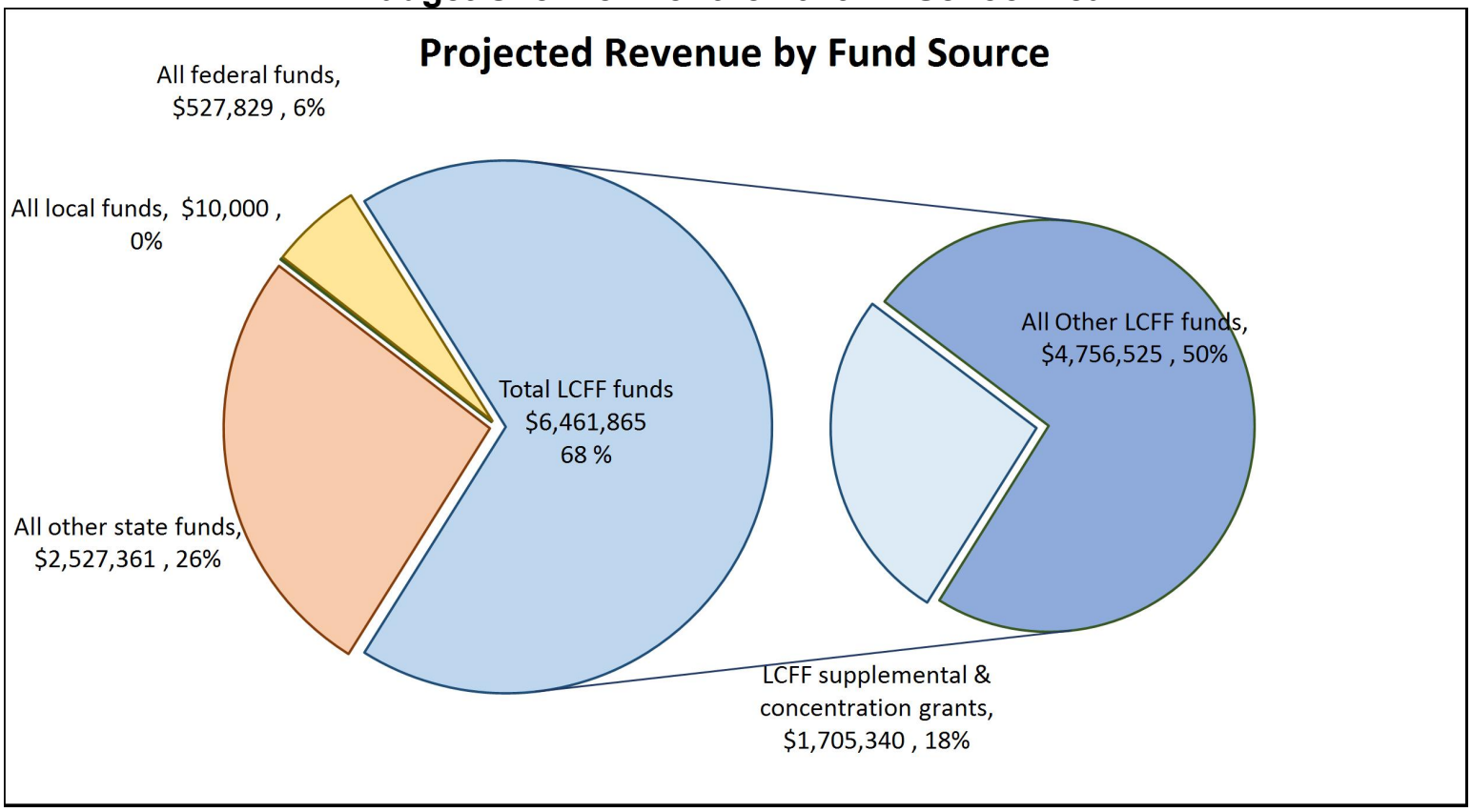
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire University Charter School
CDS Code: 50-71167-0137265
School Year: 2026-27
LEA contact information:
Laura Thompson
Principal
AspireUCS@aspirepublicschools.org
209-471-9772

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

Budget Overview for the 2026-27 School Year

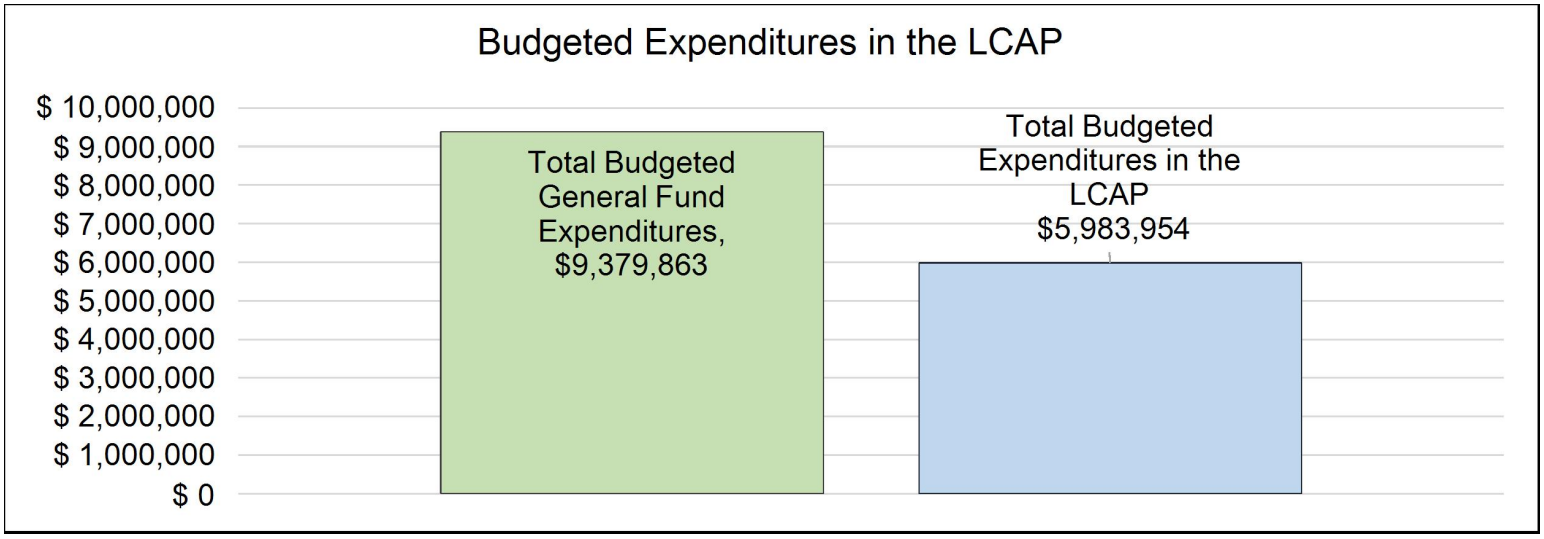


This chart shows the total general purpose revenue Aspire University Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire University Charter School is $9,527,055, of which $6,461,865 is Local Control Funding Formula (LCFF), $2,527,361 is other state funds, $10,000 is local funds, and $527,829 is federal funds. Of the $6,461,865 in LCFF Funds, $1,705,340 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Aspire University Charter School plans to spend $9,379,863 for the 2026-27 school year. Of that amount, $5,983,954 is tied to actions/services in the LCAP and $3,395,909 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

