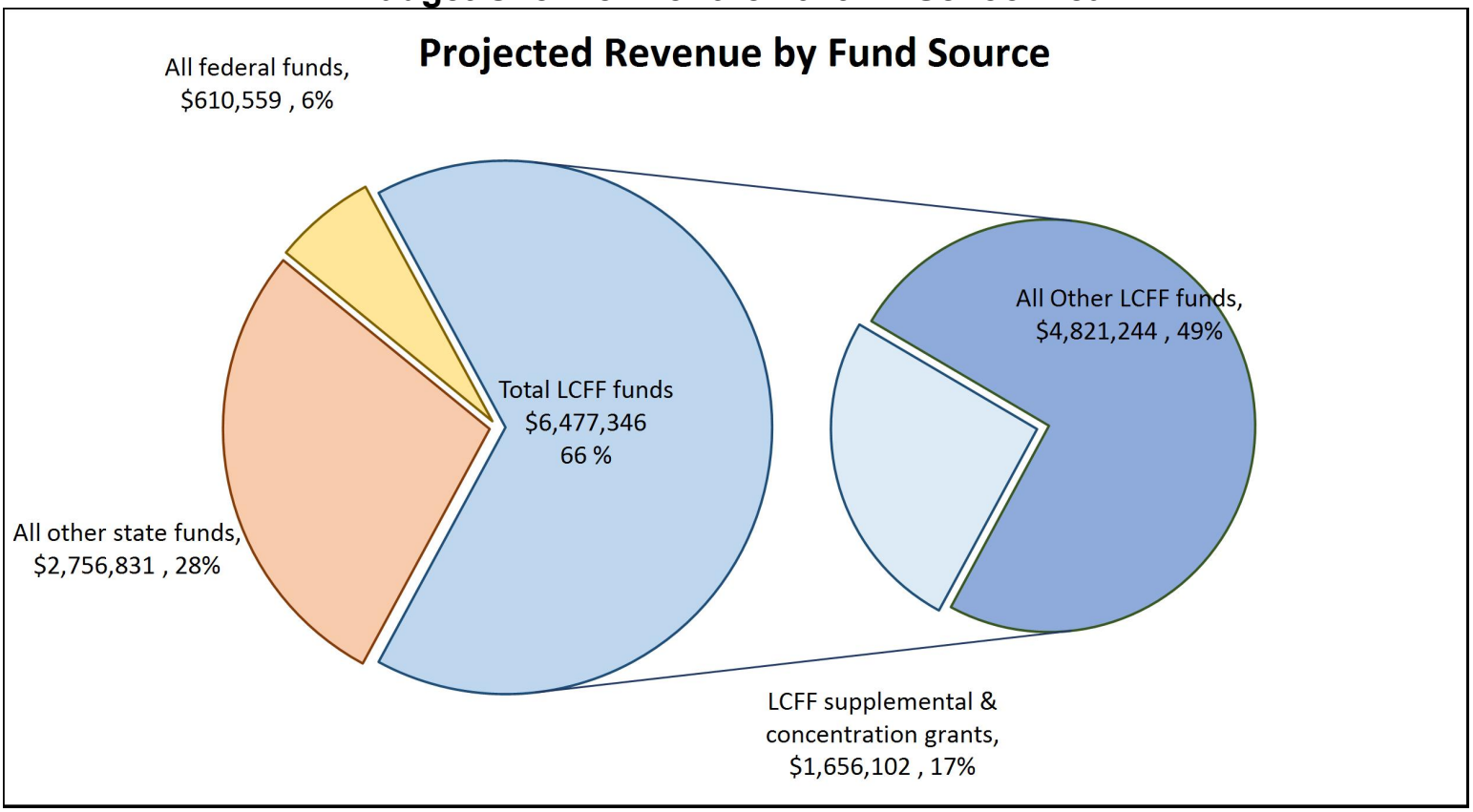
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Alexander Twilight College Preparatory Academy
CDS Code: 34674470120469
School Year: 2026-27
LEA contact information:
Kerinn Tillman
Principal
AspireATCPA@aspirepublicschools.org
916-979-1788

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

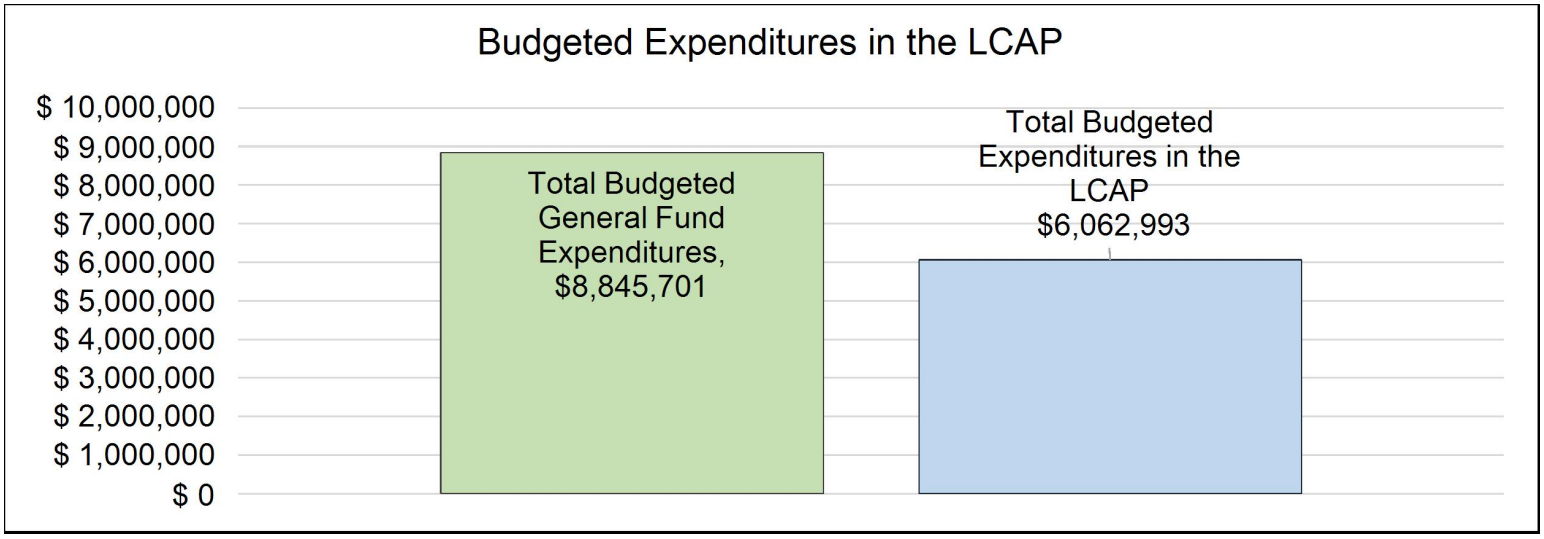


This chart shows the total general purpose revenue Aspire Alexander Twilight College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Alexander Twilight College Preparatory Academy is $11,500,838, of which $6,477,346 is Local Control Funding Formula (LCFF), $2,756,831 is other state funds, $0 is local funds, and $610,559 is federal funds. Of the $6,477,346 in LCFF Funds, $1,656,102 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 Alexander Twilight College Preparatory 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 Alexander Twilight College Preparatory Academy plans to spend $8,845,701 for the 2026-27 school year. Of that amount, $6,062,993 is tied to actions/services in the LCAP and $2,782,708 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

