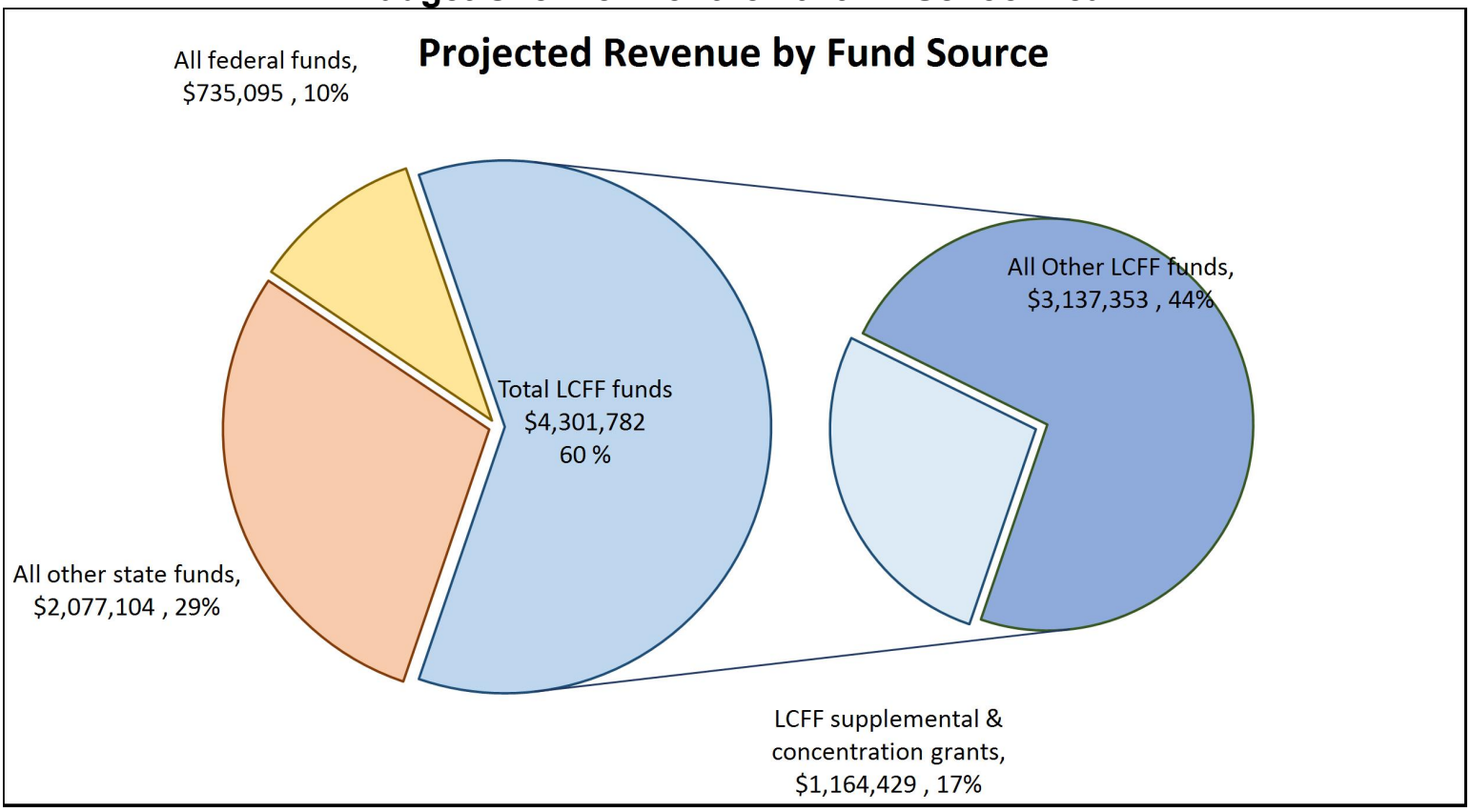
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Gateway Academy
CDS Code: 19647330122614
School Year: 2026-27
LEA contact information:
David Cabrera
Principal
AspireAGA@aspirepublicschools.org
323.249.5740 Ext. 16903

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

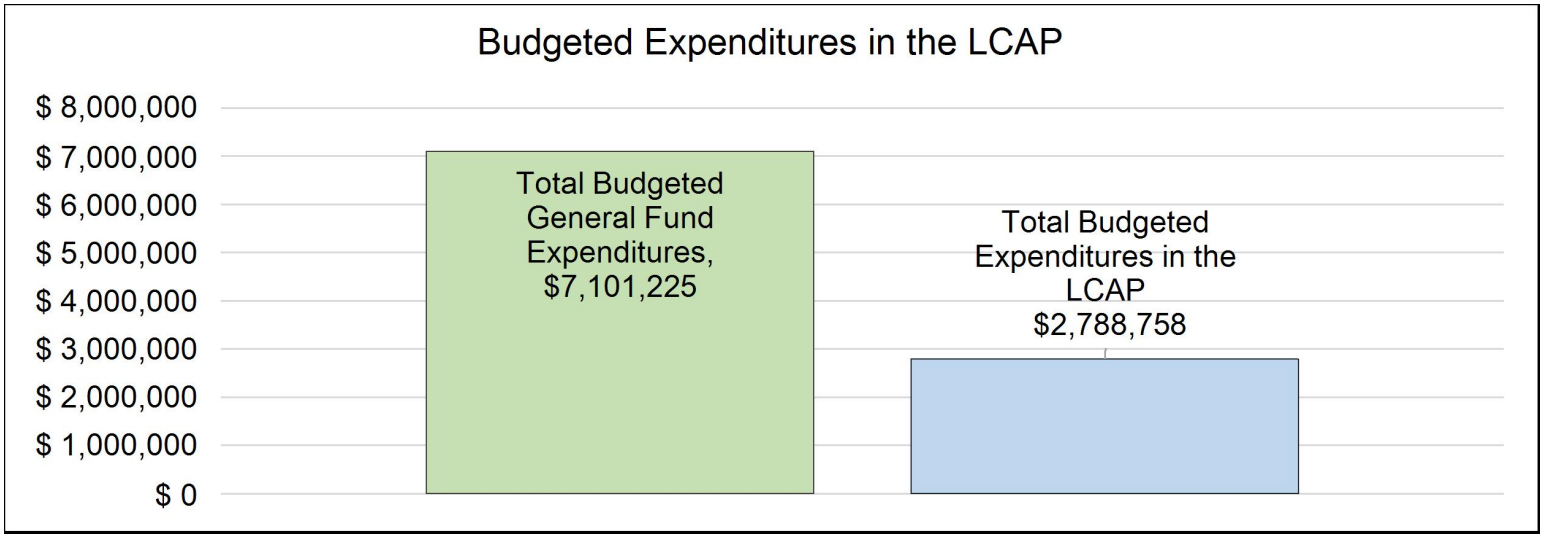


This chart shows the total general purpose revenue Aspire Gateway Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Gateway Academy is $7,113,981, of which $4,301,782 is Local Control Funding Formula (LCFF), $2,077,104 is other state funds, $0 is local funds, and $735,095 is federal funds. Of the $4,301,782 in LCFF Funds, $1,164,429 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 Gateway 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 Gateway Academy plans to spend $7,101,225 for the 2026-27 school year. Of that amount, $2,788,758 is tied to actions/services in the LCAP and $4,312,467 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

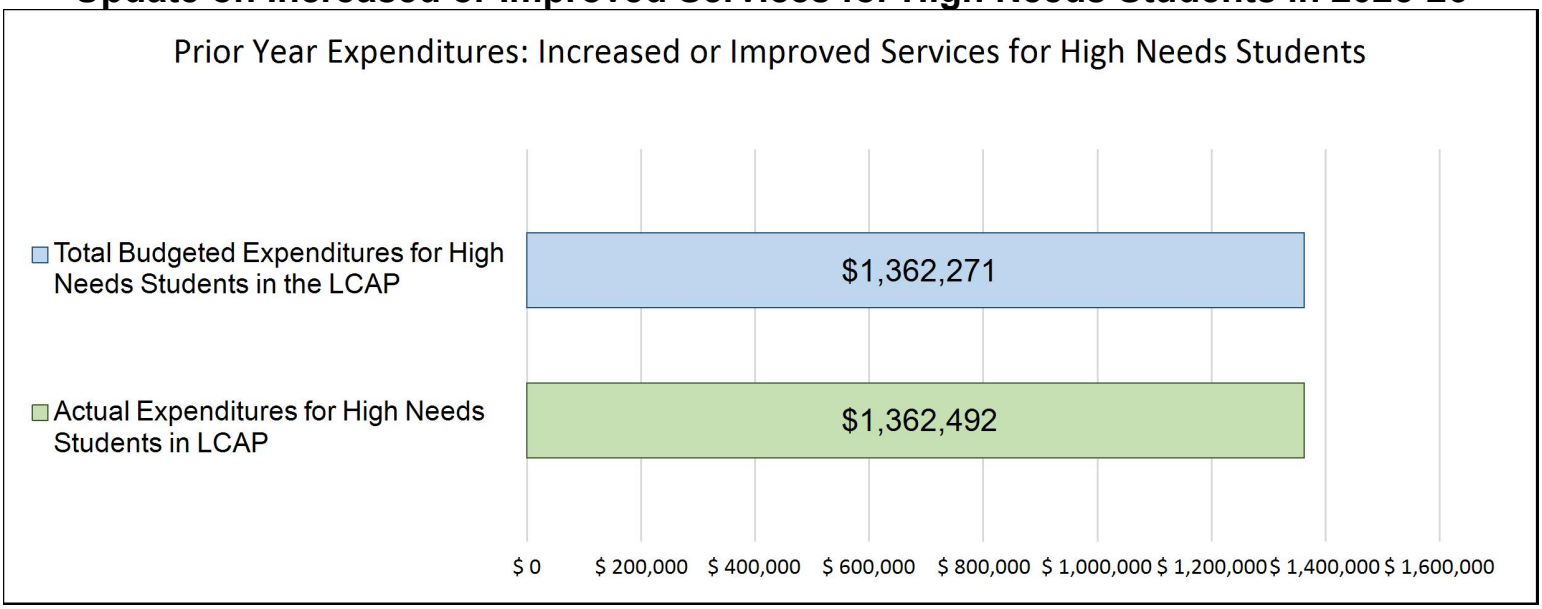
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Gateway Academy is projecting it will receive $1,164,429 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Gateway Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Gateway Academy plans to spend $1,165,027 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 Gateway 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 Gateway 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 Gateway Academy's LCAP budgeted $1,362,271 for planned actions to increase or improve services for high needs students. Aspire Gateway Academy actually spent $1,362,492 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 Gateway Academy	David Cabrera Principal	AspireAGA@aspirepublicschools.org 323.249.5740 Ext. 16903

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 Gateway Academy (Gateway) is a TK-5 public charter school located in South Gate, California, and part of the Aspire Public Schools network. Serving 345 students, the school is dedicated to fostering academic excellence, inclusivity, and holistic development. Gateway's student body is 94% Hispanic, with 89% of students qualifying for free or reduced lunch, highlighting its mission to provide equitable educational opportunities to historically underserved communities.

