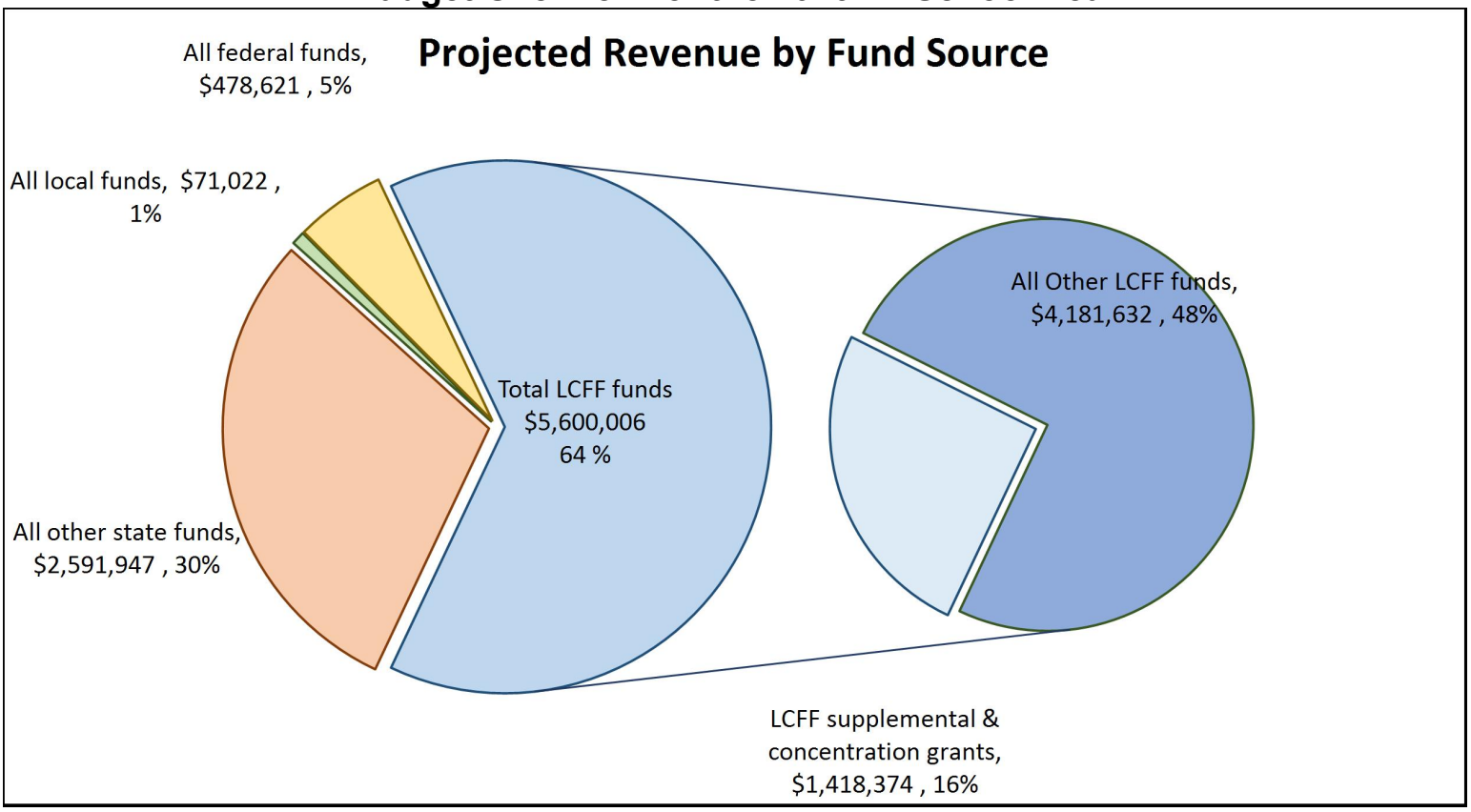
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Monarch Academy
CDS Code: 01-61259-6117568
School Year: 2026-27
LEA contact information:
Heather Hasan
Principal
AspireMON@aspirepublicschools.org
510-775-3203

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

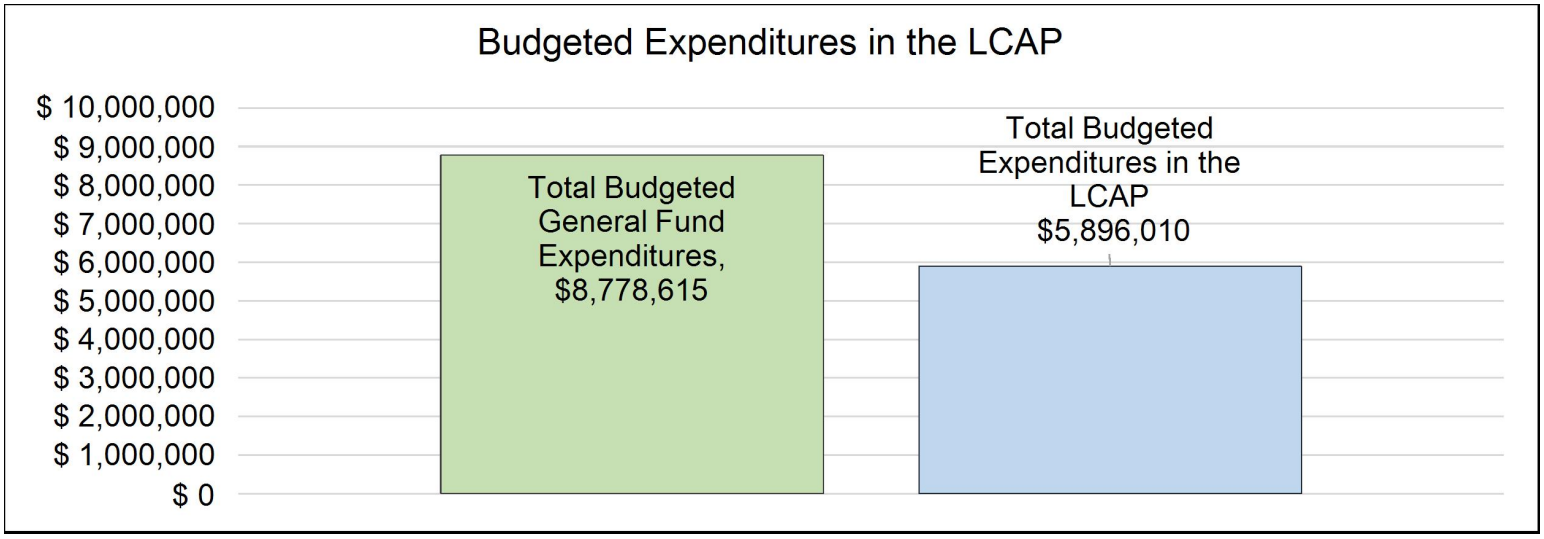


This chart shows the total general purpose revenue Aspire Monarch Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Monarch Academy is $8,741,596, of which $5,600,006 is Local Control Funding Formula (LCFF), $2,591,947 is other state funds, $71,022 is local funds, and $478,621 is federal funds. Of the $5,600,006 in LCFF Funds, $1,418,374 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 Monarch Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Monarch Academy plans to spend $8,778,615 for the 2026-27 school year. Of that amount, $5,896,010 is tied to actions/services in the LCAP and $2,882,605 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

