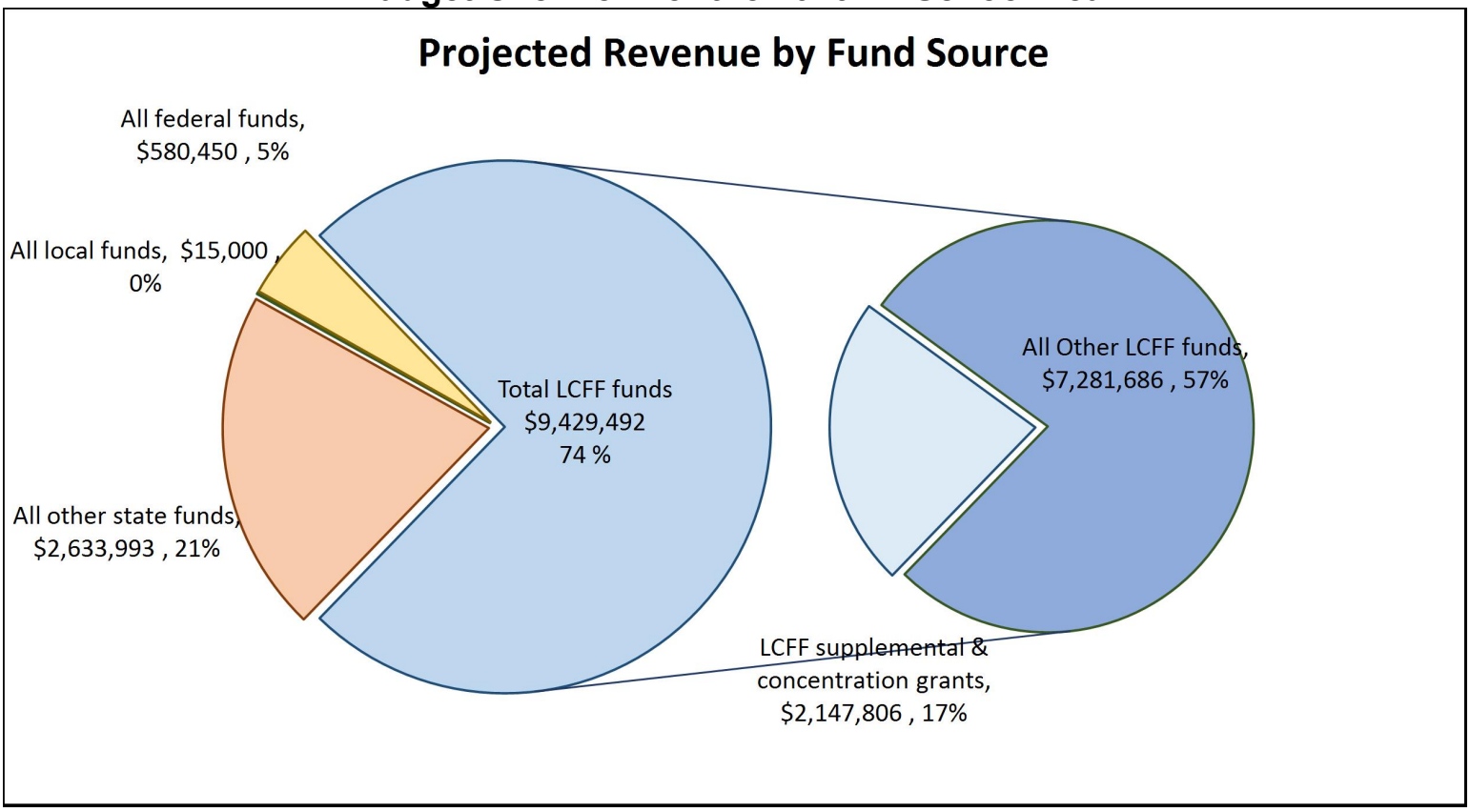
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Vanguard College Preparatory Academy
CDS Code: 50-71175-0120212
School Year: 2026-27
LEA contact information:
Angelina Saldana
Principal
AspireVCPA@aspirepublicschools.org
209-521-3010