Under the leadership of Principal David Cabrera, Gateway is committed to creating a safe and supportive learning environment where families and staff work together as partners in education. The school encourages family involvement through opportunities such as the English Language Advisory Council (ELAC), School Site Council (SSC), Principal's Conchas with Cabrera, and schoolwide events. This collaborative approach helps advance the school's mission and promotes a sense of belonging within the school community.

Gateway's rigorous academic program is designed to support diverse learners, with 31% of students identified as English Language Learners and 8% receiving special education services. The school provides a well-trained and innovative staff, extended instructional hours, personalized learning opportunities, and early access to college-preparatory experiences. The school's focus on both academic excellence and social-emotional learning prepares students to become motivated, competent lifelong learners equipped to meet the challenges of the 21st century.

In 2019, Gateway was recognized by Innovate Public Schools as a top-performing school in Los Angeles County for its success in supporting underserved Latino students in both English and math. This achievement reflects the school's high expectations, innovative teaching practices, and dedication to meeting the individual needs of its students.

Gateway's vision is to empower one another to reach our greatest potential and become active members of our community. Its mission is to cultivate lifelong learners who construct knowledge and thrive in a nurturing environment grounded in belonging, inclusion, and strong family partnerships.

Aspire Gateway Academy continues to thrive as a place where students grow academically and socially, supported by a network of educators and families working together to ensure their long-term success.

Reflections: Annual Performance

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

Reflecting on our annual performance as reported on the 2025 California School Dashboard, along with our local data, Aspire Gateway Academy continues to identify both meaningful successes and areas for continued growth. Our analysis reflects a commitment to refining our systems, strengthening instructional practices, and ensuring equitable outcomes for all students.

One of our most notable accomplishments is the significant growth of our Multilingual Learners (MLLs). Through intentional data analysis cycles, structured collaboration, and targeted instructional supports, we reclassified nineteen students—an increase from the prior year—and achieved a 24.8% increase on the California Dashboard, moving from a red to a green performance level. Additionally, our MLL students exceeded the state average by 6%, demonstrating the impact of our focused approach to language development, data-driven instruction, and increased family engagement.

We also saw continued success in maintaining strong school culture systems. Our suspension rate remains at 0%, reflecting the strength of our PBIS framework, restorative practices, and commitment to fostering inclusive and supportive learning environments. Additionally, our expansion of the Aspire Youth Sports program—including the launch of an all-girls soccer team and increased access to community-based facilities—has strengthened student engagement, belonging, and equitable access to extracurricular opportunities.

Academically, we observed growth in English Language Arts, increasing 8.8 points from the previous year, although we remain 31.1 points below standard and below the state average. This reflects both progress and an ongoing need to accelerate achievement. In response, we have strengthened Tier 1 instruction through structured literacy practices, increased opportunities for writing across content areas, and expanded data-driven small group instruction. Additionally, our focus on academic language development and collaborative professional practices is supporting more consistent and rigorous instruction across classrooms.

Chronic absenteeism remains an area of need, with a rate of 25%, above the state average of 17%. This trend is also evident across key student groups, including Socioeconomically Disadvantaged students and Students with Disabilities, where absenteeism continues to impact consistent access to instruction. However, we have made steady progress in reducing absenteeism over time, decreasing from 41.4% in

2022–2023 to 25% in 2024–2025. Notably, Students with Disabilities have shown improvement, decreasing to 18%, reflecting the impact of strengthened collaboration between attendance, SPED, and family engagement systems.

To address these needs, we have enhanced our attendance systems through deeper subgroup data analysis, targeted interventions for high-need students, and the addition of an attendance specialist to support multilingual learners and students across multiple subgroups. We have also increased flexibility in family engagement, strengthened communication around missed instruction and services, and implemented more accessible, in-school attendance incentives. These efforts are designed to further reduce absenteeism and ensure all students—particularly those in high-need groups—are consistently present and engaged in learning.

Despite these successes, challenges remain. English Learner performance in ELA continues to be an area of focus, as EL students performed below the state average and showed a slight decline. Additionally, while we have made progress in attendance, continued efforts are needed to close gaps for Socioeconomically Disadvantaged students and Students with Disabilities. We also recognize the need to strengthen systems that support consistent implementation of high-quality instruction, particularly as we prepare for the adoption of a new ELA curriculum and expand opportunities for teacher collaboration and professional learning.

Through a continued focus on data-driven decision-making, targeted interventions, and strong instructional systems, Aspire Gateway Academy remains committed to accelerating student achievement, improving attendance outcomes across all student groups, and ensuring all students have access to a rigorous and supportive educational experience.

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: Chronic Absenteeism: All Students, English Learner, Hispanic, Students with Disabilities

AGA 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	Engaged through bi-annual Teammate Surveys conducted in the Fall of 2025 and spring of 2026, Staff Meetings held bi-monthly, and Lead Team Meetings conducted bi-weekly. Annual staff Needs assessment conducted on February 20, 2026. These forums gathered feedback on belonging, cultural awareness, professional learning, and workplace environment. Consequently, these engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in weekly Lead Team Meetings, bi-monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and bi-monthly Staff Meetings. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, monthly Parent Workshops, and quarterly Coffee with the Principal

Educational Partner(s)	Process for Engagement
	meetings. These sessions captured parent feedback 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. Additionally, our elected student leadership (Grizzly Council) engaged in discussions twice per year to dive deeper into their feedback and identify key areas for improvement.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives to discuss needs and feedback regarding our program development, accommodations, and access to specialized services.

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

Based on feedback from parents, staff, and teachers, we recognized the continued need to strengthen family communication systems to ensure families remain informed, engaged, and connected to the school community. Through surveys, meetings, and stakeholder consultations, educational partners identified the importance of having more accessible communication practices and consistent updates regarding student progress, school events, and academic supports. As a result, we will continue refining our communication systems and provide additional opportunities for families to receive support in navigating communication platforms and school resources.

Educational partners also emphasized the importance of utilizing a more data-driven approach to planning and addressing student needs. Teachers and staff expressed the need for additional opportunities to analyze student achievement, attendance, and behavioral data in order to provide targeted supports and interventions. In response, we will continue to strengthen collaborative planning structures that allow staff to regularly review data, monitor student progress, and adjust instructional practices to better support student outcomes.

Additionally, feedback from educational partners reinforced the importance of maintaining systems that support collaboration among teachers, staff, and leadership teams to ensure decisions are aligned to student needs. Through ongoing collaboration and reflection, we will continue implementing practices that support strategic planning, intervention development, and responsive instruction across all grade levels.

Ultimately, the development of the LCAP reflects our continued commitment to a collaborative, transparent, and responsive approach in meeting the academic, social-emotional, and behavioral needs of our students. By leveraging educational partner feedback, we have prioritized actions and services that strengthen family engagement, improve communication systems, and support data-informed decision making to positively impact student achievement and well-being.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We are committed to empowering every student to flourish academically with equitable learning experiences, ensuring they not only maintain their unique identity but also strengthen their bonds with the community, fostering a collective journey towards excellence.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Aspire remains committed to accelerating student progress. This means providing robust interventions, differentiated instruction, and a high-quality education for all. Our goal is to ensure equitable outcomes, dismantling achievement gaps that have historically disadvantaged certain groups. This aligns perfectly with Aspire's mission: empowering students for success in college or any path that reflects their unique identities. We'll achieve this by delivering rigorous, standards-based curriculum, instruction, and data-driven support to propel student achievement.

