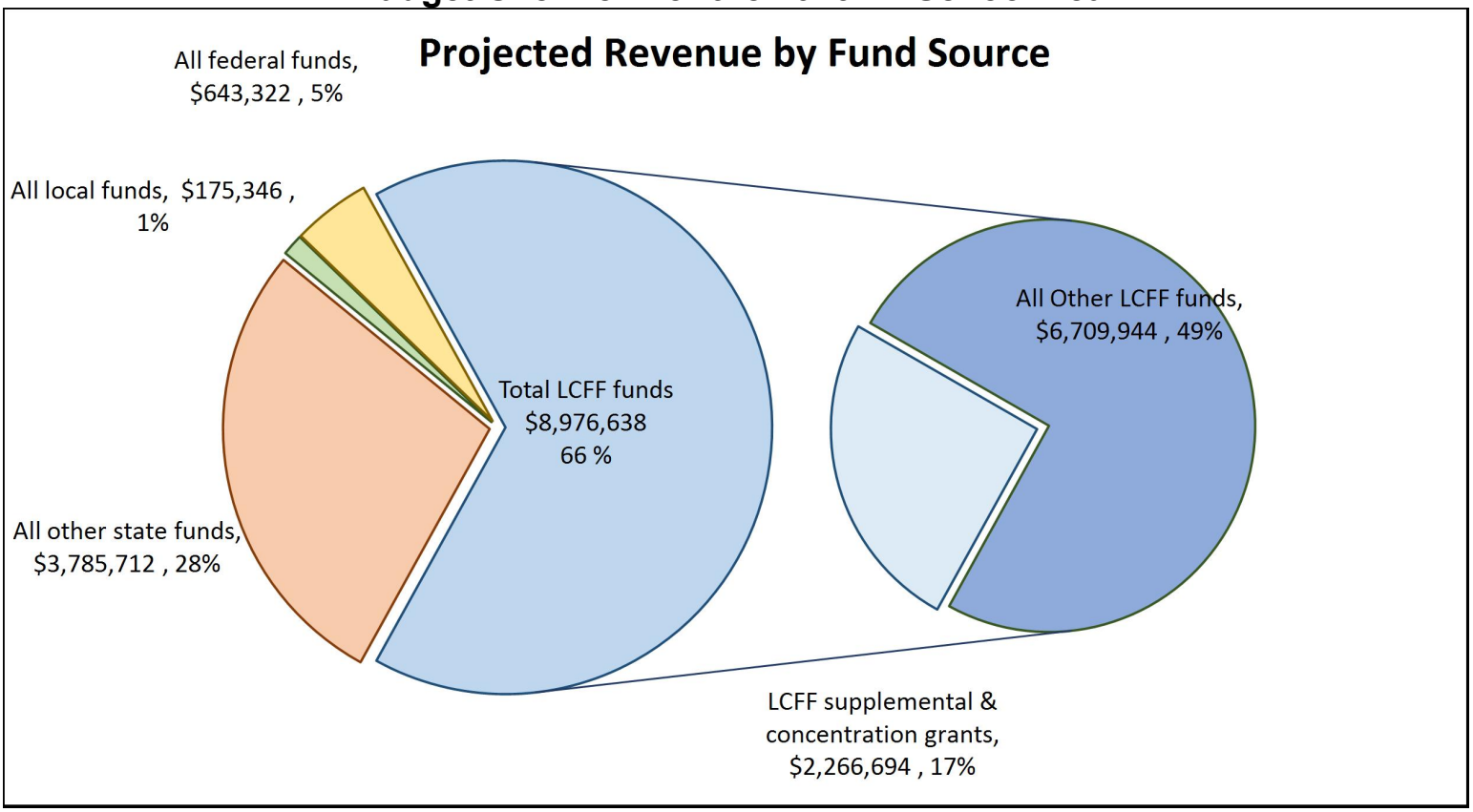
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Richmond Technology Academy
CDS Code: 07-61796-0132118
School Year: 2026-27
LEA contact information:
Samantha Lamb
Principal
AspireRTA@aspirepublicschools.org
510-480-0660

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

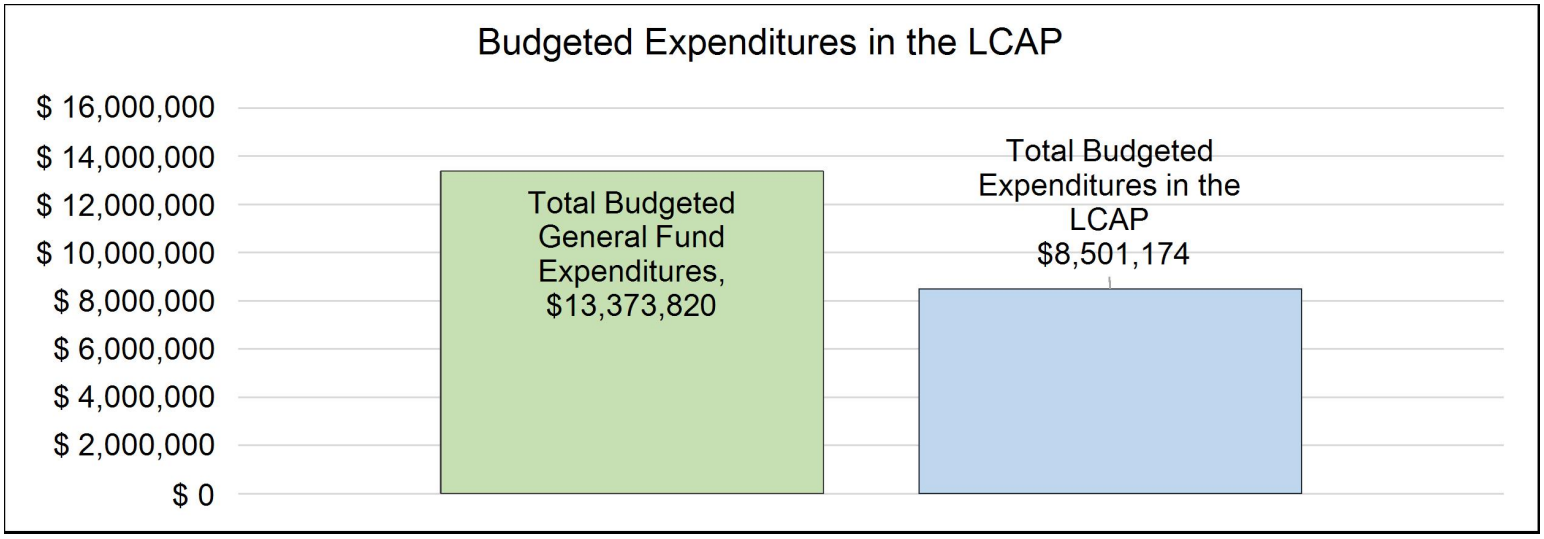


This chart shows the total general purpose revenue Aspire Richmond Technology Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Richmond Technology Academy is $13,581,018, of which $8,976,638 is Local Control Funding Formula (LCFF), $3,785,712 is other state funds, $175,346 is local funds, and $643,322 is federal funds. Of the $8,976,638 in LCFF Funds, $2,266,694 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 Richmond Technology 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 Richmond Technology Academy plans to spend $13,373,820 for the 2026-27 school year. Of that amount, $8,501,174 is tied to actions/services in the LCAP and $4,872,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

