly Agree/Agree: 98% Student Surveys: Elementary School Do the teachers and other grown-ups at school want you to do your best? 3rd-5th Yes: 100% 6th Yes: 97% Do you get to do interesting activities when you participate at school? 3rd Yes:100% 4th Yes: 91% 5th Yes: 96% 6th Yes: 92% Do teachers and other grown-ups at	High expectations – adults in school" (e.g., Do adults at school expect you to do your best? Do they believe you can be successful?) 92% say "yes, most/all of the time." Caring adults in school (e.g., Do teachers and other grown-ups at school care about you, notice when you're gone, and listen to you?) 85% say "yes, most/all of the time." Social-emotional learning supports "Social and emotional learning supports" (e.g., Does your school teach you how to handle your feelings, get along		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school care about you? 3rd-5th Yes: 100% 6th Yes: 88% Is your school building neat and clean? 3rd Yes: 96% 4th/5th Yes: 100% 6th Yes: 96% Does your school help students resolve conflicts with one another? 3rd Yes: 100% 4th Yes: 95% 5th Yes: 91% 6th Yes: 92% Do teachers treat students fairly? 3rd/4th Yes: 100% 5th Yes: 84% 6th	with others, and solve problems?) 91% say "yes, most/all of the time." Feeling safe at school Question: "Do you feel safe at school?" 88% report feeling safe at school "most or all of the time." Facilities upkeep – school buildings and grounds "Does your school have clean and well-maintained buildings and property?" 91% say "yes, most/all of the time." Antibullying climate		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Yes: 89% Do you feel safe at school? 3rd Yes: 100% 4th Yes: 81% 5th Yes: 95% 6th Yes: 84% Middle School There is a teacher or some other adult from my school who really cares about me. 7th True: 97% 8th True: 84% There is a teacher or some other adult from my school who tells me when I do a good job. 7th True: 100% 8th True: 89%	"Antibullying climate" (e.g., Do teachers make it clear bullying is not okay, step in to help, and do students try to stop bullying?) 88% say "yes, most/all of the time." Parent involvement in schooling "Parent involvement in schooling" (e.g., Do your parents help with schoolwork, talk with you about school, and make sure you get your homework done?) 82% say "yes, most/all of the time. "Each day I look forward to having a lot of fun"		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			I feel safe at my school. 7th Agree/Neither: 90% 8th Agree/Neither: 84% Teachers at this school communicate with parents about what students are expected to learn in class. 7th Agree/Neither: 94% 8th Agree/Neither: 92% My school is usually clean and tidy. 7th Agree/Neither: 90% 8th Agree/Neither: 86%	90% - True or somewhat true "A teacher or some other adult from my school checks on how I am feeling." 82% - True or somewhat true "I am always trying to do better in my schoolwork." 91% - Strongly Agree/Agree		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			High School There is a teacher or some other adult from my school who really cares about me. True: 100% There is a teacher or some other adult from my school who listens to me when I have something to say. True: 100% There is a teacher or some other adult from my school who believes that I will be a success. True: 100% A teacher or some other adult from my school checks on how I am feeling. True: 90%			
2.3	Suspension and Expulsion Rate	2023-24 Schoolwide Results Suspension and Expulsion Rate	2024-25 Schoolwide Results Suspension and Expulsion Rate	2025-2026 Schoolwide Results	2026-2027 Reduce the school-wide suspension rate from 2.3% to 2.0%	Our suspension rate decreased from 3.1% in the baseline year to 1.9% last year, followed by a slight