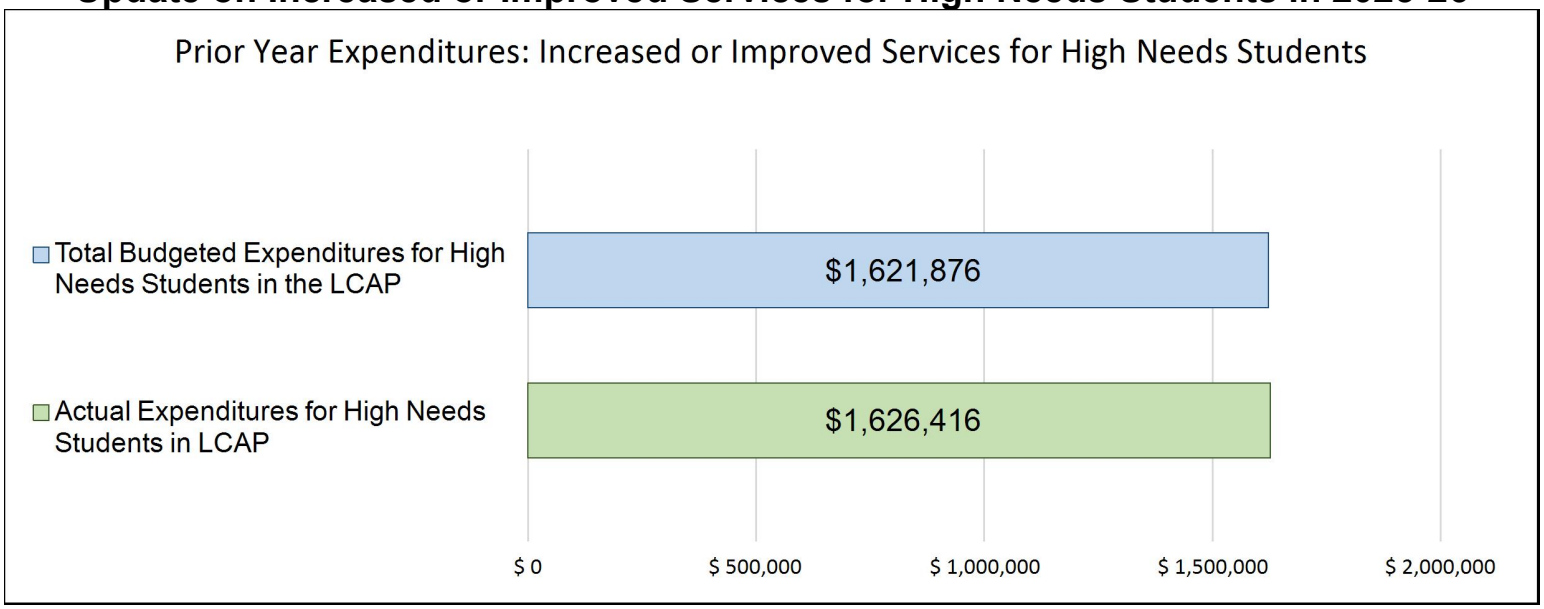
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Alexander Twilight College Preparatory Academy is projecting it will receive $1,656,102 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Alexander Twilight College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Alexander Twilight College Preparatory Academy plans to spend $1,681,942 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 Alexander Twilight College Preparatory 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 Alexander Twilight College Preparatory 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 Alexander Twilight College Preparatory Academy's LCAP budgeted $1,621,876 for planned actions to increase or improve services for high needs students. Aspire Alexander Twilight College Preparatory Academy actually spent $1,626,416 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 Alexander Twilight College Preparatory Academy	Kerinn Tillman Principal	AspireATCPA@aspirepublicschools.org 916-979-1788

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 Alexander Twilight College Preparatory Academy (ATCPA) is a TK–5 school located in the Arden-Arcade neighborhood of Sacramento, California, and is part of the Aspire Public Schools network. Since opening in 2009, ATCPA has been committed to providing high-quality, equitable education that empowers students to succeed in college and beyond. The school serves a diverse student body of 427 students: 54% Hispanic, 22% African-American, 2% Caucasian, 9% multiracial, 2% Asian-American, and 1% each Pacific Islander and American Indian/Alaska Native. Approximately 72% of students qualify for free or reduced lunch, reflecting the school's focus on serving historically underserved communities.

Led by Principal Kerinn Tillman, ATCPA fosters a safe, nurturing, and welcoming environment that values academic excellence and strong community relationships. Current priorities include a school-wide emphasis on social-emotional learning and the implementation of Common Core-aligned English Language Arts and Math curricula. Staff engage in regular professional development and collaborative community-building activities to support student growth.
ATCPA's instructional goals focus on ensuring all students meet grade-level proficiency in English Language Arts through differentiated literacy instruction. The school implements the EL Achieve program for grades K–2 and the EL Education framework for grades 3–5, emphasizing equitable engagement and achievement for all students, including Multilingual Learners. In mathematics, ATCPA prioritizes conceptual understanding, fluency, and problem-solving through rigorous instruction using the Eureka Math curriculum.

Family partnerships are central to the school's success. ATCPA encourages families to support their children through daily attendance, completion of assignments, regular reading, and ongoing communication with teachers. This collaborative approach helps create a supportive environment where students thrive academically and socially.

ATCPA's vision is to cultivate a culture of excellence where every child is empowered to achieve both educational and socio-emotional success. The school embraces diversity, celebrates the unique backgrounds and experiences of all students, and fosters a nurturing environment where every child feels valued and inspired. By combining data-driven instruction with personalized support, ATCPA ensures that all scholars are equipped to reach their full potential as confident, compassionate, and culturally competent leaders of tomorrow.

Reflections: Annual Performance

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

The LEA's review of annual performance on the California School Dashboard and local data indicates both areas of progress and ongoing challenges. Current Dashboard results show performance in the Red level for English Language Arts (ELA), Orange for Mathematics, and Red for Multilingual Learners (MLLs), highlighting the need for continued and targeted improvement efforts.

In ELA, the Red performance level reflects ongoing challenges in student proficiency, particularly in foundational literacy and writing skills. Local data, including benchmark assessments and classroom performance, confirm that many students continue to perform below grade-level expectations. In response, the LEA has prioritized increased small group instruction and a stronger focus on writing across grade levels to address these needs.

Mathematics performance at the Orange level indicates some progress, while also demonstrating that additional support is needed to accelerate achievement. Local assessment data suggest that while some student groups are improving, there are still gaps in conceptual understanding and problem-solving skills. Expanded small group instruction is also being used to provide more targeted math support.

Performance for Multilingual Learners is at the Red level, reinforcing feedback from educational partners about the need for more focused support. In response, the LEA added an MLL teacher to provide designated and integrated English language development. Early local indicators suggest this support is improving student engagement and access to instruction, though sustained effort will be needed to see significant gains on future Dashboard results.

Despite these challenges, the LEA has identified areas of growth, including increased use of data to inform instruction, stronger implementation of small group learning structures, and enhanced support for MLL students. These efforts reflect a commitment to addressing areas of need identified through both Dashboard and local data.