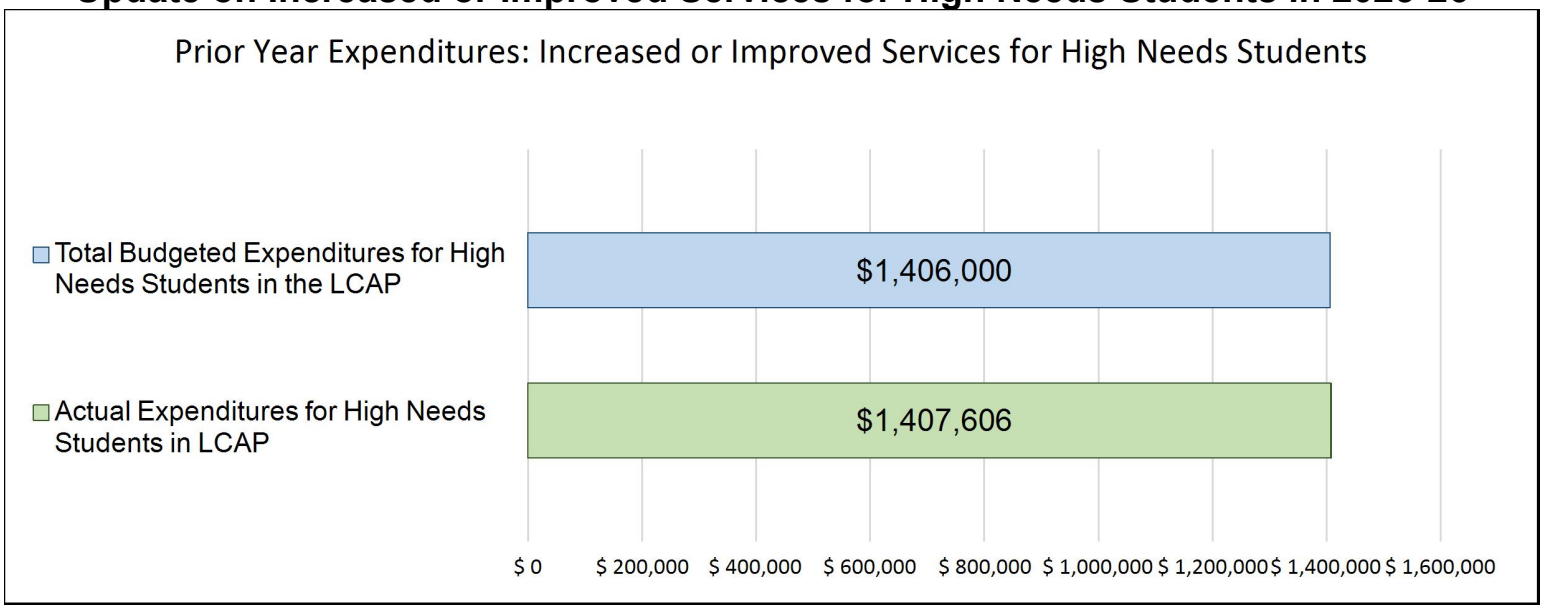
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Monarch Academy is projecting it will receive $1,418,374 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Monarch Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Monarch Academy plans to spend $1,470,000 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 Monarch Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Monarch Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire Monarch Academy's LCAP budgeted $1,406,000 for planned actions to increase or improve services for high needs students. Aspire Monarch Academy actually spent $1,407,606 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 Monarch Academy	Heather Hasan Principal	AspireMON@aspirepublicschools.org 510-775-3203

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 Monarch Academy is a charter school located in East Oakland, serving 374 students, operating under the Oakland Unified School District. The school has a diverse student population, with 86.4% of students qualifying for free and reduced lunch. Additionally, 60.4% of students are identified as English learners, making up a significant portion of the school's demographic. At Aspire Monarch Academy, there is a strong belief that all students can learn. The school is committed to fostering a positive, inclusive environment where every student is given the opportunity to succeed. The school places a high value on coaching and developing all educators to ensure they are equipped to meet the diverse needs of their students. Additionally, Aspire Monarch Academy works to ensure that all students and families feel welcomed and included in the school community. With a high percentage of English learners, the school is dedicated to supporting language development and providing resources for students to thrive. By continuing to focus on building a supportive, inclusive environment and developing its educators, Aspire Monarch Academy strives to empower all students to reach their full potential.

Reflections: Annual Performance

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

Based on our review of the California School Dashboard and our local data, Aspire Monarch Academy has experienced both clear successes and ongoing challenges in our overall performance. This reflection has directly informed our LCAP planning so we can more effectively respond to student needs.

One area of success is our reduction in chronic absenteeism, which decreased from 27.3% to 25.2%. This improvement reflects the focused efforts of our attendance team, including consistent monitoring, intentional incentives and celebrations, and targeted interventions for students on the cusp. We also saw a decrease in our suspension rate, from 1.2% to 0.5%. The student groups who benefited most from this progress were our English learners, students identifying as Hispanic, and students with disabilities.

At the same time, English Language Arts (ELA) and Mathematics remain areas of growth. In both subjects, we reduced our distance from standard on the SBAC by 10 points or more (13.5 points in ELA and 10.5 points in math). Despite this progress, our English learners and students with disabilities continue to experience the greatest challenges, with higher distances from standard in both areas. We remain committed to strengthening instruction around grade-level standards and ensuring all students have access to rigorous and engaging learning experiences.

With 60.4% of our students identified as English Learners, targeted support is essential. We are implementing focused interventions for English learners and have continued our partnership with an external organization to build teacher capacity around effective EL strategies. Additionally, we have expanded structures for collaboration between general education teachers and education specialists to better meet the needs of students with disabilities, as 17.6% of the students we serve in this group. These efforts are helping to equip our staff with the tools needed to improve academic outcomes for all students.

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Teammate Surveys (conducted in fall and spring) weekly Lead Team Meetings. 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 Principal and Supporting Administrators participated in weekly Lead Team Meetings, weekly Admin Team Meeting, daily Admin Huddle, weekly Professional Development and 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	All school personnel, including classified staff, participated in weekly professional development sessions, regular 1:1s with admin, and bi-annual teammate surveys to provide input on school operations, student services, and professional growth needs. Additionally, staff engaged in regional professional development sessions twice a year, ensuring alignment with best practices across the network. These engagement efforts were critical in shaping Monarch's approach to inclusive school culture, operational efficiency, and equitable access to support services.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, and Coffee with Administration. These sessions captured parent feedback

Educational Partner(s)	Process for Engagement
	on barriers to 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.
SELPA (Special Education)	Special education teammates were engaged through weekly special education department meetings. In addition, there is a SpEd representative on our lead team who provided insight and input throughout the year in bi-weekly lead team meetings.

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

Input from families, staff, and other educational partners played an important role in shaping revisions to the LCAP and identifying areas where additional support and resources were needed. Through meetings, surveys, and ongoing conversations, stakeholders consistently emphasized the importance of improving student attendance and strengthening family understanding of how regular school attendance impacts student achievement and long-term success. In response, the LCAP was updated to include more intentional family outreach around attendance awareness, along with funding for incentives and raffles designed to encourage and celebrate positive attendance habits among students and families.

Families also expressed interest in receiving more tools and strategies to support learning at home, particularly in literacy development. As a result, the plan includes expanded literacy workshops and family learning opportunities focused on helping parents support students' reading and writing skills outside of the classroom. Stakeholders additionally shared concerns about communication gaps and the limited effectiveness of relying solely on the PowerSchool portal. This feedback led to a stronger emphasis on using multiple methods of communication, including flyers, reminders, and personal outreach, to ensure families receive timely and accessible information.

Educational partners further highlighted the need for continued academic and instructional support for specific student groups. To better serve students with disabilities, the LCAP includes additional staffing and resources to strengthen support for students with IEPs, along with systems to ensure the scheduling of IEPs maximizes effciency of instructional time. Feedback also reinforced the importance of maintaining targeted services for Multilingual Learners (MLLs), including intervention support and ongoing progress monitoring to track student growth and language development. Collectively, this feedback guided meaningful adjustments to the LCAP and helped ensure that planned actions and resources more closely align with the needs of students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	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 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.

To advance teacher instructional quality and student academic performance across our educational community, emphasizing the integration of culturally responsive pedagogy and practice and research-based strategic instructional teaching and data analysis practices. This instructional priority will lead to culturally responsive classrooms and educators equipped with the skills to facilitate learning and foster a community of independent student learners. We will see increases in student academic proficiency levels and growth rate as measured by mclass, iReady and SBAC.