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a. Suspension Rate – 3.1% b. Expulsion Rate – 0	a. Suspension Rate – 1.9% b. Expulsion Rate – 0	Suspension and Expulsion Rate: as of 05/01/2026 a. Suspension Rate: 2.3% b. Expulsion Rate: 0	or lower, while maintaining an expulsion rate of 0%.	increase to 2.3% in the current year, while the expulsion rate remained at 0% for all three years. Overall, the data reflects sustained low levels of exclusionary discipline with continued attention needed to maintain downward trends in suspensions.
2.4	In-house Attendance Rate	2023-24 Results Attendance Rate (In-house) – 73.53% K-8: 86% HS: 61.1%	2024-25 Results Attendance Rate (In-house) – 78.05% K-8: 90.29% HS: 65.81%	2025-2026 Results Attendance Rate (In-house) - 86.78% K-8: 90.32% HS: 83.25%	2026-2027 Increase the school-wide in-house attendance rate from 86.78% to 90%. Strengthen attendance interventions and family engagement to sustain the upward trend in daily attendance.	Our in-house attendance rate has increased steadily over the past three years, rising from 73.53% in the baseline year to 78.05% last year and reaching 86.78% in the current year. This upward trend reflects significant improvement in daily attendance.
2.5	Chronic Absentee Rate	2023-24 Results Chronic Absentee Rate (CA Dashboard) – 45.98%	2024-25 Results Chronic Absentee Rate (CA Dashboard) – 40.30%	2025-2026 Results Chronic Absentee Rate - 36.30% to date (05/01/26)	2026-2027 Continue to reduce the chronic absenteeism rate from 36.30% to 32%.	The current chronic absenteeism rate of 36.30% reflects a continued decrease from both the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Continue with implementing the attendance supports and incentives.	rate of 45.98% and last year's rate of 40.30%. This downward trend shows meaningful improvement in attendance and the positive impact of school-wide attendance supports and incentives.
2.6	MTSS/SST Process	2023-24 Results 4 students are participating in the SST process this year currently. Outcome met	2024-25 Results 6 students participated in the SST process this year.	2025-2026 Results 16 students participated in the SST process this year.	2026-2027 Increase the number of students participating in the MTSS process from 16 to 20 students.	The number of students participating in the MTSS process increased from 4 students in the baseline year, to 6 students last year and rose significantly to 16 students in the current year. This upward trend reflects stronger identification systems, improved referral processes, and increased access to tiered supports.
2.7	CA Dashboard Color Performance Levels	2023-24 Results Chronic Absenteeism - Yellow	2024-25 Results Chronic Absenteeism - Yellow	2025-2026 Results Pending	2026-2027 Our target outcome for 26/27 is to maintain our	Pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension Rate - Orange English Learner Progress - Red Graduation Rate - No Color College/Career - No Color English Language Arts - Yellow Mathematics - Red Science - No Performance Color Basics: Teachers, Instructional Materials, Facilities - Standard Met Implementation of Academic Standards - Standard Met Parent & Family Engagement - Standard Met Local Climate Survey - Standard Met Access to a Broad Course of Study - Standard Met	Suspension Rate - Green English Learner Progress - Blue Graduation Rate - No Color (Increased 24.5% with 80.8% graduating) College/Career - No Color (Increased 2.1%) English Language Arts - Orange Mathematics - Red Science - Yellow Basics: Teachers, Instructional Materials, Facilities - Standard Met Implementation of Academic Standards - Standard Met Parent & Family Engagement - Standard Met Local Climate Survey - Standard Met Access to a Broad Course of Study - Standard Met English Language Arts Growth: Blue		ELL Dashboard color of Blue and to increase all other categories by 1 or more colors.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			73% of students improved their score from the prior year. Math Growth: Pink 57.4% of students improved their score from the prior year.			
2.8	On-Site School Psychologist - Counseling & Therapy Services	2023-2024 Results Part-Time School Psychologist was hired in March 2024. 15 Students received services until the end of the schoolyear	2024-2025 Results 32 Students receiving services currently	2025-2026 Results 29 Students receiving services currently ASA Charter has partnered with HealthyCampus, through the CYBHI initiative, during the 25/26 schoolyear in order to bill for services in an effort to create a self-sustaining Counseling and Therapy program for our students.	2026-2027 Increase the number of students receiving on-site or partner-provided mental-health services to 35 students in 2027, reflecting continued growth supported by new agency partnerships.	The number of students receiving on-site psychologist and counseling services increased from 15 in 2024 to 32 in 2025, a gain of 17 students. Although the number slightly decreased to 29 in 2026, our school expanded overall mental-health support by partnering with outside agencies to serve additional students and families.
2.9	CLASS Act Club, ASA Student Leadership/Ambassadors Program & Monthly Character Traits	2023-2024 Results 20 students participated in the CLASS Act Club	2024-2025 Results 25 students participated in the CLASS Act Club	2025-2026 Results In an effort to increase student voice and buy-in,	2026-2027 Continue with the Leadership/Ambassadors program for	Over the past three years, ASA has consistently offered the CLASS Act Club and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monthly Character Traits August - Acceptance September - Responsibility October - Respect November - Gratitude December - Caring January - Trustworthiness February - Honesty March - Fairness April - Citizenship May - Preparedness	Monthly Character Traits August - Acceptance September - Responsibility October - Respect November - Gratitude December - Caring January - Trustworthiness February - Honesty March - Fairness April - Citizenship May - Preparedness	ASA Charter has created a new Student Leadership/Ambassadors program during the 25/26 schoolyear. Students meet as a group, with their program leader, every other Friday. Student leaders act as representatives for their class/school and discuss student concerns and areas of change or improvement they would like to see at ASA. This is in addition to, and working in conjunction with, our CLASS Act Club. Students participated in the Class Act Club and Student Leadership Committee. Monthly Character Traits	the 2026-2027 school year. Continue with the Monthly Character Traits and assemblies. Continue with the after school Class Act Club.	monthly character-trait values, providing stable support for positive behavior and character development. This year, the addition of the ASA Student Leadership/Ambassadors Program expanded opportunities for youth voice and student empowerment, strengthening the overall culture and climate framework.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				August - Acceptance September - Responsibility October - Respect November - Gratitude December - Caring January - Trustworthiness February - Honesty March - Fairness April - Citizenship May - Preparedness		
2.10	ELOP Program	2023-2024 93 Students enrolled (cumulative)	2024-2025 Results 86 Students enrolled (cumulative)	2025-2026 Results: Pending	2026-2027 Increase average student participation in ELOP enrichment programs by 10% during the upcoming school year, building on the strong spring and summer attendance trends of 40–80 students.	Over the past three years, ELOP participation has remained consistently strong, with spring and summer enrollment ranging from 40 to 80 students. Winter participation has been lower ranging from 20-30 students. Steady engagement demonstrates the effectiveness of enrichment opportunities in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						supporting student learning beyond the school day.
2.11	ASES After-School Program	2023-2024 161 Students enrolled (cumulative) Attendance Rate: 84.99%	2024-2025 149 Students enrolled (cumulative) Attendance Rate: 85.75%	2025-2026 132 Students currently enrolled Cumulative: Pending Attendance Rate: Pending	2026-2027 Maintain an ASES daily attendance rate above 85% in the upcoming school year.	Over the past three years, ASES attendance has been heavily impacted by emergency closures due to fires, weather events, and power outages. In 2023–2024, the program did not qualify for attendance relief and ended the year with an 84.99% daily attendance rate. In 2024–2025, similar weather-related disruptions occurred, but the school successfully applied for and received attendance relief, resulting in an improved attendance rate of 85.75%. The current year is again projected to exceed the 85% threshold,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						demonstrating increased stability in attendance despite ongoing environmental challenges.

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.

Goal 2 will continue for the 25-26 schoolyear. There were no real substantive differences between the planned actions and actual implementation of these actions. We have experienced success through the implementation of our counseling services which has helped to improve student behaviors and wellbeing. As a result of the implementation of our MTSS process, targeted attendance incentives/programs, the addition of extracurricular programs, and counseling services, we have experienced success and improvement in the areas of: in-house attendance, chronic absenteeism, suspension rate, and student wellbeing. Through our MTSS/SST processes we have connected our students in needs with our educational partners, such as IEHP Health Navigators and Healthy Campus. ASA Charter has also added a new Student Leadership program, the ASA Ambassadors, in addition to our CLASS Act after-school club, to help provide more opportunities for student voice and input into the school culture and environment.

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.

The material differences between budgeted expenditures and estimated actual expenditures reflect strategic reallocations of resources based on evolving program needs.

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

The implementation of our School Psychologist/Counseling services, MTSS/SST Processes, ASA Ambassadors, and our CLASS Act Club, has helped to increase student voice and improve student behavior and wellbeing. Our ELOP program and ASES after-school program has provided our students with exciting extracurricular activities and programs, such as: Ballet Folklorico, Theater/Choir, Yearbook club, CLASS Act, Art, Music, Cheerleading, and sports. This has helped to increase student buy-in and school pride, while exposing our students to a broader array of opportunities.

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.

We plan to maintain our current goals, metrics, target outcomes, and actions for the most part. One area of change is our partnerships with outside mental and behavioral health resources through our partners, IEHP Health Navigators and Healthy Campus. The addition of our ASA Ambassadors program has also been a result of reflecting on prior practice.