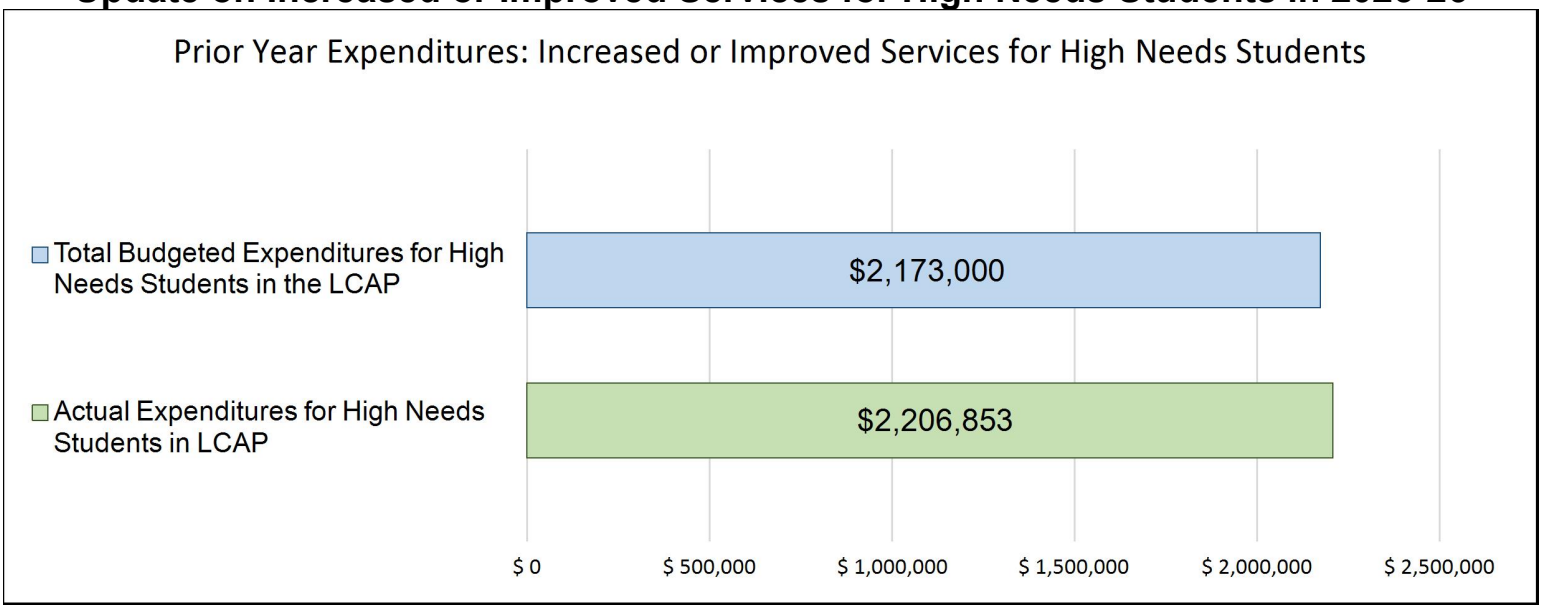
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Richmond Technology Academy is projecting it will receive $2,266,694 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Richmond Technology Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Richmond Technology Academy plans to spend $2,330,500 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 Richmond Technology 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 Richmond Technology 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 Richmond Technology Academy's LCAP budgeted $2,173,000 for planned actions to increase or improve services for high needs students. Aspire Richmond Technology Academy actually spent $2,206,853 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 Richmond Technology Academy	Samantha Lamb Principal	AspireRTA@aspirepublicschools.org 510-480-0660

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 Richmond Technology Academy (RTA) is a TK-5 public charter school located in Richmond, California, operating under the West Contra Costa Unified School District. Serving 590 students, RTA is part of the Aspire Public Schools network, a non-profit organization dedicated to fostering college-ready scholars. The school's diverse student population includes 72% Hispanic, 13% African American, and 7% Asian-American students, with 80% of the student body eligible for free and reduced lunch programs.

Guided by its mission of "Education for Liberation," RTA provides a rigorous academic experience tailored to meet both the academic and social-emotional needs of its scholars. The school emphasizes teacher effectiveness, family involvement, and small-group differentiated instruction as key pillars of its educational framework. Programs such as blended learning, google classroom and support services are integrated into the curriculum to equip students with skills necessary for success in a highly technical economy. Recognized as a "Top Bay Area Public School" for its English Learner growth and its work with low-income Latino students in math, RTA strives to create a culture where scholars become transformational agents of change through collaborative and critical learning experiences.

With a commitment to inclusivity, RTA partners with families and community stakeholders to ensure all students feel supported, safe, and engaged. The school cultivates self-motivated, competent, and life-long learners, preparing them for college, career, and the responsibilities of global citizenship.

Reflections: Annual Performance

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

For the 24-25 school year, Aspire Richmond Technology Academy demonstrated a mix of strengths and areas for growth under California's Accountability System (California Dashboard). RTA maintained a positive school climate by achieving a low suspension rate of 0.7% which was a change of 0.8% from the year before. In addition, Chronic Absenteeism also reduced down to 24.90% which was a 2.80% decrease from the year prior. In addition, RTA has shown moderate growth for improving outcomes for all subgroup areas in ELA and all but one subgroup areas for Math. RTA also met standards Basics, Implementation of Academic Standards, Parent and Family Engagement. Climate Survey. and Access to a Broad Course of Student. This shows that RTA demonstrates a well rounded approach to programing for instruction for students.

However, there were areas that RTA did not grow in. The year prior, RTA made gains in English Learner Progress. In 24-25, this progress dropped to 40.3% making progress which dropped by 12.7% from the year prior. In addition, RTA remained 52.2 points below standard for ELA and 62.9 below standard for Mathematics. Within that data, the subgroups of African American students and Students with Disabilities were in red and English Learners and Hispanics were in orange. These groups will need to be targeted to make improvement in the 25-26 school year.

The areas for improvement for Aspire Richmond Technology Academy are English Learner Progress, ELA and Mathematics. To address these challenges, we have implemented teacher development on best instructional practices for Academic Discourse, Foundational Reading, Writing, and Math. These actions are designed to support our MLL, Black, and Students with Disabilities and align with our LCAP goal of Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.

We do not have unspent LREBG funds from the prior year.

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: No Red on Dashboard

Successes
Aspire River Oaks Charter School demonstrates strong overall performance, particularly in academic achievement and school climate. In English Language Arts, students are performing 13.3 points above the state standard, with an increase of 11.4 points, earning a Green designation. In Mathematics, students are performing even higher at 18.8 points above standard, with 10.6 points of growth, also earning a Green designation. These results reflect effective instructional systems and a consistent upward trajectory in student learning, with Math emerging as a particular area of strength.
In addition to academic success, River Oaks excels in creating a positive and supportive school environment. The school earned a Blue designation in Suspension Rate, with 0% of students suspended. This indicates highly effective behavior systems and a strong, inclusive school culture. Furthermore, all local indicators—including Access to a Broad Course of Study, Basic Services, Parent and Family

Engagement, and School Climate—were marked as Standard Met, demonstrating strong organizational systems and a commitment to providing a well-rounded educational experience.
River Oaks has also made progress in addressing chronic absenteeism. While currently at 13.7% (Yellow), the rate has declined by 3.3 percentage points, indicating that attendance interventions are beginning to have a positive impact. Additionally, Science performance remains stable at the Yellow level, with 52.1 points and a slight increase of 1.5 points, and no student groups performing in the Red or Orange categories, suggesting a consistent foundation across subgroups.