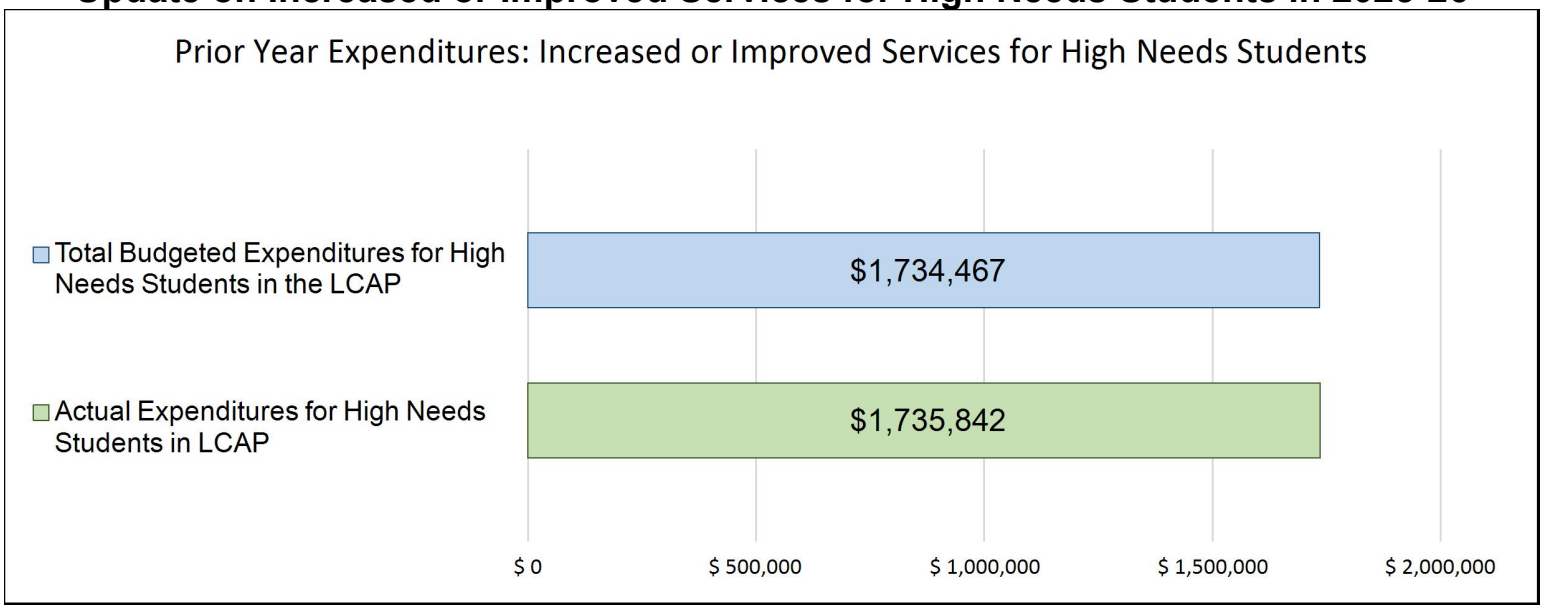
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire University Charter School is projecting it will receive $1,705,340 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire University Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire University Charter School plans to spend $1,708,274 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Aspire University Charter School's LCAP budgeted $1,734,467 for planned actions to increase or improve services for high needs students. Aspire University Charter School actually spent $1,735,842 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire University Charter School	Laura Thompson Principal	AspireUCS@aspirepublicschools.org 209-471-9772

Plan Summary [2026-27]

General Information

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

Aspire University Charter School (UCS), located in Modesto, California, is a Transitional Kindergarten through 5th grade elementary school serving 426 students. The student population is predominantly Hispanic/Latino (87.7%), with smaller populations of Asian (2.5%), White (2.1%), Black/African American (0.9%), and Multiracial (0.9%) students. UCS serves a high-need community, with 71.5% of students identified as socioeconomically disadvantaged, 45.7% classified as English Language Learners, and 10.5% receiving special education services. These student groups remain central to the school's planning, resource allocation, and continuous improvement efforts outlined in this Local Control and Accountability Plan (LCAP).

Since opening in 1999 as part of the Aspire Public Schools network, UCS has remained committed to providing a rigorous, equitable, and inclusive learning environment. The school is led by Principal Laura Thompson, who has served the UCS community for 25 years, fostering a strong culture focused on academic achievement, equity, and whole-child development.

Aspire University Charter School prioritizes a comprehensive approach to student success that integrates high-quality instruction, social-emotional learning, and culturally responsive practices. The school maintains a strong focus on supporting English Language Learners through targeted instruction, data-driven intervention, and ongoing professional development aligned to Aspire Public Schools' Equity Commitments. Instructional practices emphasize clear expectations, student engagement, and academic ownership to ensure all students, particularly those in historically underserved groups, have access to grade-level content and opportunities to thrive.

UCS values strong partnerships with families and the broader community as essential to student success. The school actively engages families through the English Learner Advisory Committee (ELAC) and School Site Council (SSC), ensuring stakeholder input informs decision-making. Translation services and accessible communication structures support meaningful participation for all families. Through an open-door policy, volunteer opportunities, and a commitment to strong customer service, UCS fosters a welcoming environment where all families feel respected, informed, and connected to their child's education.

Aspire University Charter School remains committed to preparing all students for college, career, and lifelong success by focusing on equity, data-informed decision-making, and continuous improvement. By aligning resources, instructional practices, and community partnerships, UCS continues to build a culture of inclusivity, collaboration, and high expectations to ensure every student is supported to achieve their full potential.

Reflections: Annual Performance

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

Over the 2025–2026 school year, UCS continued to make meaningful progress toward improving student outcomes while addressing key areas of need identified in prior cycles. Analysis of CAASPP, iReady, and ELPAC data demonstrates both growth and ongoing opportunities to strengthen academic achievement across all student groups.

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

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

- English Learner Progress Indicator (ELPI): English Learners

In English Language Arts, students performed 36.1 points below standard, reflecting an improvement of 14.2 points and a shift to the Yellow performance level on the California Dashboard. In Mathematics, students performed 46.7 points below standard, improving by 8.4 points. Notably, UCS students performed above the state average in Mathematics for Hispanic/Latino students, English Learners, socioeconomically disadvantaged students, and students with disabilities. In ELA, UCS exceeded the state average for English Learners and students with disabilities, indicating progress in supporting historically underserved populations.

Local assessment data from iReady in reading and mathematics (grades K–5) further highlights areas of growth and need across grade levels and student groups, including race/ethnicity, socioeconomic status, English Learner status, and students with disabilities. While progress is evident, the data confirms that achieving full grade-level proficiency for all students remains a challenge.

In response, UCS has prioritized strengthening Tier 1 instruction and expanding Multi-Tiered Systems of Support (MTSS). The school has increased the use of student achievement data to drive instructional decisions, particularly in implementing universal supports in phonemic awareness. The Dean of Instruction has focused on building teacher capacity through coaching, side-by-side lesson internalization, and the implementation of GLEAM strategies to ensure instruction is grade-level appropriate, engaging, affirming, and meaningful.

UCS has also significantly expanded academic interventions, including targeted small-group instruction, tutoring, and summer learning opportunities. The after-school program provides additional academic support through partnerships with organizations such as Sylvan Learning Center, with additional AmeriCorps tutors supporting ELA and mathematics beginning in January 2026.

For English Learners, UCS continues to implement both integrated and designated English Language Development (ELD), utilizing EL Achieve as the core designated ELD curriculum. However, English Learner Progress on the California Dashboard declined to 39.2%, a decrease of 9.1 percentage points, indicating a need for continued focus on language acquisition and targeted supports. To address this need, UCS will continue strengthening designated and integrated ELD, increasing progress monitoring, and supporting teachers through targeted professional learning focused on language development strategies.

School climate data reflects a positive trend, with a low suspension rate of 1.6% and a significant reduction in behavior referrals compared to the post-pandemic increase in 2021–2022. This improvement has allowed staff to dedicate more time and attention to academic instruction. However, chronic absenteeism increased to 26.1%, highlighting the need for strengthened attendance systems and family engagement strategies.

UCS remains committed to fostering an inclusive and affirming school environment. Student-led groups such as the Black Student Union and Latinx Student Union, along with events like the Black Excellence Celebration, have contributed to a strong sense of belonging and community. Staff also continue to engage in professional development focused on race, equity, identity, implicit bias, and microaggressions to support equitable outcomes for all students.

Next Steps

Moving forward, UCS will:

Continue to strengthen Tier 1 instruction through coaching and GLEAM-aligned practices.
Expand and refine MTSS structures to ensure timely and effective interventions.
Increase focus on English Learner progress through targeted ELD strategies and progress monitoring.
Implement strategies to reduce chronic absenteeism and improve student engagement.
Maintain a strong focus on equity, inclusion, and culturally responsive practices.

Through these efforts, UCS aims to accelerate student achievement and move closer to ensuring all students meet or exceed grade-level standards.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Teammate Surveys (conducted in fall and spring), bi-annual All Staff Needs Assessments (held in winter and late spring), bi-monthly Staff Meetings, and weekly Lead Team Meetings, and bi-monthly 1:1 check ins with administrators. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in weekly Lead Team Meetings, bi-monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and weekly staff Meetings held on Fridays. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, monthly Parent Workshops, and quarterly Coffee with the Principal meetings. These sessions captured parent feedback on barriers to

Educational Partner(s)	Process for Engagement
	engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, focus groups were held twice per year to dive deeper into their feedback and identify key areas for improvement.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

The engagement process with educational partners led to several key changes in the development of the LCAP, reflecting feedback gathered through School Site Council (SSC) meetings, ELAC/DELAC meetings, staff input, parent surveys, and ongoing family engagement efforts. Across both SSC and ELAC meetings, families consistently expressed strong appreciation for the school's intervention teachers, noting that their children experienced significant academic growth as a result of targeted support. UCS staff similarly identified the positive impact of intervention services and expressed a need for expanded intervention support to better address student skill gaps. This collective feedback reinforced the effectiveness of the school's MTSS and intervention systems and directly influenced the decision to expand these services. In response, the LCAP includes the use of Community Schools grant funding to support an additional one-year interim intervention specialist to increase capacity and provide targeted academic support for more students.