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	School Climate – Access to a safe, clean and well maintained facility	Provide a campus that is safe, clean, and well maintained. Continue with our Comprehensive School Safety Plan with an Instructional Continuity Plan (ICP) included. Maintain a continuous supply of Personal Protective Equipment and supplies. Maintain emergency and first aid supplies. Make necessary facility and grounds renovations to improve the quality of our school climate. Continue the use of two security guards. Increase security measures school-wide and maintain additional security access hardware for school entry points. Conducting a William's Act Facility Review and making necessary repairs as needed to maintain compliance. Implement a new ASA Ambassadors Student Council	$120,000.00	Yes
2.2	Social Emotion Learning (SEL) Support	Continue to provide counseling and School Psychologist services to assist students with social emotional skills and development. Anger management and conflict resolution classes. Teacher driven mindfulness activities. Continue to develop a strong Foster Youth and Homeless support program with SBCSS and local programs. Provide access to outside mental-health and behavioral health services through partners such as IEHP Health Navigators and Healthy Campus. Continue to provide a full-time Community Resource liaison to provide students and families with needed resources and support.	$63,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Multi-Tiered System of Support (MTSS)	Continue to implement a school-wide MTSS process that addresses and utilizes interventions based on individual learner's academic, social, and behavioral needs. Provide training in the MTSS process.	$10,763.00	No
2.4	Attendance Incentives, Celebrations and Awards	Continue to implement attendance incentives to decrease chronic absenteeism and improve daily attendance. Recognize student's academics, behaviors and achievement through award ceremonies and school-wide celebrations. Monthly assemblies - Character development and school spirit. Lunch with the Principal.	$5,000.00	No
2.5	After School Program (ASES)	Provide the ASES after-school program for students in grades TK – 8th grade. Some of the activities we will provide are social emotional learning, homework and tutoring assistance, STEM, sports, art and music.	$318,150.00	Yes
2.6	Early Start Access	Provide an early start time program for the 2025-26 SY.	$28,875.00	No
2.7	ELOP Program - Equity Multiplier Funds	Provide an Expanded Learning Opportunity Program for TK - 6th grade students. Offer 30, 9-hour intercession days per academic year.	$183,750.00	Yes
2.8	Extracurricular Activities	Continue with extracurricular activities school-wide to build school to family connections. Some of the activities we will provide are Movie Night, student dances, after-school tutoring, Harvest Festival, Scholastic Book Fairs, Holiday Shop Fundraising, Yearbook club, CLASS Act club, Dragon Fun Days, Field days, ASA Olympics, after-school sports, theater performances, and student art exhibitions.	$3,150.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	C.L.A.S.S and Monthly Character Traits	Teach and reinforce the values of CLASS and our monthly Character traits school-wide to promote a safe, healthy and stable learning environment. Hold monthly assemblies incorporating our monthly character traits. Awards ceremonies to reward positive citizenship and character traits.	$2,625.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Continue to increase exploration and awareness of college and career pathways to broaden students' horizon beyond earning a high school diploma including CTE and trade school careers. Increase High School graduation rate.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ASA Charter School has had a successful year working with our high school students. We have continued to increase our graduation rate this year and have increased the number of times students come on to campus for their weekly appointments and to receive academic support from their teachers. Onsite supplemental classes for the work readiness and industry skills continue to be a focus. We remain committed to educating our students on the opportunities that exist beyond high school and feel that goal setting is a part of self-management, and it helps students to increase self-awareness and builds self-confidence. As our high school students become more independent, they will gain the ability to set and work towards goals for their future success. The planned actions and services will increase the exploration and awareness of colleges, and career technology and educational opportunities. 21st Century Life Skills are a part of this goal and will be used to teach our students how they can become productive citizens with an ability to compete in an ever-changing global world. ASA has also implemented "Money Time" instruction for our Middle School students, which teaches skills and increases understanding in personal finance areas such as: budgeting, savings, investing, credit, and overall financial literacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Cohort Graduation Rate	2023-24 Results: 56.30%	2024-25 Results: 78.30%	2025-2026 Results: Pending	2026-2027 New target will be updated once results have been added.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	In-house 12th Graduation Rate	2023-24 Results: 64.3%	2024-25 Results: 91%	2025-2026 Results: Projected 100% as of 05/06/26	2026-2027 New target will be updated once results have been added.	
3.3	CTE Completion	2023-24 0 - students	2024-25 0 - students	2025-2026 0 - students	2026-2027 Increase the number of students to 1-3 students that have a CTE completion.	CTE completion has remained at 0 students over the past three years, indicating that students have not yet progressed through a full pathway to completion. This consistent baseline highlights a clear opportunity to strengthen pathway offerings, increase student enrollment, and build the foundation needed to support future CTE completers.
3.4	Grade 11 ELA and Math Scores - CAASPP	2023-24 ELA Standard Not Met: 29.41% Standard Nearly Met: 23.53% Standard Met: 41.18%	2024-25 Results: Data is suppressed because fewer than 11 students tested	2025-2026 Results pending	2026-2027 New targets will be updated once results have been added.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Exceeded: 5.88% Math Standard Not Met: 94.12% Standard Nearly Met: 5.88%				
3.5	A-G Completion	2023-24 2 - students	2024-25 2 - students	2025-2026 1 -student	2026-2027 Increase the number of students by 10% that have an A-G completion.	A–G completion has remained steady over the past three years, with 2 students completing in both the baseline and prior year and 1 student completing this year. This consistent participation provides a foundation to build on as the district works to expand academic supports, increase student readiness, and grow the number of students meeting A–G requirements in the 2026-2027 school year.
3.6	High School Pathways	2023-24	2024-25	2025-2026	2026-2027	Student participation in high school college

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College & Career Exploration: 39 Intro to Business/Human Resources Principles, Principles of Business: 20 Exploring Computer Science: 4	College & Career Exploration: 30 Intro to Business/Human Resources Principles, Principles of Business: 21 Exploring Computer Science: 2 Principles of Health: 14	College & Career Exploration: 38 Intro to Business Tech: 7 Business Apps: 2 Principles of Business: 2 Exploring Computer Science: 1 Principles of Health: 3	Increase student participation in college pathways and college/career exploration activities by 10% next year through expanded outreach and more structured opportunities.	pathways and college and career exploration has remained steady, with a core group of students engaging in available opportunities. While overall interest is still developing, this provides a strong foundation to expand outreach, increase exposure, and build greater student enthusiasm for future college and career options.

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.

No students enrolled in the Restaurant Occupations career pathway due to the implementation of our new Business pathway. All other planned actions were implemented effectively. We continue to provide exposure to college and career option through: College field trips, college/career day events, FAFSA guidance, College application assistance, skills workshops, speakers, and networking with local businesses.

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.

No material differences between budgeted expenditures and estimated actual expenditures.

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

These actions have been effective in making progress towards the goal of increasing graduation rates. The Independent study setup creates unique challenges regarding CTE completion and High School pathways. Due to the smaller student population and the flexible scheduling (working from home for a portion of the time) this creates challenges regarding narrowing down pathway options that meet the interests of our students and due to students not being on-site as often as in-seat programs.

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.