Overall, the LEA recognizes the need for continued focus on ELA, Mathematics, and MLL outcomes and has aligned its LCAP actions to address these priority areas with targeted, data-informed strategies.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups

and indicators, which have guided the development of actions and services, are as follows: SBAC English Language Arts: Black/African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged
SBAC Math: Socioeconomically Disadvantaged

Aspire Twilight College Preparatory Academy 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.

We are eligible for Differentiated Assistance due to our African American subgroup performing below the state average in English Language Arts (ELA) and our chronic absenteeism indicators.

We have been working closely with SCOE since November 2025. This collaboration has included approximately six planning meetings throughout the year, along with regular check-ins with our Differentiated Assistance collaborator from SCOE. During this process, we have engaged in root cause analysis, collaborated with other schools, analyzed relevant data around the identified concerns, and developed actionable next steps to support improvement efforts for the 2026–27 school year.

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	Workshop/PD/townhall engagement
Principals and Admin	Admin meeting & the workshop/PD/townhall engagement
Other School Personnel	Admin meeting & the workshop/PD/townhall engagement
Parents	ELAC meeting, school survey
Students	school survey/SEL time with teachers
SELPA (Special Education)	Admin meeting & the workshop/PD/townhall engagement

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

Educational partner feedback directly influenced key updates to the LCAP, particularly in the areas of support for Multilingual Learners (MLLs), targeted instruction, and writing development. Through surveys, meetings, and ongoing engagement, families and staff identified a need for stronger academic supports for MLL students and more opportunities for individualized instruction.
In response, the LEA added an MLL teacher this year. This action was prioritized based on consistent feedback highlighting the need for designated support for English learners. Early indicators of success, including improved student engagement and progress in language development, suggest that this addition is having a positive impact and aligns with the goals outlined in the LCAP.
Educational partners also emphasized the importance of increased small group instruction to better meet diverse student needs. As a result, the LEA expanded structured small group time within the instructional day. This shift allows for more targeted support in both literacy and mathematics and has contributed to more differentiated instruction.
Additionally, feedback identified writing as an area needing further development across grade levels. In response, the LEA increased instructional time and focus on writing, including within small group settings. This has supported more consistent writing practice and skill development for students.
In prioritizing these actions, the LEA focused on feedback that aligned with student performance data and demonstrated the greatest potential to improve outcomes, particularly for unduplicated pupil groups. The addition of the MLL teacher, expansion of small group

instruction, and increased emphasis on writing reflect a direct and responsive connection between educational partner input and LCAP development.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -99.1 African American/Black: -107.2 English Learners: -99 Socioeconomically disadvantaged: -101.2 Hispanic/Latinx: -95.9 Students with Disabilities: -150.1	2023-2024 SBAC ELA DFS All Students: -92.8 English Learner: -93.5 Socioeconomically Disadvantaged: -90.5 Black/African American: -99.7	2024-2025 SBAC ELA DFS All Students: -98.6 Black/African American: -98.4 English Learner: -100.9 English Learners Only: -122 English Only: -98	2025-2026 SBAC ELA DFS All: -69.10 African American/Black: -77.20 English Learners: -69.00 Socioeconomically disadvantaged: -71.20	All Students: Increased 0.5 Black/African American: Increased 8.8 English Learner: Decreased 1.9 Hispanic: Decreased 7.5 Socioeconomically Disadvantaged: Increased 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -91.7 Multiple Races/Two or More: -87.6 Students with Disabilities: -142.6	Hispanic: -103.4 Multiple Races/Two or More: -104.7 Recently Reclassified Fluent-English Proficient Only: -12.8 Socioeconomically Disadvantaged: -99.7 Students with Disabilities: -165.3	Hispanic/Latinx: -65.90 Students with Disabilities: -120.10	Students with Disabilities: Decreased 15.2
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -91.4 African American/Black: -104 English Learners: -86.8 Socioeconomically disadvantaged: -95.1 Hispanic/Latinx: -88.6 Students with Disabilities: -145.4	2023-2024 SBAC MATH DFS All Students: -90.6 English Learner: -93.7 Socioeconomically Disadvantaged: -91.8 Black/African American: -75.9 Hispanic: -98.5 Multiple Races/Two or More: -75.5 Students with Disabilities: -155	2024-2025 SBAC MATH DFS All Students: -94.4 Black/African American: -88.3 English Learner: -91.8 English Learners Only: -105.2 English Only: -98.5 Hispanic: -95.6 Multiple Races/Two or More: -101.2 Recently Reclassified Fluent-English Proficient Only: -34.4	2025-2026 SBAC Math DFS All: -82.40 African American/Black: -95 English Learners: -77.80 Socioeconomically disadvantaged: -86.10 Hispanic/Latinx: -79.60 Students with Disabilities: -136.40	All Students: Decreased 3.0 Black/African American: Increased 15.7 English Learner: Decreased 5.0 Hispanic: Decreased 7.0 Socioeconomically Disadvantaged: Decreased 3.3 Students with Disabilities: Decreased 7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: -98.4 Students with Disabilities: -152.9		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 4.92% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 27.2 points below Hispanic: 26.9 points below Students with Disabilities: 40 points below English Learner: 27.9 points below Socioeconomically Disadvantaged: 26.9 points below 19.35% Met or Exceeded	2024-25 Science Points (SPs) All Students: 32.4 science points English Learner: 29.7 science points English Learners Only: 26.5 science points English Only: 33.2 science points Hispanic: 30.4 science points Socioeconomically Disadvantaged: 31.4 science points Students with Disabilities: 24.7 science points 4.69% Met or Exceeded	2025-2026 Science Test 9.92% Met or Exceeded	Decreased .23%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 35% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 36.9% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 32.4% of ELs making progress towards English language proficiency	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Decreased 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: Not significant number of LTELs			
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 5.50%	2023-2024 RFEP Rate: 7.59%	2024-25 RFEP Rate: 2.37%	2025-2026 RFEP Rate 15% or above	Decreased 3.13%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		instructional materials that are aligned to ELA and ELD: Maintained 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): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	SY 2023-2024 (iReady Reading) % of students that met annual typical growth All Students: 32% Grade K: 22% Grade 1: 27% Grade 2: 25% Grade 3: 28% Grade 4: 29% Grade 5: 63%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 45% Grade 3: 40% Grade 4: 52% Grade 5: 42%	SY 2025-26 iReady Math % of students that met annual typical growth All Students: 53% Grade K: 66% Grade 1: 63% Grade 2: 51% Grade 3: 40% Grade 4: 42% Grade 5: 56%	SY 2026-2027 (iReady Reading) % of students that met annual typical growth All Students: 47% Grade K: 37% Grade 1: 42% Grade 2: 40% Grade 3: 43% Grade 4: 44% Grade 5: 78%	iReady Reading: All Students: Increased 29% Grade 3: Increased 37% Grade 4: Increased 33% Grade 5: Decreased 7% Grades K-2: No baseline available for Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SY 2023-24 (iReady Math) % of students that met annual typical growth All students: 30% Grade K: 28% Grade 1: 28% Grade 2: 16% Grade 3: 32% Grade 4: 30% Grade 5: 45%	SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 22% Grade K: 14% Grade 1: 22% Grade 2: 18% Grade 3: 20% Grade 4: 18% Grade 5: 39%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 61% Grade 3: 65% Grade 4: 62% Grade 5: 56%	SY 2026-2027 (iReady Math) % of students that met annual typical growth All students: 45% Grade K: 43% Grade 1: 43% Grade 2: 31% Grade 3: 47% Grade 4: 45% Grade 5: 60%	iReady Math: All Students: Increased 23% Grade K: Increased 38% Grade 1: Increased 35% Grade 2: Increased 35% Grade 3: Increased 8% Grade 4: Increased 12% Grade 5: Increased 11%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 14% at & above benchmark	2024-25 18.00% at or above benchmark	2025-26 23.00% at or above benchmark	2026-2027 24% at & above benchmark	Increased 9%

Goal Analysis [2025-26]

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

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

ATCPA implemented the majority of the planned academic actions connected to curriculum, instruction, MTSS systems, multilingual learner supports, SPED programming, personalized learning, and targeted intervention services. The school purchased and implemented standards-aligned curriculum and intervention resources while maintaining regular lesson internalization and collaborative planning structures for teachers. Weekly facilitated prep meetings, walkthroughs, and coaching cycles were consistently implemented to strengthen instructional practices and alignment to grade-level standards.