Challenges
Despite these strengths, several key challenges remain. The most significant area of concern is English Learner Progress, which is currently at the Orange level, with only 53.9% of students making progress, reflecting a decline of 22.4 percentage points. This substantial decrease indicates that English Learners are not making adequate progress toward proficiency and highlights a critical need for strengthened instructional supports and targeted interventions.
Chronic absenteeism, while improving, continues to be an area requiring focused attention. At 13.7%, the rate remains elevated, and the presence of three student groups in the Orange category and two in Yellow indicates ongoing inequities in attendance. This suggests that certain student populations are disproportionately impacted and may require more targeted, tiered interventions to address barriers to consistent attendance.
Additionally, while overall performance in English Language Arts is strong, there are still three student groups performing at the Yellow level, indicating some inconsistency in outcomes across subgroups. Science achievement also remains an area for growth, as performance has remained at the Yellow level with minimal improvement, suggesting a need for increased instructional focus and coherence in this subject area.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: English Learner Progress: English Learner Suspension: Black/African American, All Students, Multiple Races/Two or More, Socioeconomically Disadvantaged, Students with Disabilities

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers participate in Fall and Winter Teammate surveys, where they rate different aspects of school culture, relationships, priorities, practices. Lead teachers meet weekly to plan implementation and progress monitoring of schoolwide and grade level goals, which they then take to their weekly team meetings and biweekly data talks. Teachers are also engaged in weekly staff meetings, professional development, school surveys, and either weekly, biweekly, or monthly 1-1 coaching meetings. There are also bi-annual regional professional developments. Through these various avenues they are able to reflect on and share how we are progressing toward our school goals, and what support is needed, so we can further develop and refine our LCAP goals and action steps.
Principals and Admin	School leaders, including the Principal, Assistant Principals, Deans, Business Manager, Instructional Coach and After School Director participate in daily admin chats, weekly admin meetings, rotating specialized admin meetings, weekly professional development and staff meetings, and Fall and Winter Teammate Surveys. These various meetings and check ins focus on schoolwide planning, resource allocation, professional learning, and goal setting aligned to our LCAP goals and action steps.
Other School Personnel	Non-instructional staff, including support and operations teams, were also engaged through Fall and Winter Teammate Surveys, weekly staff meetings, weekly surveys, quarterly launch and annual reflection professional developments. These engagements provided input on our school culture, workplace environment, operational systems,

Educational Partner(s)	Process for Engagement
	student support services, and staff relationships, which directly inform the development and refinement of the LCAP.
Parents	Families are engaged through Fall and Winter Family Surveys, quarterly SSC, admin chats, ELAC, and Black Family meetings, and cultural or academic family engagement opportunities throughout the year. During these meetings, feedback was gathered on progress toward our LCAP goals, barriers to engagement, and family and community needs.
Students	Students participate in a fall and winter survey in which they give feedback on their schoolwide and class experiences, including sense of belonging, learning experiences, and climate. We also have a student council and a Black Boys and Black Girls group which meet monthly to give feedback on our school practices and share ways to support student success on our goals.
SELPA (Special Education)	Our special education provider team meets weekly, our instructional aides meet weekly, and our ed specialists have an additional biweekly meeting in which we discuss and determine student needs, provide input on our Sped supports and programming, and review practices to determine adjustments to our goals and action steps. They participate in the bi-annual teammate surveys as well as school and regional instructional and professional development as applicable. Feedback is integrated into our instructional priorities, accommodations, and support plans for students with IEPs.

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

AT RTA, the engagement process with educational partners lead to the development of LCAP goals from various stakeholders including staff, students, families, and SELPA representatives. Based on input from the staff, there was a call for strengthening and reducing priorities around instruction. Staff also emphasized more joy around staff climate and culture as well as for students. Staff also emphasized the importyance of consistent systems and collaboration, which informed actions related to coaching, professional development, and data talks. School leaders highlighted the need for continued investment in staff development and family engagement. The LCAP priortizes professional learning, resources, and collaboration time across grade level, sped department, and MTSS systems.
Parents and Families through surveys, meetings, and school events identified wanting more support with academic and support at home and more opportunities to have connection with their child's teacher. They also communicated that they wanted clearer communication on different parent platforms. We worked to provide more academic workshops for parents as well as streamline communcation on our digital platforms. These actions aim to strengthen home and student connection.

Student feedback related to sense of belonging and school climate informed a continued focus on fostering a positive and inclusive environment. This includes strengthening social-emotional learning, reinforcing schoolwide expectations, and expanding opportunities for student voice and leadership. These efforts are intended to promote engagement, improve behavior, and support a strong sense of community at RTA.

Consultation with SELPA representatives also informed actions to ensure students with disabilities receive equitable access and support. The LCAP reflects a focus on improving collaboration between general and special education staff, aligning IEP goals with grade-level instruction, and strengthening inclusive practices. These refinements demonstrate how input from RTA's educational partners directly shaped the LCAP's goals, actions, and resource allocation to better support academic achievement, behavior, and social-emotional outcomes for all students and student subgroups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -45 African American/Black: -34.4 English Learners: -58.8	2023-2024 SBAC ELA DFS All Students: -40.6 English Learner: -50.3	2024-2025 SBAC ELA DFS All Students: -52.2 Black/African American: -91.9 Asian: 57.3	2025-2026 SBAC ELA DFS All: -33.00 African American/Black: -22.40	All Students: Decreased 7.2 Black/African American: Decreased 57.5 English Learner: Decreased 3.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -50.7 Hispanic/Latinx: -54.5 Students with Disabilities: -85.5	Socioeconomically Disadvantaged: -41.1 Black/African American: -47.9 Asian: 32 Hispanic: -45 Students with Disabilities: -103.3	English Learner: -61.9 English Learners Only: -109.2 English Only: -53.2 Hispanic: -55.8 Recently Reclassified Fluent-English Proficient Only: -1.1 Socioeconomically Disadvantaged: -57.7 Students with Disabilities: -107.7	English Learners: -46.80 Socioeconomically disadvantaged: -38.70 Hispanic/Latinx: -42.50 Students with Disabilities: -73.50	Hispanic: Decreased 1.3 Socioeconomically Disadvantaged: Decreased 7 Students with Disabilities: Decreased 22.2
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -49.8 African American/Black: -63 English Learners: -50.5 Socioeconomically disadvantaged: -52.7 Hispanic/Latinx: -53 Students with Disabilities: -90.6	2023-2024 SBAC MATH DFS All Students: -50.6 English Learner: -61.1 Socioeconomically Disadvantaged: -52.4 Black/African American: -63.3 Asian: 23.9 Hispanic: -56.7 Students with Disabilities: -99.7	2024-2025 SBAC MATH DFS All Students: -62.9 Black/African American: -97.9 Asian: 21.2 English Learner: -63.2 English Learners Only: -98 English Only: -70.8 Hispanic: -65.3 Recently Reclassified Fluent-English Proficient Only: -18.5	2025-2026 SBAC Math DFS All: -37.80 African American/Black: -51 English Learners: -38.50 Socioeconomically disadvantaged: -40.70 Hispanic/Latinx: -41 Students with Disabilities: -78.60	All Students: Decreased 13.1 Black/African American: Decreased 34.9 English Learner: Decreased 12.7 Hispanic: Decreased 12.3 Socioeconomically Disadvantaged: Decreased 15.3 Students with Disabilities: Decreased 31.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: -68 Students with Disabilities: -122.4		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 14.81% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 15 points below All Students: 15.7 points below Hispanic: 17.4 points below Students with Disabilities: 32.8 points below English Learner: 21.1 points below Socioeconomically Disadvantaged: 16 points below 19.52%% Met or Exceeded	2024-25 Science Points (SPs) All Students: 42.8 science points English Learner: 39 science points English Learners Only: 27.8 science points English Only: 40.8 science points Hispanic: 42.6 science points Recently Reclassified Fluent-English Proficient Only: 44.8 science points Socioeconomically Disadvantaged: 43.1 science points Students with Disabilities: 32.5 science points 17.24% Met or Exceeded	2025-2026 Science Test 19.81% Met or Exceeded	Increased 2.43%
1.4	% of EL students making progress toward ELPAC	2022-2023 ELPI	2023-24 ELPI	2024-2025 ELPI	2025-2026 ELPI	Increased 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency (ELPI) CA School Dashboard	28.60% of ELs making progress towards English language proficiency	EL: 52.9% of ELs making progress towards English language proficiency	EL: 40.3% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	40.60% of ELs making progress towards English language proficiency	
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 20.5%	2023-2024 RFEP Rate: 2.50%	204-25 RFEP Rate: 6.61%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 13.89%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL	2023-2024 Rate the LEA's progress in providing professional learning for	2024-2025 Rate the LEA's progress in providing	2025-2026 Rate the LEA's progress in providing	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
	proficiency (Local Indicator, Priority 2 self-reflection)	teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students met annual typical growth goal	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 36%	SY 2024-25 (iReady Reading) % of students that met annual typical growth	2026-2027 iReady Reading % of students met annual typical growth goal	Other Academic Outcomes (iReady Reading) All Students: Decreased 15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 52% Grade 3: 33% Grade 4: 53% Grade 5: 75% iReady Math % of students met annual typical growth goal All Students: 33% Grade K: 32% Grade 1: 18% Grade 2: 17% Grade 3: 41% Grade 4: 30% Grade 5: 58%	Grade 3: 32% Grade 4: 38% Grade 5: 38% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 13% Grade K: 10% Grade 1: 16% Grade 2: 11% Grade 3: 17% Grade 4: 12% Grade 5: 10%	All Students: 37% Grade 3: 61% Grade 4: 29% Grade 5: 26.5% SY 2024-25 (iReady Math) % of students that met annual typical growth All Students: 40% Grade K: 50.5% Grade 1: 34.0% Grade 2: 48.1% Grade 3: 45.1% Grade 4: 31.8% Grade 5: 35.3%	All Students: 67% Grade 3: 48% Grade 4: 68% Grade 5: 90% iReady Math % of students met annual typical growth goal All Students: 48% Grade K: 47% Grade 1: 33% Grade 2: 32% Grade 3: 56% Grade 4: 45% Grade 5: 73%	Grade 3: Increased 28 Grade 4: Decreased 24 Grade 5: Decreased 48.5 Other Academic Outcomes (iReady Math) All Students: Increased 7 Grade K: Increased 18.5 Grade 1: Increased 16 Grade 2: Increased 31.1 Grade 3: Increased 4.1 Grade 4: Increased 1.8 Grade 5: Decreased 22.7
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math,	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,	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,	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science, Social Science, PE, and Art	Science, Social Science, PE, and Art	Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 32% at & above benchmark	2024-25 47.00% at or above benchmark	2025-26 43.00% at or above benchmark	2026-2027 42% at & above benchmark	Increased 11%