We have added a Business pathway to replace our Restaurant Occupations pathway and are planning to add a new Early Childhood Development pathway for the 25/26 schoolyear. We have added a new Financial Literacy weekly program for our 7th & 8th grade students to initiate an interest and build foundational skills in Finance and Business in order to better prepare our students for the high school Business pathway. Due to the increase of TK students under the age of 5 and those students joining our ASES after-school program, we see an opportunity to implement a new Early Childhood Development program where our High School students can work with our younger TK students, under the supervision of one of our teachers who are now newly credentialed in Early Childhood Development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Graduation	Increase the amount of classes passed on a yearly basis and offer additional assistance to struggling students Increase the number of students with A-G completion Increase our overall graduation rate Focus on promoting students to complete A-G requirements	$2,625.00	No Yes
3.2	Graduation Cohort	Increase the amount of classes passed on a yearly basis and offer additional assistance to struggling students Increase the number of students with A-G completion Increase our overall graduation rate Focus on promoting students to complete A-G requirements		No

Action #	Title	Description	Total Funds	Contributing
3.3	Career Pathways	Continue with Introduction to Business pathway for middle and high school students and increase the number of 3-year completions. Maintain a CTE Business teacher. Explore the addition of a new pathways based upon student interests.	$5,250.00	No
3.4	College and Career Readiness	Continue to provide activities to increase College and Career Readiness skills. Continue to provide Everyday Life Skills for student success after high school. Continue to provide our Annual College and Career fair for Middle and High School students. Increase College and Career outcomes by 1 or more levels on the CA Dashboard Indicators Continue to provide FAFSA assistance for High School students	$5,250.00	No
3.5	Extracurricular Activities	Continue to provide outside extracurricular activities to students to promote college and career interests beyond high school.	$10,500.00	No
3.6	Assessment and State Testing	Continue with Renaissance 360 Assessments to monitor performance and growth in all our students. Perform data analysis to identify and pull students for intervention and to monitor their progress. Continue to implement test taking strategies to increase student performance in ELA and Math.	$5,250.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Continue to provide Professional Development in the areas of Data Analysis and the MTSS process. Continue to increase Parent and Community Engagement to support the success of all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ASA Charter School will continue with intentional outside professional development in the areas of Data Analysis and in the Multi-Tiered System of Support. This remains an area of continued need for our school and the trainings provided to our teachers will lend the necessary supports to increase academics and promote a positive school climate. Along with the PD, we plan to increase engagement with our parents, families and community, as well as have our students engage more with the community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent and Family Engagement	2023-24 Results: ASA has held multiple parent meetings this year, as well as community activities. These activities include: Fall Festival Back To School Night Parent-Teacher Conferences Winter Performance event Field Trips w/ Parent Involvement	2024-25 Results: ASA has held multiple parent meetings this year, as well as community activities. These activities include: Fall Festival Back To School Night Parent-Teacher Conferences	2025-2026 Results: ASA has held multiple parent meetings this year, as well as community activities. These activities include: Fall Festival Back To School Night	2026-2027 Increase the number of families participating in school events, workshops, and meetings by at least 25%, building on this year's expanded communication efforts.	There were no substantial differences in parent and family engagement between the baseline year and last year, as participation remained steady and consistent. However, this year we expanded communication efforts, increased opportunities for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Enrollment Fair Due to our Community Resource Specialist being on maternity leave a handful of parent meetings have had to be postponed. ASA admin and teachers also meet with parents as needed for behavioral issues, SST meetings, IEP meetings, and poor grade performance. Teachers also meet with parents at times to go over college planning.	Winter Performance event Field Trips w/ Parent Involvement Enrollment Fair ASES Theater Performances ASA admin and teachers also meet with parents as needed for behavioral issues, SST meetings, IEP meetings, and poor grade performance. Teachers also meet with parents at times to go over college planning. ASA has also partnered with ParentSquare this year and have begun using this platform to help improve parent engagement. Teachers/Staff also utilize ClassDojo for parent communication.	Parent-Teacher Conferences Winter Performance event Field Trips w/ Parent Involvement Enrollment Fair ASES Theater Performances Awards ceremonies Beginning of year Orientations ASA admin and teachers also meet with parents as needed for behavioral issues, SST meetings, IEP meetings, and poor grade performance. Teachers also meet with parents at times to go over college planning. ASA has also partnered with ParentSquare and uses this platform to help improve parent engagement. Teachers/Staff		families to participate, and partnered with outside agencies creating a stronger foundation for continued growth in engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				also utilize ClassDojo for parent communication. ASA also sends home flyers and letters regarding important updates and for school events. ASA Charter also partners with IEHP Health Navigators and our Community Resource Liaison helps to connect families in need. Our Community Resource Liaison also holds monthly Parent meetings, in both Spanish and English, to discuss school updates, legal updates, and to provide an opportunity for parent input and feedback. Our Liaison also meets with parents 1-on-1, on an as needed basis to provide resources		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and support in whatever areas of need they express. ASA Charter also engages families through annual surveys, such as the Healthy Kids Parent survey.		
4.2	SST Process data (# of students in the SST process)	2023-2024 4 Students in the SST process this year.	2024-2025 6 Students in the SST process this year.	2025-2026 16 Students in the SST process this year.	2026-2027 Increase the number of students participating in the MTSS process from 16 to 20 students.	The number of students participating in the MTSS process increased from 4 students in the baseline year, to 6 students last year and rose significantly to 16 students in the current year. This upward trend reflects stronger identification systems, improved referral processes, and increased access to tiered supports.
4.3	Suspension and Expulsion Rate	2023-24 Schoolwide Results Suspension and Expulsion Rate	2024-25 Schoolwide Results Suspension and Expulsion Rate	2025-2026 Schoolwide Results Suspension and Expulsion Rate	2026-2027 Reduce the school-wide suspension rate from 2.3% to 2.0%, while maintaining	Our suspension rate decreased from 3.1% in the baseline year to 1.9% last year, followed by a slight increase to 2.3% in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension Rate – 3.1% Expulsion Rate – 0	Suspension Rate – 1.9% Expulsion Rate – 0	Suspension Rate – 2.3% Expulsion Rate – 0	an expulsion rate of 0%.	the current year, while the expulsion rate remained at 0% for all three years. Overall, the data reflects sustained low levels of exclusionary discipline with continued attention needed to maintain downward trends in suspensions.
4.4	Attendance Rate (In-house)	2023-24 Results K-8 Attendance Rate - 86% HS Attendance Rate - 61.1% Attendance Rate (In-house) – 73.53%	2024-25 Results K-8 Attendance Rate - 90.29% HS Attendance Rate - 65.81% Attendance Rate (In-house) – 78.05%	2025-2026 Results K-8 Attendance Rate - 90.32% HS Attendance Rate - 83.25% Attendance Rate (In-house) – 86.78%	2026-2027 Increase the school-wide in-house attendance rate from 86.78% to 90%. Strengthen attendance interventions and family engagement to sustain the upward trend in daily attendance.	Our in-house attendance rate has increased steadily over the past three years, rising from 73.53% in the baseline year to 78.05% last year and reaching 86.78% in the current year. This upward trend reflects significant improvement in daily attendance.
4.5	School Climate Survey	2023-24 Results Parent Survey: How safe does your child feel at school? Very Safe / Safe: 93% Neutral: 7%	2024-2025 Results Parent Survey: This school promotes academic success for all students.	2025-2026 Results Parent Survey: School staff treat parents with respect	2026-2027 ASA Charter will maintain the established strong results while aiming for small, steady increases	Year over year differences will reflect incremental growth, showing slight increases from an already high baseline. These small but