The school also strengthened MTSS and wellness systems through bi-weekly wellness meetings involving SPED, intervention, psychology, and administrative staff to review scholar data, monitor interventions, and support scholar movement through tiered supports. Multilingual learner programming was expanded through increased designated ELD instructional time, hiring a dedicated MLL teacher, and strengthening ELPAC preparation systems.

Several actions were only partially implemented due to staffing capacity, budget realities, and the need for continued refinement of systems. Co-teaching implementation within SPED remained inconsistent across classrooms, with most support occurring through basic push-in or pull-out models rather than fully integrated co-teaching structures. Additionally, while Personalized Learning Plans and student-led conferences were implemented, ongoing monthly progress monitoring and communication systems were inconsistent across classrooms. The Black Family Advisory Council was not established during the school year despite implementation of other Black Excellence initiatives.

A major success this year was the strengthening of instructional systems and collaborative planning structures. Teachers consistently engaged in facilitated prep, coaching, and walkthrough feedback cycles that improved alignment to standards and instructional expectations. The school also made significant progress in intervention coordination, multilingual learner supports, and MTSS systems for scholars requiring additional academic and social-emotional support.

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

Special Education expenditures were more than anticipated due to newly identified students. This was offset by a reduction in costs due to an unfilled position.

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

The actions taken this year were largely effective in improving instructional consistency, academic supports, and targeted interventions for scholars. Mid-year iReady data demonstrated growth in literacy achievement and progress toward academic goals. Collaborative planning systems, walkthroughs, and coaching cycles improved instructional alignment and teacher development across grade levels.

The expansion of multilingual learner supports showed positive early outcomes, including stronger designated ELD implementation and promising mid-year ELPAC growth indicators. MTSS and wellness systems were also effective in improving coordination of scholar supports, reducing SST backlogs, and increasing responsiveness to scholar needs.

Some actions were only partially effective. SPED co-teaching structures lacked consistency across classrooms, limiting the effectiveness of inclusive instructional practices. While Education Specialists participated in professional development and planning structures, additional curriculum training and coaching are needed to strengthen meaningful collaboration within co-teaching environments.

Personalized learning systems increased scholar ownership during student-led conferences, but ongoing monthly progress monitoring and communication with families lacked consistency. Additionally, while Pro-Black curriculum initiatives and Black Student Union activities positively impacted school culture and student engagement, the absence of a Black Family Advisory Council limited opportunities for stronger family voice and partnership.

Title I funded intervention and support was provided but had minimal impact on the outcomes of our scholars this year. We did adjust to have them focus on 3rd-5th grade but still their training and capacity was very limited.

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 iReady data, ELPAC progress monitoring, walkthrough trends, and MTSS data, ATCPA will continue refining instructional systems and intervention supports next year. The school will implement the new Benchmark curriculum with an increased focus on fidelity of implementation, purposeful collaborative planning, and measurable outcomes connected to facilitated prep and professional development.

SPED programming will prioritize strengthening co-teaching implementation through targeted coaching, structured planning protocols, and increased professional development on effective co-teaching models. Additional support will also be provided to Education Specialists to strengthen curriculum knowledge and instructional collaboration.

The school will continue expanding multilingual learner supports through strengthened ELD systems, interim ELPAC monitoring, and targeted instructional strategies aligned to scholar proficiency levels.

Personalized learning structures will be revised to better align progress monitoring cycles with family communication and scholar goal-setting systems. ATCPA will also establish a Black Family Advisory Council and continue strengthening culturally responsive instructional practices and student engagement opportunities.

Due to significant enrollment and budget shortfalls, intervention systems will be restructured into a more integrated MTSS model rather than maintaining a standalone intervention team. Academic supports will be embedded more directly into classroom instruction, collaborative planning structures, and targeted intervention blocks to ensure sustainability while continuing to address the needs of scholars performing below grade level.

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	Implement newly adopted curriculum with fidelity across all core content areas, providing consistent professional development to support effective implementation. Provide professional development on standards-aligned curriculum, including iReady, EL Education, and Amplify, through co-planning and facilitated sessions with regional content directors and program managers. Maintain a 1:1 student-to-device ratio through the purchase and replacement of Chromebooks, ensuring all students have equitable access to grade-level content and digital learning experiences. Provide regular grade-level lesson internalization time using the GLEAM framework to support teachers in customizing curriculum and integrating Culturally Responsive Teaching practices. Purchase and maintain intervention curriculum including iReady, Zearn, and Lexia to provide targeted academic support for students requiring additional assistance. Send three staff members to CORE Science of Reading training and implement early literacy practices schoolwide based on findings from that professional learning. The California School Dashboard identifies Red performance levels in SBAC ELA for All Students, English Learners, and Socioeconomically Disadvantaged students, and Red performance in SBAC Math for Socioeconomically Disadvantaged students. The curriculum adoption, professional development, intervention programs, and Science of Reading training described above directly respond to these identified Red indicators by strengthening core instruction and targeted intervention in ELA and Mathematics.	$209,510.00	Yes
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction Through shared preps These data discussions will focus on standard alignment. Members of the leadership team/admin team conduct weekly observations	$886,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to monitor the instructional program (identify bright spots, trends, and areas to guide instruction) based on your coaching goals. Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually. Use our focus student tracker within our facilitated prep times to ensure alignment with data.		
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).	$3,104,130.00	No
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities.	$22,295.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	SPED	Strengthen co-teaching implementation by providing ongoing professional development on co-teaching models, establishing consistent shared planning protocols, and increasing coaching cycles to ensure effective collaboration between General Education and Education Specialists.	$1,019,496.00	No
1.6	Black Excellence	Continue implementing Pro-Black curriculum initiatives and Black Student Union programming while establishing a Black Family Advisory Council and strengthening family engagement structures.	$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Place this in powerschool. Multi Language Learners include language goals into their PLPs monitor and place it in powerschool. Align PLP updates with data cycles and include multilingual learner language goals more consistently and communicate the data in the progress monitoring cycles to parents faster.	$0.00	Yes
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Instructional Assistant Intervention Specialist Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments,	$160,856.00	No