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.

During the current school year, Aspire Richmond Technology Academy implemented a series of planned actions aligned to its LCAP goals, with strong overall execution across key priority areas. In the area of curriculum, the school fully met its goal: all instructional materials were successfully purchased and distributed, and every student was provided with a Chromebook. This ensured equitable access to core learning resources, and notably, there were no major challenges in this area.

In instruction, the school prioritized professional learning by protecting time for ongoing professional development throughout the year. In addition to whole-staff sessions, differentiated professional development was introduced toward the end of the year to better meet the varied needs of teachers. A key success was the administrative team's approach to dividing professional development responsibilities and implementing tiered coaching supports, which strengthened instructional capacity across the staff. Master scheduling also proceeded as planned, allowing for consistent instructional time and alignment to programmatic priorities.

Efforts related to Black Excellence demonstrated meaningful progress. The school successfully held all planned Black Parent Advisory meetings, creating a consistent space for family engagement and voice. A notable success was the presence of a dedicated Pro-Black coordinator, which contributed to strong participation and community building. Additionally, the group was able to organize fundraising efforts, further strengthening ownership and sustainability of the initiative.

For Multilingual Learners (MLL), progress aligned with expectations. The school provided targeted professional development to support teachers in meeting the needs of MLL students, and implementation of planned strategies proceeded without major deviations.

In Special Education (SPED), however, the school experienced some implementation challenges. Specifically, there was insufficient collaboration with the Education Specialist, highlighting a gap between planned and actual practice. This has identified a clear area for growth, and the school plans to implement stronger structures and systems next year to ensure consistent collaboration and support for students with disabilities.

Finally, Title I funding was implemented as planned, supporting key programs and services. However, the school did experience staffing challenges related to intervention support, which impacted the full realization of intended services. Addressing these staffing gaps will be an important focus moving forward.

Overall, while most planned actions were implemented successfully and contributed to progress toward LCAP goals, the school has identified targeted areas for improvement, particularly in SPED collaboration and intervention staffing, to strengthen outcomes in the coming year.

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

1.7 SPED expenditures were greater than budgeted due to increased caseload during the school year.
1.10 Actual Title I revenue (I+ II + IV) for 25-26 is greater than estimated at the time the LCAP was completed.

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

The actions implemented during this school year were moderately effective in supporting progress toward academic achievement, student social-emotional and behavioral support, English Language Development, and chronic absenteeism goals. We were also able to provide consistent professional development throughout the year, including training focused on writing, academic discourse, and English Language Development. One particularly effective strategy was differentiating professional development toward the end of the year to better support individual teacher needs.

The actions supporting our Black Excellence Program were especially effective, as demonstrated by a 24% decrease in chronic absenteeism among Black scholars from the 2023–2024 school year to the 2024–2025 school year. Additionally, efforts to promote joy, inclusivity, and student belonging resulted in improved student perceptions of belonging. These actions also supported enrollment efforts, as we were able to maintain enrollment and add additional students throughout the year.

Some actions, however, were not fully effective. For example, RTA did not demonstrate growth in ELA or Math achievement. This was largely due to inconsistency in staffing and instructional coaching throughout the year. In addition, collaboration between general education and Special Education teachers was challenging because of master schedule limitations. These factors contributed to the lack of growth in ELA and Math outcomes.

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, there are several areas in which RTA has identified to make improvements. First, we would like to focus on Chronic Absenteeism and supporting scholars to come to school. Although we have seen improvement, we have stagnated in the 2025-2026 school year with staying at 27%. For academic data, we will be partnering with outside organizations to support with instructional alignment and planning. We also will be focusing on math to support student data. Also, we will be strengthening master scheduling to support

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	Ensure that board-approved core curriculum is available and in use in all classrooms. Ensure that supplemental literacy materials are purchased. Provide chromebooks so that all students have devices (1:1) and access to on-line grade level practice experiences during instructional time. Ensure that all grade K-8 students have access to individualized learning curriculum platforms. Ensure compliance with the Williams Act requirements for textbooks and curriculum. (Use of Adopted ELA and Math curriculum in grades K-8 is required.)	$55,000.00	Yes
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Align the school's instructional practices with Regional Priorities centering the Instructional Core while integrating culturally responsive pedagogy and practices into instructional routines and supplementing materials to ensure that the students served and their experience are represented.	$1,153,000.00	Yes
1.3	Instruction (Master Scheduling)	Fully implement iReady Personalized Learning in ELA and Math for Grade 3-8 students. (Elementary) Create class schedules that provide students with the appropriate instructional minutes and equitable access to all core subjects and opportunities for enrichment/arts, P.E, Ensure that time is built into the school day to provide equitable access to intervention support and/or credit recovery Provide an After-school Program, that is available to all students, to provide homework support, academic support, and enrichment activities. Provide extended day programs for an additional 30 days beyond the calendar year	$3,601,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Instruction (Assessment)	Build capacity of teachers to develop/use common formative assessments (including focused IABs and SBAC released test questions) aligned to their scope and sequence Provide protected time for data discussions in the school schedule		No
1.5	Black Excellence	Periodically review the school environment, including available books and materials, to ensure that the students served and their experience is represented. Advisory curriculum (Bias, MicroAgressions, etc.) Establish opportunities for students to receive mentoring, attend speaker events, and participate in enrichment opportunities that provide African American students with positive adult role models.. Nominate students for the Regional Black Excellence Awards and school site Black Excellence Awards and support their preparation for the event Continue to develop and support a Black Family Advisory Council		No
1.6	English Learners	Ensure all MLL students receive designated EL instruction without losing access to core content Provide access to Professional Learning to improve Designated and Integrated MLL instruction Ensure students are evaluated bi-annually for redesignation and monitored once they reach RFEP	$31,000.00	
1.7	SPED	Provide shared planning time with classroom teachers (SpEd and Gen Ed) Provide planning and reflection time for Ed. Specialists and instructional assistants to coordinate instructional support. Establish standing days/times to schedule IEPs to improve the efficient use of instructional time. Provide time in SpEd team meetings to review the inclusion program, identify successes, and identify problems or threats Provide regular time to review IEPgoals and progress with General Education teachers	$1,925,950.00	No