Parents and families also emphasized the importance of clear and consistent communication, as reflected in survey data showing declines in perceptions of school communication and safety. In response, the LCAP was revised to strengthen communication systems by prioritizing more structured, accessible, and consistent outreach to families. This includes improving two-way communication, increasing transparency around school programs and student progress, and ensuring families are regularly informed about opportunities for involvement and support services.

Feedback from ELAC/DELAC, SSC meetings, and staff highlighted attendance as an ongoing concern, with families and staff recognizing its direct impact on student learning. As a result, the LCAP prioritizes strengthened attendance strategies, including more proactive family outreach, earlier identification of at-risk students, and more consistent implementation of tiered interventions. Continued family education around the importance of attendance will also be emphasized.

Educational partners, including both families and staff, identified the importance of expanding academic supports and enrichment opportunities. Parents expressed interest in extending successful programs, such as after-school and intervention supports, to serve more students, while staff emphasized the need for more targeted and consistent academic interventions, particularly in mathematics. This feedback informed the continued investment in expanded learning opportunities, refinement of instructional strategies, and increased alignment of interventions with student needs identified through diagnostic data.

Additionally, families expressed a desire for more meaningful opportunities to engage in the school community and contribute to decision-making. In response, the LCAP includes actions to increase parent involvement through expanded engagement opportunities, clearer roles for participation, and continued use of SSC and ELAC as key structures for gathering input and sharing progress. Supports such as translation, incentives, and accessible meeting structures will continue to be prioritized to reduce barriers to participation.
Finally, feedback from families and staff regarding student experience and academic progress—including concerns about students falling behind and the need to strengthen foundational skills—helped inform continued focus on high-quality instruction, differentiated supports, and social-emotional learning. Adjustments include strengthening SEL implementation, improving consistency across classrooms, and using student and staff survey data to guide improvements in school climate, relationships, and overall student experience.
Overall, input from educational partners—including families and UCS staff—directly influenced the prioritization of expanded intervention services, improved communication systems, strengthened attendance strategies, enhanced academic supports, and increased family engagement opportunities within the LCAP. These changes reflect a commitment to using stakeholder feedback and data to drive continuous improvement and ensure equitable outcomes for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All Students: -49.3 African American/Black: Data Not Displayed English Learners: -53.6 Hispanic/Latinx: -53.6	2023-2024 SBAC ELA DFS All Students: -50.3 English Learner: -70.7 Socioeconomically Disadvantaged: -54.1	2024-2025 SBAC ELA DFS All Students: -36.1 English Learner: -52.7 English Learners Only: -68.2 English Only: -25.9	2025-2026 SBAC ELA DFS All: -40.30 African American/Black: data not displayed English Learners: -44.60	All Students: Increased 13.2 English Learners: Increased 0.9 Hispanic/Latinx: Increased 12.5 Socioeconomically Disadvantaged: Increased 6.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: -50.9 Students with Disabilities: -93.4	Hispanic: -55.5 Students with Disabilities: -106.4	Hispanic: -41.1 Recently Reclassified Fluent-English Proficient Only: 28.5 Socioeconomically Disadvantaged: -44.9 Students with Disabilities: -83.9	Socioeconomically disadvantaged: -41.90 Hispanic/Latinx: -44.60 Students with Disabilities: -84.40	Students with Disabilities: Increased 9.5
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -61.8 African American/Black: data not displayed English Learners: -69.6 Socioeconomically disadvantaged: -66.1 Hispanic/Latinx: -62.9 Students with Disabilities: -94.4	2023-2024 SBAC MATH DFS All Students: -55.1 English Learner: -75.3 Socioeconomically Disadvantaged: -62 Hispanic: -58.6 Students with Disabilities: -112	2024-2025 SBAC MATH DFS All Students: -46.7 English Learner: -67.3 English Learners Only: -88 English Only: -29.9 Hispanic: -51.3 Recently Reclassified Fluent-English Proficient Only: 41.8 Socioeconomically Disadvantaged: -57.7 Students with Disabilities: -97.9	2025-2026 SBAC Math DFS All: -48.30 African American/Black: data not displayed English Learners: -56.10 Socioeconomically disadvantaged: -52.60 Hispanic/Latinx: -49.40 Students with Disabilities: -80.90	All Students: Increased 15.1 English Learner: Increased 2.3 Hispanic/Latinx: Increased 11.6 Socioeconomically Disadvantaged: Increased 8.4 Students with Disabilities: Decreased 3.5
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 22.03% Met & Exceeded	2023-24 Science Test % Below Standard	2024-25 Science Points (SPs) All Students: 48.6 science points	2025-2026 Science Test 27.03% Met or Exceeded	Increased 5.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 18.7 points below Socioeconomically Disadvantaged: 16.3 points below All Students: 16.8 points below Hispanic: 16.9 points below 21.66% Met or Exceeded	English Learner: 43.4 science points English Learners Only: 40.5 science points English Only: 51.4 science points Hispanic: 45.3 science points Socioeconomically Disadvantaged: 46.9 science points Students with Disabilities: 35.1 science points 27.42% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 31.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 48.3% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 39.2% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Increased 8%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 11%	2023-2024 RFEP Rate: 7.41%	2024-25 RFEP Rate: 1.03%	2025-2026 RFEP Rate 15% or above	Decreased 9.97%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023	2023-24 100% of students have access to	2024-25 100% of students have access to	2025-2026	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students have access to standards aligned curricular materials.	standards-aligned materials	standards-aligned materials	100% of students have access to standards aligned curricular materials.	
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time,	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Maintained Rate the LEA's progress in implementing policies or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		focused classroom walkthroughs, teacher pairing): 4	policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 49% Grade K: 26% Grade 1: 56% Grade 2: 33% Grade 3: 58% Grade 4: 69% Grade 5: 54% iReady Math % of students that met annual typical growth All Students: 41% Grade K: 40% Grade 1: 46% Grade 2: 24% Grade 3: 26% Grade 4: 56%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 44% Grade 3: 24% Grade 4: 57% Grade 5: 54% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 19% Grade K: 15% Grade 1: 8% Grade 2: 19% Grade 3: 13% Grade 4: 25%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 59% Grade 3: 51% Grade 4: 57% Grade 5: 71% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 56% Grade K: 65% Grade 1: 76% Grade 2: 63% Grade 3: 41% Grade 4: 43% Grade 5: 55%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 64% Grade K: 41% Grade 1: 71% Grade 2: 48% Grade 3: 73% Grade 4: 84% Grade 5: 69% iReady Math % of students that met annual typical growth All Students: 56% Grade K: 55% Grade 1: 61%	iReady Reading: All Students: Increased 10% Grade 3: Decreased 7% Grade 4: Decreased 12% Grade 5: Increased 17% Grades K-2: No baseline available for Reading iReady Math: All Students: Increased 15% Grade K: Increased 25% Grade 1: Increased 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 58%	Grade 5: 34%		Grade 2: 39% Grade 3: 41% Grade 4: 71% Grade 5: 73%	Grade 2: Increased 39% Grade 3: Increased 15% Grade 4: Decreased 13% Grade 5: Decreased 3%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 32% at & above benchmark	2024-25 43.00% at or above benchmark	2025-26 44.00% at or above benchmark	2026-2027 42% at & above benchmark	Increased 12%

Goal Analysis [2025-26]

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

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

Overall, the majority of actions under Goal 1 were successfully implemented and were effective in supporting improved student outcomes, instructional quality, and equitable access to academic support. Strong implementation of curriculum, intervention systems, co-teaching structures, and professional development contributed to measurable academic growth across several student groups. At the same time, data

revealed continued challenges in English Language Arts subgroup performance and English Learner language acquisition, indicating areas where additional refinement and targeted support are needed.

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.