Action #	Title	Description	Total Funds	Contributing
		progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 57% Teacher-student relationships: Grades 3-5: 72%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 56% Teacher-student relationships: Grades 3-5: 72% School Safety: Grades 3-5: 43%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 55% Teacher-student relationships: Grades 3-5: 73% School Safety: Grades 3-5: 43%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 77% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 2% Teacher-student relationships: Increased 1% School Safety: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 38%			Grades 3-5: 92% School Safety: Grades 3-5: 58%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.6% African American/Black: 0.9% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0.5% Students with Disabilities: 1.8%	2023-2024 Suspension Rate All Students: 6.10% Black/African American: 13.60% Hispanic: 3.10% Multiple Races/Two or More: 7.70% Students with Disabilities: 9.20% White: 0.00% English Learner: 1.60% Socioeconomically Disadvantaged: 7.00%	2024-2025 Suspension Rate All Students: 2.30% Black/African American: 0.00% American Indian or Alaska Native: 1.23% Asian: 23.90% English Learner: 0.00% Foster Youth: 16.70% Hispanic: 0.60% Homeless Youth: 2.60% Multiple Races/Two or More: 0.60% Pacific Islander: 16.14% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 4.80% White: 10.50%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 1.7 Black/African American: Decreased 0.9 English Learner: Increased 0.0 Hispanic: Increased 0.6 Socioeconomically Disadvantaged: Decreased 0.5 Students with Disabilities: Increased 3.0
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate	2025-2026 Chronic Absenteeism Rate	All Students: Decreased 7.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 38.20% African American/Black: 37.10% Hispanic/Latinx: 36.70% English Learners: 40.40% Socioeconomically disadvantaged: 38.30% Students with Disabilities: 38.20%	All Students: 33.30% Black/African American: 30.30% Hispanic: 34.40% Multiple Races/Two or More: 34.20% Students with Disabilities: 31.70% English Learner: 32.40% Socioeconomically Disadvantaged: 35.20%	All Students: 30.40% Black/African American: 33.70% English Learner: 28.70% Hispanic: 27.60% Multiple Races/Two or More: 31.80% Socioeconomically Disadvantaged: 32.60% Students with Disabilities: 40.00%	All: 16.30% African American/Black: 15.20% Hispanic/Latinx: 14.80% English Learners: 18.50% Socioeconomically disadvantaged: 16.40% Students with Disabilities: 16.30%	Black/African American: Decreased 3.4 English Learner: Decreased 11.7 Hispanic: Decreased 9.1 Socioeconomically Disadvantaged: Decreased 5.7 Students with Disabilities: Increased 1.8
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to engagement: 87% responded favorably Family Engagement: 22% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 83% responded favorably Family Engagement: 14% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 85% responded favorably Family Engagement: 22% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably	Barriers to Engagement: Decreased 2% Family Engagement: Maintained 0%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 91.34%	2024-2025 P2 Attendance Rate 94.16%	2025-26 P2 Attendance Rate 94.40%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 3.06%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 67% responded favorably “The school provides a safe environment for my child.” 70% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)	2024-2025 Aspire Family Survey 77% responded favorably: "The school provides a safe environment for my child." 71% responded favorably: "I feel comfortable discussing my	2025-26 Aspire Family Survey 90% responded favorably: "The school provides a safe environment for my child." 83% responded favorably: "I feel comfortable discussing my	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	Safe Environment: Increased 23% Comfort with Staff: Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)

Goal Analysis [2025-26]

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

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

ATCPA implemented the majority of the planned actions connected to school culture, attendance, family engagement, coaching, and school climate. Attendance systems, SEL curriculum implementation, PBIS structures, restorative practices, family engagement events, and instructional coaching cycles were all implemented throughout the school year. The school maintained regular learning walks, professional development opportunities, and family engagement events including SSC/ELAC meetings, student-led conferences, and community-building events.

Some implementation challenges impacted consistency. Weekly attendance meetings did not occur as consistently as planned due to staffing capacity and competing site priorities. Student leadership clubs connected to SEL and restorative culture were not fully implemented during the school day and are being shifted into expanded learning opportunities. Additionally, while MTSS and PBIS systems were implemented, refinement of incident tracking systems and consistency in restorative practices across classrooms remain ongoing areas of growth.

A major success this year was the consistency of teacher coaching and walkthrough systems. All teachers received regular feedback cycles, and administrators and lead teachers participated in weekly learning walks focused on school-wide priorities. Family engagement efforts also increased participation and school connectedness through regular communication, events, and stronger outreach systems supported by Stronger Connections grant positions.

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 taken this year were largely effective in improving school culture, instructional consistency, and family engagement. Coaching systems and regular walkthroughs increased accountability and instructional alignment across classrooms. PBIS systems and restorative practices contributed to improved school culture and clearer behavior expectations for scholars.

Family engagement efforts were effective in increasing participation in school events and student-led conferences. The addition of outreach and social work support strengthened communication with families and improved support for attendance and student needs.

Attendance improvement efforts were partially effective. While outreach systems and incentives increased awareness around attendance, inconsistent attendance team meetings and ongoing chronic absenteeism among targeted subgroups limited overall progress. SEL implementation was also partially effective, as core curriculum and SEL competencies were implemented, but student leadership opportunities and consistent school-wide SEL integration require additional development.

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 attendance, climate, and Panorama data, ATCPA will strengthen systems connected to attendance monitoring, restorative practices, and student leadership opportunities. Attendance meetings will be formalized with clearer systems for accountability and follow-up actions for chronically absent scholars. Additional focus will be placed on early intervention with TK-2 families and improved communication around attendance expectations.

For SEL and school culture, the school will expand student leadership opportunities through after-school and expanded learning programming. The school will also continue refining PBIS systems, restorative practices, and incident tracking procedures to improve consistency across classrooms.

Coaching and walkthrough systems will remain a priority next year with continued focus on instructional alignment, affirming school culture, and staff development. Family engagement efforts will continue to expand through more targeted outreach, stronger family voice structures, and increased communication supports for multilingual families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Strengthen attendance systems through consistent weekly attendance meetings, increased family outreach, targeted home visits, and improved subgroup attendance monitoring while expanding enrollment marketing and community outreach efforts.	$140,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	SEL	Continue implementing SEL curriculum, restorative practices, and PBIS systems while expanding student leadership opportunities, strengthening school-wide SEL integration, and increasing data-driven SEL supports.	$0.00	No
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: “Lunch with a Loved One” or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Staff hold Student Led Conferences (SLCs) twice a year. Identify a person or team that will establish meaningful school partnership. Utilize translation services to ensure that translation is available for all identified family languages spoken. Schools with Stronger Connections Grants: Hire a school social worker to support with attendance team and conduct home visits. Hire a parent outreach coordinator to work in collaboration with families to support school-wide attendance efforts.	$0.00	Yes
2.4	School Climate	Refine PBIS and restorative practice systems through consistent implementation, improved incident tracking, ongoing professional development, and regular data review cycles to strengthen school climate. We will begin to transfer ownership to teachers regarding behavior by continued coaching, professional development and clear expectations in our arc of the year.	$168,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Classroom Facilities, and Student Physical Spaces	Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.	$276,786.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Continue consistent coaching cycles, walkthroughs, and feedback aligned to ASLF and TLF priorities while expanding peer observation opportunities and teacher leadership development.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 94.4% Fully Credentialed	2022-23 88.24% Fully Credentialed	2023-24 88.62% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 5.78%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 13% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 33% responded favorably	School Climate: Increased 56% Belonging: Increased 31% Well-being: Increased 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 38% responded favorably Well-being: 21% responded favorably Staff-Leadership Relationships: 13% responded favorably Cultural Awareness and Action: 41% responded favorably	School Climate: 44% responded favorably Belonging: 56% responded favorably Well-being: 50% responded favorably Staff-Leadership Relationships: 39% responded favorably Cultural Awareness and Action: 44% responded favorably	School Climate: 69% responded favorably Belonging: 69% responded favorably Well-being: 71% responded favorably Staff-Leadership Relationships: 57% responded favorably Cultural Awareness and Action: 33% responded favorably	Belonging: 58% responded favorably Well-being: 41% responded favorably Staff-Leadership Relationships: 33% responded favorably Cultural Awareness and Action: 61% responded favorably	Staff-Leadership Relationships: Increased 44% Cultural Awareness and Action: Decreased 8%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96%	Retention Rate 80.00%	Retention Rate 95.00%	2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	Decreased 1.0%

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.