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: -67.7 African American/Black: Data not displayed for privacy English Learners: -82.4	2023-2024 SBAC ELA DFS All Students: -66 English Learner: -79.1	2024-2025 SBAC ELA DFS All Students: -52.5 English Learner: -69.1	2025-2026 SBAC ELA DFS All: -55.70 African American/Black: Data not displayed for privacy	All Students: Increased 15.2 English Learner: Increased 13.3 Hispanic: Increased 14.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -64.1 Hispanic/Latinx: -67.5 Students with Disabilities: -127.8	Socioeconomically Disadvantaged: -66.2 Hispanic: -67.5 Students with Disabilities: -113.4	English Learners Only: -108 English Only: 5.4 Hispanic: -52.7 Recently Reclassified Fluent-English Proficient Only: 10.5 Socioeconomically Disadvantaged: -58.4 Students with Disabilities: -91.2	English Learners: -70.40 Socioeconomically disadvantaged: -52.10 Hispanic/Latinx: -55.50 Students with Disabilities: -115.80	Socioeconomically Disadvantaged: Increased 5.7 Students with Disabilities: Increased 36.6
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -67.1 African American/Black: Data not displayed for privacy English Learners: -71.4 Socioeconomically disadvantaged: -65.9 Hispanic/Latinx: -66.9 Students with Disabilities: -145.6	2023-2024 SBAC MATH DFS All Students: -74.9 English Learner: -86.4 Socioeconomically Disadvantaged: -78.4 Hispanic: -75.2 Students with Disabilities: -133.1	2024-2025 SBAC MATH DFS All Students: -64.4 English Learner: -77.8 English Learners Only: -103.2 English Only: -24.8 Hispanic: -64.3 Recently Reclassified Fluent-English Proficient Only: -26.5 Socioeconomically Disadvantaged: -70.6 Students with Disabilities: -97.7	2025-2026 SBAC Math DFS All: -55.10 African American/Black: Data not displayed for privacy English Learners: -59.40 Socioeconomically disadvantaged: -53.90 Hispanic/Latinx: -54.90 Students with Disabilities: -133.60	All Students: Increased 2.7 English Learner: Decreased 6.4 Hispanic: Increased 2.6 Socioeconomically Disadvantaged: Decreased 4.7 Students with Disabilities: Increased 47.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 7.94% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 22.4 points below Hispanic: 22.3 points below Students with Disabilities: 37.1 points below English Learner: 23.9 points below Socioeconomically Disadvantaged: 21.6 points below 13.85% Met or Exceeded	2024-25 Science Points (SPs) All Students: 48.3 science points English Learner: 45.3 science points English Learners Only: 34 science points Hispanic: 47.7 science points Recently Reclassified Fluent-English Proficient Only: 55.1 science points Socioeconomically Disadvantaged: 46.9 science points Students with Disabilities: 30.9 science points 23.72% Met or Exceeded	2025-2026 Science Test 12.94% Met or Exceeded	Increased 15.78%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 40.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 33.1% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 44% of ELs making progress towards English language proficiency	2025-2026 ELPI 46% of ELs making progress towards English language proficiency	Increased 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL: Not significant number of LTELs		
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 14.4%	2023-2024 RFEP Rate: 8.86%	204-25 RFEP Rate: 3.04%	2025-2026 RFEP Rate 15% or above	Decreased 11.36%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	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	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4	2026-2027 Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 52% Grade 3: 40% Grade 4: 53% Grade 5: 63% iReady Math	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 44% Grade 3: 34% Grade 4: 48% Grade 5: 51%	SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 60% Grade 3: 58% Grade 4: 71% Grade 5: 51% SY 2025-26 (iReady Math)	2026-2027 iReady Reading % of students that met annual typical growth All Students: 67% Grade 3: 55% Grade 4: 68% Grade 5: 78% iReady Math	Other academic outcomes (iReady Reading) All Students: Increased 20% Grade 3: Increased 24% Grade 4: Increased 41% Grade 5: Decreased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students that met annual typical growth All Students: 31% Grade K: 10% Grade 1: 40% Grade 2: 37% Grade 3: 31% Grade 4: 35% Grade 5: 32%	SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 29% Grade K: 29% Grade 1: 39% Grade 2: 45% Grade 3: 23% Grade 4: 17% Grade 5: 24%	% of students that met annual typical growth All Students: 45% Grade K: 30% Grade 1: 47% Grade 2: 53% Grade 3: 58% Grade 4: 41% Grade 5: 40%	% of students that met annual typical growth All Students: 46% Grade K: 25% Grade 1: 55% Grade 2: 52% Grade 3: 46% Grade 4: 50% Grade 5: 47%	Other academic outcomes (iReady Math) All Students: Increased 21% Grade K: Increased 16% Grade 1: Increased 27% Grade 2: Increased 18% Grade 3: Increased 41% Grade 4: Increased 18% Grade 5: Increased 7%
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	2024-25	2025-26 24.00% at or above benchmark	2026-2027	Decreased 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		34% at & above benchmark	33.00% at or above benchmark		44% at & above benchmark	

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, implementation of the LCAP actions during the year was successful and reflected a balance of accomplishments and areas for continued growth. Across multiple actions, the school was able to establish and maintain key systems and supports for students while also identifying challenges that impacted full implementation.

The grade-level curriculum action (1.1) was fully implemented, and staff successfully utilized the adopted curriculum across classrooms. While implementation was strong, there remains a continued need for ongoing professional development to strengthen instructional practices and ensure consistent, high-quality delivery of the curriculum.

Instructional coaching and support systems outlined in Action 1.2 were implemented; however, mid-year staffing reductions created challenges in maintaining consistent coaching cycles and regular use of the ASLF within coaching practices. Although instructional support continued throughout the year, staffing changes impacted the consistency and frequency of coaching sessions.

Implementation of the master scheduling action (1.3) was successful. The school ensured that all required instructional minutes were accounted for during the school day, and the afterschool program remained accessible and available to all students, supporting both academic and enrichment opportunities.

Assessment systems and data analysis practices under Action 1.4 experienced both successes and challenges. The school successfully used assessment data to tier students and identify targeted supports aligned to student needs. At the same time, challenges emerged in building administrative guidance and leadership capacity among lead teachers to consistently facilitate and maintain strong systems for data talks and instructional planning.

The Black Excellence action (1.5) was partially implemented. Staff continued efforts to provide culturally relevant instruction and create inclusive classroom experiences for students. However, the school faced challenges in establishing and sustaining both the Black Student Union (BSU) and the Black Family Advisory Committee due to limited staff capacity during the school year.

Action 1.6 related to English Learners was also partially implemented. Successes included ensuring that teachers received training in designated ELD instruction and developed stronger awareness of their English Learner students and English Learner indicators. The school also successfully provided targeted language intervention support for students identified as newcomers. A challenge in this area involved

maintaining consistent records and progress-monitoring systems for English Learner students, which impacted the school's ability to track growth consistently throughout the year.

Implementation of the Special Education actions (1.7) also reflected a combination of successes and challenges. The school successfully structured consistent collaboration time between General Education and Special Education staff to support student learning and alignment of services. However, the effectiveness of implementation was impacted by limited staffing stability within the Special Populations Dean role, which was only filled for part of the school year. This affected the overall coordination of the Special Education team, collaboration around student goals, and the scheduling of IEP meetings, which at times required teachers to be pulled from instructional time.

The final Title I action was fully implemented, and the school maintained the required supports and services aligned to Title I program expectations.

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.

1.7 SPED expenditures were greater than budgeted due to increased caseload during the school year

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

The actions and services outlined in the LCAP led to varying levels of success across goal areas, with several actions showing meaningful progress while others highlighted ongoing challenges and areas needing additional support:
1.1 Grade-Level Curriculum: The use of the adopted grade-level curriculum supported consistency in classroom instruction and ensured all students had access to standards-aligned materials. This resulted in an 8% increase in students meeting the standard. Continued professional development is still needed to strengthen implementation practices and instructional rigor across classrooms.

1.2 Instruction: Instructional coaching and support systems helped strengthen classroom practices and teacher development. Professional development for math showed gains in student outcomes on the SBAC in math with a double digit decrease in distance from standard (from -77 to -64)

1.3 Master Scheduling: The master schedule successfully ensured that all instructional minutes were protected during the school day, and the afterschool program remained accessible to all students. These systems helped maintain continuity of instruction and student support opportunities. We saw gains in our student outcomes on SBAC with double digit decrease in DFS for both math and ELA.