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How effectively does the school address bullying and harassment? Very Effectively / Effectively: 86% Neutral: 14% How would you rate the overall learning environment at the school? Very Well / Well: 86% Neutral: 14% How satisfied are you with the communication between the school and parents? Very Satisfied / Satisfied: 93% Neutral: 7% How satisfied are you with the mental health and counseling services provided by the school? Very Satisfied / Satisfied: 100% Staff Survey: Has sufficient resources to create a safe campus:	Strongly Agree/Agree: 98% This school treats all students with respect. Strongly Agree/Agree: 100% This school is a supportive and inviting place for students to learn. Strongly Agree/Agree: 96% Enforces school rules equally for my child and all students. Strongly Agree/Agree: 92% This school is a safe place for my child. Strongly Agree/Agree: 96% This school motivates students to learn. Strongly Agree/Agree: 96%	Question: "School staff treat parents with respect." Strongly agree: 61% Agree: 33% Combined agree + strongly agree: 94% Participated in a regularly scheduled parent-teacher conference Yes: 94% (No: 6%) School promotes academic success for all students Strongly agree: 61% Agree: 39% Combined agree + strongly agree: 100% School treats all students with respect Strongly agree: 72%	each year. Targets will focus on sustaining performance at or near current levels, with a 1–2% point improvement to demonstrate continued commitment to a positive school climate.	measurable gains demonstrate continuous improvement while preserving the strong climate perceptions reported by all stakeholder groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Strongly Agree / Agree: 100% Seeks to maintain a secure campus: Strongly Agree: 100% Provides conflict resolution or behavior management instruction: A lot / Some: 100% Emphasizes helping students with social, emotional, and behavioral problems: Strongly Agree / Agree: 100% This school helps students resolve conflicts with one another: Strongly Agree / Agree: 93% Student Survey: Elementary/Middle School Do you feel safe here at ASA Charter School? TK-2nd: 100% Yes 3rd-5th: 100% Yes 6th-8th: 100% Yes	This school has adults who really care about students. Strongly Agree/Agree: 100% My child's teachers are responsive to my child's social and emotional needs. Strongly Agree/Agree: 96% School has clean and well-maintained facilities and properties. Strongly Agree/Agree: 96% School keeps me well-informed about school activities. Strongly Agree/Agree: 96% Staff Survey: This school is a supportive and inviting place for students to learn.	Agree: 28% Combined agree + strongly agree: 100% School has adults who really care about students Strongly agree: 56% Agree: 44% Combined agree + strongly agree: 100% School is a safe place for my child Strongly agree: 50% Agree: 44% Combined agree + strongly agree: 94% My child feels hopeful about the future Strongly agree: 50% Agree: 44% Combined agree + strongly agree: 94%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do you feel that adults at this school help to solve bullying and harassment problems? TK-2nd: 93.33% Yes 3rd-5th: 87.5% Yes 6th-8th: 90% Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? TK-2nd: 93.33% Yes 3rd-5th: 100% Yes 6th-8th: 90% Yes Do you feel like you are learning and growing as a student here at ASA Charter School? TK-2nd: 100% Yes 3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes Would you recommend ASA Charter School to your friends and family? TK-2nd: 100% Yes 3rd-5th: 87.5% Yes, 12.5% Maybe 6th-8th: 100% Yes High School	Strongly Agree/Agree: 100% This school promotes academic success for all students. Strongly Agree/Agree: 97% This school emphasizes helping students academically when they need it. Strongly Agree/Agree: 100% This school emphasizes teaching lessons in ways relevant to students. Strongly Agree/Agree: 97% This school is a safe place for students. Strongly Agree/Agree: 100% This school is a supportive and	Staff Survey: This school is a safe place for students. Strongly agree: 81% Agree: 19% Combined agree + strongly agree: 100% This school promotes academic success for all students. Strongly agree: 83% Agree: 14% Combined agree + strongly agree: 97% This school has clean and well-maintained facilities and property. Strongly agree: 81% Agree: 19% Combined agree + strongly agree: 100%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		There is a teacher or some other adult from my school who really cares about me. 80% - Yes Do you feel safe at ASA Charter School? 85% - Yes Is there a teacher/adult at ASA Charter School that you feel you can go to for help or to talk about your problems? 75% Yes, 20% neutral	inviting place for staff to work. Strongly Agree/Agree: 96% This school is a safe place for staff. Strongly Agree/Agree: 98% This school promotes trust and collegiality among staff. Strongly Agree/Agree: 91% This school promotes personnel participation in decision-making that affects school practices and policies. Strongly Agree/Agree: 93% Adults who work at this school support and treat each other with respect. Strongly Agree/Agree: 94%	Adults who work at this school feel a responsibility to improve this school. Strongly agree: 69% Agree: 22% Combined agree + strongly agree: 91% This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions. Strongly agree: 72% Agree: 22% Combined agree + strongly agree: 94% This school is a supportive and inviting place for students to learn. Strongly agree: 81%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School uses objective data in decision making. Strongly Agree/Agree: 97% Clean and well-maintained facilities and property. Strongly Agree/Agree: 93% This school gives all students equal opportunity to participate in classroom discussions or activities. Strongly Agree/Agree: 100% This school is welcoming to and facilitates parent involvement. Strongly Agree/Agree: 98% Student Surveys: Elementary School Do the teachers and other grown-	Agree: 17% Combined agree + strongly agree: 98% This school is a supportive and inviting place for staff to work. Strongly agree: 67% Agree: 28% Combined agree + strongly agree: 95% Student Surveys: High expectations – adults in school" (e.g., Do adults at school expect you to do your best? Do they believe you can be successful?) 92% say "yes, most/all of the time." Caring adults in school (e.g., Do teachers and other grown-ups at school care about		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ups at school want you to do your best? 3rd-5th Yes: 100% 6th Yes: 97% Do you get to do interesting activities when you participate at school? 3rd Yes:100% 4th Yes: 91% 5th Yes: 96% 6th Yes: 92% Do teachers and other grown-ups at school care about you? 3rd-5th Yes: 100% 6th Yes: 88% Is your school building neat and clean? 3rd Yes: 96% 4th/5th	you, notice when you're gone, and listen to you?) 85% say "yes, most/all of the time." Social-emotional learning supports "Social and emotional learning supports" (e.g., Does your school teach you how to handle your feelings, get along with others, and solve problems?) 91% say "yes, most/all of the time." Feeling safe at school Question: "Do you feel safe at school?" 88% report feeling safe at school "most or all of the time."		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Yes: 100% 6th Yes: 96% Does your school help students resolve conflicts with one another? 3rd Yes: 100% 4th Yes: 95% 5th Yes: 91% 6th Yes: 92% Do teachers treat students fairly? 3rd/4th Yes: 100% 5th Yes: 84% 6th Yes: 89% Do you feel safe at school? 3rd Yes: 100% 4th Yes: 81% 5th Yes: 95% 6th Yes: 84%	Facilities upkeep – school buildings and grounds "Does your school have clean and well-maintained buildings and property?" 91% say "yes, most/all of the time." Antibullying climate "Antibullying climate" (e.g., Do teachers make it clear bullying is not okay, step in to help, and do students try to stop bullying?) 88% say "yes, most/all of the time." Parent involvement in schooling "Parent involvement in schooling" (e.g.,		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Middle School There is a teacher or some other adult from my school who really cares about me. 7th True: 97% 8th True: 84% There is a teacher or some other adult from my school who tells me when I do a good job. 7th True: 100% 8th True: 89% I feel safe at my school. 7th Agree/Neither: 90% 8th Agree/Neither: 84% Teachers at this school	Do your parents help with schoolwork, talk with you about school, and make sure you get your homework done?) 82% say "yes, most/all of the time. "Each day I look forward to having a lot of fun" 90% - True or somewhat true "A teacher or some other adult from my school checks on how I am feeling." 82% - True or somewhat true "I am always trying to do better in my schoolwork." 91% - Strongly Agree/Agree		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			communicate with parents about what students are expected to learn in class. 7th Agree/Neither: 94% 8th Agree/Neither: 92% My school is usually clean and tidy. 7th Agree/Neither: 90% 8th Agree/Neither: 86% High School There is a teacher or some other adult from my school who really cares about me. True: 100% There is a teacher or some other adult from my school who listens			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to me when I have something to say. True: 100% There is a teacher or some other adult from my school who believes that I will be a success. True: 100% A teacher or some other adult from my school checks on how I am feeling. True: 90%			
4.6	CAASPP ELA Summative State Assessment data (% Met/Exceeded Standards)	2023-2024 Standard Not Met: 47.31% Standard Nearly Met: 27.42% Standard Met: 21.51% Standard Exceeded: 3.76%	2024-2025 Standard Not Met: 52.94% Standard Nearly Met: 22.46% Standard Met: 19.25% Standard Exceeded: 5.35%	2025-2026 Results Pending	2026-2027 Targets will be added after the results have been entered.	Results Pending
4.7	CAASPP Math Summative State Assessment data (% Met/Exceeded Standards)	2023-2024 Standard Not Met: 72.83% Standard Nearly Met: 17.93% Standard Met: 7.61% Standard Exceeded: 1.63%	2024-2025 Standard Not Met: 73.12% Standard Nearly Met: 18.28% Standard Met: 6.99%	2025-2026 Results Pending	2026-2027 Targets will be added after the results have been entered.	Results Pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Exceeded: 1.61%			