Estimated actual expenditures were lower than budgeted expenditures due primarily to a decrease in Title III allocations, resulting in lower expenditures associated with multilingual learner supports than originally anticipated

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

The Grade-Level Curriculum (1.1) actions were largely effective in strengthening standards-aligned instruction and improving student achievement. The school successfully implemented updated curriculum resources, including Benchmark ELA and i-Ready Math, while maintaining a 1:1 Chromebook-to-student ratio to support instructional access and technology integration. Weekly co-planning and lesson internalization structures provided teachers with consistent opportunities to strengthen instructional alignment and instructional delivery. As a result, SBAC performance improved in both Mathematics and English Language Arts, with Mathematics performance meeting or exceeding state averages across significant student groups. However, ELA outcomes for Hispanic/Latino students and socioeconomically disadvantaged students did not yet meet state averages, indicating that while the curriculum implementation was effective overall, additional differentiated literacy supports and targeted intervention strategies remain necessary. Additionally, the decline in English Learner Progress Indicator (ELPI) results suggests that curriculum implementation for multilingual learners requires further refinement to more effectively support language acquisition.

Professional development and instructional systems under Instruction (1.2) were highly effective. Teachers participated in ongoing professional development focused on small-group instruction, English Language Development strategies, co-teaching practices, and the Science of Reading. Leadership also engaged in UnboundED Standards Institute training to strengthen standards-based instructional practices. Structured data discussions during shared preparation time, release days, and leadership observations supported stronger Tier 1 instruction and increased instructional consistency across classrooms. The consistent use of clearly communicated and posted learning targets improved instructional clarity and student understanding of lesson objectives. These actions contributed to stronger instructional practices and overall academic growth, demonstrating strong effectiveness in improving classroom instruction.

The Academic Program and Master Scheduling (1.3) actions were effectively implemented and contributed to increased equitable access to academic support, intervention, enrichment, and arts instruction. The school's MTSS structures used data-informed placement processes to identify student needs and provide targeted interventions without limiting student access to enrichment opportunities. Collaboration between the Program Specialist, Education Specialists, and classroom teachers supported purposeful student grouping, co-teaching, and co-planning. The after-school program also successfully extended learning opportunities through homework support, enrichment, and skill development beyond the traditional school day. These systems were particularly effective for students with disabilities, who outperformed state averages on SBAC assessments in both Math and ELA. Despite these successes, increasing special education caseloads and the need for ongoing schedule adjustments continue to present implementation challenges that require continued monitoring and refinement.

Actions supporting Multilingual Learners (1.4) were partially effective. All planned actions were implemented, including designated and integrated English Language Development instruction four times per week aligned to student proficiency levels. School-based MLL teams monitored instructional practices, academic progress, operational compliance, and ELPAC administration. English Learners demonstrated academic growth in both Math and ELA and outperformed state averages on SBAC assessments, reflecting positive outcomes in academic

achievement. However, the decline in ELPI results indicates that these actions did not fully achieve the intended outcomes related to language proficiency development. This suggests that while implementation systems were in place, instructional practices for language acquisition require continued strengthening through additional professional development, more targeted ELD strategies, and more consistent progress monitoring systems.
The Special Education (1.5) actions were highly effective in improving instructional practices and student outcomes. Education Specialists received ongoing coaching, observations, and feedback focused on co-teaching models and Universal Design for Learning practices. Shared planning structures between general education and special education staff supported collaboration and instructional alignment. Program reviews, self-assessments, and professional growth planning further strengthened implementation. These efforts contributed to strong academic outcomes for students with disabilities, who outperformed state averages in both Math and ELA on SBAC assessments. The effectiveness of these actions demonstrates the positive impact of structured co-teaching systems and targeted instructional support for students with disabilities.
The Pro-Black Curriculum Initiative and Black Excellence actions (1.6) were effective in fostering student engagement, belonging, and culturally responsive learning environments. The integration of culturally relevant curriculum into SEL, ELA, and Math instruction, along with the continuation of Black Student Union programming, Black Excellence Awards participation, and Historically Black Colleges and Universities field trips, contributed to strong student and family engagement. Feedback from students and families indicated that these experiences positively impacted students' sense of belonging and representation within the school community. While the Black Family Advisory Council was not formally launched, ongoing family engagement through BSU meetings and school activities helped mitigate this implementation gap.
Personalized Learning Plans (1.7) were highly effective in promoting student ownership, goal setting, and accountability for learning. Students actively developed PLPs each semester, monitored their progress regularly, and shared goals with families during Student-Led Conferences. Multilingual learners also incorporated language development goals into their plans. Teachers consistently reviewed student goals and progress, contributing to increased student engagement and ownership of learning. These actions successfully met their intended outcomes and strengthened student involvement in the learning process.
Title I-supported actions (1.8) were also highly effective in improving academic outcomes and expanding targeted intervention supports. Title I funding supported key instructional leadership and intervention positions, including the Dean of Instruction and Reading Intervention Specialists, allowing for more individualized academic support, progress monitoring, and targeted interventions for students performing below grade level. These supports contributed to measurable gains in both Math and ELA and strengthened the school's ability to provide differentiated support for students with the greatest academic needs.
Overall, implementation of Goal 1 actions effectively advanced academic achievement, instructional quality, intervention systems, and equitable student support structures. Significant successes were observed in Mathematics achievement, support for students with disabilities, co-teaching systems, and student engagement initiatives. Areas of partial effectiveness, particularly related to English Learner language acquisition and ELA subgroup performance, highlight the need for continued refinement of targeted literacy interventions, differentiated instruction, and multilingual learner supports moving forward.

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

Based on the analysis of implementation and effectiveness data, the following adjustments and next steps have been identified to strengthen outcomes and address areas of need:

1.1 Grade-Level Curriculum: Data from SBAC results and subgroup performance in ELA indicated that while overall performance improved, Hispanic/Latino students and socioeconomically disadvantaged students continue to perform below the state average. Additionally, the decline in ELPI highlighted a need for stronger literacy supports for multilingual learners. In response, the school will implement the new Benchmark ELA curriculum alongside the updated i-Ready mathematics program, with an increased focus on professional development and coaching to ensure effective implementation. Collaborative planning time will continue to be prioritized to support differentiation and culturally responsive instruction.
1.2 Instruction: Analysis of Common Formative Assessments (CFAs) and interim data demonstrated that structured data discussions improved Tier 1 instruction; however, there is a need for more targeted support for focus students. Moving forward, the school will implement the Focus Student Tracker as part of the MTSS framework to guide instructional planning, coaching, and targeted interventions. This will strengthen alignment between data analysis and instructional decision-making.
1.3 Academic Program (Master Scheduling): Data from MTSS processes and student achievement outcomes, including strong performance among students with disabilities, indicate that the current scheduling structures are effective. At this time, no major changes will be made. The school will continue to monitor special education caseload trends and make adjustments to the master schedule as needed to ensure continued equitable access to instruction and interventions.
1.4 Multilingual Learners (MLL): While SBAC data shows growth for English Learners, the decline in ELPI data indicates a need for more focused language development support. Moving forward, the school will strengthen designated and integrated ELD through targeted professional development, increased progress monitoring using the MLL dashboard, and more intentional planning for language objectives. Additional coaching and walkthroughs will be implemented to ensure consistency and effectiveness of ELD instruction.
1.5 Special Education (SPED): Data showing students with disabilities outperforming state averages demonstrates the effectiveness of current co-teaching and support structures. As a result, no major programmatic changes are planned. The school will continue to refine co-teaching practices through ongoing observation, feedback, and professional development, ensuring sustainability and responsiveness to student needs.
1.6 Black Excellence: Feedback from students and families, along with participation data in BSU and related activities, indicates strong engagement and positive impact. Due to the discontinuation of the regional Black Family Advisory Council, the school will shift to gathering input through ELAC, SSC, and direct engagement with BSU families. The school will continue to strengthen culturally responsive practices and maintain opportunities that promote Black excellence and student voice.
1.7 Personalized Learning (Students): Student and family engagement data from Student-Led Conferences shows strong ownership of learning through Personalized Learning Plans (PLPs). No major changes are needed; however, the school will continue to refine goal-setting and progress monitoring processes to ensure consistency across classrooms, including continued emphasis on incorporating language goals for multilingual learners.
1.8 Title I: Assessment and progress monitoring data indicate that targeted interventions funded through Title I have contributed to measurable academic growth in both ELA and Math. To build on this success, the school will continue funding key positions, including intervention specialists, while strengthening alignment between intervention supports and Tier 1 instruction. Additional focus will be placed on monitoring the effectiveness of interventions for the lowest-performing students to ensure continued progress.