ATCPA implemented most actions connected to rigorous instruction, family involvement, professional learning, and credentialing support. Scholars participated in project-based learning opportunities across grade levels, and teachers were provided collaborative planning time to

internalize and plan rigorous projects. Family engagement opportunities, including student-led conferences, instructional events, and Saturday school opportunities, were successfully implemented.

One significant challenge was turnover in project-based learning point people, which impacted the consistency and fidelity of implementation across grade levels. Additionally, some professional learning opportunities tied to external leadership development programs were not implemented due to budget constraints. However, teammates continued to access regional affinity groups and internal development opportunities.

Credentialing supports were fully implemented, including regular monitoring of teacher credential status and partnerships supporting teacher development pathways. Family involvement remained a strong area of implementation with consistent participation in student-led conferences and community engagement opportunities.

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 were moderately effective in supporting rigorous and engaging learning experiences for scholars. Scholars participated in projects and presentations that promoted collaboration, communication, and application of learning. Student-led conferences strengthened scholar ownership of academic progress and increased family involvement.

The effectiveness of project-based learning implementation varied between grade levels due to staffing transitions and inconsistent systems for project internalization and calibration. While collaborative planning occurred, the lack of consistent project leadership impacted overall rigor and alignment school-wide.

Professional learning actions were partially effective. Internal development structures supported staff growth; however, external leadership development opportunities were limited due to budget constraints. Credentialing supports were effective in maintaining compliance and supporting staff toward certification completion.

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, ATCPA will strengthen systems for project-based learning implementation by identifying consistent site-based leadership structures and embedding project planning into existing collaborative planning cycles. Additional calibration protocols and exemplar project reviews will be implemented to ensure rigor and alignment across grade levels.

The school will continue prioritizing student-led conferences and family engagement opportunities while expanding real-world learning connections through community partnerships and career exposure opportunities.

Professional development will focus on sustainable internal leadership development opportunities that align with current budget realities. Credentialing support systems and university partnerships will continue to ensure teachers remain appropriately credentialed and supported in their professional growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Strengthen project-based learning systems through consistent leadership structures, collaborative planning protocols, and calibration of rigorous scholar projects across grade levels.	$0.00	No
3.2	Family Involvement and Community Outreach	Continue family engagement events, student-led conferences, and community outreach opportunities while expanding career and community partnerships for scholars.	$0.00	No
3.3	Professional Learning (adults)	Provide sustainable professional development opportunities through coaching, leadership development, and affinity groups while aligning professional learning to budget priorities.	$0.00	No
3.4	Teacher Credentialing	Continue credential monitoring and teacher development partnerships to ensure compliance and support teacher retention and growth.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS (CA School Dashboard)	2022-2023 SBAC ELA DFS All Students: -99.1 African American/Black: -107.2 English Learners: -99.0 Hispanic/Latinx: -95.9 Socioeconomically Disadvantaged: -101.2 Students with Disabilities: -150.1	2023-2024 SBAC ELA DFS All Students: -92.8 English Learner: -93.5 Socioeconomically Disadvantaged: -90.5 Black/African American: -99.7 Hispanic: -91.7	2024-2025 SBAC ELA DFS All Students: -98.6 Black/African American: -98.4 English Learner: -100.9 English Learners Only: -122 English Only: -98 Hispanic: -103.4	2025-2026 SBAC ELA DFS All Students: -69.10 Black/African American: -77.20 English Learners: -69.00 Hispanic/Latinx: -65.90 Socioeconomically Disadvantaged: -71.20	All Students: Increased 0.5 Black/African American: Increased 8.8 English Learner: Decreased 1.9 Hispanic: Decreased 7.5 Socioeconomically Disadvantaged: Increased 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Multiple Races/Two or More: -87.6 Students with Disabilities: -142.6	Multiple Races/Two or More: -104.7 Recently Reclassified Fluent-English Proficient Only: -12.8 Socioeconomically Disadvantaged: -99.7 Students with Disabilities: -165.3	Students with Disabilities: -120.10	Students with Disabilities: Decreased 15.2
4.2	SBAC Math DFS (CA School Dashboard)	2022-2023 SBAC Math DFS All Students: -91.4 African American/Black: -104.0 English Learners: -86.8 Hispanic/Latinx: -88.6 Socioeconomically Disadvantaged: -95.1 Students with Disabilities: -145.4	2023-2024 SBAC MATH DFS All Students: -90.6 English Learner: -93.7 Socioeconomically Disadvantaged: -91.8 Black/African American: -75.9 Hispanic: -98.5 Multiple Races/Two or More: -75.5 Students with Disabilities: -155	2024-2025 SBAC MATH DFS All Students: -94.4 Black/African American: -88.3 English Learner: -91.8 English Learners Only: -105.2 English Only: -98.5 Hispanic: -95.6 Multiple Races/Two or More: -101.2 Recently Reclassified Fluent-English Proficient Only: -34.4 Socioeconomically Disadvantaged: -98.4	2025-2026 SBAC Math DFS All: -82.40 African American/Black: -95 English Learners: -77.80 Socioeconomically disadvantaged: -86.10 Hispanic/Latinx: -79.60 Students with Disabilities: -136.40	All Students: Decreased 3.0 Black/African American: Increased 15.7 English Learner: Decreased 5.0 Hispanic: Decreased 7.0 Socioeconomically Disadvantaged: Decreased 3.3 Students with Disabilities: Decreased 7.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -152.9		

Goal Analysis [2025-26]

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

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

ATCPA implemented targeted academic intervention systems in both math and ELA to address learning gaps identified through diagnostic and state assessment data. Literacy interventions were fully implemented through small-group instruction, personalized learning platforms, structured literacy supports, and expanded learning opportunities including after-school intervention and adaptive technology tools.

Math interventions were partially implemented through a dedicated 35-minute math rotation block that provided targeted intervention opportunities for scholars based on diagnostic data. Teachers also participated in coaching and planning aligned to culturally responsive instructional practices and instructional frameworks.

The school successfully implemented expanded learning opportunities and intervention supports; however, staffing and scheduling limitations impacted the overall intensity and consistency of math interventions. Family engagement opportunities connected to literacy and math were implemented through workshops, communication, and take-home resources.

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.