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

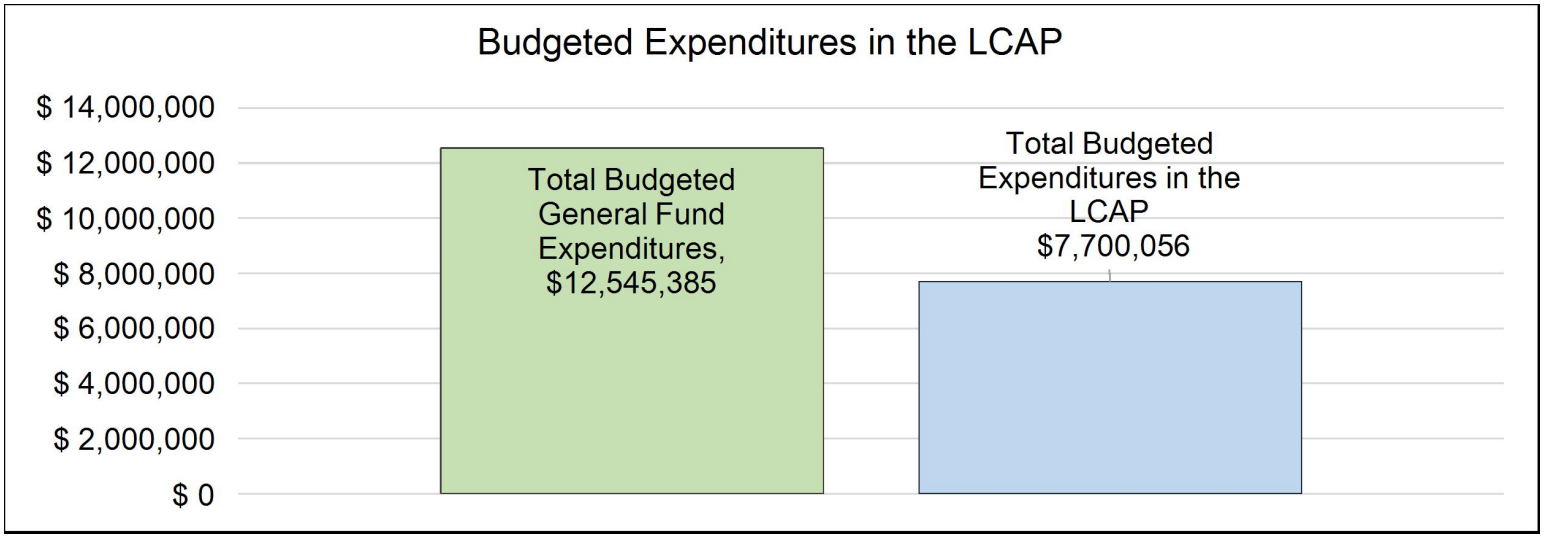


This chart shows the total general purpose revenue Aspire Vanguard College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Vanguard College Preparatory Academy is $12,658,935, of which $9,429,492 is Local Control Funding Formula (LCFF), $2,633,993 is other state funds, $15,000 is local funds, and $580,450 is federal funds. Of the $9,429,492 in LCFF Funds, $2,147,806 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 Vanguard 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 Vanguard College Preparatory Academy plans to spend $12,545,385 for the 2026-27 school year. Of that amount, $7,700,056 is tied to actions/services in the LCAP and $4,845,329 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

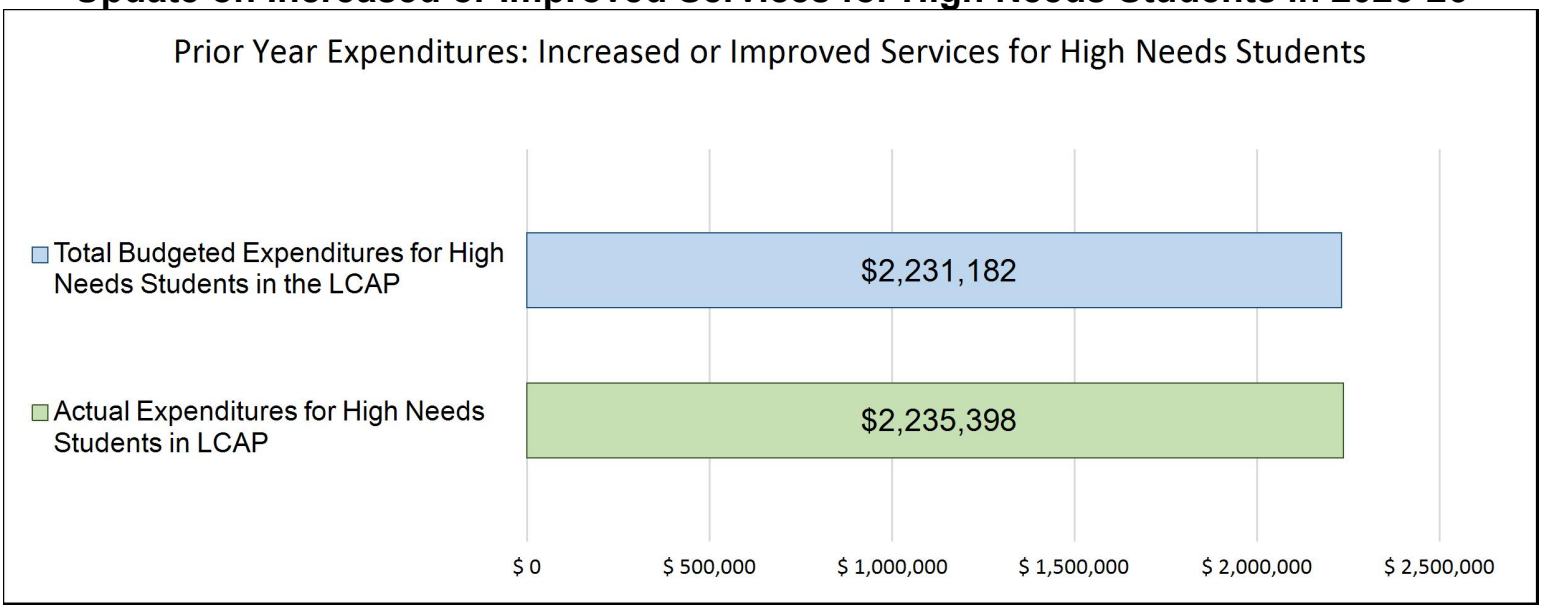
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Vanguard College Preparatory Academy is projecting it will receive $2,147,806 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Vanguard College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Vanguard College Preparatory Academy plans to spend $2,253,897 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 Vanguard 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 Vanguard 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 Vanguard College Preparatory Academy's LCAP budgeted $2,231,182 for planned actions to increase or improve services for high needs students. Aspire Vanguard College Preparatory Academy actually spent $2,235,398 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 Vanguard College Preparatory Academy	Angelina Saldana Principal	AspireVCPA@aspirepublicschools.org 209-521-3010