Overall, these adjustments are informed by a combination of SBAC results, ELPI data, CFA and interim assessment data, and subgroup performance trends. Moving forward, the school will prioritize strengthening literacy instruction, enhancing support for multilingual learners, and refining MTSS systems to ensure all students continue to make meaningful academic progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady and Benchmark). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Purchase intervention curriculum (iReady). Send teammates to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning. Provide field trip opportunities based on grade level standards.	$238,772.00	Yes
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days).	$1,065,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Utilize Focus Student Tracker as part of MTSS System to guide planning, Coaching and MTSS Supports. Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims. Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction). Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually.		
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).	$3,170,393.00	No
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels.	$20,140.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. The actions outlined above are designed to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners in ELPI. These actions ensure there is focused intervention to close the achievement gaps for those most at risk.		
1.5	SPED	Education Specialists are observed and given feedback (approx monthly) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment	$870,410.00	No
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements). Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Participation in Black Excellence awards ceremony (costs for awards). Continue Pro-Black Program Coordinator position. Conduct field trips for our BSU students to Historically Black Colleges and Universities.		
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Dean of Instruction Reading Intervention Specialists This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$148,957.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 73%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 59% Teacher-student relationships: Grades 3-5: 72%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 76% Teacher-student relationships: Grades 3-5: 85%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 93%	Sense of belonging Grades 3-5: Increased 3% Teacher-student relationships: Maintained 85% School Safety: Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teacher-student relationships: Grades 3-5: 85% School Safety: Grades 3-5: 58%	School Safety: Grades 3-5: 63%	School Safety: Grades 3-5: 64%	Teacher-student relationships: Grades 3-5: 100% School Safety: Grades 3-5: 78%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 1.8% African American/Black: data not displayed Hispanic/Latinx: 2.2% English Learners: 1% Socioeconomically Disadvantaged: 1.7% Students with Disabilities: 1.8%	2023-2024 Suspension Rate All Students: 1.60% Asian: 7.70% Hispanic: 1.60% Multiple Races/Two or More: 0.00% Students with Disabilities: 0.00% White: 0.00% English Learner: 2.40% Socioeconomically Disadvantaged: 1.70%	2024-2025 Suspension Rate All Students: 1.60% Black/African American: 0.90% Asian: 2.69% English Learner: 0.50% Hispanic: 87.76% Multiple Races/Two or More: 0.90% Pacific Islander: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 3.50% White: 1.79%	2025-2026 Suspension Rate All Students: 0.9% African American/Black: data not displayed Hispanic/Latinx: 1.3% English Learners: 0% Socioeconomically Disadvantaged: 1.3% Students with Disabilities: 0.9%	All Students: Decreased 0.2% Hispanic/Latinx: Increased 85.56% English Learners: Decreased 0.5% Socioeconomically Disadvantaged: Decreased 1.7% Students with Disabilities: Increased 1.7%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 41.10% African American/Black: Data not displayed Hispanic/Latinx: 40.70%	2023-2024 Chronic Absenteeism Rate All Students: 23.40% English Learner: 22.70%	2024-2025 Chronic Absenteeism Rate All Students: 26.10% Asian: 23.10%	2025-2026 Chronic Absenteeism Rate All: 32.10% African American/Black: Data not displayed	All Students: Decreased 15.0% English Learner: Decreased 17.1% Hispanic/Latinx: Decreased 15.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 39.40% Socioeconomically disadvantaged: 43.40% Students with Disabilities: 55.40%	Socioeconomically Disadvantaged: 26.20% Asian: 15.40% Hispanic: 23.80% Multiple Races/Two or More: 16.10% Students with Disabilities: 16.10% White: 25.00%	English Learner: 22.30% Hispanic: 25.70% Multiple Races/Two or More: 29.00% Socioeconomically Disadvantaged: 29.30% Students with Disabilities: 24.60% White: 18.80%	Hispanic/Latinx: 31.70% English Learners: 30.40% Socioeconomically disadvantaged: 34.40% Students with Disabilities: 46.40%	Socioeconomically Disadvantaged: Decreased 14.1% Students with Disabilities: Decreased 30.8%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 23% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 31% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 11%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: Maintained Empowering Families in Decision-Making: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Collaborative Family Engagement Planning: 2	Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	How the LEA will promote parental participation in programs for low income, English learner and foster youth students. (LCFF Priority 3, Self-Reflection Tool, Rating for Building Partnerships for Student Outcomes, 1-5)	2023-24 Local Performance, Self Reflection Building Partnerships for Student Outcomes Average Rating: 2	2024-25 Local Performance, Self Reflection Building Partnerships for Student Outcomes Average Rating: 4	2025-26 Local Performance, Self Reflection Building Partnerships for Student Outcomes Average Rating: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained
2.7	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.06%	2024-2025 P2 Attendance Rate 92.17%	2025-26 P2 Attendance Rate 92.33%	2026-2027 P2 Attendance Rate 95.1% or higher	Decreased 0.73%
2.8	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey	2024-2025 Aspire Family Survey	2025-26 Aspire Family Survey	2026-2027 Aspire Family Survey	Safe Environment: Decreased 40% Comfort with Staff: Decreased 35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	82% responded favorably: "The school provides a safe environment for my child." 80% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	40% responded favorably: ""The school provides a safe environment for my child."" 50% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.10	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good

Goal Analysis [2025-26]

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

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

Overall, the majority of actions under this goal were implemented with strong fidelity, with several areas demonstrating full implementation and clear systems in place. The Attendance and Enrollment (2.1) actions were fully carried out, including weekly attendance team meetings, targeted data monitoring for priority student groups, and consistent family communication systems such as personal outreach and home visits. School-wide attendance incentives and early education efforts for families were also implemented as planned. However, while these systems led to initial improvements in attendance, sustaining those gains has been a challenge, with chronic absenteeism increasing again in recent years, particularly among key student subgroups.

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.

Estimated actual expenditures differed from budgeted expenditures primarily due to a change in custodial service vendors during the year, resulting in expenditures that varied from original projections.

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

Overall, the actions under this goal have demonstrated mixed effectiveness in producing the desired outcomes, with several areas showing strong systems and initial progress, but challenges in sustaining results over time. The Attendance and Enrollment (2.1) actions were partially effective. Targeted interventions, consistent data monitoring, and family outreach contributed to a significant decrease in chronic absenteeism from 41.1% (2022–23) to 23.4% (2023–24). However, these gains were not sustained, as rates increased to 26.1% (2024–25) and are projected to rise to 32.1% (2025–26). Subgroups such as Socioeconomically Disadvantaged students and Students with Disabilities continue to experience disproportionately high absenteeism, indicating that while the strategies produced short-term improvements, they have not yet resulted in consistent or long-term impact.

The Social-Emotional Learning (SEL) (2.2) actions have shown limited to moderate effectiveness. While implementation of curriculum, professional development, and data-informed practices was strong, student perception data indicates declines in key areas such as sense of belonging (73% to 59%) and teacher-student relationships (85% to 72%). A slight improvement in school safety perceptions (58% to 63%) suggests some positive impact. These results indicate that although systems are in place, deeper and more consistent implementation is needed to translate into improved student experience outcomes.

Family and Community Engagement (2.3) actions demonstrated partial effectiveness. Expanded outreach efforts and increased opportunities for engagement contributed to improved family survey results, with favorable responses increasing from 20% to 31%. However, declines in perceptions of school safety and communication, dropping to 40–50% favorable, suggest inconsistencies in family experience. These mixed results indicate that while participation increased, stronger communication systems and trust-building efforts are needed to achieve more consistent outcomes.

The School Climate (2.4) actions were moderately effective. Implementation of PBIS, restorative practices, and data monitoring systems contributed to a reduction in suspension rates from 1.8% (2022–23) to 0.9% (2025–26), demonstrating success in improving student behavior outcomes. However, student perception data remains mixed, with only moderate improvements in safety and declines in belonging and relationships. This suggests that while behavioral systems are effective, additional focus is needed on improving overall student experience and school climate.

Classroom Facilities (2.5) actions were highly effective. Consistent monitoring and maintenance resulted in stable “Good” ratings on facilities inspections and ensured that 100% of students had access to standards-aligned materials. These actions successfully maintained safe and supportive learning environments with no significant barriers to implementation.

Coaching and Instructional Leadership (2.6) actions demonstrated moderate effectiveness. Consistent coaching cycles and professional development contributed to improved instructional practices, particularly in ELA, as reflected in SBAC growth (-36.1 DFS) and stable iReady Reading outcomes (43%). However, weaker outcomes in Math (-46.7 DFS; 24% iReady growth) indicate uneven impact across content areas. This suggests that while coaching systems are effective, their impact varies and requires refinement to better support math instruction.

Overall, while many actions produced positive outcomes and demonstrated effectiveness in specific areas, the results indicate a need for greater consistency, sustained implementation, and targeted supports to fully achieve the intended goals.

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 a review of implementation and outcome data, several adjustments have been identified to strengthen effectiveness and ensure more consistent progress toward the goal. Data from the California Dashboard, local attendance reports, Panorama survey results, and academic assessments highlighted areas where initial gains were not sustained or where outcomes did not fully align with expectations, guiding the need for more targeted and refined strategies.