1.4 Assessment: Assessment systems supported staff in identifying student needs and grouping students for targeted interventions aligned to data. However, challenges with leadership capacity and maintaining consistent systems for data talks impacted the effectiveness and consistency of instructional planning conversations. This is seen in the outcomes for our subgroups of students who are MLLs. They showed single digit decrease in DFS on Math SBAC (9.9 point decrease in comparison to 13.6 point decrease for students who are not MLLs)

1.5 Black Excellence: Staff continued efforts to provide culturally relevant instruction and foster inclusive classroom environments. However, limited staff capacity made it difficult to establish and sustain the Black Student Union (BSU) and Black Family Advisory Committee, which limited touchpoints and input from our black students and families.

1.6 English Learners: Teachers received training in Designated ELD and increased awareness of English Learner indicators and student needs. Newcomer students also received targeted language intervention support. This resulted in significant growth for our MLLs on the Math SBAC as they showed more growth than students not designated as MLLs (4.9% inclrease in % met/exceeding, in comparison to a decrease in met/exceeding for students who are not MLL) A continued area of growth for these students is in ELA as there remains a 33% difference in % of students meeting or exceeding in comparison to their non MLL peers.

1.7 SPED: Dedicated collaboration time between General Education and Special Education staff supported alignment around student needs and services. This resulted in this sub group decreasing the DFS by 37 points, while students who are not SpEd decreased by 7.7 points.

1.8 Title I: Title I actions contributed to academic and student support services throughout the year. Preliminary progress monitoring showed small gains in targeted student outcomes, though further data is needed to determine long-term effectiveness.

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.

Data from the California Dashboard, SBAC results, local assessments, and progress monitoring helped identify which actions were effective and where additional support or adjustments were needed. Positive growth in overall student achievement, Math outcomes, and subgroup performance for English Learners and Students with Disabilities showed that many of the instructional supports, collaboration structures, and intervention systems were effective and should continue. At the same time, data also highlighted ongoing achievement gaps in ELA for Multilingual Learners and inconsistencies in systems such as progress monitoring, and data analysis.

Based on these results, the school will refine and simplify actions moving forward by focusing on maintaining successful systems while strengthening areas that need additional support. Strategies moving forward include continued professional development for curriculum implementation and culturally responsive teaching, stronger consistency in instructional planning and data analysis systems, expanded language intervention support for newcomer students, continued collaboration between General Education and Special Education staff, and increased focus on literacy intervention and family engagement. Monarch will also continue reviewing systems and supports to ensure actions remain aligned to student needs and outcome data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Maintain all curriculum materials for instruction Provide chromebooks so that all students have devices (1:1) and access to on-line grade level practice experiences during instructional time. Continue to provide professional development for curriculum implementation Purchase personalized instruction curriculum Continue to provide grade level and content planning time for lesson planning, unit development and data analysis Ensure compliance with the Williams Act requirements for textbooks and curriculum. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with Disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$45,000.00	Yes
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Align the school's instructional practices with Regional Priorities centering the Instructional Core while integrating culturally responsive pedagogy and practices into instructional routines and supplementing materials to ensure that the students served and their experience are represented. Develop tiered academic support focuses on building out our schoolwide MTSS structures and frameworks to support General Education, Multilingual Learners and Special Education students. Use Regional curriculum tools and resources to plan instruction Build capacity of stakeholders by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education	$810,000.00	Yes
1.3	Instruction (Master Scheduling)	Maintain class schedules that provide students with the appropriate instructional minutes and equitable access to all core subjects and opportunities for enrichment/arts, P.E, and SEL	$2,398,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and ensure that time is built into the school day to provide equitable access to intervention support Continue to provide an After-school Program, that is available to all students, with opportunities for homework support, academic support, and enrichment activities. Continue to provide extended day programs for an additional 30 days beyond the calendar year		
1.4	Instruction (Assessment)	Build capacity of teachers to develop/use common formative assessments (including focused IABs and SBAC released test questions) aligned to their scope and sequence Provide protected time for data discussions in the school schedule and ensure this structure is followed consistently. Continue practice of tiering of students aligned to data to leverage specific support to help students with the mastery of standards; analysis of proficiency and growth rates.		No
1.5	Black Excellence	Periodically review the school environment, including available books and materials, to ensure that the students served and their experience is represented. Continue to teach Black History beyond the surface approach throughout the academic year. Start a Black Student Union (BSU) Develop and support a Black Family Advisory Council to get input on our school community		No
1.6	English Learners	Ensure instructional staff to know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL) Ensure all MLL students receive designated EL instruction without losing access to core content Continue to provide access to Professional Learning to improve Designated and Integrated MLL instruction	$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop systematic opportunities for observation and feedback of PD-implemented instructional strategies Continue to ensure newly enrolled English Learners are identified and placed into Designated ELD with 30 days of enrollment. Meet or exceed 95% completion on the Summative ELPAC Provide all state required communication to families and keep a copy of each communication in each student's cume file Ensure all student records are up-to-date in both PowerSchool and students' cume file Ensure students are evaluated bi-annually for redesignation and monitored once they reach RFEP Host RFEP celebrations Continue to emphasize tier 2 and tier 3 vocabulary and morphology instruction across the grade levels.		
1.7	SPED	Continue to provide shared planning time with classroom teachers (SpEd and Gen Ed) Maintain planning and reflection time for Ed. Specialists and instructional assistants to coordinate instructional support. Establish standing days/times to schedule IEPs to improve the efficient use of instructional time. Provide time in SpEd team meetings to review the inclusion program, identify successes, and identify problems or threats Provide regular time to review IEP goals and progress with General Education teachers	$1,471,500.00	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: Librarian Reading interventionist 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	$170,000.00	No

Action #	Title	Description	Total Funds	Contributing
		we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal on the development of adult learners will lead to the attraction and retention of teammates. We will see growth in positive responses to our Teammate Survey questions on Coaching, Feedback & Development. Additionally, weekly or biweekly observation and feedback coaching cycles for all teachers and ed specialists will lead to growth in educator instructional practice which will increase student attendance and academic performance outcomes. To assemble and sustain a team of exceptional educational professionals through strategic initiatives aimed at recruitment, development and retention. We will focus on enhancing our team's development by implementing structured models and systems that provide continuous professional growth opportunities. This will include individualized coaching, team coaching, and the formation of vibrant Communities of Practice (CoPs), which will foster a culture of lifelong learning and collaborative innovation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 84% fully credentialed	2022-23 78.57% Fully Credentialed	2023-24 79.31% Fully Credentialed	100% fully credentialed	Decreased 4.69%
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Decreased 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 77% responded favorably Belonging: 76% responded favorably Well-being: 63% responded favorably Staff-Leadership Relationships: 78% responded favorably Cultural Awareness and Action: 62% responded favorably	School Climate: 66% responded favorably Belonging: 71% responded favorably Well-being: 62% responded favorably Staff-Leadership Relationships: 76% responded favorably Cultural Awareness and Action: 59% responded favorably	School Climate: 53% responded favorably Belonging: 58% responded favorably Well-being: 50% responded favorably Staff-Leadership Relationships: 44% responded favorably Cultural Awareness and Action: 48% responded favorably	School Climate: 97% responded favorably Belonging: 96% responded favorably Well-being: 83% responded favorably Staff-Leadership Relationships: 98% responded favorably Cultural Awareness and Action: 82% responded favorably	Belonging: Decreased 18% Well-being: Decreased 13% Staff-Leadership Rel: Decreased 34% Cultural Awareness: Decreased 14%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 97.9% Retention	Retention Rate 81.20%	Retention Rate 93.00%	2026-2027 to 2027-2028 Retention Maintain 90% Retention	Decreased 4.9%

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.