ELA interventions were effective in improving foundational literacy skills and increasing targeted support for struggling readers. Mid-year diagnostic data demonstrated growth in literacy achievement, particularly in foundational reading skills and intervention participation. Expanded learning opportunities and structured literacy supports contributed positively to student outcomes.

Math interventions showed partial effectiveness. The intervention block provided targeted support opportunities; however, limited instructional time and staffing constraints reduced the ability to provide intensive intervention for all identified scholars. While some student growth was observed, math outcomes indicate continued need for refinement and acceleration supports.

Professional development and culturally responsive instructional practices supported teacher capacity to better meet the needs of multilingual learners and targeted student groups. Family engagement efforts also increased awareness of academic supports available for scholars.

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 iReady diagnostic data, SBAC trends, and intervention progress monitoring, ATCPA will refine intervention systems next year to increase effectiveness and sustainability. Math intervention structures will be revised to maximize instructional minutes, improve groupings, and better align interventions to diagnostic data.

Due to significant budget and enrollment challenges, intervention supports will shift from a standalone intervention team model toward a more integrated MTSS structure. Intervention responsibilities will be embedded within classroom instruction, collaborative planning cycles, and targeted support systems to ensure sustainability while maintaining support for scholars.

ELA intervention systems will continue with an increased focus on fidelity of implementation, progress monitoring, and alignment to the new Benchmark curriculum. The school will also strengthen data cycles and family communication systems to ensure scholars receive timely academic support and intervention adjustments.

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	Math	Strengthen targeted intervention systems through improved intervention scheduling, data-driven grouping practices, expanded progress monitoring, and alignment to diagnostic data.	$37,137.00	No
4.2	ELA	Continue targeted literacy interventions, expanded learning supports, and structured literacy instruction while strengthening progress monitoring and Benchmark curriculum implementation.	$37,137.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,656,102	$192,062

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
34.350%	0.000%	$0.00	34.350%

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:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 100.9 points below standard in 2024-25, declining from 99.0 at baseline, and are	Implementation of newly adopted curriculum with fidelity, supported by consistent professional development with regional content directors, gives English Learners and Socioeconomically Disadvantaged students access to standards-aligned, grade-level content with embedded supports across all classrooms. Professional development on iReady, EL Education, and Amplify gives teachers specific instructional strategies and language supports connected to the persistent Red ELA performance	Metric (1.1 & 1.2) SBAC ELA & Math Matric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified as Red on the Dashboard. Socioeconomically Disadvantaged students scored 99.7 points below standard in 2024-25, also identified as Red. In Mathematics, English Learners scored 91.8 points below standard in 2024-25, identified as Orange on the Dashboard. Socioeconomically Disadvantaged students scored 98.4 points below standard in 2024-25, identified as Red. Additionally, only 32.4% of English Learners made progress toward English language proficiency on the ELPI in 2024-25, down from 35.0% at baseline and now identified as Red, indicating continued need for strengthened language development support for unduplicated pupils. **Scope:** LEA-wide	identified for English Learners and Socioeconomically Disadvantaged students on the Dashboard. Maintained 1:1 Chromebook access gives Socioeconomically Disadvantaged students direct access to digital curriculum and intervention tools during the school day without dependence on home devices. Grade-level lesson internalization time using the GLEAM framework gives teachers structured opportunities to adapt curriculum to the cultural and linguistic needs of English Learners and Socioeconomically Disadvantaged students. Intervention curriculum including iReady, Zearn, and Lexia provides targeted, skill-specific instructional support for English Learners and Socioeconomically Disadvantaged students performing below grade level in ELA and Mathematics. CORE Science of Reading training and schoolwide implementation of early literacy practices provides all teachers with structured foundational reading instructional strategies directly connected to the persistent Red ELA performance identified for English Learners on the Dashboard. These actions are provided schoolwide because curriculum adoption, professional development, and instructional resources operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved curriculum and instruction, every teacher must consistently implement standards-aligned, language-	

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
		responsive practices across all classrooms and content areas.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 100.9 points below standard in 2024-25, declining from 99.0 at baseline, and are identified as Red on the Dashboard. Socioeconomically Disadvantaged students scored 99.7 points below standard in 2024-25, also identified as Red. In Mathematics, English Learners scored 91.8 points below standard in 2024-25, identified as Orange on the Dashboard. Socioeconomically Disadvantaged students scored 98.4 points below standard in 2024-25, identified as Red. Additionally, only 32.4% of English Learners made progress toward English language proficiency on the ELPI in 2024-25, down from 35.0% at baseline and now identified as Red, indicating continued need for strengthened language development support for unduplicated pupils. **Scope:** LEA-wide	Structured data discussion time during shared preparation periods gives teachers a recurring, systematic opportunity to analyze student performance data disaggregated by student group, identify where English Learners and Socioeconomically Disadvantaged students are not meeting standards, and adjust Tier 1 instruction accordingly. Weekly classroom observations by leadership and administrative team members focused on coaching goals create a consistent structured feedback loop connecting observed instructional practices to school-based coaching priorities for all classrooms. Requiring clearly posted and verbally communicated learning targets and objectives in every classroom gives English Learners direct visual and verbal access to lesson purpose and vocabulary during instruction. The Focus Student Tracker used during facilitated preparation times provides a structured tool for monitoring unduplicated pupil progress and aligning intervention and instructional planning decisions to current student performance data. These actions are provided schoolwide because data analysis structures, instructional coaching, and classroom practice standards operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved instruction, every teacher must consistently implement data-responsive, language-accessible practices across all classrooms and content areas.	Metric (1.1 & 1.2) SBAC ELA & Math Matric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Personalized Learning (students) **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 100.9 points below standard in 2024-25, declining from 99.0 at baseline, and are identified as Red on the Dashboard. Socioeconomically Disadvantaged students scored 99.7 points below standard in 2024-25, also identified as Red. In Mathematics, English Learners scored 91.8 points below standard in 2024-25, identified as Orange on the Dashboard. Socioeconomically Disadvantaged students scored 98.4 points below standard in 2024-25, identified as Red. Additionally, only 32.4% of English Learners made progress toward English language proficiency on the ELPI in 2024-25, down from 35.0% at baseline and now identified as Red, indicating continued need for strengthened language development support for unduplicated pupils. **Scope:** LEA-wide	Personalized Learning Plans created by each student and stored in PowerSchool provide a structured, individualized record of academic goals tied to current performance data, giving English Learners and Socioeconomically Disadvantaged students a consistent tool for tracking progress toward grade-level standards. Monthly progress monitoring time gives students a scheduled, recurring opportunity to review and adjust their PLPs based on current data, keeping goal-setting directly connected to ongoing performance information. Student-Led Conferences held each semester give families direct access to their child's academic goals and progress data, creating a structured and consistent communication channel between the school and unduplicated pupil families. Multilingual learner language goals integrated into PLPs and tracked in PowerSchool create a structured mechanism for monitoring English Learner language development progress alongside academic goals. These actions are provided schoolwide because personalized learning planning, progress monitoring cycles, and student-led conferencing systems operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from consistent goal-setting and family communication structures, these systems must function across all classrooms and grade levels.	Metric (1.1 & 1.2) SBAC ELA & Math Matric (1.9) iReady
2.1	**Action:** Attendance and Enrollment **Need:**	Weekly attendance meetings provide a recurring structured opportunity to review disaggregated attendance data with specific focus on English	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students. English Learners recorded a chronic absenteeism rate of 32.40% in 2023-24, improving to 28.70% in 2024-25 — remaining significantly elevated and identified as Yellow on the Dashboard. Socioeconomically Disadvantaged students recorded 35.20% in 2023-24 and 32.60% in 2024-25, identified as Orange on the Dashboard. **Scope:** LEA-wide	Learners and Socioeconomically Disadvantaged students. Increased family outreach and targeted home visits create direct communication with families of absent students, providing a structured early intervention mechanism for unduplicated pupil families. Improved subgroup attendance monitoring creates a systematic process for tracking attendance patterns disaggregated by student group. Expanded enrollment marketing and community outreach creates structured entry points for unduplicated pupil families to connect with the school community. These actions are provided schoolwide because attendance monitoring systems, family outreach protocols, and enrollment processes operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from early identification and consistent intervention, these systems must function across the entire school community.	
2.3	**Action:** Family and Community Engagement & Outreach **Need:** Local Aspire Family Survey data indicates persistent need for strengthened family engagement for English Learner and Socioeconomically Disadvantaged families. While 87% of families responded favorably indicating low barriers to engagement in 2023-24, only 22% responded favorably to Family Engagement questions in 2023-24, declining	Quarterly family engagement events and monthly SSC/ELAC meetings with food, childcare, translation, and door prizes create structured, accessible entry points for English Learner and Socioeconomically Disadvantaged families to participate in school community activities. Translation services for all identified family languages create a structured mechanism for English Learner families to access school communications and events in their home language. Student Led Conferences held twice per year give English Learner and Socioeconomically	Metric (2.4) Efforts we make to seek parent input