For Attendance and Enrollment (2.1), rising chronic absenteeism rates—particularly among Socioeconomically Disadvantaged students and Students with Disabilities—indicate the need to strengthen and differentiate intervention strategies. Moving forward, the school will implement more targeted, tiered supports for high-risk student groups, increase accountability within attendance monitoring systems, and expand proactive family engagement efforts, including earlier intervention and more personalized outreach.

In Social-Emotional Learning (2.2), declines in student perception data related to belonging and relationships suggest a need for deeper and more consistent implementation of SEL practices. Adjustments will include increased focus on adult SEL, more consistent integration of SEL strategies across classrooms, and additional professional development aligned to the MooZoom platform to ensure fidelity and impact. Greater emphasis will also be placed on monitoring student experience data and using it to guide instructional and climate decisions.

For Family and Community Engagement (2.3), while participation increased, survey data indicates a need to strengthen communication and trust with families. Next steps include reestablishing consistent communication systems, filling key roles such as the social media liaison, and expanding two-way communication opportunities to ensure families feel informed and connected. Additional efforts will focus on improving clarity and consistency in messaging around school safety and student support systems.

In School Climate (2.4), although discipline outcomes improved, mixed perception data indicates a need to enhance student experience. Moving forward, the school will deepen implementation of restorative practices, increase student voice opportunities, and provide ongoing staff training focused on relationship-building and culturally responsive practices. Data from discipline and climate surveys will continue to guide adjustments.

For Classroom Facilities (2.5), current systems have been effective and will be maintained. Ongoing monitoring through FIT inspections and continued staff training on safety protocols will ensure that facilities remain safe and supportive.

In Coaching and Instructional Leadership (2.6), uneven academic outcomes between ELA and Math highlight the need for more targeted instructional support in mathematics. Adjustments will include refining coaching cycles to focus more intentionally on math instruction, increasing opportunities for collaborative planning in this content area, and using assessment data more strategically to guide instruction and intervention.

Overall, these adjustments reflect a shift toward more targeted, data-driven decision-making, with an emphasis on consistency, differentiation, and sustained implementation to improve outcomes across all focus areas.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney- Vento, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business. Utilizing social media to share open enrollment information and post stories of school events which occur.	$289,054.00	Yes
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Start student leadership clubs: student council, BSU, LSU Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: "Lunch with a Loved One" or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold monthly SSC/ELAC meetings where each meeting includes, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership. Stronger Connection Grant Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.	$0.00	No
2.4	School Climate	Provide staff training on Powerschool Incident.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior). Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program. Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching.		
2.5	Classroom Facilities, and Student Physical Spaces	Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.	$114,869.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implement a standardized classroom checklist to ensure all learning spaces consistently include key instructional and safety resources across all classrooms.		
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions monthly (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 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.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 82.78% Fully Credentialed	2022-23 88.46% Fully Credentialed	2023-24 83.33% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 0.55%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 78% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Decreased 21% Belonging: Decreased 31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 95% responded favorably Well-being: 81% responded favorably Staff-Leadership Relationships: 73% responded favorably Cultural Awareness and Action: 41% responded favorably	School Climate: 68% responded favorably Belonging: 68% responded favorably Well-being: 64% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 52% responded favorably	School Climate: 57% responded favorably Belonging: 64% responded favorably Well-being: 50% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 43% responded favorably	School Climate: 95% responded favorably Belonging: 95% responded favorably Well-being: 95% responded favorably Staff-Leadership Relationships: 93% responded favorably Cultural Awareness and Action: 61% responded favorably	Well-being: Decreased 31% Staff-Leadership Relationships: Decreased 23% Cultural Awareness and Action: Increased 2%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.2%	Retention Rate 94.20%	Retention Rate 97.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Increased 0.8%

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were implemented successfully, with several strong systems in place to support rigorous learning, family engagement, staff development, and teacher credentialing. A few planned components were adjusted or only partially completed due to organizational changes and access limitations.

3.1 Rigorous Projects / Project-Based Learning:
This action was implemented successfully across grade levels. Students completed rigorous projects with support from regional teams and pilot leads, and teachers were provided dedicated time for project planning and internalization. A key success was that project-based learning increased opportunities for students to apply their learning in meaningful ways. However, while overall ELA and Math scores improved, there is limited direct evidence connecting these academic gains specifically to project-based learning. Moving forward, clearer progress monitoring may be needed to better measure the impact of rigorous projects.
3.2 Family Involvement and Community Outreach:
The family involvement and outreach plan was implemented successfully. The school hosted a Saturday school session and at least one family engagement event, invited career and community members to connect with students, and continued Student-Led Conferences focused on goals and progress. These actions supported stronger family engagement and communication. Family engagement survey data improved to 31% favorable, but declines in perceptions of safety and communication show that family experiences were still inconsistent.
3.3 Professional Learning for Adults:
Most professional learning actions were implemented. Staff participated in Professional Learning Plan meetings, set individual stretch goals, and received support through observations and professional growth opportunities. However, there were some differences from the original plan. Regional affinity groups are no longer offered by Aspire, and only one out of three administrators attended National Equity Project: Leading for Equity. Staff survey data also showed declines in school climate from 78% to 57% and staff-leadership relationships from 73% to 50%, indicating that while structures were in place, staff experience and engagement remain areas for improvement.
3.4 Teacher Credentialing:
Teacher credentialing actions were implemented in alignment with Williams Act requirements. Monthly check-ins were held with teachers who were not fully credentialed, and staff received support toward completing credential requirements. The school also worked to build a future educator pipeline by securing opportunities for Alder Residents and student teachers. A key challenge is that credentialing rates continued to fluctuate, moving from 82.78% to 88.46%, then to 83.33%, which remains below the 100% target.
Overall, implementation was strongest in project-based learning, family engagement activities, PLP structures, and credentialing support systems. The main challenges were limited direct evidence of project-based learning impact, inconsistent family perceptions of safety and communication, reduced access to planned affinity opportunities, incomplete participation in Leading for Equity, and fluctuating credentialing rates.

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

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

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

The effectiveness of the actions under Goal 3 has been moderate to strong overall, with clear successes in implementation and engagement, though outcome data indicates mixed impact across areas:
3.1 Rigorous Projects / Project-Based Learning:
Implementation of rigorous project-based learning was effective in increasing student engagement and opportunities for application of learning. All students participated in standards-aligned projects, and teachers consistently engaged in planning and internalization. However,

effectiveness in improving academic outcomes is less clear, as there is limited direct evidence linking project-based learning to SBAC performance gains in ELA and Math. This indicates emerging effectiveness, with a need for stronger progress monitoring systems to measure impact.
3.2 Family Involvement and Community Outreach:
Family engagement actions were partially effective. Participation in Student-Led Conferences, family events, and community partnerships contributed to increased family engagement, with survey data improving to 31% favorable. However, declines in family perceptions of safety and communication indicate inconsistent experiences across the school community. While structures were in place, variability in communication practices and family experience limited overall effectiveness.
3.3 Professional Learning (Adults):
Professional learning structures were moderately effective. Professional Learning Plan (PLP) systems supported staff growth and contributed to improvements in instructional practice, particularly in ELA. However, staff survey data showed declines in school climate (78% to 57%) and staff-leadership relationships (73% to 50%), indicating that while systems were implemented, staff experience and engagement were negatively impacted. Barriers included reduced access to affinity groups and incomplete participation in Leading for Equity, which limited the full realization of the intended outcomes.
3.4 Teacher Credentialing:
Teacher credentialing efforts were partially effective. Monthly check-ins and targeted support contributed to maintaining relatively high credentialing rates; however, rates fluctuated from 82.78% to 88.46%, then to 83.33%, falling short of the 100% target. This inconsistency suggests that while support systems were in place, they were not sufficient to ensure full compliance. Barriers likely include staffing variability and challenges in sustaining credential completion timelines.

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.