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: -32.6 African American/Black: data not displayed English Learners: -55.3 Socioeconomically disadvantaged: -32 Hispanic/Latinx: -34.9	2023-2024 SBAC ELA DFS All Students: -40 English Learner: -64.9 Socioeconomically Disadvantaged: -45.9	2024-2025 SBAC ELA DFS All Students: -31.1 English Learner: -67.3 English Learners Only: -96.6 English Only: -11.6	2025-2026 SBAC ELA DFS All: -2.6 African American/Black: data not displayed for privacy English Learners: -25.30	All Students: Increased 1.5 English Learner: Decreased 12 Hispanic: Increased 2.4 Socioeconomically Disadvantaged: Decreased 0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -27.2	Hispanic: -41.7 Students with Disabilities: -67.4	Hispanic: -32.5 Recently Reclassified Fluent-English Proficient Only: -7 Socioeconomically Disadvantaged: -32.2 Students with Disabilities: -41.5	Socioeconomically disadvantaged: -2 Hispanic/Latinx: -4.90 Students with Disabilities: +2.8	Students with Disabilities: Decreased 14.3
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -32.9 African American/Black: data not displayed English Learners: -40.5 Socioeconomically disadvantaged: -33.3 Hispanic/Latinx: -35.2 Students with Disabilities: -17.4	2023-2024 SBAC MATH DFS All Students: -42.2 English Learner: -62.9 Socioeconomically Disadvantaged: -45.2 Hispanic: -42.9 Students with Disabilities: -69.1	2024-2025 SBAC MATH DFS All Students: -25.4 English Learner: -46.1 English Learners Only: -69.5 English Only: -13.1 Hispanic: -28 Recently Reclassified Fluent-English Proficient Only: 2 Socioeconomically Disadvantaged: -26 Students with Disabilities: -26.8	2025-2026 SBAC Math DFS All: -2.90 African American/Black: data not displayed English Learners: -10.50 Socioeconomically disadvantaged: -3.30 Hispanic/Latinx: -5.20 Students with Disabilities: +12.60	All Students: Increased 7.5 English Learner: Decreased 5.6 Hispanic: Increased 7.2 Socioeconomically Disadvantaged: Increased 7.3 Students with Disabilities: Decreased 9.4
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 35.48% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 15.5 points below	2024-25 Science Points (SPs) All Students: 45.8 science points	2025-2026 Science Test 40.48% Met or Exceeded	Decreased 16.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 14.4 points below English Learner: 25.8 points below Socioeconomically Disadvantaged: 16.3 points below 22.22% Met or Exceeded	English Learner: 41.7 science points English Learners Only: 32.5 science points English Only: 48.4 science points Hispanic: 45.1 science points Socioeconomically Disadvantaged: 45.8 science points Students with Disabilities: 34.5 science points 18.52% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 41.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 27.6% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 52.4% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 48% of ELs making progress towards English language proficiency	Increased 10.9%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 21.60%	2023-2024 RFEP Rate: 3.85%	2024-25 RFEP Rate: 19.00%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (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: 5	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	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: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in	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
		(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	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): 5	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): 5		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 49% Grade K: 44% Grade 1: 19% Grade 2: 43% Grade 3: 64% Grade 4: 57% Grade 5: 68% iReady Math % of students that met annual typical growth All Students: 38% Grade K: 48% Grade 1: 19% Grade 2: 29% Grade 3: 48%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 44% Grade 3: 39% Grade 4: 38% Grade 5: 54% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 18% Grade K: 21% Grade 1: 9% Grade 2: 20%	SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 57% Grade K: 60% Grade 1: 33% Grade 2: 50% Grade 3: 59% Grade 4: 73% Grade 5: 60% SY 2025-26 (iReady Math) % of students that met annual typical growth	2026-2027 40% of All Students Met 100% of the Typical Annual Growth	Other academic outcomes (iReady Reading) All Students: Increased 8% Grade K: Increased 16% Grade 1: Increased 14% Grade 2: Increased 7% Grade 3: Decreased 5% Grade 4: Increased 16% Grade 5: Decreased 8% Other academic outcomes (iReady Math)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4: 25% Grade 5: 61%	Grade 3: 15% Grade 4: 17% Grade 5: 28%	All Students: 65% Grade K: 74% Grade 1: 44% Grade 2: 64% Grade 3: 73% Grade 4: 63% Grade 5: 70%		All Students: Increased 27% Grade K: Increased 26% Grade 1: Increased 25% Grade 2: Increased 35% Grade 3: Increased 25% Grade 4: Increased 38% Grade 5: Increased 9%
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 20% at & above benchmark	2024-25 29.00% at or above benchmark	2025-26 44.00% at or above benchmark	2026-2027 60% at & above benchmark	Increased 24%

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.

To support Goal 1—ensuring every student flourishes academically while maintaining their unique identity and deepening community connections—Aspire Gateway Academy successfully implemented a series of actions (1.1 to 1.8) aligned with academic, instructional, cultural, and social-emotional priorities.

Across all actions, implementation was largely aligned to the original plans, with continued adjustments and refinements that strengthened impact. Collaboration with regional teams, thoughtful scheduling, professional development, data-driven decision-making, and targeted student supports played a central role in successful execution. This year, a key throughline across our implementation was strengthening alignment between curriculum, instruction, assessment, intervention, and student identity.

We continued to implement core and supplemental curricular materials (Action 1.1), including phonics, social studies, individualized learning platforms, and digital learning tools. Students maintained 1:1 device access, and teachers continued to receive professional development and planning time to support curriculum implementation, lesson internalization, and instructional decision-making. Through the Aspire Student Learning Framework (Action 1.2), we continued to embed culturally responsive instruction, Universal Design for Learning, inclusion, and student ownership into coaching conversations, professional development, classroom observations, and instructional walkthroughs. The increased use of SchoolStatus Boost also supported more consistent feedback to teachers and helped identify instructional trends across classrooms.

Our master schedule (Action 1.3) was intentionally designed to support equitable access to core instruction, intervention, acceleration, enrichment, expanded learning, and early learning structures. TK/K schedules continued to include soft start, centers, and Fluent Seeds, while expanded learning opportunities provided additional academic and enrichment supports through after-school programming, Winter Camp, Spring Break, and Summer Camp. While scheduling constraints continued to make consistent co-planning time challenging for all co-teaching teams, the schedule supported inclusive practices and collaboration to the extent possible.

Assessment practices (Action 1.4) were fully implemented through short-, medium-, and long-term data cycles. A key success this year was the intentional identification of focus students across grade levels. Teachers and instructional leaders used assessment data to identify students needing targeted support, monitor progress over time, and adjust instruction through small-group intervention and progress monitoring. This focus allowed teams to be more intentional in pushing academic growth for identified students while continuing to strengthen the use of formative assessment data across classrooms.

Designated and integrated ELD instruction (Action 1.5) was delivered to multilingual learners, with continued support from the Regional MLL Program Manager and professional development focused on ELPAC data, structured student talk routines, language scaffolds, and support for Newcomers and LTELs. Similarly, our special education work (Action 1.6) continued to support FAPE, LRE, IEP implementation, inclusive practices, and collaboration between general education and special education staff. Program Specialists, the Director of Inclusive Instruction, and the regional SPED team supported compliance, co-teaching, professional development, and instructional alignment.

In alignment with our focus on cultural affirmation and equity, we maintained Black Excellence programming (Action 1.7), including support from the Pro Black Program Coordinator, schoolwide cultural celebrations, classroom lessons, bulletin boards, door decorations, and family-centered events that celebrated Black and AfroLatino identity, history, and contributions. Our use of Title I funding (Action 1.8) supported student safety and mental health services aligned to MTSS priorities, school climate, attendance, and academic growth goals. These supports helped reduce barriers to learning and strengthened the connection between academic, social-emotional, and safety needs.

Despite some logistical challenges, including balancing professional development with planning time, ensuring consistent co-planning opportunities, strengthening integrated ELD across content areas, and maintaining protected time for deeper data discussions, the collaborative efforts of educators, specialists, regional partners, and support staff ensured each action was meaningfully carried out. These efforts moved us closer to our collective journey toward excellence by affirming every student's identity while supporting academic success, belonging, and access to rigorous instruction.

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.

Due to increase in needs, school site spent more in special education expenses than originally budgeted.
Variance in Title I is attributed to updated allocations.

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

While we saw successful implementation across all action steps, we continue to recognize the need to strengthen academic growth across all areas and student groups. The actions taken this year were generally effective in increasing access to standards-aligned instruction, strengthening instructional systems, and providing more targeted academic and social-emotional supports. However, continued attention is needed to ensure that implementation results in consistent academic growth for all students, particularly multilingual learners, students with disabilities, and students performing below grade level.

1.1 Grade-Level Curriculum: The continued implementation of standards-aligned instructional materials was effective in ensuring that students had access to core curriculum, supplemental phonics resources, individualized learning platforms, and digital learning tools. Maintaining a 1:1 Chromebook ratio supported equitable access to technology and grade-level content. Professional development and planning time helped teachers strengthen curriculum implementation, lesson internalization, and instructional decision-making. Moving forward, the adoption of a new ELA curriculum through Regional Alignment will require updated purchases, professional development, and implementation support to ensure stronger instructional coherence.

1.2 Instruction / Guaranteed and Viable Instruction: The use of the Aspire Student Learning Framework was effective in creating a shared instructional language and supporting coaching conversations, classroom observations, and professional development. Teachers continued to strengthen culturally responsive instruction, Universal Design for Learning, inclusion, and student ownership. The increased use of SchoolStatus Boost also supported more consistent instructional feedback and helped identify trends across classrooms. Continued support is needed to ensure consistent implementation of ASLF-aligned practices across all classrooms.

1.3 Master Scheduling: The master schedule was effective in supporting equitable access to core instruction, intervention, acceleration, enrichment, expanded learning, and early learning structures. Expanded learning opportunities through after-school programming, Winter Camp, Spring Break, and Summer Camp provided students with additional academic and enrichment support. TK/K schedules continued to include developmentally appropriate practices such as soft start, centers, and Fluent Seeds. While the schedule supported co-teaching and collaboration where possible, staffing and scheduling constraints continued to impact consistent co-planning time for all teams.

1.4 Assessment: Assessment practices were effective this year, particularly through the intentional identification of focus students across grade levels. Teachers and instructional leaders used assessment data to identify students needing targeted academic support, monitor progress, and adjust instruction. This allowed teams to provide more intentional small-group instruction, intervention planning, and progress monitoring. While data practices improved, continued work is needed to ensure data conversations are consistently deep, actionable, and used to drive instruction for all students.

1.5 Multilingual Learners (MLLs): MLL actions were effective in ensuring that multilingual learners received designated and integrated ELD instruction while maintaining access to core content. Teachers used ELPAC data, structured student talk routines, language scaffolds, and EL Achieve resources to support academic language development. Continued growth is needed in ensuring consistent implementation of integrated ELD strategies across all content areas and grade levels. Teachers will benefit from ongoing coaching, modeling, and professional development focused on language development throughout the instructional day.