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
	to 14% in 2024-25 before returning to 22% in 2025-26 **Scope:** LEA-wide	Disadvantaged families direct access to their child's academic progress data through a structured family communication event. A social media liaison creates a consistent communication channel between the school and unduplicated pupil families by increasing awareness of school events and activities. A hired school social worker provides dedicated capacity for home visits and attendance intervention support for unduplicated pupil families. A hired parent outreach coordinator provides dedicated capacity for family outreach and communication in collaboration with unduplicated pupil families. These actions are provided schoolwide because family engagement systems, communication structures, and outreach programs operate at the whole-school level and cannot be delivered selectively to individual students. For English Learner and Socioeconomically Disadvantaged families to consistently access school engagement opportunities, these systems must function across the entire school community.	
2.4	**Action:** School Climate **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions and sense of belonging for English Learner and Socioeconomically Disadvantaged students. Student survey data shows only 43% of students responded favorably to school safety questions in Year 2, up from 38% at baseline but still indicating that the majority of students, including	Consistent PBIS implementation provides a structured, schoolwide positive behavior reinforcement system with clear behavioral expectations and recognition structures across all classrooms. Improved incident tracking creates a systematic data collection process for monitoring behavior patterns disaggregated by student group including English Learners and Socioeconomically Disadvantaged students. Ongoing professional development on restorative practices provides teachers with structured	Metric (2.1) Aspire Student Survey

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
	unduplicated pupils, do not consistently feel safe at school. Sense of belonging favorable responses stood at 55% in Year 2, declining from 57% at baseline, indicating a persistent and slightly worsening trend in student connectedness. Additionally, suspension rates spiked significantly in 2023-24 before improving in 2024-25, indicating continued need for strengthened and consistent behavior systems. **Scope:** LEA-wide	learning focused on relationship-based responses to student behavior. Regular data review cycles provide recurring structured opportunities for staff to analyze behavior and climate data and adjust PBIS and restorative practice implementation accordingly. Continued coaching and professional development focused on transferring behavior management ownership to teachers provides structured, ongoing support for independent classroom-level implementation of PBIS and restorative practices. These actions are provided schoolwide because PBIS systems, restorative practice implementation, and behavior management structures operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to experience consistent behavioral expectations and restorative responses, these systems must be implemented uniformly across all classrooms and grade levels.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions for English Learners and Socioeconomically Disadvantaged students. Student survey data shows only 43% of students responded favorably to school safety questions in Year 2, up from 38% at baseline but still indicating that the majority of students, including unduplicated pupils, do not	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. Substitute coverage through Scoot ensures classrooms and office functions remain	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions have improved significantly, with 90% of families responding favorably in Year 2, up from 67% at baseline, indicating continued positive momentum that the school seeks to sustain through ongoing safety investments. **Scope:** LEA-wide	consistently staffed, reducing instructional disruptions across all grade levels. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and staffing supports operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff

members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,821,244	1,656,102	34.350%	0.000%	34.350%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,575,670.00	$2,234,703.00	$0.00	$252,620.00	$6,062,993.00	$4,997,320.00	$1,065,673.00

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	$209,510.00	$209,510.00				$209,510.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$700,663.00	$186,145.00	$886,808.00				$886,808.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,764,385.00	$339,745.00	$1,893,728.00	$1,210,402.00			$3,104,130.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$22,295.00				$22,295.00	$22,295.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$982,086.00	$37,410.00		$950,027.00		$69,469.00	$1,019,496.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$160,856.00	$0.00				$160,856.00	$160,856.00	
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,680.00	$0.00	$140,680.00				$140,680.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$168,158.00	$0.00	$168,158.00				$168,158.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$80,492.00	$196,294.00	$276,786.00				$276,786.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Math	All	No			All Schools	2026-27	$0.00	$37,137.00		$37,137.00			$37,137.00	
4	4.2	ELA	All	No			All Schools	2026-27	$0.00	$37,137.00		$37,137.00			$37,137.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,821,244	1,656,102	34.350%	0.000%	34.350%	$1,681,942.00	0.000%	34.886 %	**Total:**	$1,681,942.00
								LEA-wide Total:	$1,681,942.00
								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	$209,510.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$886,808.00	
1	**1.7**	Personalized Learning (students)	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,680.00	
2	**2.3**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$168,158.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$276,786.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,677,048.00	$5,593,243.00

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	$270,029.00	226,630
1	**1.2**	Instruction	Yes	$823,017.00	889,195
1	**1.3**	Academic Program (Master Scheduling)	No	$3,081,031.00	2,785,147
1	**1.4**	MLL	No	$22,295.00	0.00
1	**1.5**	SPED	No	$731,518.00	989,294
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	Yes	$0.00	$0.00
1	**1.8**	Title I	No	$183,408.00	155,466
2	**2.1**	Attendance and Enrollment	Yes	$186,776.00	183,313
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	School Climate	Yes	$163,345.00	162,028
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$178,709.00	165,250
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	Math	No	$18,460.00	$18,460.00
4	**4.2**	ELA	No	$18,460.00	$18,460.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,586,415	$1,621,876.00	$1,626,416.00	($4,540.00)	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	$270,029.00	226,630		
1	1.2	Instruction	Yes	$823,017.00	889,195		
1	1.7	Personalized Learning (students)	Yes	$0.00	$0.00		
2	2.1	Attendance and Enrollment	Yes	$186,776.00	183,313		
2	2.3	Family and Community Engagement & Outreach	Yes	$0.00	$0.00		
2	2.4	School Climate	Yes	$163,345.00	162,028		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$178,709.00	165,250		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,590,764	1,586,415	0.000%	34.557%	$1,626,416.00	0.000%	35.428%	$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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