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.

We have continued to increase the number of family events taking place at ASA this schoolyear. This includes an increase in student performances, orientations, parent advisory meetings, awards ceremonies, community events, and parent meetings. ASA continues to partner with ParentSquare through Aeries Communication in order to more effectively communicate with our parents. Otherwise, there were no real substantive differences between our planned actions and the actual implementation of these actions.

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.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The addition of ParentSquare through our Aeries Communication portal has greatly improved the effectiveness and speed of important communications with our families. We also feel that the increase in community events, parent meetings, parent advisory meetings, orientations, and student performances, have provided more opportunities to connect with our families and have helped to build strong relationships. This has led to greater parental involvement and support. We are looking at ways to help increase the number of families attending our parent advisory meetings, such as adding in meetings in Spanish (which we implemented during the 25/26 schoolyear) and increasing the promotion of our advisory meetings

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.

We have added our partnership with ParentSquare through Aeries Communication in order to consolidate and improve our ability to effectively communicate with parents/families. This allows us to communicate with parents via e-mail, text, and phone and improves our ability to deliver updates and notifications in a timely manner. We have also increased the number of school events involving parents in order to continue to strengthen the connection between ASA Charter, our families, and community.

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	Parent Engagement and Intervention	Continue with credentialed staff to work with Parent/Community Engagement and Student Interventions. Create Community Engagement Opportunities school-wide and facilitate the Parent Advisory meetings. Work with the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer them to the SST process; include the social-emotional counselor if behavior and/or confidence is an issue. Continue with our SEL counselor and School Psychologist to assist with SEL supports for our students, and to offer training to our parents. Partner with ParentSquare through Aeries to consolidate and improve parent communication.	$57,750.00	No Yes
4.2	Professional Development	Provide intentional outside Professional Development in the area of Data Analysis.	$10,500.00	No Yes
4.3	Professional Development	Provide intentional outside Professional Development in the area of Multi-Tiered Systems of Support.	$10,500.00	No Yes
4.4	Access to Technology	Utilize the Analytic Software from AERIES Student Information System.	$10,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

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

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
$1471242	$

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
39.406%	0.000%	$0.00	39.406%

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:** Curriculum and Materials **Need:** Curriculum, programs, and materials needed for learning. **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing each student with the necessary tools to access a standards-based curriculum.	In-House Assessments, State Testing, and student growth.

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
1.2	**Action:** Intervention Programs **Need:** 1. Academic supports and interventions 2. Social-Emotional Guidance Counseling and supports 3. English Language Development and supports **Scope:** LEA-wide	1. The actions address the needs of the identified Unduplicated Pupil populations by providing direct academic supports and guidance. These interventions are intended to bridge student learning gaps and increase academic progress. 2. Providing SEL counseling services address the social-emotional wellness of the identified Unduplicated Pupils by providing coping strategies, conflict resolution, and opportunities to develop social-emotional skills. 3. The addition of an ELL teacher and aide, as well as the integration of ELD supports in the General Ed. classroom addresses the needs of our ELL students by providing 1-on-1 or small-group supports on a push-in or pull-out basis. These supports are in addition to the differentiated supports that the classroom teachers currently provide, since all ELL students are mainstreamed into the General Ed. population.	1. All metrics listed above, 1.1 - 1.10, will be used to monitor the effectiveness of the listed interventions.
1.5	**Action:** Access to Technology **Need:** All Unduplicated Pupils need access to technology and online services/curriculum. In order to achieve this, all students need access to chromebooks, laptops, tablets, and/or another form of technology to provide internet access. **Scope:** LEA-wide	These actions address the needs of all Unduplicated Pupils by providing chromebooks to all students. These actions also provide all students and staff with a Technology Manager on-site to address issues as needed.	ASA continues to employ a full-time Technology Manager. ASA keeps inventory lists of all technological devices to keep track of numbers and to ensure that all students have access to a device. All equipment is repaired and replaced as needed. Equipment is checked and accounted for monthly. Williams Monitoring Report