Overall, actions under Goal 3 successfully established strong implementation systems and increased engagement across students, families, and staff. However, inconsistent perception data, limited direct academic impact evidence, and variability in key metrics (such as credentialing rates and survey results) indicate that effectiveness was not uniform. Moving forward, strengthening data monitoring, consistency of implementation, and staff and family experience will be critical to achieving more targeted and measurable outcomes.
Based on the analysis of implementation and outcome data, the following adjustments and next steps have been identified to strengthen effectiveness and improve progress toward Goal 3:
3.1 Rigorous Projects / Project-Based Learning:
To address the limited direct evidence connecting project-based learning to academic outcomes, the school will implement clearer progress monitoring systems aligned to SBAC standards and interim assessments. Teachers will receive additional support on aligning rigorous projects to measurable academic outcomes, and collaborative time will be used to analyze student work and project data more systematically.
3.2 Family Involvement and Community Outreach:
In response to family survey data showing improved engagement (31% favorable) but declines in perceptions of safety and communication, the school will refine its family engagement strategy. This includes strengthening consistent, two-way communication systems, increasing transparency in messaging, and creating more structured opportunities for family input. Efforts will also focus on improving the quality and consistency of family experiences across all engagement events.
3.3 Professional Learning (Adults):

Given declines in staff survey data related to school climate (78% to 57%) and staff-leadership relationships (73% to 50%), adjustments will focus on strengthening staff engagement and support systems. Professional learning will include more opportunities for staff voice, collaboration, and leadership development. Additionally, the school will identify alternative structures to replace discontinued affinity groups and increase access to equity-focused professional development for all administrators.
3.4 Teacher Credentialing:
Due to fluctuating credentialing rates (ranging from 82.78% to 88.46% and then 83.33%), the school will strengthen monitoring and accountability systems to ensure progress toward 100% credentialing. This will include more structured tracking of teacher progress, earlier intervention for teachers who are not on track, and continued development of the teacher pipeline through partnerships with Alder Residents and student teachers.
Overall, these adjustments are informed by a combination of survey data, credentialing metrics, and academic performance trends. Moving forward, the school will prioritize stronger data alignment, consistency in implementation, and improved staff and family experiences to ensure more measurable and sustained progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure all admins attend National Equity Project: Leading for Equity		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -61.8 African American/Black: Data Not Displayed English Learners: -69.6 Hispanic/Latinx: -62.9 Socioeconomically Disadvantaged: -66.1 Students with Disabilities: -94.4	2023-2024 SBAC ELA DFS All Students: -50.3 English Learner: -70.7 Socioeconomically Disadvantaged: -54.1 Hispanic: -55.5 Students with Disabilities: -106.4	2024-2025 SBAC ELA DFS All Students: -36.1 English Learner: -52.7 English Learners Only: -68.2 English Only: -25.9 Hispanic: -41.1 Recently Reclassified Fluent-English	2025-2026 SBAC ELA DFS All: -40.30 African American/Black: data not displayed English Learners: -44.60 Socioeconomically disadvantaged: -41.90 Hispanic/Latinx: -44.60 Students with Disabilities: -84.40	All Students: Increased 25.7 English Learner: Increased 16.9 Hispanic/Latinx: Increased 21.8 Socioeconomically Disadvantaged: Increased 21.2 Students with Disabilities: Increased 10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: 28.5 Socioeconomically Disadvantaged: -44.9 Students with Disabilities: -83.9		
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -61.8 African American/Black: Data Not Displayed English Learners: -69.6 Hispanic/Latinx: -62.9 Socioeconomically Disadvantaged: -66.1 Students with Disabilities: -94.4	2023-2024 SBAC MATH DFS All Students: -55.1 English Learner: -75.3 Socioeconomically Disadvantaged: -62 Hispanic: -58.6 Students with Disabilities: -112	2024-2025 SBAC MATH DFS All Students: -46.7 English Learner: -67.3 English Learners Only: -88 English Only: -29.9 Hispanic: -51.3 Recently Reclassified Fluent-English Proficient Only: 41.8 Socioeconomically Disadvantaged: -57.7 Students with Disabilities: -97.9	2025-2026 SBAC Math DFS All: -48.30 African American/Black: data not displayed English Learners: -56.10 Socioeconomically disadvantaged: -52.60 Hispanic/Latinx: -49.40 Students with Disabilities: -80.90	All Students: Increased 15.1 English Learner: Increased 2.3 Hispanic/Latinx: Increased 11.6 Socioeconomically Disadvantaged: Increased 8.4 Students with Disabilities: Decreased 3.5

Goal Analysis [2025-26]

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

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

All actions under Goal 4 were implemented successfully, with strong systems in place to support both literacy and mathematics interventions, though there were some differences in the level of effectiveness and completeness across content areas.

For ELA (4.1), implementation closely aligned with the original plan. Targeted literacy interventions, including small-group instruction, structured literacy programs, and personalized supports through MyPath, were consistently delivered using diagnostic data. Expanded learning opportunities such as before- and after-school programs and summer supports were also implemented as intended. Professional development in culturally responsive instruction, co-teaching, and scaffolding for English Learners strengthened classroom instruction, and coaching aligned to the ELA/ELD Framework supported consistent practices. Family engagement efforts, including literacy workshops, take-home materials, and community partnerships, were successfully executed. These comprehensive efforts represent a key success, as they created a cohesive system of support for students and contributed to strong improvements in ELA outcomes.
For Math (4.2), most planned actions were also implemented, including targeted small-group instruction, personalized learning through MyPath, expanded learning opportunities, and instructional coaching aligned to the California Mathematics Framework. These efforts supported improved instructional practices and provided additional intervention time for students. However, there were some differences between planned and actual implementation. Specifically, family math workshops were not implemented during this cycle, limiting opportunities to strengthen home-to-school connections in mathematics. This represents a key gap in full implementation.
Across both actions, a major success was the consistent use of diagnostic data to drive instruction and intervention, as well as the establishment of expanded learning opportunities to provide additional support for students. Professional development and coaching also contributed to improved instructional practices, particularly in ELA. However, challenges remain in ensuring full implementation of all components, particularly in math, and in strengthening family engagement systems across content areas. These differences in implementation contributed to stronger outcomes in ELA compared to more limited progress in mathematics.
Overall, the actions under Goal 4 have been effective in ELA, demonstrating strong alignment between implementation and outcomes, while math actions require refinement and strengthening to achieve the intended level of impact.

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

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

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

The effectiveness of the actions under Goal 4 has been mixed but generally positive, with strong results in ELA and more limited outcomes in mathematics, indicating that while many strategies were successful, some did not fully produce the intended results.
4.1 ELA: The ELA actions have been highly effective in producing the expected results. The implementation of targeted literacy interventions, including small-group instruction, structured literacy programs, and personalized learning through MyPath, resulted in significant improvement in student outcomes. SBAC ELA improved from -61.8 DFS to -36.1 DFS, and English Learners demonstrated strong growth (-52.7 DFS). Early literacy outcomes also improved, with mCLASS increasing to 44% of students at or above benchmark. These results indicate that the combination of data-driven instruction, expanded learning opportunities, and focused professional development successfully addressed foundational literacy gaps and accelerated student learning.
4.2 Math: The Math actions have been partially effective but did not fully produce the expected results. While SBAC Math improved from -55.1 DFS to -46.7 DFS, the progress has not demonstrated sustained acceleration. Additionally, iReady Math growth remains low at 24%, indicating limited improvement in foundational math skills.

Several barriers contributed to the limited effectiveness in math. Although targeted interventions and personalized learning were implemented, they did not yield the same level of impact as in ELA. A key gap was the incomplete implementation of family engagement components, specifically the absence of planned math workshops, which reduced opportunities for reinforcing learning at home. Additionally, the data suggests a need for stronger instructional strategies and more targeted intervention systems to better address student learning needs in mathematics.
Overall, the actions under Goal 4 have been effective in ELA, demonstrating strong alignment between implementation and improved outcomes, while math actions require refinement and strengthened supports to achieve the desired level of impact.

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

Adjustments to Goal 4 actions were minimal, as both actions were marked no change based on this review. While outcome data highlights differences in effectiveness between ELA and math, the current strategies will be maintained, with a focus on strengthening implementation rather than making formal changes.
4.1 ELA: No changes were made to the ELA actions, as data indicates the strategies are effective. SBAC ELA improved from -61.8 DFS to -36.1 DFS, English Learners demonstrated strong growth (-52.7 DFS), and early literacy outcomes increased to 44% at/above benchmark on mCLASS. These results confirm that targeted literacy interventions, expanded learning opportunities, and instructional coaching are successfully accelerating student achievement. Moving forward, the focus will be on sustaining and refining these practices, ensuring continued fidelity of implementation and maintaining strong outcomes for all student groups.
4.2 Math: No formal changes were made to the math actions; however, data indicates a need to strengthen current strategies. SBAC Math improved from -55.1 DFS to -46.7 DFS, but growth remains below expectations, and iReady Math growth is low at 24%. While targeted interventions and expanded learning opportunities are in place, these strategies have not yet produced the desired level of impact. Additionally, the lack of implementation of family math workshops represents a gap in the current plan. Moving forward, the focus will be on improving the effectiveness of existing strategies by strengthening small-group instruction, increasing alignment to diagnostic data, and ensuring all components of the plan, including family engagement, are fully implemented.
Overall, while no formal adjustments were made, next steps will center on refining and strengthening implementation—sustaining successful ELA practices and improving the effectiveness of math interventions to better meet student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	This is an LREBG-funded action that provides targeted literacy interventions including small-group instruction, structured literacy programs (MyPath), and personalized literacy support based on diagnostic data.	$32,890.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	This is an LREBG-funded action that provides targeted math interventions including small-group instruction and personalized math support (MyPath) based on diagnostic data.	$32,890.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,702,425	$211,833