Action #	Title	Description	Total Funds	Contributing
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 position(s): Reading Interventionists, School Support Manager This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$250,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 84.59% fully credentialed	2022-23 79.45% Fully Credentialed	2023-24 72.73% Fully Credentialed	100% fully credentialed	Decreased 11.86%
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Decreased 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 72% responded favorably Belonging: 76% responded favorably Well-being: 71% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 43% responded favorably	School Climate: 77% responded favorably Belonging: 82% responded favorably Well-being: 72% responded favorably Staff-Leadership Relationships: 52% responded favorably Cultural Awareness and Action: 49% responded favorably	School Climate: 43% responded favorably Belonging: 54% responded favorably Well-being: 40% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 48% responded favorably	School Climate: 92% responded favorably Belonging: 96% responded favorably Well-being: 91% responded favorably Staff-Leadership Relationships: 76% responded favorably Cultural Awareness and Action: 63% responded favorably	Belonging: Decreased 22% Well-being: Decreased 31% Staff-Leadership Rel: Decreased 30% Cultural Awareness: Increased 5%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 88.9% Retention	Retention Rate 84.70%	Retention Rate 93.00%	2026-2027 to 2027-2028 Retention 90% Retention	Increased 4.1%

Goal Analysis [2025-26]

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

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

During the school year, the school implemented several planned actions to support staff development, retention, and leadership capacity in alignment with the school's goals. In the area of coaching, the school planned for all teachers to receive instructional coaching support. Coaching was tiered based on teacher need, and TeachBoost was utilized to manage Personal Learning Plans and track growth and

feedback cycles. While this system helped provide differentiated support, implementation was impacted by inconsistencies in talent retention throughout the year.

For professional development, the school followed a yearlong scope and sequence aligned to the school's instructional priorities and goals. Professional development topics were intentionally connected to schoolwide areas of focus, and sessions became more differentiated toward the end of the year to better meet individual teacher needs. A challenge in this area was maintaining consistency in teacher attendance at professional development sessions.

To support teammate retention and well-being, the school implemented wellness initiatives, staff surveys, and feedback cycles designed to gather input and improve staff experience. Despite these efforts, challenges arose when teachers left midyear or took extended leaves, impacting continuity and staffing stability.

The school also worked to strengthen pipeline development by creating teacher leadership opportunities, offering pathways for growth, and providing stipends for leadership roles. These efforts supported leadership development and increased teacher ownership; however, some staff experienced fatigue from balancing leadership responsibilities alongside their regular duties.

In the area of teacher credentialing, the school successfully provided induction support and instructional coaching to help teachers progress toward credential completion and professional growth. Additionally, while affinity groups had originally been planned as part of the year's actions, the school was unable to implement them due to time constraints and competing priorities during the school year.

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

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

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

The actions implemented during the school year were moderately effective in supporting progress toward the school's instructional leadership and staff development goals. The restructuring of coaching for new teachers helped strengthen implementation of curriculum and standards by providing more targeted support and clearer expectations for instructional practice. The school also worked to ensure stronger alignment among the Instructional Leadership Team (ILT) through the development of a clear scope and sequence that guided ILT meetings and priorities throughout the year. This structure improved collaboration and coherence across leadership practices.

In addition, the school shifted away from affinity groups and began moving toward a Leadership for Equity cohort model in order to build leadership capacity and create more sustainable systems for equity-focused development. This transition supported broader staff engagement in equity work, although implementation is still in progress. The school also provided coaching and support for teachers serving as mentors, which helped strengthen teacher leadership and peer support systems. While these actions contributed positively toward the school's goals, ongoing challenges related to staff capacity, competing priorities, and consistency of implementation impacted the overall effectiveness of some initiatives.

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.

Next year, we will be adding an additional Assistant Principal to support implementation of this goal. We will also be working with an outside organization to work on instructional guidelines.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaching	Ensure all teachers receive coaching, aligned to their needs and the Aspire Student Learning Framework. Provide coaching and support for Administrative teammates using the California Professional Standards for Education Leaders and the Transformational Leadership Framework.	$215,000.00	Yes
2.2	Professional Development	Develop and implement a schoolwide system of lesson internalization, planning, assessment, and reflection particularly for Math and ELA. Facilitate professional development around regional priorities through a lens of Culturally Responsive Teaching Practices Identify teacher differentiated PL needs and ensure new teachers receive professional development on ELA and Math standards and board adopted curriculum. Build leadership capacity to understand and support strong, evidence-based Tier 1 instructional Practices. This includes professional learning, observations and feedback support, coaching and peer collaboration in Alignment with the ASLF Participate in Regional professional learning opportunities		No
2.3	Teammate Retention	Recruit high quality, credentialed teachers Encourage all teammates to write one wellness goal to focus on in their Professional Learning Plan	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure that teachers have opportunities to provide input for strategic planning Provide opportunities for regular staff input around school culture and climate Provide opportunities for staff to reflect together, celebrate successes, and collaborate around areas of improvement Provide targeted support, professional learning, and coaching for new staff members		
2.4	Affinity Groups	Support staff to participate in a Leadership for Equity cohort.		No
2.5	Pipeline Development	Encourage teachers to serve as Mentors for the Alder Residency program. Encourage teammates to establish stretch goals that support their desired career trajectory Provide release time for teachers to pursue professional learning and leadership opportunities that are aligned to their goals Encourage classified staff without Bachelor's degrees to participate in the Rivet program.		No
2.6	Teacher Credentialing	In accordance with Williams Act requirements regarding teacher credentialing: The school will improve and clear teacher credentialing misalignments, and ensure individuals with emergency or intern credentials are working towards a permanent credential. Monitor and support teachers who are working to obtain or clear teaching credentials to ensure that they are on track for completion within their individual timeframes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 59.80% African American/Black: 58.70% Hispanic/Latinx: 58.80%	2023-2024 Chronic Absenteeism Rate All Students: 27.70%	2024-2025 Chronic Absenteeism Rate All Students: 25.10%	2025-2026 Chronic Absenteeism Rate All: 24.9% African American/Black: 32.80%	All Students: Decreased 34.7% Black/African American: Decreased 24.1% Hispanic: Decreased 32.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 57.40% Socioeconomically disadvantaged: 60.00% Students with Disabilities: 67.90%	English Learner: 25.40% Socioeconomically Disadvantaged: 26.00% Black/African American: 45.30% Asian: 6.30% Hispanic: 27.40% Multiple Races/Two or More: 17.60% Students with Disabilities: 26.70% White: 27.30%	Black/African American: 34.60% Asian: 3.10% English Learner: 22.50% Hispanic: 25.90% Multiple Races/Two or More: 15.80% Socioeconomically Disadvantaged: 26.00% Students with Disabilities: 23.40%	Hispanic/Latinx: 25.90% English Learners: 20% Socioeconomically disadvantaged: 23.70% Students with Disabilities: 22.70%	English Learners: Decreased 34.9% Socioeconomically Disadvantaged: Decreased 34% Students with Disabilities: Decreased 44.5%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 3.6% African American/Black: 6.3% Hispanic/Latinx: 2.6% English Learners: 2.9% Socioeconomically Disadvantaged: 3.7% Students with Disabilities: 9.8%	2023-2024 Suspension Rate All Students: 1.50% Black/African American: 6.60% Asian: 3.00% Hispanic: 0.70% Multiple Races/Two or More: 0.00% Students with Disabilities: 5.00% White: 0.00% English Learner: 0.00% Socioeconomically Disadvantaged: 1.70%	2024-2025 Suspension Rate All Students: 0.50% Black/African American: 2.50% Asian: 0.00% English Learner: 0.40% Hispanic: 0.20% Multiple Races/Two or More: 0.00% Socioeconomically Disadvantaged: 0.20% Students with Disabilities: 0.90%	2025-2026 Suspension Rate All Students: 2.7% African American/Black: 5.4% Hispanic/Latinx: 1.7% English Learners: 2% Socioeconomically Disadvantaged: 2.8% Students with Disabilities: 8.9%	All Students: Decreased 3.1% Black/African American: Decreased 3.8% Hispanic: Decreased 2.4% English Learners: Decreased 2.5% Socioeconomically Disadvantaged: Decreased 3.5% Students with Disabilities: Decreased 8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 93.55%	2024-2025 P2 Attendance Rate 93.49%	2025-26 P2 Attendance Rate 92.60%	2026-2027 Attendance Rate 96.55%	Decreased 0.95%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2025-2026 Pupil Expulsion Rate 0%	Maintained 0%
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 3rd Quintile School Safety: 2nd Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 4th Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2025-26 Aspire Student Survey Teacher Student Relationships: 5th Quintile Sense of Belonging: 5th Quintile School Climate: 3rd Quintile School Safety: 2nd Quintile	2026-2027 Aspire Student Survey Move up 1 quintile or maintain 3rd quintile or above	Teacher-Student Rel: Maintained Sense of Belonging: Maintained School Climate: Maintained School Safety: Maintained
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 86% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 21%	2025-26 Aspire Family Survey Barriers to Engagement: 83%	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably	Barriers to Engagement: Decreased 3% Family Engagement: Increased 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Engagement: 16% responded favorably	responded favorably	responded favorably Family Engagement: 27% responded favorably	Family Engagement: 51% responded favorably	
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	Maintained
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 72% responded favorably “The school provides a safe environment for my child.”	2024-2025 Aspire Family Survey 76% responded favorably: "The school provides a	2025-26 Aspire Family Survey 70% responded favorably: "The school provides a	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.”	Safe Environment: Decreased 2% Comfort with Staff: Decreased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		68% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child." 78% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child." 66% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	