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
1.7	**Action:** Qualified Staff **Need:** For all Unduplicated Pupils to receive daily instruction from highly qualified teachers and support staff. **Scope:** LEA-wide	These actions address the needs of all Unduplicated Pupils by providing access to highly qualified teachers and support staff who can effectively deliver a rigorous, standards-based curriculum and a tiered learning approach.	Annual Teacher/Staff reviews and classroom observations Stakeholder surveys In-House Assessments & State Testing Results Teacher Induction Program & Intern Programs
1.8	**Action:** English Language Program **Need:** 1. English Language Development and supports **Scope:** LEA-wide	The addition of an ELL teacher and aide addresses the needs of our English Learner population by increasing the amount of support provided. These additions, as well as the increase in available resources, will help to develop the language/writing skills of all ELL students. ELL professional development trainings will help to increase the understanding of our ELL staff to effectively teach differentiation strategies in order to address the needs of all ELL students.	All metrics listed above, 1.1 - 1.10, will be used to monitor the effectiveness of the listed interventions.
2.1	**Action:** School Climate – Access to a safe, clean and well maintained facility **Need:** Unduplicated pupil needs: Safe, secure, and maintained facilities/campus. **Scope:** LEA-wide	These actions will help ensure students have access to a safe, secure, and maintained campus and facilities. This will help to create an environment that is conducive to learning.	School Climate Surveys In-house assessments State test scores Suspension/Expulsion rates Attendance Rates Stakeholder surveys Williams Monitoring Report WASC Reports Student feedback from the student body

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
2.2	**Action:** Social Emotion Learning (SEL) Support **Need:** Unduplicated pupil needs: Social-Emotional supports Coping strategies Behavioral supports Foster and Homeless programs and resources Self-Improvement techniques Conflict resolution - Restorative Practices Anger management Self-esteem supports **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing necessary resources and supports in the areas of social-emotional wellness, behavioral supports, and Foster/Homeless resources to help build and support healthier students.	MTSS Process School Climate Survey Counselor & School Psychologist Feedback Suspension/Expulsion Rates Attendance Rates In-house Assessments State Testing Scores
2.5	**Action:** After School Program (ASES) **Need:** Academic supports Social-Emotional supports Physical Fitness / Wellbeing Extra-curricular enrichment Structured after-school student supervision and enrichment for families **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing additional academic, extra-curricular enrichment, and social-emotional resources in a safe, nurturing environment which enhances a positive school climate and provides supports to our families.	Metrics 2.1 - 2.4, listed above, will be used to monitor effectiveness.
2.7	**Action:** ELOP Program - Equity Multiplier Funds **Need:**	These actions address the needs of Unduplicated Pupils by providing additional academic, extra-curricular enrichment, and social-emotional resources in a safe, nurturing environment which	Metrics 2.1 - 2.6, listed above, will be used to monitor effectiveness.

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
	Academic supports Social-Emotional supports Physical Fitness / Wellbeing Extra-curricular enrichment Structured after-school and intercession student supervision and enrichment for families **Scope:** LEA-wide	enhances a positive school climate and provides supports to our families.	
3.1	**Action:** Graduation **Need:** Tutoring Chromebooks/Technology Access to grade-level curriculum Access to a variety of course options Flexible scheduling **Scope:** LEA-wide	Our actions address the needs of Unduplicated Pupils by providing the following: 1-on-1 or small-group tutoring with High School aide Chromebooks are provided to all students to access curriculum APEX Program offers a variety of grade-level course options Independent study program offers a flexible schedule where students can set appointments with their teacher, complete work on-site, and/or work from home.	Graduation rate School Climate Survey Attendance rate A-G Completion In-House Assessments State test scores
4.1	**Action:** Parent Engagement and Intervention **Need:** To improve communication and increase involvement with parents/families. To provide and improve SEL supports and services	These actions address the needs of Unduplicated pupils by: Increasing the number of parents involved in providing input to our school Providing parent advisory meetings Improving communication with parents/families by providing more avenues of communication Providing needed professionals to work with students on SEL and behavior	School Climate Survey Stakeholder surveys Parent feedback Suspension/Expulsion rates Attendance rates SST Process MTSS Parental participation in school events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	**Action:** Professional Development **Need:** Credentialed teachers, admin, and support staff in data analysis **Scope:** LEA-wide	These actions meet the needs of Unduplicated pupils by providing ongoing professional development for staff in the areas of data analysis to improve staff knowledge and abilities.	Professional Development sessions completed Certificates Improved data analysis State Test Scores In-House Assessments
4.3	**Action:** Professional Development **Need:** Supports in the areas of: attendance, behavior, social-emotional wellbeing, and Academics. **Scope:** LEA-wide	These actions address the needs of Unduplicated Pupils by providing a tiered system of supports to address student needs in behavior, academics, social-emotional wellbeing, and attendance.	Suspension/Expulsion Rates Attendance Rates State Test Scores In-House Assessments Graduation rate School Climate Survey SST MTSS Teacher feedback Counselor/School Psychologist feedback IEHP Health Navigator referrals

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.

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.

We are a TK-12, single school LEA with a 94% unduplicated student count. Credentialed and classified personnel have been trained to address their social-emotional and academic student needs. The funds will be used to increase or retain critical personnel, who are essential to implementing each goal. We have listed below the goals and actions where additional personnel is needed to provide direct services to unduplicated students and their families.

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	1 to 10 (TK) & 1 to 20 (K-12)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 10 (TK) & 1 to 24 (K-12)

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	3733537	1471242	39.406%	0.000%	39.406%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,804,813.00	$497,800.00	$0.00	$215,000.00	$2,517,613.00	$1,885,875.00	$631,738.00

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	Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$78,000.00	$78,000.00				$78,000.00	
1	1.2	Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$544,000.00	$20,000.00	$564,000.00				$564,000.00	
1	1.3	Assessment and State Testing	All	No			All Schools		$5,175.00	$0.00	$5,175.00				$5,175.00	
1	1.4	Professional Development	All	No			All Schools		$0.00	$10,350.00		$10,350.00			$10,350.00	
1	1.5	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.6	Special Education	Students with Disabilities SPED Students	No			All Schools TK-12th		$313,950.00	$0.00		$263,950.00		$50,000.00	$313,950.00	
1	1.7	Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.8	English Language Program	English Learners	Yes	LEA-wide	English Learners	All Schools TK-12		$380,000.00	$12,700.00	$152,700.00	$75,000.00		$165,000.00	$392,700.00	
2	2.1	School Climate – Access to a safe, clean and well maintained facility	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$120,000.00	$120,000.00				$120,000.00	
2	2.2	Social Emotion Learning (SEL) Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$63,000.00	$63,000.00				$63,000.00	