2.1 For this goal we were able to partially implement our actions for coaching. Teachers had differentiated coaching that targeted their needs and goals with alignment to our ASLF. We used Teachboost to support our PLP plans and did not use it regularly for coaching. Our Admin team did not get to set goals with TLF and our walkthroughs happened, though consistency dipped in the second half of the year when we faced staffing shortages.
2.2 We held PDs through the year for teacher development though our regional priorities shifted from the interdisciplinary unit focus, so this was halted mid-year.
2.3 We were able to take a lot of our actions into implementation for teacher retention. Eliciting feedback through our bi-annual attuned survey, weekly staff surveys, Principal held listening meetings, and a schedule that ensured collaboration time was built into the day. Other staff culture activities include weekly Friday breakfasts, staff events after school, and life milestone celebrations (bridal showers, baby showers, etc) which contributed to a more positive staff culture.
2.5 Actions for pipeline development were fully implemented. Most teammates participated in 2 PLPs throughout the year, with goals being adjusted and revised based on data and the ASLF. We had teacher residents along with teammates who participated in the RIVET program to earn their BA and further set themselves up to reach their career goals. Some challenges came with alignment on the PLP process for all teammates and the follow through with revised goals being the central focus of coaching conversations.
2.6 Actions for teacher credentialing were fully implemented. We were able to increase the number of credentialed teachers. This was a successful improvement.

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.

or Action 2.1, the coaching framework was moderately effective in supporting the development of teacher capacity. Differentiated coaching and ongoing instructional support contributed to growth in teacher practice and stronger alignment to instructional expectations. While implementation challenges, including staffing shortages and inconsistent follow-through in some systems, impacted the overall consistency of the work, coaching structures still provided meaningful support for teachers throughout the year. Overall, the progress seen in instructional practice suggests positive momentum toward improved student outcomes, with continued refinement and consistency needed to maximize long-term impact.
For Action 2.2, the professional development opportunities provided throughout the year were effective in supporting teacher growth and strengthening instructional practices. The PDs helped build teacher capacity through ongoing learning aligned to instructional priorities and student needs. While shifts in regional priorities limited the continuation of the interdisciplinary unit focus mid-year, the professional learning

that was implemented still contributed to more intentional and responsive instruction. Continued consistency and sustained focus in future implementation will help deepen the overall impact across classrooms.
For Action 2.3, the implementation of staff retention and culture-building strategies was effective in fostering a positive and supportive work environment. Evidence of this effectiveness is reflected in the school's high staff retention rate throughout the year, as well as consistent staff engagement through surveys, listening sessions, and collaborative structures built into the schedule. Opportunities for staff voice and feedback helped strengthen communication and trust within the school community, while intentional culture-building activities and celebrations contributed to strong staff morale and a greater sense of belonging. Collectively, these efforts supported a collaborative culture that encouraged staff investment and retention.
For Action 2.5, the implementation of pipeline development initiatives was effective in supporting staff growth and creating opportunities for long-term career advancement. The use of Professional Learning Plans (PLPs), along with participation in programs such as RIVET and teacher residency pathways, contributed to building internal capacity and strengthening the educator pipeline. Evidence of effectiveness includes two teammates successfully earning their bachelor's degrees through the RIVET program and the hiring of two teacher residents for the upcoming school year. While there were some challenges with consistent alignment and follow-through within the PLP process, the overall implementation created meaningful opportunities for professional growth and leadership development among staff.
For Action 2.6, the implementation of teacher credentialing efforts was effective in strengthening overall staff qualifications and building instructional capacity across the school. The increase in the number of credentialed teachers reflects meaningful progress toward ensuring students have access to highly qualified educators. This improvement also demonstrates a commitment to professional growth and long-term investment in staff development. Overall, the successful implementation of these actions contributed positively to the stability and effectiveness of the instructional program.

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.

While no major changes to our actions are anticipated, we will refine our systems for strategic planning to ensure greater consistency in maintaining coaching and professional development structures throughout the year. This includes strengthening the implementation of coaching cycles, instructional walkthroughs, and a clear professional development scope and sequence centered on the instructional core. Although unforeseen circumstances created challenges that impacted consistency this year, these experiences provided valuable insight into areas for growth. Moving forward, we aim to apply these lessons learned to plan more proactively and establish sustainable systems that can be maintained effectively across the full school year.

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	Coaching	Implement a school site differentiated coaching model to ensure that teachers are receiving coaching & feedback cadence according to teacher need and goals	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF) Implement Teachboost to progress monitor frequency of coaching and coaching points Teachers create goals using the Aspire Student Learning Framework (ASLF) and have mid-year and end of year debriefs to monitor growth Admin team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year debriefs Implement consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends and inform staff professional development Share coaching and walkthrough trends in the weekly Staff Newsletter (The Chrysalis)		
2.2	Professional Development	Develop and implement a schoolwide system of lesson internalization, planning, assessment, and reflection particularly for Math and ELA. Lead staff professional development for all around both instructional priorities and socio emotional learning Build leadership capacity to understand and support strong, evidence-based Tier 1 instructional Practices. This includes professional learning, observations and feedback support, coaching and peer collaboration in Alignment with the ASLF Lead staff professional development on the Aspire Student Learning Framework (ASLF) so that teachers and coaches are aligned on framework for rigorous instruction Participate in Regional professional learning opportunities Facilitate professional development around regional priorities through a lens of Culturally Responsive Teaching Practices	$0.00	Yes
2.3	Teammate Retention	Continue to provide opportunities for regular staff input around school culture and climate Weekly staff survey to monitor staff culture/climate Provide opportunities for staff to reflect together, celebrate successes, and collaborate around areas of improvement Open office hours with admin team Listening Meetings with staff	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Share teammate survey results & leadership next steps after each survey administration Adjust master schedule to ensure adequate teacher collaboration and planning time Provide targeted support, professional learning, and coaching for new staff members		
2.4	Affinity Groups	Support staff to participate in a Leadership for Equity cohort.	$0.00	No
2.5	Pipeline Development	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.) Encourage teachers to serve as Mentors for the Alder Residency program. Encourage classified staff and engaged parent volunteers without Bachelor's degrees to participate in the Rivet program.	$0.00	No
2.6	Teacher Credentialing	In accordance with Williams Act requirements regarding teacher credentialing: The school will improve and clear teacher credentialing misalignments, and ensure individuals with emergency or intern credentials are working towards a permanent credential. Monitor and support teachers who are working to obtain or clear teaching credentials to ensure that they are on track for completion within their individual timeframes.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To elevate and personalize student learning experiences for all subgroups across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies and interventions. This goal on school culture and climate emphasizes the use of data to develop differentiated systems of support that will lead to improved student engagement and chronic absenteeism rates, and lower suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 35.30% African American/Black: No Data Displayed Hispanic/Latinx: 33.20%	2023-2024 Chronic Absenteeism Rate All Students: 27.30%	2024-2025 Chronic Absenteeism Rate All Students: 25.20%	2025-2026 Chronic Absenteeism Rate All: 26.30% African American/Black: No Data Displayed	All Students: Decreased 10.1% Hispanic: Decreased 9.5% English Learners: Decreased 17.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 38.80% Socioeconomically disadvantaged: 38.10% Students with Disabilities: 50.80%	English Learner: 27.40% Homeless Youth: 29.40% Socioeconomically Disadvantaged: 28.50% Black/African American: 46.70% Hispanic: 25.80% Students with Disabilities: 37.30%	Black/African American: 42.90% English Learner: 21.40% Hispanic: 23.70% Homeless Youth: 38.50% Socioeconomically Disadvantaged: 25.70% Students with Disabilities: 25.00%	Hispanic/Latinx: 24.20% English Learners: 29.80% Socioeconomically disadvantaged: 29.10% Students with Disabilities: 41.80%	Socioeconomically Disadvantaged: Decreased 12.4% Students with Disabilities: Decreased 25.8%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.2% African American/Black: 0% Hispanic/Latinx: 0.3% English Learners: 0.4% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 1.20% Black/African American: 0.00% Hispanic: 1.20% Students with Disabilities: 3.90% English Learner: 1.00% Homeless Youth: 0.00% Socioeconomically Disadvantaged: 1.40%	2024-2025 Suspension Rate All Students: 0.50% Black/African American: 13.30% English Learner: 0.00% Hispanic: 0.00% Homeless Youth: 0.00% Socioeconomically Disadvantaged: 0.60% Students with Disabilities: 1.10%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 0.3% Hispanic: Decreased 0.3% English Learners: Decreased 0.4% Socioeconomically Disadvantaged: Increased 0.3% Students with Disabilities: Increased 1.1%
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 92.66%	2024-2025 P2 Attendance Rate 92.32%	2025-26 P2 Attendance Rate 92.10%	2026-2027 Attendance Rate 95.66%	Decreased 0.56%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate	2023-2024 Pupil Expulsion Rate	2024-2025 Pupil Expulsion Rate	2025-2026 Pupil Expulsion Rate	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0%	0 %	0 %	0%	
3.5	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)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey) Quintile Placement	2023-2024 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 4th Quintile School Climate: 2nd Quintile School Safety: 1st Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 3rd Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2025-26 Aspire Student Survey Teacher Student Relationships: 3rd Quintile Sense of Belonging: 3rd Quintile School Climate: 3rd Quintile School Safety: 1st Quintile	2026-2027 Aspire Student Survey Move up 1 quintile or maintain 3rd quintile or above	Teacher-Student Rel: Decreased 1 Sense of Belonging: Decreased 1 School Climate: Increased 1 School Safety: Maintained
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 23% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 26% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 28% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 48% responded favorably	Barriers to Engagement: Increased 3% Family Engagement: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	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: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	Maintained
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 76% responded favorably “The school provides a safe environment for my child.” 76% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)	2024-2025 Aspire Family Survey 86% responded favorably: "The school provides a safe environment for my child." 73% responded favorably: "I feel comfortable discussing my	2025-26 Aspire Family Survey 59% responded favorably: ""The school provides a safe environment for my child."" 54% responded favorably: ""I feel comfortable discussing my	2026-2027 Aspire Family Survey 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	Safe Environment: Decreased 17% Comfort with Staff: Decreased 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff.""	teacher(s) and/or other school staff."	