Goal Analysis [2025-26]

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

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

The planned actions related to family engagement and school culture were implemented through ongoing community outreach and schoolwide events aligned to the school's master calendar. The school hosted multiple community-building events, including "Lunch with a Loved One," the Black Excellence Celebration, Specials Day, and a SPED Parent Night. In addition, the school held nine Black Parent Meetings throughout the year to strengthen family partnerships and engagement. While these efforts were successful in increasing opportunities for family connection, a challenge was providing consistent grade-level specific workshops for families.

The attendance action was implemented through the establishment of an attendance team that reviewed attendance data weekly and provided regular student incentives. Incentives were given on a weekly, quarterly, semester, and yearly basis to encourage improved attendance and reduce chronic absenteeism. Although systems for monitoring attendance were strengthened, the school identified a continued need for greater involvement from additional stakeholders to further support attendance improvement efforts.

The SEL implementation action was carried out by providing teachers with dedicated time to plan social-emotional learning instruction and by supplying curriculum materials and resources. Professional development opportunities also included time for grade-level collaboration around SEL implementation and student support practices. One challenge was sustaining parent workshops focused on SEL, as only two workshops were held during the school year.

The MTSS action was implemented through the continued use of COST cycles and multidisciplinary consultancies to increase student access to interventions and supports within the RTI framework. The school also utilized a whole-school student tracker to identify students in need of additional academic, behavioral, and social-emotional supports, allowing staff to monitor interventions and respond more effectively to student needs.

The enrollment action was implemented effectively, as the school was able to maintain enrollment throughout the school year. Additionally, the action related to classroom facilities and physical student spaces was successfully carried out, as the school passed required inspections and maintained safe and functional learning environments for students and staff.

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 community outreach actions were effective in improving family engagement and increasing access to school supports and resources, as parent engagement and access to barriers improved by 11% during the school year. Schoolwide family events, parent meetings, and outreach efforts contributed positively to strengthening relationships between families and the school community.

The attendance actions were moderately effective. The school achieved an overall attendance rate of 93% for the school year, demonstrating some success in improving daily attendance through incentives, attendance monitoring, and the work of the attendance team. However, chronic absenteeism rates remained unchanged, indicating that additional targeted interventions and stakeholder involvement are needed to address persistent attendance barriers for students with significant absenteeism concerns.

The actions related to social-emotional learning and student behavior were also moderately effective. While SEL supports, curriculum implementation, and collaboration opportunities were provided throughout the year, suspension rates increased to 1.7% during the 2025–2026 school year. This indicates that although systems for student support were in place, additional refinement of behavior interventions and preventative supports is needed to reduce disciplinary outcomes and improve student behavior overall.

The MTSS actions were moderately effective in supporting students through intervention systems, COST cycles, and multidisciplinary consultancies. The use of a whole-school tracker improved the school’s ability to identify and monitor students in need of additional supports. However, continued refinement of intervention systems and consistent implementation across all grade levels will be necessary to maximize effectiveness and improve student outcomes.

The enrollment action was effective, as the school successfully maintained enrollment throughout the school year. Additionally, the actions related to classroom facilities and student physical spaces were effective, as the school passed all required inspections and maintained safe, functional learning environments for students and staff.

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 lessons learned from this year’s implementation, several adjustments are planned for the coming year to strengthen progress toward the school’s goals. To improve family engagement, the school plans to increase opportunities for parent involvement by establishing a

Parent Teacher Organization (PTO) to support school renewal efforts and strengthen partnerships between families and the school community. This adjustment was informed by the recognition that while outreach efforts improved engagement, additional structures are needed to sustain meaningful parent participation.

To address ongoing attendance challenges and chronic absenteeism, the school will establish a Chronic Absenteeism Committee focused on improving attendance systems and interventions. The school also plans to hold monthly SART meetings and involve a broader range of stakeholders in attendance improvement efforts. These changes are intended to provide more targeted support for students with persistent attendance concerns and to create greater accountability and collaboration around attendance.

In response to the need for stronger instructional alignment and intervention systems, the school will provide a clearer scope and sequence aligned to the action plan to ensure consistency in implementation across grade levels. Additionally, the school plans to provide more dedicated time for intervention planning and will introduce and implement Universal Design for Learning (UDL) practices to better support diverse student learning needs. These adjustments were informed by the need for more cohesive planning structures and differentiated instructional supports.