1.6 Special Education (SPED): SPED actions were effective in supporting FAPE, LRE, IEP implementation, and inclusive instructional practices. Students with Disabilities received services aligned to their IEPs, and the school-maintained systems for monitoring compliance and service delivery. Collaboration between general education teachers, Education Specialists, Program Specialists, instructional assistants, and the regional SPED team helped strengthen inclusive practices. Continued growth is needed in ensuring consistency across co-teaching models, shared planning, and data analysis between general education and special education teams.

1.7 Black Excellence: Black Excellence programming was effective in strengthening cultural affirmation, belonging, and representation across the school community. The Pro Black Program Coordinator supported schoolwide programming, and classrooms implemented celebrations, lessons, bulletin boards, door decorations, and family-centered events that affirmed Black and AfroLatino identity, history, culture, and contributions. These actions supported student belonging and reinforced the school’s commitment to anti-racist education.

1.8 Title I: Title I actions were effective in supporting student safety, mental health, and social-emotional needs. These supports were aligned to MTSS priorities, school climate, attendance, and academic growth goals. Mental health services and student safety structures helped reduce barriers to learning and created a more supportive school environment. A continued challenge is balancing high student need with available staffing and time, requiring ongoing coordination to ensure students receive timely academic and social-emotional support.

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

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:

1.1 Grade-Level Curriculum: As part of Regional Alignment, Aspire Gateway Academy will adopt a new ELA curriculum. Curriculum purchases, professional development, and implementation support will be adjusted to support the rollout. Collaborative planning time will continue to be prioritized so teachers can engage in lesson internalization, pacing, and instructional alignment. Regional academic support will continue to support teachers as they build familiarity with the new curriculum and strengthen implementation fidelity.

1.2 Instruction / Guaranteed and Viable Instruction: Professional development and coaching will be adjusted to support stronger alignment between the Aspire Student Learning Framework, schoolwide instructional priorities, and the new ELA curriculum. The school will continue using SchoolStatus Boost to provide consistent feedback, monitor instructional trends, and identify professional development needs. Monthly PD will continue to include time for small-group, data-informed planning.

1.3 Master Scheduling: No major changes are needed at this time. Aspire Gateway Academy will continue refining the master schedule to ensure equitable access to core instruction, intervention, acceleration, enrichment, and expanded learning opportunities. The school will continue working with Program Specialists to support co-teaching, purposeful grouping, and co-planning where possible, while also continuing collaboration with the Regional Expanded Learning Program Manager and Afterschool Director.

1.4 Assessment: The school will continue strengthening short-, medium-, and long-term data cycles, with a focus on maintaining the use of focus students to drive academic growth. Teachers will continue to use formative assessments, curriculum-based data, and platform data to plan targeted instruction and monitor student progress. Leadership and regional academic support will continue to support data discussions and help identify high-leverage instructional next steps.

1.5 Multilingual Learners (MLLs): The school will continue strengthening integrated ELD across content areas. Professional development and coaching will focus on structured student talk, language scaffolds, ELPAC data, and targeted supports for Newcomers and LTELs. The school will continue working with the Regional MLL Program Manager to support designated ELD scheduling and the use of MLL data to inform instruction.

1.6 Special Education (SPED): Aspire Gateway Academy will continue strengthening co-teaching, shared planning, and inclusive instructional practices. The school will continue working with Program Specialists, the Director of Inclusive Instruction, and the regional SPED team to monitor service delivery, support compliance, and provide professional development. The school will also continue building the capacity of instructional assistants through targeted training aligned to schoolwide instructional goals and student needs.

1.7 Black Excellence: The school will continue maintaining Pro Black Program Coordinator support, participating in Black Scholar Services data conversations, and hosting schoolwide family events that celebrate diversity, Black identity, and AfroLatino culture. Teachers will continue to be supported in embedding culturally affirming practices across classrooms throughout the year.

1.8 Title I: Aspire Gateway Academy will continue using Title I funds to support student safety and mental health services. These supports will continue to be aligned to student data, MTSS priorities, attendance, school climate, and academic growth goals to ensure students receive targeted intervention, social-emotional support, and a safe learning environment.

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	We will continue with action: • Purchase newly adopted curricular materials and annual curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. • Purchase newly adopted social studies curriculum materials - • Purchase additional Phonics supplemental curriculum for Really Great Reading (Countdown, Blast, HD Word) or Phonemic Awareness supplemental curriculum (Heggerty) for use in core program • Provide professional development for new curriculum purchases • Purchase replacement Chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences • Purchase individualized learning curriculum (iReady Toolbox, Reflex, etc.) • Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade-level curriculum • Work with regional academic team to review TK-5 ELA curriculum • In accordance with the Williams Act Requirements for textbooks and curriculum	$177,357.00	Yes
1.2	Instruction (Guaranteed and Viable Instruction)	We will continue implemention of action: • Utilize the Aspire Student Learning Framework to ensure that students	$412,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		received guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. • Ensure students have access to culturally responsive texts within each content area. • Ensure that classroom artifacts reflect the diversity of students and the community. • Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies within the four domains. • Provide monthly professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data- informed instruction. • Co-plan PD with regional content directors/program managers.		
1.3	Instruction (Master Scheduling)	-Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/electives. • Work with Program Specialists to ensure master schedule allows for co- teaching (grouping students purposefully to support with common planning) AND co-planning. • Ensure master schedule has time for intervention/credit recovery to the extent possible that does not limit access to enrichment. • Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). • School schedules will reflect time for daily and weekly intervention and	$176,008.00	No

Action #	Title	Description	Total Funds	Contributing
		acceleration. • Early Learning: Ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds)"		
1.4	Instruction (Assessment)	• Teachers will conduct regular data analysis in short, medium and long term data cycles to tailor instruction and provide targeted support to students. • Interventions include but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan. • Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, etc.). • Co-plan PD with regional content directors/program managers. -Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days). • These data discussions will focus on formative short cycle assessments • Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments		No
1.5	MLL	• MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. • Recommendations from MLL Team Work with Regional MLL Program Manager to ensure all MLL students receive designated ELD instruction 4 times/week without losing access to core content.	$17,234.00	No

Action #	Title	Description	Total Funds	Contributing
		• Purchase additional EL Achieve materials/kits for groups of students based on data. • Provide Professional Development on Designated MLL support. • Provide at least 3 Professional Development Sessions on Integrated MLL support (for example, structured student talk routines, understanding • ELPAC data to inform instruction, or aligned to resources from Ensemble Learning, etc.) • Provide targeted professional development and supports for Newcomers as described in the EL Master Plan. • Provide intensive and targeted support for LTELs as described in the EL Master Plan.		
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs. • Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs. (from Aspire's inclusion statement) -Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment from Aspire's Special Education Resource -Review current practices to ensure there are cycles of observation built	$1,186,716.00	No

Action #	Title	Description	Total Funds	Contributing
		into your schedule to monitor success and challenges of co-teaching models and partnerships • Work with Director of Inclusive Instruction and regional SPED team to plan sped instructional PDs (co-teaching, disabilities, IAs) • Ensure SPED instructional assistants receive appropriate training to support school-wide goals		
1.7	Black Excellence	We will maintain Pro Black Program Coordinators to oversee school site programming through targeted professional development and recurring Black staff affinity spaces. -Additionally, we will facilitate ongoing Black Scholar Services data conversations with principals. -Furthermore, we will continue to host school-wide family events that promote diversity within our community, with a specific focus on celebrating and supporting our AfroLatinos.		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: Instructional Assistant Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical	$181,523.00	No

Action #	Title	Description	Total Funds	Contributing
		roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We create the conditions for all students to achieve a strong sense of agency and wellness that allows them to thrive emotionally and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to create a school environment where everyone feels welcome and supported. It aligns with Aspire's mission of inclusivity and dismantling systems that have marginalized communities. We will prioritize fostering a sense of safety, connection, student engagement, and strong parent involvement. To achieve this, we'll focus on reducing chronic absenteeism, suspension, and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 68% Teacher-student relationships: Grades 3-5: 75% School Safety: Grades 3-5: 56%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 60% Teacher-student relationships: Grades 3-5: 67% School Safety: Grades 3-5: 57%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 61% Teacher-student relationships: Grades 3-5: 70% School Safety: Grades 3-5: 52%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 88% Teacher-student relationships: Grades 3-5: 95% School Safety: Grades 3-5: 76%	Sense of Belonging: Decreased 7% Teacher-Student Rel: Decreased 5% School Safety: Decreased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate (CA School Dashboard) All Students: 0% African American/Black: data not displayed for privacy Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.00% Hispanic: 0.00% Multiple Races/Two or More: 0.00% Students with Disabilities: 0.00% English Learner: 0.00% Socioeconomically Disadvantaged: 0.00%	2024-2025 Suspension Rate All Students: 0.00% English Learner: 0.00% Hispanic: 0.00% Multiple Races/Two or More: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 0.00%	2025-2026 Suspension Rate (CA School Dashboard) All Students: 0% African American/Black: data not displayed for privacy Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Maintained 0% Hispanic: Maintained 0% English Learners: Maintained 0% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Maintained 0%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 41.40% African American/Black: data not displayed for privacy Hispanic/Latinx: 40.70% English Learners: 42% Socioeconomically disadvantaged: 40.10% Students with Disabilities: 40.10%	2024-2025 Chronic Absenteeism Rate All Students: 27.40% English Learner: 31.30% Socioeconomically Disadvantaged: 25.40% Hispanic: 27.00% Multiple Races/Two or More: 27.80% Students with Disabilities: 31.40%	2024-2025 Chronic Absenteeism Rate All Students: 25.00% English Learner: 26.90% Hispanic: 24.60% Multiple Races/Two or More: 29.40% Socioeconomically Disadvantaged: 25.20% Students with Disabilities: 34.40%	2025-2026 Chronic Absenteeism Rate All: 32.40% African American/Black: data not displayed for privacy Hispanic/Latinx: 31.70% English Learners: 33.00% Socioeconomically disadvantaged: 31.10% Students with Disabilities: 32.70%	All Students: Decreased 16.4% Hispanic: Decreased 16.1% English Learners: Decreased 15.1% Socioeconomically Disadvantaged: Decreased 14.9% Students with Disabilities: Decreased 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 21% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 78% responded favorably Family Engagement: 22% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 30% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 46% responded favorably	Barriers to Engagement: Increased 9% Family Engagement: Increased 9%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.23%	2024-2025 P2 Attendance Rate 94.16%	2025-26 P2 Attendance Rate 94.40%	2026-2027 Attendance Rate (P2)	Increased 1.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					96% or higher	
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 75% responded favorably “The school provides a safe environment for my child.” 88% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 81% responded favorably: "The school provides a safe environment for my child." 73% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 91% responded favorably: ""The school provides a safe environment for my child."" 85% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff.""	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 88% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Increased 16% Comfort with Staff: Decreased 3%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Exemplary	Decreased (Exemplary to Good)
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA,	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math, Science, Social Science, PE, and Art	were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	

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.