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.

For Action 3.1, implementation included both successes and areas for growth. We successfully established and maintained SSC and ELAC committee structures, holding four meetings for each committee by the end of the school year despite adjustments to the original timeline. Family surveys administered throughout the year provided valuable stakeholder feedback, though participation declined during the second administration. Additionally, transitions within the administrative team created challenges in sustaining regular principal and administrator engagement opportunities with families. Overall, the year highlighted the importance of strong systems for family partnership and communication and provided valuable insight that will support more consistent engagement efforts moving forward.

Action 3.2 included both successes and challenges in implementation throughout the year as well. The school was successful in maintaining school-wide incentive programs, which were positively received by students and families. An attendance team was established to support attendance monitoring and intervention efforts; however, the consistency of meetings and follow-through fluctuated at times due to competing priorities and reduced administrative staffing capacity during the year. These staffing challenges also impacted the consistency of attendance data analysis and outreach efforts related to chronic absenteeism. Despite these barriers, the school effectively leveraged Student-Led Conferences (SLCs) as an opportunity to conduct SART meetings and engage families in conversations around attendance and student success, which was a notable strength in the implementation process.

For Action 3.3, Implementation of the SEL plan was largely successful throughout the year. The school was able to provide SEL curriculum access across classrooms to support the development of students' social-emotional skills and overall well-being. In addition, targeted SEL groups facilitated by Mental Health Therapists (MHTs) and other staff provided students with additional support in building friendship skills, strengthening peer relationships, and developing positive social interactions. The school also maintained its student leadership group, which created opportunities for student voice in school decision-making while fostering leadership development among students. One challenge in implementation was maintaining consistent whole-staff data analysis processes to monitor SEL trends and inform ongoing adjustments to supports and interventions.

Implementation of the MTSS action plan (3.4) remained strong throughout the year, with consistent systems in place to ensure students received appropriate academic and behavioral supports. The school maintained clear MTSS structures and followed established processes for addressing student concerns, including consults, SSTs, and referrals for evaluation when needed. Support from regional teammates also helped sustain intervention systems and data tracking practices, contributing to more organized and responsive student support structures.

One area of challenge was maintaining staff professional development related to MTSS practices throughout the year, as these trainings were primarily frontloaded during the launch of the school year and were not consistently revisited over time.
Implementation for action 3.5 included both strong outreach efforts and some operational challenges throughout the year. The enrollment team was consolidated with the attendance team, which created some inconsistencies in meeting structures and follow-through due to competing priorities. Despite this, the school maintained extensive community outreach efforts, including attending community events, canvassing neighborhoods, partnering with preschools and community organizations, hosting open houses and information sessions, and maintaining an open-door policy for prospective families. The school also continued accepting and onboarding new families throughout the year to support enrollment growth.
For Action 3.6, all planned actions were implemented successfully and with fidelity to the intended plan. The school was able to consistently carry out each action step throughout the year, demonstrating strong coordination, organization, and follow-through across teams. Overall, implementation remained aligned to the outlined goals with no major deviations from the original plan.

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.

3.3- Due to lower enrollment certain vacant roles were not filled during 25-26 which resulted in lower spending under goal 3.3. In place of the SSM the school hired a PT behavior support assistant and in place of the Dean they utilized their new Special Populations Admin (70% funded by community schools) as well as support from the regional office.

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

For Action 3.1, the implementation of family engagement and stakeholder partnership structures was effective in strengthening communication and increasing family participation throughout the year. Evidence of this effectiveness was seen in the increased turnout at family meetings from the beginning to the end of the year, which was supported by providing virtual attendance options through Zoom. This increased accessibility allowed more families to engage consistently with the school community. In addition, feedback shared by families during meetings was overwhelmingly positive and reflected appreciation for the school's responsiveness, support, and attention to the individual needs of students. The continued engagement of SSC and ELAC committees, along with stakeholder feedback opportunities, contributed to stronger family-school partnerships and a more collaborative school culture overall.
For Action 3.2, the effectiveness of implementation was mixed. School-wide attendance incentive programs and the use of Student-Led Conferences (SLCs) to support SART processes helped maintain ongoing attention to attendance and family engagement around student success. However, reduced administrative capacity and inconsistencies in attendance team structures limited the overall impact of attendance interventions and data monitoring throughout the year. Evidence of these challenges can be seen in the school's chronic absenteeism rate remaining largely stagnant, indicating that while systems for support were in place, greater consistency in implementation and follow-through will be needed to drive stronger improvements in attendance outcomes moving forward.
Our SEL plan for action 3.3 was effective in strengthening student well-being, connectedness, and overall school climate. Evidence of effectiveness included strong student participation and interest in targeted SEL group sessions, demonstrating that students valued the additional support and opportunities to build social skills and peer relationships. In addition, Panorama student survey results showed positive increases across nearly all indicators, reflecting growth in students' sense of belonging, relationships, and overall school experience. The school also saw a reduction in suspensions and improvements in campus safety, further indicating that SEL supports and relationship-centered practices positively impacted student behavior and the overall school environment.

For action 3.4 we saw effectiveness in maintaining strong systems for identifying and supporting students with academic and behavioral needs. Evidence of effectiveness was seen in the referral and evaluation process, as students who were referred for assessment and ultimately qualified for IEPs demonstrated clear and appropriate areas of need, indicating that intervention and referral systems were being used thoughtfully and effectively rather than over-identifying students. The school's structured MTSS processes also supported more consistent intervention planning and data tracking for students requiring additional support. At the same time, the lack of ongoing staff professional development throughout the year created some uncertainty among newer teachers regarding MTSS procedures and referral processes, highlighting a need for more consistent training and calibration moving forward.
Actions for 3.5 were effective in increasing overall student enrollment and strengthening community interest in the school. Evidence of effectiveness included increased enrollment for the current school year, as well as high interest from prospective families that resulted in the addition of a new TK cohort for the upcoming year due to waitlist demand. Ongoing outreach, community partnerships, and accessible opportunities for families to learn about the school contributed positively to enrollment growth and visibility within the community.
For Action 3.6, the implementation of this action was effective in ensuring students had consistent access to high-quality instructional materials, tools, and resources that supported learning across classrooms. In addition, these efforts contributed to maintaining a safe, supportive, and welcoming school environment where students were able to engage meaningfully in their education and overall school experience.