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
35.769%	0.000%	$0.00	35.769%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate academic performance below standard in ELA and Mathematics. Based on 2024-25 California School Dashboard results, English Learners scored 52.7 points below standard in ELA and 67.3 points below	The purchase and maintenance of standards-based curriculum materials, including Benchmark ELA and i-Ready Mathematics, provides English Learners and Socioeconomically Disadvantaged students with access to rigorous, grade-level content with embedded supports for diverse learners. Professional learning focused on English Learner supports, culturally responsive teaching practices, the Science of Reading, and effective implementation of instructional materials ensures teachers consistently apply these supports across	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard in Mathematics. Socioeconomically Disadvantaged students scored 44.9 points below standard in ELA and 57.7 points below standard in Mathematics. Additionally, only 39.2% of English Learners made progress toward English language proficiency on the ELPI, indicating continued need for strengthened language development and academic support for unduplicated pupils. **Scope:** LEA-wide	all classrooms. Regular lesson internalization and collaborative planning through the GLEAM framework gives teachers structured time to adapt instruction to the identified needs of English Learners and Socioeconomically Disadvantaged students. Maintaining a 1:1 Chromebook ratio ensures Socioeconomically Disadvantaged students can access digital curriculum and intervention tools during the school day without dependence on home devices. i-Ready and supplemental intervention materials provide targeted, data-driven support to address identified skill gaps for English Learners and Socioeconomically Disadvantaged students. Leadership participation in professional learning such as the UnboundEd Standards Institute strengthens the instructional systems that directly support unduplicated pupil outcomes. These actions are provided schoolwide because curriculum adoption, professional development, and instructional coaching operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved curriculum and instruction, every teacher must consistently implement language-responsive, standards-aligned practices across all classrooms and content areas.	
1.2	**Action:** Instruction **Need:** English Learners (ELs) and Socioeconomically Disadvantaged students continue to	To address these needs, the school will provide regular opportunities for teachers to engage in structured data discussions focused on Common Formative Assessments, interim assessments, and other student performance data. These discussions will occur through shared preparation	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	demonstrate academic performance below standard in English Language Arts (ELA) and Mathematics. Based on 2024-25 California School Dashboard results, English Learners scored 52.7 points below standard in ELA and 67.3 points below standard in Mathematics. Socioeconomically Disadvantaged students scored 44.9 points below standard in ELA and 57.7 points below standard in Mathematics. Additionally, only 39.2% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). These results indicate a continued need for targeted instructional planning, progress monitoring, data-driven decision-making, and timely interventions to accelerate academic achievement and improve outcomes for unduplicated pupils. **Scope:** LEA-wide	periods, release days with substitute coverage, and protected collaboration time. Teachers will use the Focus Student Tracker as part of the MTSS process to identify student needs, monitor progress, plan interventions, and adjust instruction based on student performance data disaggregated by student group, including English Learners and Socioeconomically Disadvantaged students. Members of the leadership team and administration will conduct weekly classroom observations to monitor instructional practices, identify strengths and areas for growth, and provide coaching and feedback focused on high-quality Tier 1 instruction. The school will ensure learning targets and objectives are clearly communicated verbally and visually so English Learners can access lesson purpose and vocabulary regardless of proficiency level. These actions are provided schoolwide because data analysis systems, instructional coaching, and collaborative planning structures operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved instruction, every teacher must consistently implement data-responsive, language-accessible practices across all classrooms and content areas.	
2.1	**Action:** Attendance and Enrollment **Need:** According to 2024-25 California School Dashboard data, chronic absenteeism remained at 22.3% for English Learners and 29.3% for Socioeconomically Disadvantaged	To address these needs, the attendance team will review attendance data weekly with a specific focus on monitoring attendance rates for English Learners and Socioeconomically Disadvantaged students. The school will increase communication with families when students are absent, including personal outreach and home visits for students experiencing chronic absenteeism. The school will	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students. These data indicate a continued need to improve attendance, strengthen family communication, and provide early intervention and support for students who are at risk of chronic absenteeism. **Scope:** LEA-wide	also provide attendance incentives, family education regarding the importance of attendance, and ongoing communication regarding attendance expectations, supports, and available programs. Enrollment outreach efforts, including community marketing, open enrollment events, and social media communication, will ensure families are informed about school opportunities and services, creating structured entry points for unduplicated pupil families to connect with the school community. These actions are provided schoolwide because attendance monitoring systems, family communication practices, attendance incentives, and enrollment processes operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from early identification and consistent intervention, these systems must function across the entire school community.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Student survey data and California Dashboard results indicate persistent needs related to school safety perceptions and chronic absenteeism for English Learners and Socioeconomically Disadvantaged students. Local Aspire Student Survey data shows that only 64% of students responded favorably regarding school safety in 2025-26, indicating that a significant portion of students, including unduplicated pupils, do not consistently feel	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, ensuring all staff consistently apply safety protocols and students have access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments, directly addressing the student and family safety perception needs identified in survey data. Substitute coverage through Scoot ensures classrooms and office functions remain	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	safe at school. Chronic absenteeism remains elevated for English Learners at 22.3% and Socioeconomically Disadvantaged students at 29.3% in 2024-25, with Socioeconomically Disadvantaged students showing an increase from 26.2% in 2023-24. **Scope:** LEA-wide	consistently staffed, reducing instructional disruptions that disproportionately impact unduplicated pupils who rely on consistent access to grade-level instruction. The standardized classroom checklist ensures all learning spaces consistently include key instructional and safety resources across every classroom, providing English Learners and Socioeconomically Disadvantaged students with equitable access to supportive learning environments regardless of which classroom they are assigned to. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and classroom standards operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	23.15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	13.08

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,759,440	1,702,425	35.769%	0.000%	35.769%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,902,512.00	$1,801,404.00	$0.00	$280,038.00	$5,983,954.00	$5,388,768.00	$595,186.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$238,772.00	$238,772.00				$238,772.00	
1	1.2	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$946,578.00	$119,001.00	$1,065,579.00				$1,065,579.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,170,393.00	$0.00	$2,194,238.00	$976,155.00			$3,170,393.00	
1	1.4	MLL	All English Learners	No			All Schools	Ongoing	$0.00	$20,140.00				$20,140.00	$20,140.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$718,917.00	$151,493.00		$759,469.00		$110,941.00	$870,410.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$148,957.00	$0.00				$148,957.00	$148,957.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$289,054.00	$0.00	$289,054.00				$289,054.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Ongoing	$114,869.00	$0.00	$114,869.00				$114,869.00	

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										
2	**2.6**	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.4**	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.1**	ELA	All	No			All Schools	2026-27	$0.00	$32,890.00		$32,890.00			$32,890.00	
4	**4.2**	Math	All	No			All Schools	2026-27	$0.00	$32,890.00		$32,890.00			$32,890.00	

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
4,759,440	1,702,425	35.769%	0.000%	35.769%	$1,708,274.00	0.000%	35.892 %	**Total:**	$1,708,274.00
								LEA-wide Total:	$1,708,274.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$238,772.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,065,579.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$289,054.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$114,869.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,796,951.00	$5,632,155.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$366,979.00	416,636
1	**1.2**	Instruction	Yes	$877,777.00	884,877
1	**1.3**	Academic Program (Master Scheduling)	No	$2,862,964.00	2,788,106
1	**1.4**	MLL	No	$25,399.00	20,140
1	**1.5**	SPED	No	$946,696.00	872,913
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$194,727.00	182,456
2	**2.1**	Attendance and Enrollment	Yes	$360,546.00	322,450
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	School Climate	No	$0.00	$0.00
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$129,165.00	111,879
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	ELA	No	$16,349.00	$16,349.00
4	**4.2**	Math	No	$16,349.00	$16,349.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,561,453	$1,734,467.00	$1,735,842.00	($1,375.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$366,979.00	416,636		
1	1.2	Instruction	Yes	$877,777.00	884,877		
2	2.1	Attendance and Enrollment	Yes	$360,546.00	322,450		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$129,165.00	111,879		

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)
4,545,189	1,561,453	0	34.354%	$1,735,842.00	0.000%	38.191%	$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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