Across the 2025–26 school year, the school implemented a comprehensive range of actions aimed at supporting student agency, emotional wellness, belonging, and community connection. Most actions were successfully implemented, with continued refinements made to strengthen school culture, attendance systems, family engagement, SEL implementation, and student supports. Key successes included continued reductions in chronic absenteeism, strong Panorama SEL outcomes, maintenance of a 0% suspension rate, and strengthened PBIS and restorative practices across the campus.

2.1 Family and Community Engagement & Outreach:
We continued hosting a variety of family engagement events, including Principal Chats, cultural celebrations, student showcases, assessment workshops, and volunteer opportunities. The Community School Leader, school leadership team, and Pro Black Programming Coordinator supported family outreach and engagement efforts. The continued transition to PowerSchool Messenger helped strengthen communication systems, though ensuring consistent family access and engagement across platforms remained an area for continued support.

2.2 Attendance:
The Attendance Team continued meeting regularly to review attendance data, monitor chronic absenteeism, and support targeted student groups. Family communication, outreach, attendance incentives, and home visits remained a priority. Chronic absenteeism improved from 29.3% in 2023–24 to 23.9% in 2024–25, with the school currently at 20.2% this year, showing continued projected improvement. A continued challenge remains supporting students with persistent chronic absenteeism and balancing staffing capacity for intensive outreach efforts.

2.3 PBIS Multi-Tiered System of Support:
Tier 1 teams continued reviewing behavior, attendance, and school climate data to guide interventions and schoolwide decisions. Schoolwide expectations, classroom routines, and restorative practices were reinforced across classrooms, and staff consistently utilized positive acknowledgment systems to reinforce expected behaviors. The school continued strengthening PBIS implementation and will expand Tier 2 supports next year as part of continued efforts toward Platinum PBIS recognition.

2.4 SEL (Social Emotional Learning):
The RULER curriculum, community circles, mindful practices, and CASEL's 3 Signature Practices continued to be implemented schoolwide. Panorama SEL data reflected strong outcomes across all four domains, with Teacher–Student Relationships (81%) and Sense of Belonging (68%) performing in approximately the 90th percentile nationally. School Safety and School Climate also showed positive growth. A continued focus area remains supporting 5th grade students and chronically absent students, who scored lower across multiple SEL domains.

2.5 School Climate:
Student support services, including counseling, mentoring, SEL supports, and academic interventions, continued throughout the year. Discipline data was reviewed regularly to guide interventions and schoolwide supports. Suspension data remained at 0% throughout the school year, reflecting the school's continued emphasis on restorative practices, PBIS, and proactive supports. Staff also participated in CPI and de-escalation professional development to strengthen behavior support practices.

2.6 Enrollment:
The school continued partnering with the regional recruitment team to support student recruitment, family outreach, and retention efforts. Enrollment outreach included community events, family engagement opportunities, social media, and direct communication with families. While outreach systems improved, enrollment targets were not fully met due to continued enrollment challenges, increased competition, and family mobility.

2.7 Classroom Facilities and Student Physical Spaces:
Building Managers continued conducting quarterly FIT walkthroughs to ensure facilities remained safe and aligned to Williams Act expectations. Staff also participated in annual Comprehensive Safety Plan training. Classroom walkthroughs supported consistent expectations for organized, welcoming, and instructionally supportive learning environments. Maintaining consistency across all classrooms continued to require ongoing monitoring and support.

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

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

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

The effectiveness of the actions has been largely positive, as demonstrated by key metrics:

Action 2.1: Family and Community Engagement & Outreach
Effective. Family attendance at events, student showcases, assessment workshops, and cultural celebrations increased throughout the year, reflecting stronger family engagement and participation. The transition to PowerSchool Messenger helped centralize communication systems, though continued support is needed to ensure families consistently access school updates and communication platforms.

Action 2.2: Attendance
Effective. Weekly Attendance Team meetings, family outreach, attendance incentives, and home visits contributed to continued reductions in chronic absenteeism. Chronic absenteeism improved from 29.3% in 2023–24 to 23.9% in 2024–25, with the school currently at 20.2% this year, showing continued projected improvement. While progress has been made, chronic absenteeism remains an ongoing focus for high-need students and targeted subgroups.

Action 2.3: PBIS Multi-Tiered System of Support
Moderately Effective. PBIS systems, restorative practices, and positive acknowledgment systems strengthened schoolwide behavior expectations and student support systems. Students received more consistent behavior expectations across classrooms; however, consistency of implementation across all staff and classrooms continued to require ongoing coaching and monitoring.

Action 2.4: Social-Emotional Learning (SEL)
Highly Effective. Implementation of CASEL's Signature Practices, RULER curriculum, community circles, and mindful practices resulted in strong Panorama SEL outcomes. Teacher–Student Relationships (81%) and Sense of Belonging (68%) performed in approximately the 90th percentile nationally, while School Safety and School Climate also demonstrated positive growth.

Action 2.5: School Climate
Highly Effective. Counseling supports, mentoring, restorative practices, CPI/de-escalation training, and PBIS systems contributed to maintaining a positive school culture and supportive learning environment. Suspension data remained at 0% throughout the school year, reflecting the effectiveness of proactive supports and restorative approaches.

Action 2.6: Enrollment
Partially Effective. Outreach efforts, family engagement opportunities, and partnership with the regional recruitment team helped strengthen communication and visibility within the community. However, enrollment targets were not fully met due to continued enrollment challenges, increased competition, declining enrollment trends, and family mobility.

Action 2.7: Classroom Facilities and Student Physical Spaces
Highly Effective. Quarterly FIT walkthroughs continued to result in "Good" or higher facility ratings, and classroom walkthroughs supported organized, welcoming, and instructionally supportive learning environments. Annual safety trainings also increased staff confidence and awareness around emergency procedures and school safety expectations.

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

Based on the data review and reflection on implementation effectiveness, the following adjustments and strategies will be made to strengthen progress toward Goal 2:

Action 2.1: Family and Community Engagement & Outreach

We will continue strengthening communication systems through PowerSchool Messenger to improve consistency, accessibility, and family engagement. The school will also continue expanding family events, student showcases, assessment workshops, volunteer opportunities, and culturally affirming activities to increase family participation and connection.

Action 2.2: Attendance
We will continue strengthening attendance interventions through weekly Attendance Team meetings, targeted outreach, home visits, and attendance incentives. Additional focus will be placed on high-need students and targeted subgroups to continue reducing chronic absenteeism and maintain the positive trend in attendance improvement.

Action 2.3: PBIS Multi-Tiered System of Support
To strengthen consistency across classrooms, the school will continue providing PBIS and restorative practices training, coaching support, and fidelity checks. Aspire Gateway Academy will also strengthen Tier 2 supports as part of continued efforts toward Platinum PBIS recognition.

Action 2.4: Social-Emotional Learning (SEL)
The school will continue implementing RULER, community circles, mindful practices, and CASEL's Signature Practices. Panorama SEL data will continue guiding planning and interventions, with additional targeted supports provided for 5th grade students and chronically absent students who demonstrated lower outcomes across several SEL domains.

Action 2.5: School Climate
We will continue strengthening school climate through counseling supports, restorative practices, mentoring, PBIS systems, and CPI/de-escalation training. Discipline and Panorama SEL data will continue to guide interventions and support consistency across classrooms and schoolwide systems.

Action 2.6: Enrollment
The school will continue strengthening recruitment and retention efforts through community partnerships, outreach events, family engagement, and data-driven enrollment monitoring. Collaboration with the regional recruitment team will continue to support stronger follow-up systems, enrollment pipelines, and visibility within the community.

Action 2.7: Classroom Facilities and Student Physical Spaces
Quarterly FIT walkthroughs, annual safety trainings, and classroom monitoring will continue to ensure safe, organized, and instructionally supportive learning environments. The school will also continue refining classroom expectations and celebrating model classrooms that reflect strong schoolwide systems and learning environments.