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
			Low Income			Low Income	TK-12									
2	2.3	Multi-Tiered System of Support (MTSS)	All	No			All Schools		$0.00	$10,763.00	$10,763.00				$10,763.00	
2	2.4	Attendance Incentives, Celebrations and Awards	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	After School Program (ASES)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		$303,000.00	$15,150.00	$180,150.00	$138,000.00			$318,150.00	
2	2.6	Early Start Access	All	No			All Schools		$26,000.00	$2,875.00	$28,875.00				$28,875.00	
2	2.7	ELOP Program - Equity Multiplier Funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6		$163,750.00	$20,000.00	$183,750.00				$183,750.00	
2	2.8	Extracurricular Activities	All	No			All Schools		$0.00	$3,150.00	$3,150.00				$3,150.00	
2	2.9	C.L.A.S.S and Monthly Character Traits	All	No			All Schools		$0.00	$2,625.00	$2,625.00				$2,625.00	
3	3.1	Graduation	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		$0.00	$2,625.00	$2,625.00				$2,625.00	
3	3.2	Graduation Cohort	All	No			All Schools									
3	3.3	Career Pathways	All	No			All Schools		$0.00	$5,250.00	$5,250.00				$5,250.00	
3	3.4	College and Career Readiness	All	No			All Schools		$0.00	$5,250.00	$5,250.00				$5,250.00	
3	3.5	Extracurricular Activities	All	No			All Schools		$0.00	$10,500.00	$10,500.00				$10,500.00	
3	3.6	Assessment and State Testing	All	No			All Schools		$0.00	$5,250.00	$5,250.00				$5,250.00	
4	4.1	Parent Engagement and Intervention	Students with Disabilities English Learners	No Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$57,750.00	$57,750.00				$57,750.00	

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
			Foster Youth Low Income SPED			Low Income	TK-12									
4	4.2	Professional Development	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$10,500.00	$10,500.00				$10,500.00	
4	4.3	Professional Development	Students with Disabilities English Learners Foster Youth Low Income SPED	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		$0.00	$10,500.00		$10,500.00			$10,500.00	
4	4.4	Access to Technology	All	No			All Schools		$0.00	$10,500.00	$10,500.00				$10,500.00	

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
3733537	1471242	39.406%	0.000%	39.406%	$1,712,475.00	0.000%	45.867 %	**Total:**	$1,712,475.00
								LEA-wide Total:	$1,712,475.00
								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	Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$78,000.00	
1	1.2	Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$564,000.00	
1	1.3	Assessment and State Testing				All Schools	$5,175.00	
1	1.4	Professional Development				All Schools		
1	1.5	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$150,000.00	
1	1.6	Special Education				All Schools		
1	1.7	Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$150,000.00	
1	1.8	English Language Program	Yes	LEA-wide	English Learners	All Schools TK-12	$152,700.00	

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 (%)
2	2.1	School Climate – Access to a safe, clean and well maintained facility	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$120,000.00	
2	2.2	Social Emotion Learning (SEL) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$63,000.00	
2	2.4	Attendance Incentives, Celebrations and Awards				All Schools	$5,000.00	
2	2.5	After School Program (ASES)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$180,150.00	
2	2.6	Early Start Access				All Schools	$28,875.00	
2	2.7	ELOP Program - Equity Multiplier Funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6	$183,750.00	
2	2.8	Extracurricular Activities				All Schools	$3,150.00	
2	2.9	C.L.A.S.S and Monthly Character Traits				All Schools	$2,625.00	
3	3.1	Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$2,625.00	
3	3.2	Graduation Cohort				All Schools		
3	3.3	Career Pathways				All Schools	$5,250.00	
3	3.4	College and Career Readiness				All Schools	$5,250.00	
3	3.5	Extracurricular Activities				All Schools	$10,500.00	
3	3.6	Assessment and State Testing				All Schools	$5,250.00	
4	4.1	Parent Engagement and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$57,750.00	
4	4.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Tk-12	$10,500.00	
4	4.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12		
4	4.4	Access to Technology				All Schools	$10,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,643,750.00	$2,760,750.00

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	Curriculum and Materials	Yes	$78,000.00	74500
1	1.2	Intervention Programs	Yes	$565,000.00	560000
1	1.3	Assessment and State Testing	No	$5,000.00	5000
1	1.4	Professional Development	No	$10,000.00	12000
1	1.5	Access to Technology	Yes	$104,000.00	104000
1	1.6	Special Education	No	$299,000.00	310000
1	1.7	Qualified Staff	Yes	$250,000.00	265000
1	1.8	English Language Program	Yes	$374,000.00	370000
2	2.1	School Climate – Access to a safe, clean and well maintained facility	Yes	$260,000.00	250000
2	2.2	Social Emotion Learning (SEL) Support	Yes	$60,000.00	65000
2	2.3	Multi-Tiered System of Support (MTSS)	No	$10,250.00	10250

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	Attendance Incentives, Celebrations and Awards	No	$5,000.00	5000
2	2.5	After School Program (ASES)	No Yes	$303,000.00	310000
2	2.6	Early Start Access	No	$27,500.00	27000
2	2.7	ELOP Program - Equity Multiplier Funds	Yes	$175,000.00	275000
2	2.8	Extracurricular Activities	No	$3,000.00	3000
2	2.9	C.L.A.S.S and Monthly Character Traits	No	$2,500.00	2500
3	3.1	Graduation	No Yes	$2,500.00	2500
3	3.2	Graduation Cohort	No		
3	3.3	Career Pathways	No	$5,000.00	5000
3	3.4	College and Career Readiness	No	$5,000.00	5000
3	3.5	Extracurricular Activities	No	$10,000.00	11000
3	3.6	Assessment and State Testing	No	$5,000.00	5000

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)
4	4.1	Parent Engagement and Intervention	No Yes	$55,000.00	54000
4	4.2	Professional Development	No Yes	$10,000.00	10000
4	4.3	Professional Development	No Yes	$10,000.00	10000
4	4.4	Access to Technology	No	$10,000.00	10000

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)
1428393	$1,804,500.00	$1,821,100.00	($16,600.00)	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	Curriculum and Materials	Yes	$78,000.00	74500		
1	1.2	Intervention Programs	Yes	$565,000.00	560000		
1	1.5	Access to Technology	Yes	$104,000.00	104000		
1	1.7	Qualified Staff	Yes	$250,000.00	265000		
1	1.8	English Language Program	Yes	$210,000.00	220000		
2	2.1	School Climate – Access to a safe, clean and well maintained facility	Yes	$260,000.00	260000		
2	2.2	Social Emotion Learning (SEL) Support	Yes	$60,000.00	65000		
2	2.5	After School Program (ASES)	Yes	$165,000.00	166000		
2	2.7	ELOP Program - Equity Multiplier Funds	Yes	$45,000.00	40000		
3	3.1	Graduation	Yes	$2,500.00	2600		
4	4.1	Parent Engagement and Intervention	Yes	$55,000.00	54000		
4	4.2	Professional Development	Yes	$10,000.00	10000		
4	4.3	Professional Development	Yes				

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)
3613082	1428393	0	39.534%	$1,821,100.00	0.000%	50.403%	$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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