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 the plan will focus on strengthening consistency, accessibility, and sustainability across family engagement, attendance, SEL, and MTSS systems. The school will continue many of the structures and strategies that proved effective this year, including targeted SEL supports, student leadership opportunities, family engagement efforts, and schoolwide communication systems. Outreach and communication with families will be expanded through newsletters, flyers, portal messages, in-person reminders, and continued virtual participation options to increase accessibility and engagement.

In alignment with updated regional structures, the school will refine attendance and MTSS actions to better align with consolidated site-based teams and strengthen consistency in implementation, interventions, and data monitoring. Additional emphasis will be placed on attendance awareness, family incentives, and the intentional use of SART and SARB processes to address chronic absenteeism. To support long-term sustainability, dedicated time for planning, data reflection, adult SEL, and ongoing staff professional development will be embedded into the PD scope and sequence to strengthen staff understanding of SEL and MTSS practices, particularly for newer teachers.

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	Family and Community Engagement & Outreach	Hold regular Principal Chats with families Continue to survey families to include feedback in strategic planning Hold quarterly SSC/ELAC meetings where each meeting includes food, child care, translation, and door prizes for parents and students. Ensure to provide virtual attendance options (join on Zoom). Create Black Family Advisory group for family members of black students to provide input on our school culture and climate Continue to hold family schoolwide events		No
3.2	Attendance	Continue to refine the school plan to improve daily attendance and Chronic Absenteeism and regularly monitor attendance data with especially for subgroups (MLLs, foster youth, and low-income students). Increase family communication when students are absent (including personal communication for every absence) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions, quarterly celebrations for high attendance, and raffles) Focus on education for families by providing monthly reminders/information on importance of attendance Include information on the importance of attendance to families during Back to School events, newsletters, and discuss attendance during SLC's Comply with all legal requirements when addressing attendance concerns through the SART and SARB process.	$100,000.00	Yes
3.3	SEL	Provide curriculum materials and resources for teachers Provide quarterly planning time for teachers/teams to review SEL data from Panorama, and modify SEL units based on what is coming up for each class and grade level, through a data-informed perspective Continue student leadership Dedicate quarterly time within the PD scope and sequence to curriculum implementation, school culture, data analysis and adult SEL	$250,000.00	Yes
3.4	MTSS	Convene a team or teams to Support Foundational MTSS functions (RTI, COST, BWT, Attendance) to progress monitor universal program, additional supports, and intensified support for students.		No

Action #	Title	Description	Total Funds	Contributing
		Provide professional learning on MTSS topics (i.e., Universal Design For Learning, Small Group Instruction, Targeted Interventions, Personalized Learning, etc.) for teachers based on identified need		
3.5	Enrollment	Develop a student enrollment plan and lead student recruitment efforts Increase social media outreach/presences to promote ongoing enrollment Attend at least one community event per quarter to advertise school Hold at least two Open House events during the open enrollment period and another in April/May for late applicants Partner with existing families to assist with recruitment efforts, offer incentives Identify school recruitment fairs to participate in Visit local pre-schools/head starts to conduct family information sessions and leave fliers Visit libraries, recreation centers, youth program centers to conduct information sessions and drop-off marketing materials		No
3.6	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$115,000.00	Yes

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: -67.7 African American/Black: Data not displayed for privacy English Learners: -82.4 Socioeconomically disadvantaged: -64.1 Hispanic/Latinx: -67.5 Students with Disabilities: -127.8	2023-2024 SBAC ELA DFS All Students: -66 English Learner: -79.1 Socioeconomically Disadvantaged: -66.2 Hispanic: -67.5 Students with Disabilities: -113.4	2024-2025 SBAC ELA DFS All Students: -52.5 English Learner: -69.1 English Learners Only: -108 English Only: 5.4 Hispanic: -52.7 Recently Reclassified Fluent-English	2025-2026 SBAC ELA DFS All Students: -55.70 Black/African American: Data Not Displayed for Privacy English Learners: -70.40 Hispanic/Latinx: -55.50	All Students: Increased 15.2 English Learner: Increased 13.3 Hispanic: Increased 14.8 Socioeconomically Disadvantaged: Increased 5.7 Students with Disabilities: Increased 36.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: 10.5 Socioeconomically Disadvantaged: -58.4 Students with Disabilities: -91.2	Socioeconomically Disadvantaged: -52.10 Students with Disabilities: -115.80	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -67.1 African American/Black: Data Not Displayed for Privacy English Learners: -71.4 Hispanic/Latinx: -66.9 Socioeconomically Disadvantaged: -65.9 Students with Disabilities: -145.6	2023-2024 SBAC MATH DFS All Students: -74.9 English Learner: -86.4 Socioeconomically Disadvantaged: -78.4 Hispanic: -75.2 Students with Disabilities: -133.1	2024-2025 SBAC MATH DFS All Students: -64.4 English Learner: -77.8 English Learners Only: -103.2 English Only: -24.8 Hispanic: -64.3 Recently Reclassified Fluent-English Proficient Only: -26.5 Socioeconomically Disadvantaged: -70.6 Students with Disabilities: -97.7	2025-2026 SBAC Math DFS All: -55.10 African American/Black: Data not displayed for privacy English Learners: -59.40 Socioeconomically disadvantaged: -53.90 Hispanic/Latinx: -54.90 Students with Disabilities: -133.60	All Students: Increased 2.7 English Learner: Decreased 6.4 Hispanic: Increased 2.6 Socioeconomically Disadvantaged: Decreased 4.7 Students with Disabilities: Increased 47.9

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.

For 4.1 and 4.2, we have successfully implemented targeted literacy interventions with small-group instructional and personalized instruction using i-Ready Personalized Instruction. We were able to provide literacy workshops for families in the first half of the year but did not hold

math literacy workshops. We established systems for co-planning across grades and roles to support with our inclusion model, MLL supports, and reading intervention.

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.

For Actions 4.1 and 4.2, internal assessment data reflected measurable student growth throughout the year, alongside continued improvement in teachers' ability to design cohesive, standards-aligned lessons and instructional tasks. These improvements indicate stronger alignment in instructional planning and an increased focus on delivering rigorous and meaningful learning experiences for students.

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

Adjustments to the plan for this goal will focus on continuing the current actions and implementation structures that have supported student and instructional growth. Family workshops will remain a priority moving forward, as feedback from committee meetings indicated that families value and would like continued opportunities for learning and engagement. In addition, the plan will shift from a focus on co-teaching to co-planning, recognizing that the development of a strong and sustainable co-teaching model will require additional time, refinement, and long-term planning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school literacy intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using The English Language Arts/English Language Development Framework for California Public Schools; Professional development on co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts	$36,755.00	No

Action #	Title	Description	Total Funds	Contributing
		Family Engagement – Literacy workshops, take-home literacy activities, high-interest texts, 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 that align to science of reading help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – After-school and summer intersession literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school math intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using the 2023 Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts 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:	$36,755.00	No

Action #	Title	Description	Total Funds	Contributing
		Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application. Providing Extended Learning Opportunities – After-school and summer intersession math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

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
$1,418,374	$151,287

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
33.919%	0.000%	$0.00	33.919%