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	Family and Community Engagement & Outreach	• Create a variety of events where parents and families can be involved, including opportunities to take on leadership roles. • Continue to hold quartely Principal Chats with families. Due to budgetary challenges, we will not continue with a Parent Coordinator, instead our Community School leader will support parent engagement efforts. • Continue to survey families to include feedback in strategic planning create regional black family advisory council group to provide input on our school culture climate and programming. • Pro Black Programming Coordinators will support with parent engagement and outreach efforts Communication with families in their home language and keeping them up to date with school-wide events calendar using ParentSquare, Google Classroom, and other platforms. • Monitor Panorama Family Survey data points related to family engagement for continuous improvement	$47,612.00	Yes
2.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies. • Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for subgroups of students. • Increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) • Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Conduct home visits/outreach during the summer to students with chronic	$102,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism/truancy 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, Hispanic, and Students with disabilities in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.		
2.3	PBIS Multi-Tiered system of supports	• To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) system across all schools. • All staff will receive PBIS training to ensure consistent implementation, while teachers will participate in additional professional development focused on restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. • Assemble/continue a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data. • We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. • We will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations. We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors. We will norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support. These		

Action #	Title	Description	Total Funds	Contributing
		interventions will include logical consequences as well as restorative practices.		
2.4	SEL	• Strengthen Adult SEL by practicing CASEL's 3 Signature Practices in school-wide staff meetings • Welcoming all-inclusive ritual • Engaging strategies • Optimistic closure • Promote SEL for Students • Implementation of SEL RULER curriculum • Community circle Fridays • Mindful practices • Reflect on data for continuous improvement • Data analysis and planning (Panorama SEL surveys) • Monitoring and reflection		
2.5	School Climate	• Student support services: We will provide a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs. • Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program • Data analysis and planning (Panorama SEL surveys) • Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices -Provide school-wide Professional Development on CPI and de-escalation techniques		
2.6	Enrollment	Establish a site Enrollment Team that will partner with schola to develop a student enrollment plan and lead student recruitment efforts		

Action #	Title	Description	Total Funds	Contributing
		Implementation of the Enrollment Guidance/Handbook across the region to ensure all schools reach their budgeted enrollment		
2.7	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.	$408,860.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We actively recruit and sustain educators and school staff dedicated to anti-racism, enabling them to guide students in developing an empowered anti-racist perspective that instills a sense of responsibility to address injustices at both local and global levels.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Aspire, we know that investing in our teammates is critical to achieving Aspire's mission and vision of providing a rigorous and joyful academic experience for all students. This goal was developed to ensure the continuous development of our teammates so that they can provide a high-quality education to all students. To achieve this goal, our actions will focus on developing teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. We will also continue our practice of regular feedback through individualized professional learning plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 88.24% Fully Credentialed	2022-23 85.71% Fully Credentialed	2023-24 84.62% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 3.62%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 81% responded favorably Belonging: 89% responded favorably Well-being: 76% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 76% responded favorably Belonging: 76% responded favorably	2025-26 Aspire Teammate Survey School Climate: 71% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably Belonging: 95% responded favorably	School Climate: Decreased 10% Belonging: Decreased 18% Well-being: Decreased 9% Staff-Leadership Rel: Decreased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 46% responded favorably	Well-being: 76% responded favorably Staff-Leadership Relationships: 71% responded favorably Cultural Awareness and Action: 55% responded favorably	Belonging: 71% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 55% responded favorably Cultural Awareness and Action: 59% responded favorably	Well-being: 95% responded favorably Staff-Leadership Relationships: 90% responded favorably Cultural Awareness and Action: 66% responded favorably	Cultural Awareness: Increased 13%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 94.6%	Retention Rate 91.10%	Retention Rate 98.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Increased 3.4%

Goal Analysis [2025-26]

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

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

Overall, most actions under this goal were successfully implemented, with continued focus on strengthening instructional coaching, culturally responsive teaching practices, staff retention, leadership development, and equity-centered programming. Leadership teams, regional partners, and staff collaborated throughout the year to support professional growth, anti-racist instructional practices, and staff belonging.

The Regular Coaching & Development of Leadership Teams (Action 3.1) continued to strengthen through the use of SchoolStatus Boost and aligned coaching cycles. Leadership teams regularly engaged in walkthroughs, feedback conversations, and instructional coaching aligned to

the ASLF and TLF frameworks. While coaching systems continued to improve, maintaining consistent observation cycles and coaching follow-through during high-demand periods of the year remained an area of challenge.

The Culturally Responsive Teaching Professional Development (Action 3.2) was partially implemented throughout the year. Staff participated in regional and site-based professional development focused on culturally responsive teaching, UDL, student identity, and inclusive instructional practices. Teachers increasingly incorporated student voice, identity, and culturally responsive strategies into instruction; however, implementation varied across classrooms and content areas. Staff expressed a continued need for additional coaching, planning time, and differentiated support to consistently embed identity, diversity, justice, and action into units of study.

Teammate Retention (Action 3.3) efforts remained strong throughout the year. Leadership continued partnering closely with Talent to support onboarding, communication, mentorship, and staff support systems. Professional development, collaboration opportunities, and leadership pathways helped strengthen staff belonging and retention efforts, though workload demands and staffing challenges continued to impact some positions.

Affinity Groups (Action 3.4) continued to provide teammates with opportunities for connection, reflection, collaboration, and belonging. Staff participation in affinity spaces supported the school's continued commitment to anti-racist practices, staff wellness, and inclusive workplace culture.

Pipeline Development (Action 3.5) was successfully implemented through ongoing Professional Learning Plan (PLP) meetings. Staff continued setting individualized career development goals and receiving support through mentorship, coaching conversations, professional learning experiences, and leadership opportunities. Tracking progress across individualized staff goals continued to require additional leadership time and monitoring.

Black Scholar Services (Action 3.6) continued through collaboration with the Pro-Black Program Coordinator, targeted professional development, Black staff affinity spaces, and leadership conversations centered on culturally affirming practices and student belonging. The Pro-Black Program Coordinator supported schoolwide programming and engagement opportunities that centered identity, representation, and community.

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 were more vacancies in hard-to-fill positions than expected, resulting in more payments of teammate retention.

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

The effectiveness of the actions taken under Goal 3 has been largely positive, as demonstrated by stakeholder feedback, coaching systems, staff retention efforts, and professional development implementation.

3.1 Regular Coaching & Development of Leadership Teams:

The continued implementation of observation and feedback cycles through SchoolStatus Boost supported stronger coaching conversations, leadership calibration, and teacher reflection aligned to the ASLF and TLF frameworks. Leadership teams were able to provide more timely feedback and identify instructional strategies centered on student identity, voice, engagement, and academic discourse. Continued growth is needed in maintaining consistent observation cycles and coaching follow-through during high-demand periods of the school year.

3.2 Culturally Responsive Teaching (CRT) Professional Development:
Professional development on culturally responsive teaching supported stronger integration of student identity, voice, equity, and inclusive instructional practices within classrooms. Teachers increasingly incorporated culturally responsive strategies into instruction, resulting in stronger student engagement and academic discourse. However, implementation varied across classrooms and content areas, indicating a continued need for differentiated coaching, collaborative planning time, and ongoing support.

3.3 Teammate Retention:
Teammate retention efforts were effective in strengthening staff belonging, communication, and collaboration between Talent and school leadership. Leadership maintained positive staff relationships and provided onboarding, mentorship, and professional growth opportunities to support retention and staff development. While staffing and workload demands continued to impact some positions, the school maintained strong staff relationships and overall continuity.

3.4 Affinity Groups:
Staff participation in regional affinity groups continued to positively support staff belonging, collaboration, reflection, and connection. Affinity spaces helped strengthen the school's commitment to anti-racist practices, inclusive workplace culture, and staff wellness.

3.5 Pipeline Development:
Professional Learning Plan (PLP) meetings effectively supported teammate growth, leadership development, and long-term career planning. Staff continued setting individualized career goals and accessing coaching, mentorship, professional development, and leadership opportunities aligned to their professional interests and future pathways.

3.6 Black Scholar Services:
The Pro-Black Program Coordinator effectively participated in targeted professional development, affinity spaces, and leadership collaboration opportunities that supported culturally affirming programming and student engagement. Black Scholar Services conversations also strengthened reflection and planning around student belonging, identity, representation, and equity-centered practices.

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

Based on the analysis, the following adjustments have been made to strengthen implementation and improve outcomes:

3.1 Regular Coaching & Development of Leadership Teams:
Leadership teams will continue refining observation systems and protecting dedicated coaching time to strengthen consistency of walkthroughs, feedback cycles, and coaching follow-through aligned to the ASLF and TLF frameworks.

3.2 Culturally Responsive Teaching (CRT) Professional Development:
Additional coaching, collaborative planning time, and differentiated support will be provided to strengthen consistency of culturally responsive teaching practices across classrooms and content areas. Follow-up observation and feedback cycles will continue after professional development sessions.

3.3 Teammate Retention:
Leadership and Talent teams will continue strengthening onboarding systems, staff wellness supports, mentorship opportunities, and regular check-ins to support staff belonging, appreciation, and long-term retention.

3.4 Affinity Groups:
The school will continue encouraging participation in regional affinity groups and increasing staff awareness of available affinity spaces to strengthen staff connection, belonging, and collaboration.

3.5 Pipeline Development:
Leadership will continue refining systems for tracking PLP goals, coaching follow-through, and individualized staff support plans. Additional structured check-ins and leadership opportunities will continue supporting long-term staff growth and pipeline development.

3.6 Black Scholar Services:
The school will continue supporting the Pro-Black Program Coordinator through targeted professional development, affinity spaces, and leadership collaboration. Black Scholar Services conversations and culturally affirming programming will continue to strengthen student belonging, representation, and equity-centered practices.