To maintain enrollment stability, the school will continue to strategically overenroll to meet enrollment targets for the upcoming school year. Additionally, the school will continue prioritizing the maintenance of facilities and physical learning spaces to ensure students and staff continue to have safe and functional environments that support learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement & Outreach	Continue to hold monthly Principal Chats with families Continue to survey families to include feedback in strategic planning Hold quarterly opportunities for parents to engage with their students at school (ex., "Lunch with a Loved One," Awards, Heritage Months, Bingo Night, Literacy Night, translation, and door prizes Create Black Family Advisory group for family members of black students to provide input on our school culture and climate		No
3.2	Attendance	Continue to refine the school plan to improve daily attendance and Chronic Absenteeism Monitor weekly disaggregated attendance data to identify patterns and identify at risk students	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Comply with all legal requirements when addressing attendance concerns through the SART and SARB process. Communicate with families daily students are absent using Power School Utilize a case management process for students with chronic absenteeism including personal calls home, and home visits when appropriate Provide Family Education regarding Attendance during Back to School Night and provide monthly reminders/information on the importance of Attendance Provide separate Early Family Education around attendance for Tk-2 Families		
3.3	SEL	Fully implement CASEL aligned SEL Curriculum during Morning Meetings/Advisory. Administer Panorama student SEL survey biannually Engage staff in structured SEL data cycles to inform school culture policies, behavioral practices, systems, and activities Facilitate SEL data sharing practice with families through the parent advisory groups and with secondary students to receive input regarding school culture policies, behavioral practices, systems, and activities Provide ongoing family education and engagement opportunities centering SEL Continue to build shared understanding of adult SEL at Aspire schools Dedicate time within the PD scope and sequence to curriculum implementation, school culture, data analysis and adult SEL	$810,000.00	Yes
3.4	MTSS	Convene a team or teams to Support Foundational MTSS functions (RTI, COST, BWT, Attendance) to progress monitor universal program, additional supports, and intensified support for students. Provide professional learning on MTSS topics (i.e., Universal Design For Learning, Small Group Instruction, Targeted Interventions, Personalized Learning, etc.) for teachers based on identified need Provide dedicated time during collaboration blocks for Student Support Discussions and intervention planning		No

Action #	Title	Description	Total Funds	Contributing
3.5	Enrollment	Identify school recruitment fairs to participate in develop a student enrollment plan and lead student recruitment efforts Increase social media outreach/presences to promote ongoing enrollment		No
3.6	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least “Good”. Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc) 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.	$127,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All: -45 African American/Black: -34.4 English Learners: -58.8 Socioeconomically disadvantaged: -50.7 Hispanic/Latinx: -54.5 Students with Disabilities: -85.5	2023-2024 SBAC ELA DFS All Students: -40.6 English Learner: -50.3 Socioeconomically Disadvantaged: -41.1 Black/African American: -47.9 Asian: 32 Hispanic: -45	2024-2025 SBAC ELA DFS All Students: -52.2 Black/African American: -91.9 Asian: 57.3 English Learner: -61.9 English Learners Only: -109.2 English Only: -53.2 Hispanic: -55.8	2025-2026 SBAC ELA DFS All Students: -33.00 Black/African American: -22.40 English Learners: -46.80 Hispanic/Latinx: -42.50 Socioeconomically Disadvantaged: -38.70	All Students: Decreased 7.2 Black/African American: Decreased 57.5 English Learner: Decreased 3.1 Hispanic: Decreased 1.3 Socioeconomically Disadvantaged: Decreased 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -103.3	Recently Reclassified Fluent-English Proficient Only: -1.1 Socioeconomically Disadvantaged: -57.7 Students with Disabilities: -107.7	Students with Disabilities: -73.50	Students with Disabilities: Decreased 22.2
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -49.8 African American/Black: -63.0 English Learners: -50.5 Hispanic/Latinx: -53.0 Socioeconomically Disadvantaged: -52.7 Students with Disabilities: -90.6	2023-2024 SBAC MATH DFS All Students: -50.6 English Learner: -61.1 Socioeconomically Disadvantaged: -52.4 Black/African American: -63.3 Asian: 23.9 Hispanic: -56.7 Students with Disabilities: -99.7	2024-2025 SBAC MATH DFS All Students: -62.9 Black/African American: -97.9 Asian: 21.2 English Learner: -63.2 English Learners Only: -98 English Only: -70.8 Hispanic: -65.3 Recently Reclassified Fluent-English Proficient Only: -18.5 Socioeconomically Disadvantaged: -68 Students with Disabilities: -122.4	2025-2026 SBAC Math DFS All: -37.80 African American/Black: -51 English Learners: -38.50 Socioeconomically disadvantaged: -40.70 Hispanic/Latinx: -41 Students with Disabilities: -78.60	All Students: Decreased 13.1 Black/African American: Decreased 34.9 English Learner: Decreased 12.7 Hispanic: Decreased 12.3 Socioeconomically Disadvantaged: Decreased 15.3 Students with Disabilities: Decreased 31.8

Goal Analysis [2025-26]

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

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

The planned actions for English Language Arts (ELA) were implemented through consistent professional development focused on foundational reading skills, writing instruction, and SBAC preparation. The school also maintained instructional coaching systems to support teachers with curriculum implementation and instructional practices. In addition, leadership consistently conducted learning walks and provided teacher feedback to strengthen classroom instruction. Reading intervention services were also implemented consistently throughout the school year to support students needing additional literacy support. While the majority of planned actions were successfully carried out, challenges with teacher retention throughout the year impacted continuity of instruction and implementation. Additionally, not all planned family workshops were held, which limited opportunities for increased family engagement and support around literacy.

The planned actions for mathematics were partially implemented through ongoing professional development and teacher collaboration focused on instructional practices and student learning. The school was also able to provide after-school small group math intervention support for 5th grade students. However, there were substantive differences between the original plan and actual implementation, as intervention support was limited to one grade level rather than being expanded across multiple grades. Challenges included limited instructional time within the math block and difficulty securing teachers to provide after-school intervention support. Despite these barriers, continued professional development and collaboration supported progress toward strengthening math instruction and intervention practices.

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 English Language Arts (ELA) actions were not effective in producing the desired academic outcomes, as SBAC performance decreased by 7.2 percentage points during the school year. Black scholars were the most impacted subgroup, indicating that the implemented supports did not sufficiently address achievement gaps or accelerate outcomes for all student groups. Although the school provided professional development, instructional coaching, learning walks, and reading intervention supports, several barriers limited the effectiveness of these actions. These barriers included inconsistent staffing for reading intervention services and challenges related to onboarding and supporting new teachers throughout the year, which impacted instructional consistency and implementation fidelity.

The mathematics actions were also not effective, as overall student SBAC performance decreased by 13.1 percentage points. While the school continued professional development and collaboration opportunities and implemented limited after-school intervention supports, these actions did not produce the targeted academic growth. One major barrier was the lack of sufficient collaboration time focused specifically on mathematics instruction and planning. Additionally, limited staffing capacity and intervention opportunities restricted the school’s ability to provide consistent and comprehensive math support across grade levels.

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

Based on a review of SBAC data and local assessment data, the school identified the need for stronger family engagement and expanded academic intervention supports in both literacy and mathematics. Declines in ELA and math performance, particularly among student subgroups, informed adjustments to instructional support systems and family engagement strategies for the upcoming school year.

To strengthen literacy outcomes, the school plans to provide literacy workshops for families more consistently and schedule them into the school calendar in advance to increase participation and continuity. Similarly, math workshops will be offered more regularly to help families better support student learning at home and strengthen understanding of grade-level standards and instructional strategies.

The school also plans to strengthen collaboration with afterschool programming to expand intervention opportunities for students needing additional academic support. In addition, professional development will be provided for Expanded Learning (ExL) educators to improve alignment between afterschool programming, homework support, and classroom instruction. These adjustments are intended to create more cohesive support systems for students and improve academic outcomes in both ELA and mathematics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics Improve foundational literacy skills through small-group instruction, tutoring, and structured literacy programs that align to the science of reading. Provide extended learning opportunities through after-school programming and intersession literacy intervention. Provide literacy workshops and take-home resources to strengthen family engagement and reinforce reading skills outside of school.	$41,362.00	No
4.2	Math	Improve math computation skills through small-group instruction and personalized math activities. Provide extended learning opportunities through after-school programming and intersession math intervention.	$41,362.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide math workshops and take-home resources to strengthen family engagement and reinforce reading skills outside of school		