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 Students with Disabilities continue to experience significant academic achievement gaps in English Language Arts and Mathematics. According to the 2024-25 California School Dashboard, English Learners were 69.1 points below standard in ELA and 77.8 points below	This action addresses the decline by procuring up-to-date, standards-aligned curriculum, adaptive blended learning programs, and organizing professional development. It equips teachers to enhance ELA outcomes for struggling students by providing rigorous educational content tailored to their needs. Implementing this action LEA-wide ensures uniform quality in educational resources and teaching strategies, vital for standardizing high educational standards across all classrooms.	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, while Students with Disabilities were 91.2 points below standard in ELA and 97.7 points below standard in Mathematics. **Scope:** LEA-wide		
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** English Learners continue to experience significant academic achievement gaps and language acquisition needs. According to the 2024-25 California School Dashboard, English Learners scored 69.1 points below standard in ELA and 77.8 points below standard in Mathematics, and 44.0% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). Additionally, Socioeconomically Disadvantaged students scored 58.4 points below standard in ELA and 70.6 points below standard in Mathematics. **Scope:** LEA-wide	Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing ELA disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.	Metric (1.1 & 1.2) SBAC
2.1	**Action:** Coaching **Need:**	Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance instructional quality and effectiveness, particularly in areas where students are struggling. Utilization	Metric (2.2.) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities rely on effective instruction delivered by well-supported and highly effective educators. Teacher credentialing decreased from 84.0% to 79.31%, teammate retention decreased from 97.9% to 93.0%, and staff survey results declined across multiple measures, including School Climate (77% to 53%), Belonging (76% to 58%), Well-being (63% to 50%), Staff-Leadership Relationships (78% to 44%), and Cultural Awareness and Action (62% to 48%). **Scope:** LEA-wide	of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student demographics, receive the support needed to address educational disparities effectively.	
2.2	**Action:** Professional Development **Need:** English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate academic performance gaps and require consistent access to high-quality Tier 1 instruction. School data indicate ongoing needs to strengthen instructional practices, improve educator effectiveness, and ensure rigorous, culturally responsive instruction that supports diverse learners. **Scope:** LEA-wide	Offers professional development aligned to the Bay Area instructional vision to employ culturally responsive instructional teaching strategies with proven frameworks to enhance rigor and effectiveness in instruction. LEA-wide professional development ensures all teachers have the skills and knowledge to implement rigorous instruction, crucial for raising academic standards and closing the achievement gap.	Metric (2.2.) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Teammate Retention **Need:** English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities benefit from stable, collaborative, and well-supported instructional environments. Staff survey results indicate declines in School Climate (77% to 53%), Belonging (76% to 58%), Well-being (63% to 50%), Staff-Leadership Relationships (78% to 44%), and Cultural Awareness and Action (62% to 48%). Additionally, teammate retention decreased from 97.9% to 93.0%. **Scope:** LEA-wide	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	Metric (2.3) Retention Rate
3.2	**Action:** Attendance **Need:** English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to experience elevated rates of chronic absenteeism. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 21.4% for English Learners, 25.7% for Socioeconomically	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students, and 25.0% for Students with Disabilities, compared to 25.2% for all students. **Scope:** LEA-wide		
3.3	**Action:** SEL **Need:** English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to experience challenges related to attendance, school connectedness, and school climate. According to the 2024-25 California School Dashboard, chronic absenteeism remained elevated for English Learners (21.4%), Socioeconomically Disadvantaged students (25.7%), and Students with Disabilities (25.0%). Student survey results also indicate opportunities to strengthen school climate and belonging, with School Climate improving from the 2nd to the 3rd quintile but School Safety remaining in the 1st quintile. **Scope:** LEA-wide	To address these identified needs, the action focuses on providing comprehensive social-emotional learning (SEL) support through: Curriculum Materials and Resources: Providing teachers with updated SEL materials to address the gaps identified in student and staff well-being and belonging. Quarterly Planning Time: Allowing teachers to review SEL data from Panorama, reflect on current practices, and adjust SEL units based on data-driven insights. Student Leadership: Continuing to build student leadership opportunities to foster a sense of belonging and connectedness. Adult SEL Development: Enhancing staff capacity to model and support social-emotional well-being through ongoing professional development. By implementing these actions on a schoolwide basis, Monarch ensures that all students, particularly the high percentage of unduplicated pupils, benefit from improved SEL supports. This approach creates a consistent, inclusive environment that fosters well-being and positive relationships for both students and staff.	Metric (3.6) Student sense of safety and connectedness Metric (2.2.) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to experience challenges related to attendance, school climate, and school connectedness. According to the 2024-25 California School Dashboard, chronic absenteeism remained elevated for English Learners (21.4%), Socioeconomically Disadvantaged students (25.7%) **Scope:** LEA-wide	These actions support facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. Maintaining facilities in good repair, implementing consistent classroom readiness expectations, and providing annual safety training help create safe, welcoming, and supportive learning environments where students can fully engage in learning. These conditions are particularly important for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, who experience higher rates of chronic absenteeism and may benefit from additional school connectedness and engagement supports. By promoting safety, belonging, and positive learning environments, these schoolwide actions are expected to improve student engagement, attendance, and overall educational outcomes.	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,181,632	1,418,374	33.919%	0.000%	33.919%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,890,183.00	$1,752,827.00	$0.00	$253,000.00	$5,896,010.00	$5,451,010.00	$445,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$795,000.00	$15,000.00	$810,000.00				$810,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$2,318,000.00	$80,000.00	$1,668,000.00	$730,000.00			$2,398,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	Black Excellence	All	No			All Schools	Ongoing								
1	1.6	English Learners	All	No			All Schools	Ongoing	$28,000.00	$0.00				$28,000.00	$28,000.00	
1	1.7	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,206,500.00	$265,000.00	$752,183.00	$664,317.00		$55,000.00	$1,471,500.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$170,000.00	$0.00				$170,000.00	$170,000.00	
1	1.9							Ongoing								
1	1.10							Ongoing								
2	2.1	Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
2	2.2	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$350,000.00	$0.00	$65,000.00	$285,000.00			$350,000.00	
2	2.4	Affinity Groups	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Pipeline Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
3	3.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.3	SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$250,000.00	$0.00	$250,000.00				$250,000.00	
3	3.4	MTSS	All	No			All Schools	Ongoing								
3	3.5	Enrollment	All	No			All Schools	Ongoing								
3	3.6	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$75,000.00	$40,000.00	$115,000.00				$115,000.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$36,755.00	$0.00		$36,755.00			$36,755.00	
4	4.2	Math	All	No			All Schools	2025-26	$36,755.00	$0.00		$36,755.00			$36,755.00	

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
4,181,632	1,418,374	33.919%	0.000%	33.919%	$1,470,000.00	0.000%	35.154 %	**Total:**	$1,470,000.00
								LEA-wide Total:	$1,470,000.00
								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	$45,000.00	
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	$810,000.00	
2	**2.1**	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$85,000.00	
2	**2.2**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$65,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$115,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,174,540.00	$5,160,818.00

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	$55,000.00	56,180
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$640,000.00	634,000
1	**1.3**	Instruction (Master Scheduling)	No	$2,280,000.00	2,127,354
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners	No	$34,000.00	34,000
1	**1.7**	SPED	No	$1,212,000.00	1,387,370
1	**1.8**	Title I	No	$154,000.00	167,732
2	**2.1**	Coaching	Yes	$0.00	$0.00
2	**2.2**	Professional Development	Yes	$0.00	$0.00
2	**2.3**	Teammate Retention	Yes	$76,000.00	71,275

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**	Affinity Groups	No	$0.00	$0.00
2	**2.5**	Pipeline Development	No	$0.00	$0.00
2	**2.6**	Teacher Credentialing	No	$0.00	$0.00
3	**3.1**	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	**3.2**	Attendance	Yes	$230,000.00	245,500
3	**3.3**	SEL	Yes	$300,000.00	255,000
3	**3.4**	MTSS	No	$0.00	$0.00
3	**3.5**	Enrollment	No	$0.00	$0.00
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	$157,000.00	145,651
4	**4.1**	ELA	No	$18,270.00	18,378
4	**4.2**	Math	No	$18,270.00	18,378

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)
1,359,425	$1,406,000.00	$1,407,606.00	($1,606.00)	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	$55,000.00	56,180		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$640,000.00	634,000		
2	2.1	Coaching	Yes	$0.00	$0.00		
2	2.2	Professional Development	Yes	$0.00	$0.00		
2	2.3	Teammate Retention	Yes	$76,000.00	71,275		
3	3.2	Attendance	Yes	$230,000.00	245,500		
3	3.3	SEL	Yes	$300,000.00	255,000		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$105,000.00	145,651		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,901,667	1,359,425	0.000%	34.842%	$1,407,606.00	0.000%	36.077%	$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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