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	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	• Utilize SchoolStatus Boost as an observation tool to track ASLF observations • Ensure that there is a coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model	$13,000.00	Yes
3.2	Culturally Responsive Teaching	• Provide site-wide professional development on culturally responsive		No

Action #	Title	Description	Total Funds	Contributing
	(CRT) Professional Development	teaching ensuring that units of study include identity, diversity, justice and action after professional development days provided by the LA Region on UDL and culturally responsive teaching		
3.3	Teammate Retention	• Retention (Hard to fill and Black Staff)- Talent will support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. Talent will also provide avenues for career growth and advancement, offering support and resources. Additionally, Talent will work closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	$3,000.00	Yes
3.4	Affinity Groups	Continue ensure all teammates have the ability to attend regional affinity groups		No
3.5	Pipeline Development	Continue to ensure that during Professional Learning Plan (PLP) meetings, all teammates will set 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.)		No
3.6	Black Scholar Services	Build capacity of Pro-Black Program Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces and Black Scholar Services data conversations with principals.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -32.6 African American/Black: Data Not Displayed English Learners: -55.3 Hispanic/Latinx: -34.9 Socioeconomically Disadvantaged: -32.0 Students with Disabilities: -27.2	2023-2024 SBAC ELA DFS All Students: -40 English Learner: -64.9 Socioeconomically Disadvantaged: -45.9 Hispanic: -41.7 Students with Disabilities: -67.4	2024-2025 SBAC ELA DFS All Students: -31.1 English Learner: -67.3 English Learners Only: -96.6 English Only: -11.6 Hispanic: -32.5 Recently Reclassified	2025-2026 SBAC ELA DFS All Students: -2.6 Black/African American: Data Not Displayed for Privacy English Learners: -25.30 Hispanic/Latinx: -4.90	All Students: Increased 1.5 English Learner: Decreased 12 Hispanic: Increased 2.4 Socioeconomically Disadvantaged: Decreased 0.2 Students with Disabilities: Decreased 14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fluent-English Proficient Only: -7 Socioeconomically Disadvantaged: -32.2 Students with Disabilities: -41.5	Socioeconomically Disadvantaged: -2.0 Students with Disabilities: +2.8	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -32.9 African American/Black: Data Not Displayed English Learners: -40.5 Hispanic/Latinx: -35.2 Socioeconomically Disadvantaged: -33.3 Students with Disabilities: -17.4	2023-2024 SBAC MATH DFS All Students: -42.2 English Learner: -62.9 Socioeconomically Disadvantaged: -45.2 Hispanic: -42.9 Students with Disabilities: -69.1	2024-2025 SBAC MATH DFS All Students: -25.4 English Learner: -46.1 English Learners Only: -69.5 English Only: -13.1 Hispanic: -28 Recently Reclassified Fluent-English Proficient Only: 2 Socioeconomically Disadvantaged: -26 Students with Disabilities: -26.8	2025-2026 SBAC Math DFS All: -2.90 African American/Black: data not displayed English Learners: -10.50 Socioeconomically disadvantaged: -3.30 Hispanic/Latinx: -5.20 Students with Disabilities: +12.60	All Students: Increased 7.5 English Learner: Decreased 5.6 Hispanic: Increased 7.2 Socioeconomically Disadvantaged: Increased 7.3 Students with Disabilities: Decreased 9.4

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.

To support Goal 4—ensuring student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups—Aspire Gateway Academy implemented targeted ELA and Math interventions aligned to the needs identified through the LREBG needs assessment.

For ELA (Action 4.1), students received targeted literacy interventions through small-group instruction, MyPath personalized learning, intervention supports, and structured literacy practices informed by diagnostic and formative assessment data. Expanded learning opportunities, including before/after-school intervention and additional literacy support, provided students with increased access to instructional time and intervention services. Teachers also participated in professional development focused on foundational literacy, scaffolding for English Learners, culturally responsive instructional practices, and strategies aligned to the California ELA/ELD Framework. Family engagement efforts included literacy workshops, take-home reading resources, and communication around literacy support strategies.

For Math (Action 4.2), students participated in targeted math interventions through small-group instruction, personalized learning supports, and intervention programs informed by diagnostic data. Expanded learning opportunities, including before/after-school support and summer learning opportunities, provided additional instructional time for students requiring intervention. Teachers participated in professional development, coaching, and co-planning aligned to the 2023 California Mathematics Framework, with an emphasis on math discourse, problem-solving, scaffolds for English Learners, and culturally responsive instructional practices. Family engagement efforts included math workshops, take-home activities, and communication around supporting math learning at home.

Overall, implementation was aligned to the planned actions. Successes included strengthened intervention systems, increased use of diagnostic data to guide instruction, expanded learning opportunities, and stronger alignment to state instructional frameworks. Challenges included balancing intervention time within the instructional day and continuing to accelerate growth for identified student groups, particularly English Learners and Students with Disabilities.

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

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

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

The actions connected to Goal 4 were effective in strengthening intervention systems, expanding targeted academic supports, and increasing access to additional instructional opportunities for students identified through the LREBG needs assessment.

Action 4.1 ELA:
ELA interventions supported improvements in foundational literacy skills, particularly in early literacy and small-group intervention structures. Teachers increasingly utilized diagnostic data, MyPath personalized learning, and scaffolding strategies to support student learning and intervention planning. Expanded learning opportunities also provided additional literacy support for students needing targeted intervention. While progress was observed, English Learners and Students with Disabilities continue to require additional targeted literacy supports and differentiated scaffolds to accelerate achievement outcomes.

Action 4.2 Math:
Math interventions strengthened small-group instruction, personalized intervention supports, and student access to additional instructional time. Teachers increasingly implemented math discourse strategies, problem-solving practices, and targeted interventions aligned to the

California Mathematics Framework. Professional development and coaching supported stronger alignment around student-centered instructional practices and scaffolds for English Learners. Continued growth is still needed for identified student groups, particularly Students with Disabilities and English Learners, who continue requiring additional targeted supports and differentiated intervention strategies.

Overall, the actions positively impacted instructional practices, intervention systems, and access to targeted supports, though continued acceleration efforts remain necessary for identified subgroups.

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

Based on the analysis, the following adjustments and next steps will be implemented to strengthen progress toward Goal 4:

Action 4.1 ELA:
Aspire Gateway Academy will continue strengthening targeted literacy interventions, MyPath personalized learning, and expanded learning opportunities aligned to foundational literacy development. Additional focus will be placed on strengthening scaffolds for English Learners and Students with Disabilities, utilizing diagnostic data to drive intervention planning, and providing continued professional development aligned to the California ELA/ELD Framework and culturally responsive instructional practices.

Action 4.2 Math:
The school will continue targeted math interventions, expanded learning supports, and professional development aligned to the California Mathematics Framework. Additional focus will be placed on increasing math discourse opportunities, strengthening scaffolds for English Learners and Students with Disabilities, and utilizing assessment data to guide targeted intervention supports and instructional planning.

Moving forward, intervention systems, expanded learning opportunities, and data-driven instructional practices will continue to be refined to accelerate learning recovery and improve outcomes for identified student groups.

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, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse,	$62,250.00	No

Action #	Title	Description	Total Funds	Contributing
		high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.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 math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Foundational Math Skills – Small-group instruction, tutoring, and structured math programs to help build math fluency and comprehension.		No

Action #	Title	Description	Total Funds	Contributing
		Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.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
$1,164,429	$104,340

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
37.115%	0.000%	$0.00	37.115%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate academic achievement gaps in English Language Arts and Mathematics. According to the 2024-25 SBAC results, English Learners scored 67.3 points below standard in ELA and 46.1 points below	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new curriculum	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 Socioeconomically Disadvantaged students scored 32.2 points below standard in ELA and 26.0 points below standard in Mathematics. Additionally, only 52.4% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Furthermore, recognizing the critical role of technology in modern education, we're committing to a 1:1 Chromebook initiative. This ensures that all students, regardless of their socioeconomic status, have equal access to digital learning resources. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate academic achievement gaps in English Language Arts and Mathematics. According to the 2024-25 SBAC results, English Learners scored 67.3 points below standard in ELA and 46.1 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 32.2 points below standard in ELA and 26.0 points below standard in Mathematics. Additionally, only 52.4% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:**	Using the Aspire Student Learning Framework (ASLF) provides guaranteed instruction that includes culturally responsive teaching, universal design for learning, and principles of inclusion. Access to culturally responsive texts across content areas and ensuring classroom artifacts reflect student diversity promote a more inclusive learning environment. The updated ASLF framework is used as a coaching tool with integrated culturally responsive teaching strategies across four domains. Monthly professional development focuses on guaranteed and viable instruction and planning small group data-informed instruction. Co-planning professional development with regional content directors and program managers ensures alignment across the board. These actions are implemented schoolwide to provide consistent and high-quality instruction that helps close the achievement gap for English learners, low-income students, and foster youth.	Metric (1.1 & 1.2) SBAC Metric (1.9) iReady