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 Vanguard College Preparatory Academy (Vanguard), located in Modesto, CA, serves students in grades 6-12 with a current enrollment of 622. As part of the Aspire Public Schools network, Vanguard emphasizes its mission of preparing students for postsecondary success through rigorous, joyful, and inclusive academic experiences. The school's diverse student body includes 78% Hispanic, 7% Caucasian, 4% Asian-American, 3% African-American, and 2% multiracial students, with 62% qualifying for free and reduced lunch.

Under the leadership of Principal Angie Saldana, Vanguard is committed to fostering a collaborative and supportive community involving students, educators, families, and civic partners. The school provides robust academic instruction while promoting social and emotional development to ensure students become empowered leaders and lifelong learners.

Vanguard prioritizes equitable access to education by supporting marginalized communities, offering programs tailored to individual needs, and fostering family partnerships through open communication and involvement. With an afterschool program that enhances students' learning opportunities, Aspire Vanguard College Preparatory Academy strives to develop scholars who are well-prepared to thrive in college and beyond.

Reflections: Annual Performance

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

Successes - One notable success is the significant growth in English Language Arts achievement and English Learner progress, with ELA scores increasing by 12 points and 65% of students improving their scores, alongside a 22% increase in English Learners making progress toward proficiency. This was achieved through the implementation of Cycles of Inquiry, targeted literacy interventions such as Lexia, and structured collaboration through Common Formative Assessments that allowed teachers to adjust instruction and provide differentiated support. Additionally, English Learners experienced substantial gains in language acquisition, with 59.9% making progress and Long-Term English Learners reaching 65.8% progress, reflecting the impact of focused ELD instruction and increased attention to language development across content areas. Challenges - However, we identified challenges in chronic absenteeism and mathematics performance. According to the California School Dashboard, multiple student groups are performing in the red performance level for chronic absenteeism, including English Learners, socioeconomically disadvantaged students, and students with disabilities, with overall absenteeism increasing to 22%. Similarly, the orange performance level includes Hispanic students and Long-Term English Learners in mathematics, where several groups remain far below standard. Additionally, our internal data indicates challenges in literacy performance for students across grade levels, particularly for English learners and students performing below grade level. For example, i-Ready diagnostic results show that a significant portion of students, nearly half, are performing three or more grade levels below in reading, highlighting persistent gaps in foundational literacy skills. These internal trends highlight the need for targeted interventions beyond the metrics reflected in the Dashboard. Actions Taken - To address these challenges, we have implemented targeted attendance interventions, expanded academic supports, and strengthened instructional practices across content areas. These actions include weekly attendance team meetings, increased family outreach and home visits, implementation of attendance incentives, targeted small group interventions such as Lexia for literacy development, math intervention built into advisory, and a commitment for students to complete at least 45 minutes of i-Ready MyPath in mathematics to build foundational skills and address skill gaps. Additionally, teachers engaged in ongoing professional development through Cycles of Inquiry and instructional coaching to improve instructional quality. These actions are designed to support English Learners, socioeconomically disadvantaged students, and students with disabilities and align with our LCAP goal to improve chronic absenteeism and mathematics performance across grade levels.