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
$2,266,694	$125,187

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.781%	0.000%	$0.00	33.781%

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 perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 61.9 points below standard in ELA and 63.2 points below standard in	This action addresses the decline by procuring up-to-date, standards-aligned curriculum, adaptive blended learning programs, and organizing professional development. It equips teachers to enhance outcomes for struggling students by providing rigorous educational content tailored to their needs. Implementing this action LEA-wide ensures uniform quality in educational resources and teaching strategies, vital for standardizing high educational standards across all classrooms.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics, while Socioeconomically Disadvantaged students scored 57.7 points below standard in ELA and 68.0 points below standard in Mathematics. Additionally, the English Learner Progress Indicator (ELPI) declined from 52.9% to 40.3%. **Scope:** LEA-wide		
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 61.9 points below standard in ELA and 63.2 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 57.7 points below standard in ELA and 68.0 points below standard in Mathematics. Additionally, the English Learner Progress Indicator (ELPI) declined from 52.9% to 40.3%. **Scope:** LEA-wide	Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.	Metric (1.1 & 1.2) SBAC
2.1	**Action:** Coaching	Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance	Metric (2.2) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 61.9 points below standard in ELA and 63.2 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 57.7 points below standard in ELA and 68.0 points below standard in Mathematics. Additionally, the English Learner Progress Indicator (ELPI) declined from 52.9% to 40.3%. **Scope:** LEA-wide	instructional quality and effectiveness, particularly in areas where students are struggling. Utilization of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student demographics, receive the support needed to address educational disparities effectively.	
2.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students benefit from consistent access to qualified educators and stable instructional environments. The percentage of fully credentialed teachers declined from 84.59% in 2021-22 to 72.73% in 2023-24. Additionally, English Learners scored 61.9 points below standard in English Language Arts and 63.2 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 57.7 points below standard in ELA and 68.0 points below standard in Mathematics.	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them	Metric (2.3) Retention Rate

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	acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	
3.2	**Action:** Attendance **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience high rates of chronic absenteeism. According to the 2024 California School Dashboard, chronic absenteeism rates were 22.5% for English Learners and 26.0% for Socioeconomically Disadvantaged students, with Socioeconomically Disadvantaged students identified in the Red performance level **Scope:** LEA-wide	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance
3.3	**Action:** SEL **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience high rates of chronic absenteeism. According to the 2024 California School Dashboard, chronic absenteeism rates were 22.5% for English Learners and 26.0% for	Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop	Metric (3.6) Student 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
	Socioeconomically Disadvantaged students. Additionally, the 2024-25 Aspire Student Survey showed School Climate in the 1st Quintile, while Teacher-Student Relationships and Sense of Belonging declined from the 5th to the 4th Quintile. **Scope:** LEA-wide	leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.	
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students benefit from safe, supportive, and engaging learning environments that promote attendance and school connectedness. According to the 2024 California School Dashboard, chronic absenteeism rates were 22.5% for English Learners and 26.0% for Socioeconomically Disadvantaged students. Additionally, the 2024-25 Aspire Student Survey identified School Climate in the 1st Quintile. **Scope:** LEA-wide	Classroom walkthroughs, safety trainings, and classroom readiness systems help ensure that learning environments are safe, organized, welcoming, and supportive of student engagement. These actions support the needs of English Learners and Socioeconomically Disadvantaged students by promoting consistent learning environments that foster belonging, positive school climate, and regular attendance. Because chronic absenteeism rates remained elevated for English Learners (22.5%) and Socioeconomically Disadvantaged students (26.0%), and School Climate was identified in the 1st Quintile on the Aspire Student Survey, providing these services on a schoolwide basis is the most effective way to create the conditions necessary for students to engage in learning, attend school regularly, and experience a safe and supportive educational environment. Classroom checklists, safety systems, and facility monitoring support consistency across all learning spaces while improving the overall conditions that contribute to student well-being and educational success.	Metric (3.6) Student Sense of Safety Metric (3.9) Parent Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,709,944	2,266,694	33.781%	0.000%	33.781%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,076,401.00	$2,055,178.00	$0.00	$369,595.00	$8,501,174.00	$7,946,174.00	$555,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$1,133,000.00	$20,000.00	$1,153,000.00				$1,153,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$3,521,000.00	$80,000.00	$2,715,000.00	$886,000.00			$3,601,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	Black Excellence	All	No			All Schools	Ongoing								
1	1.6	English Learners						Ongoing	$31,000.00	$0.00				$31,000.00	$31,000.00	
1	1.7	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,630,950.00	$295,000.00	$1,030,901.00	$806,454.00		$88,595.00	$1,925,950.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$250,000.00	$0.00				$250,000.00	$250,000.00	
1	1.10							Ongoing								
2	2.1	Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$150,000.00	$65,000.00	$215,000.00				$215,000.00	
2	2.2	Professional Development	All	No			All Schools	Ongoing								
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$75,000.00	$0.00	$75,000.00				$75,000.00	
2	2.4	Affinity Groups	All	No			All Schools	Ongoing								
2	2.5	Pipeline Development	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.6**	Teacher Credentialing	All	No			All Schools	Ongoing								
2	**2.7**							Ongoing								
2	**2.8**							Ongoing								
2	**2.9**							Ongoing								
2	**2.10**							Ongoing								
3	**3.1**	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
3	**3.2**	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$175,000.00	$0.00	$175,000.00				$175,000.00	
3	**3.3**	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$810,000.00	$0.00	$530,000.00	$280,000.00			$810,000.00	
3	**3.4**	MTSS	All	No			All Schools	Ongoing								
3	**3.5**	Enrollment	All	No			All Schools	Ongoing								
3	**3.6**	Classroom Facilities, and Student Physical Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$87,500.00	$40,000.00	$127,500.00				$127,500.00	
3	**3.7**							Ongoing								
3	**3.8**							Ongoing								
3	**3.9**							Ongoing								
3	**3.10**							Ongoing								
4	**4.1**	ELA	All	No			All Schools	2025-26	$41,362.00	$0.00		$41,362.00			$41,362.00	
4	**4.2**	Math	All	No			All Schools	2025-26	$41,362.00	$0.00		$41,362.00			$41,362.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,709,944	2,266,694	33.781%	0.000%	33.781%	$2,330,500.00	0.000%	34.732 %	**Total:**	$2,330,500.00
								LEA-wide Total:	$2,330,500.00
								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	$55,000.00	
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income		$1,153,000.00	
2	**2.1**	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$215,000.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$75,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$175,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$530,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,845,388.00	$8,008,123.00

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	$133,000.00	145,000
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$1,077,000.00	979,480
1	**1.3**	Instruction (Master Scheduling)	No	$3,648,000.00	3,618,490
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners		$32,000.00	32,000
1	**1.7**	SPED	No	$1,575,000.00	1,786,726
1	**1.8**	Title I	No	$181,000.00	249,113
2	**2.1**	Coaching	Yes	$176,000.00	190,170
2	**2.2**	Professional Development	No	$0.00	$0.00
2	**2.3**	Teammate Retention	Yes	$92,000.00	100,171

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Affinity Groups	No	$0.00	$0.00
2	**2.5**	Pipeline Development	No	$0.00	$0.00
2	**2.6**	Teacher Credentialing	No	$0.00	$0.00
3	**3.1**	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	**3.2**	Attendance	Yes	$200,000.00	202,430
3	**3.3**	SEL	Yes	$495,000.00	464,602
3	**3.4**	MTSS	No	$0.00	$0.00
3	**3.5**	Enrollment	No	$0.00	$0.00
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	$195,000.00	198,309
4	**4.1**	ELA	No	$20,694.00	20,816
4	**4.2**	Math	No	$20,694.00	20,816

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)
2,160,456	$2,173,000.00	$2,206,853.00	($33,853.00)	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	$133,000.00	145,000		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$1,077,000.00	979,480		
2	2.1	Coaching	Yes	$176,000.00	190,170		
2	2.3	Teammate Retention	Yes	$92,000.00	100,171		
3	3.2	Attendance	Yes	$200,000.00	202,430		
3	3.3	SEL	Yes	$405,000.00	464,602		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$90,000.00	125,000		

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)
6,400,184	2,160,456	0.000%	33.756%	$2,206,853.00	0.000%	34.481%	$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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