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
	LEA-wide		
2.1	**Action:** Family and Community Engagement & Outreach **Need:** According to the 2024-25 Aspire Family Survey, only 30% of families responded favorably regarding family engagement, indicating a continued need to strengthen opportunities for meaningful family participation and leadership. Additionally, chronic absenteeism remained elevated for English Learners (26.9%) and Socioeconomically Disadvantaged students (31.1%), demonstrating the importance of strong communication and collaboration between families and the school to support student success. **Scope:** LEA-wide	The action is designed to address the identified need for increased family engagement opportunities on campus by implementing a series of initiatives aimed at enhancing parental involvement. These initiatives may include organizing family-friendly events, workshops, and activities that encourage parents to participate actively in their child's education. By providing these opportunities on a schoolwide basis, we ensure that all families within our academy have access to the resources and support necessary to foster a positive and collaborative school environment. Additionally, offering these initiatives across the entire district allows for a more equitable distribution of resources and ensures that no student or family is left behind.	Metric (2.4) Efforts we make to seek parent input
2.2	**Action:** Attendance **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 26.9% for English Learners, 24.6% for Hispanic students, and	We will continue to maintain our attendance team, tasked with monitoring data and facilitating attendance support plans with families and teachers. These proactive measures aim to improve attendance rates, particularly for our low-income students. It's important to note that these actions are being implemented on an LEA-wide basis to maximize their impact on increasing overall attendance rates for all students.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	34.4% for Students with Disabilities, all of whom were identified with Red performance levels on the Dashboard. **Scope:** LEA-wide		
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to the 2024-25 California School Dashboard, chronic absenteeism rates were 26.9% for English Learners and 31.1% for Socioeconomically Disadvantaged students. Additionally, the 2025-26 Aspire Student Survey found that only 61% of students in grades 3-5 responded favorably regarding sense of belonging and 52% regarding school safety. These data indicate a need to maintain safe, supportive, and engaging learning environments that promote student attendance, belonging, and educational success for unduplicated pupils. **Scope:** LEA-wide	This action supports facility improvements, classroom environments, and campus safety measures that help ensure English Learners and Socioeconomically Disadvantaged students have access to safe, welcoming, and supportive learning environments. Well-maintained facilities, positive classroom environments, and strong safety systems contribute to student engagement, attendance, and a sense of belonging, helping to remove barriers that may negatively impact participation in school. Although these services are provided schoolwide because all students benefit from safe and supportive learning environments, they are principally directed toward addressing the attendance, engagement, and school connectedness needs of English Learners and Socioeconomically Disadvantaged students.	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety
3.1	**Action:** Regular Coaching & Development of leadership Teams (using ASLF & TLF) **Need:**	Using Teachboost as an observation tool will standardize the tracking of Aspire School Leadership Framework (ASLF) observations, allowing administrators and coaches to collect data on instructional practices efficiently. This data will help identify areas for improvement and align	Metric (3.2) Teacher Sense of Safety and 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 and Socioeconomically Disadvantaged students continue to demonstrate academic achievement gaps that require strong instructional practices and ongoing educator support. According to the 2024-25 SBAC results, English Learners scored 67.3 points below standard in ELA and 46.1 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 32.2 points below standard in ELA and 26.0 points below standard in Mathematics. **Scope:** LEA-wide	coaching strategies to address specific teacher development needs. Implementing a coaching cycle process aligned with Aspire LA's Instructional Coaching Model will provide a consistent framework for mentoring and supporting teachers. This process will ensure teachers receive personalized, targeted feedback and support, improving their ability to deliver high-quality instruction. By following the established coaching model, instructional strategies can be better tailored to address the needs of unduplicated students, enhancing engagement and academic achievement. These actions aim to create a more cohesive and data-driven approach to improving instructional quality. By providing targeted support and aligning coaching practices, teachers will be better equipped to meet the diverse needs of all students, particularly those from underserved backgrounds.	
3.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students benefit from access to effective, well-supported educators and stable instructional environments. While the school maintained a strong 98% staff retention rate in 2025-26, staff survey results indicate opportunities to strengthen staff culture and support systems. According to the 2025-26 Aspire Teammate Survey, only 71% of staff responded favorably regarding belonging, 55% regarding staff-leadership relationships, and 67% regarding well-being.	This action is designed to address the identified need for improving job satisfaction among both teachers and staff at Aspire Gateway Academy. Ensuring satisfaction within our team is crucial for maintaining a stable school community, especially in low-income areas where transitions are more common. By recognizing the disparity in satisfaction levels between these two groups, the action aims to implement targeted strategies that enhance job satisfaction and morale across the entire school community. To achieve this, the action will involve: Implementing staff appreciation programs: Recognizing and acknowledging the hard work and dedication of both teachers and staff through	Metric (3.3) Teammate Retention

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	various appreciation initiatives, such as employee of the month awards, recognition events, and personalized tokens of appreciation. Providing professional development opportunities: Offering opportunities for professional growth and development through workshops, training sessions, and conferences that cater to the specific needs and interests of teachers and staff. Improving communication and feedback channels: Establishing open and transparent communication channels that allow teachers and staff to voice their concerns, provide feedback, and contribute ideas for improvement. Regular check-ins and feedback sessions will be conducted to ensure that their voices are heard and valued. Promoting work-life balance: Implementing policies and practices that support a healthy work-life balance, such as strategic calendaring of PD's, wellness programs, and access to resources for managing stress and workload. By providing these support mechanisms on a schoolwide basis, the action aims to create a positive and supportive work environment that fosters job satisfaction, employee engagement, and ultimately, retention of talented and dedicated educators and staff members who will play a vital role in supporting our students' academic growth.	
3.4	**Action:** Affinity Groups **Need:**	The Affinity Group action is designed to address the identified need for fostering a more inclusive and culturally responsive school environment by providing structured opportunities for staff members to engage in meaningful dialogue,	Metric (3.2) Teacher Sense of Safety and 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
	The unique identified need for our students regarding the Affinity Group action primarily revolves around fostering a more inclusive and culturally responsive school environment. The staff survey data from the 2023-2024 academic year revealed a concerning drop in responses related to how often staff members think about and engage in discussions with colleagues of different races, ethnicities, or cultures. Specifically, only 52% of respondents provided a favorable response to the survey question regarding this aspect. This decline in engagement with diverse perspectives underscores the need to create spaces for meaningful dialogue, reflection, and collaboration among staff members from various racial, ethnic, and cultural backgrounds. By addressing this need through the implementation of Affinity Groups, we aim to promote cross-cultural understanding, empathy, and collaboration among staff members, ultimately fostering a more inclusive and culturally responsive school community. **Scope:**	reflection, and collaboration with colleagues from diverse racial, ethnic, and cultural backgrounds. These Affinity Groups will be established on a schoolwide basis to ensure that all staff members have the opportunity to participate and benefit from these collaborative spaces. By bringing together staff members who share common racial, ethnic, or cultural identities, as well as those who are interested in learning more about and engaging with diverse perspectives, the Affinity Groups will create a supportive environment for building relationships, sharing experiences, and exploring issues related to diversity, equity, and inclusion. Through facilitated discussions, professional development activities, and collaborative projects, staff members will have the opportunity to deepen their understanding of cultural differences, challenge implicit biases, and develop strategies for promoting equity and cultural responsiveness in their professional practice. By providing these opportunities on a schoolwide basis, we ensure that all staff members are actively engaged in the work of creating a more inclusive and culturally responsive school community.	

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	3,137,353	1,164,429	37.115%	0.000%	37.115%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,165,027.00	$1,349,193.00	$0.00	$274,538.00	$2,788,758.00	$2,334,822.00	$453,936.00

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	$177,357.00	$177,357.00				$177,357.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$389,931.00	$23,000.00	$412,931.00				$412,931.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$176,008.00	$0.00		$176,008.00			$176,008.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	MLL	All	No			All Schools	Ongoing	$17,234.00	$0.00				$17,234.00	$17,234.00	
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,186,716.00	$0.00		$1,110,935.00		$75,781.00	$1,186,716.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$181,523.00	$0.00				$181,523.00	$181,523.00	
2	2.1	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$47,612.00	$0.00	$47,612.00				$47,612.00	
2	2.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$102,267.00	$0.00	$102,267.00				$102,267.00	
2	2.3	PBIS Multi-Tiered system of supports						Ongoing								
2	2.4	SEL						Ongoing								
2	2.5	School Climate						Ongoing								
2	2.6	Enrollment						Ongoing								
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$233,531.00	$175,329.00	$408,860.00				$408,860.00	

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
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$13,000.00	$13,000.00				$13,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All	No			All Schools	Ongoing								
3	3.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing								
3	3.5	Pipeline Development	All	No			All Schools	Ongoing								
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$62,250.00		$62,250.00			$62,250.00	
4	4.2	Math	All	No			All Schools	2025-26								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,137,353	1,164,429	37.115%	0.000%	37.115%	$1,165,027.00	0.000%	37.134 %	**Total:**	$1,165,027.00
								LEA-wide Total:	$1,165,027.00
								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	$177,357.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Low Income	All Schools	$412,931.00	
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$47,612.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$102,267.00	
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$408,860.00	
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Low Income	All Schools	$13,000.00	
3	**3.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,019,400.00	$2,781,103.00

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	$173,604.00	161,867
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$515,541.00	537,356
1	**1.3**	Instruction (Master Scheduling)	No	$167,601.00	162,974
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	MLL	No	$13,025.00	13,192
1	**1.6**	SPED	No	$1,287,961.00	1,029,797
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$157,599.00	181,523
2	**2.1**	Family and Community Engagement & Outreach	Yes	$36,930.00	33,245
2	**2.2**	Attendance	Yes	$107,055.00	117,350
2	**2.3**	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	Yes	$0.00	$0.00
2	**2.5**	School Climate	Yes	$0.00	$0.00
2	**2.6**	Enrollment	Yes	$0.00	$0.00
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	$504,141.00	483,174
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$22,000.00	22,000
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	No	$0.00	$0.00
3	**3.3**	Teammate Retention	Yes	$3,000.00	7,500
3	**3.4**	Affinity Groups	Yes	$0.00	$0.00
3	**3.5**	Pipeline Development	No	$0.00	$0.00
3	**3.6**	Black Scholar Services	No	$0.00	$0.00
4	**4.1**	ELA	No	$30,943.00	31,125
4	**4.2**	Math	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,251,888	$1,362,271.00	$1,362,492.00	($221.00)	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	$173,604.00	161,867		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$515,541.00	537,356		
2	2.1	Family and Community Engagement & Outreach	Yes	$36,930.00	33,245		
2	2.2	Attendance	Yes	$107,055.00	117,350		
2	2.3	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00		
2	2.4	SEL	Yes	$0.00	$0.00		
2	2.5	School Climate	Yes	$0.00	$0.00		
2	2.6	Enrollment	Yes	$0.00	$0.00		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$504,141.00	483,174		
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$22,000.00	22,000		
3	3.3	Teammate Retention	Yes	$3,000.00	7,500		
3	3.4	Affinity Groups	Yes	$0.00	$0.00		

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)
3,442,882	1,251,888	0.000%	36.362%	$1,362,492.00	0.000%	39.574%	$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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