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Panorama Teammate Surveys (conducted in October and February), weekly Grade Level Team Meetings, monthly Staff Meetings, weekly/biweekly Instructional Leadership Team meetings, School Site Council participation, and a Vanguard-specific anonymous survey in April. These engagements provided valuable feedback on classroom practices, curriculum implementation and supports, academic and behavioral needs, professional learning, and supports for multilingual learners and students with disabilities, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the principal and administrators, participated in weekly Admin/School Leadership Team Meetings, Instructional Leadership Team meetings, classroom observations, School Site Council meetings, and bi-annual Panorama Teammate Surveys (October and February). These engagements focused on schoolwide planning, resource allocation, professional learning, data analysis, implementation progress, and goal setting.
Other School Personnel	Other school personnel were engaged through the bi-annual Panorama Teammate Surveys (conducted in October and February), July Professional Development, Saturday School, monthly Staff Meetings, weekly team meetings, School Site Council participation, and the Vanguard-specific anonymous survey in April. These engagements provided input on cultural and behavioral awareness, operational effectiveness, student support services, and school climate.

Educational Partner(s)	Process for Engagement
Parents	Parents and families were engaged through bi-annual Panorama Family Surveys (conducted in fall and spring), Saturday School, monthly ELAC meetings, School Site Council meetings, Student-Led Conferences, and school community events. These sessions captured parent feedback on barriers to engagement, family preferences, academic supports, school climate, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through the Panorama bi-annual student survey administered in October and February, along with additional student surveys administered in August and January, Personalized Learning Plans developed during advisory, Student-Led Conferences each semester, and monthly Student Council meetings. These engagements focused on classroom climate, belonging, academic supports, school priorities, and students' sense of connection to school.
SELPA (Special Education)	Special Education staff and partners were engaged through July Professional Development, Saturday School, monthly Special Education department meetings, a dedicated Special Education input session in March, School Site Council participation, and the bi-annual Panorama Teammate Surveys. The SPED Admin Designee also participated in quarterly check-ins with the Regional Program Specialist to discuss program development, accommodations, co-teaching, and access to specialized services.

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

Process of Engagement

Aspire Vanguard College Preparatory Academy (VCPA) engaged educational partners throughout the year using a variety of formal and informal structures. Staff were engaged through regular staff meetings, grade-level team meetings, Instructional Leadership Team meetings, and MTSS discussions, where ongoing feedback was gathered on instruction, student support, and school systems. Students and families provided input through bi-annual Panorama surveys, which offered insight into school climate, belonging, and student experience.

Families were also engaged through quarterly School Site Council (SSC) and ELAC meetings, which served as forums for discussion, feedback, and shared decision-making. In addition, school leaders gathered input through ongoing informal conversations with students, staff, and families during Student-Led Conferences, on-campus events, and day-to-day interactions. These multiple avenues ensured that feedback was continuously collected from a broad range of stakeholders.

Impact of Educational Partner Input on LCAP Development

Educational partner input played a significant role in shaping VCPA's priorities and focus areas within the LCAP. Feedback from staff and families highlighted the importance of strengthening Tier 1 instructional practices and increasing consistency across classrooms. In response, the school prioritized a stronger focus on instructional coaching, curriculum implementation, and alignment of teaching practices.

Stakeholders also emphasized the need to improve clarity and consistency in student behavior expectations, particularly around schoolwide systems. This input informed the continued development of MTSS behavior systems and the school's focus on creating more consistent, supportive, and inclusive classroom environments through the use of No Nonsense Nurturer.

At the same time, feedback reinforced the value of VCPA's college and career readiness programming. Students and families expressed strong interest in maintaining and expanding opportunities such as real-world learning, enrichment, and postsecondary preparation. As a result, the school continues to invest in these offerings while also working to ensure equitable access for all students.

Finally, stakeholder feedback, along with student data, highlighted a need to strengthen consistency in student experience, particularly in areas such as belonging, engagement, and academic support. In response, the school is prioritizing increased coherence across systems, including SEL implementation, attendance supports, intervention structures, and targeted supports for multilingual learners and students with disabilities, to ensure that all students experience a consistently positive and engaging learning environment.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -51.1 African American/Black: data not displayed English Learners: -106.8 Socioeconomically disadvantaged: -63.8	2023-2024 SBAC ELA DFS All Students: -65.8 English Learner: -101.9 Long-Term English Learner: -134	2024-2025 SBAC ELA DFS All Students: -53.8 Black/African American: -40.8 Asian: 15.4 English Learner: -98.9	2025-2026 SBAC ELA DFS All: -42.10 African American/Black: data not displayed English Learners: -97.80	All Students: Decreased 2.7 English Learner: Increased 7.9 Hispanic/Latinx: Decreased 0.6 Socioeconomically Disadvantaged: Decreased 2.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: -63.2 Students with Disabilities: -142.2	Socioeconomically Disadvantaged: -75.3 Black/African American: -50.8 Asian: -7.1 Hispanic: -75.2 Students with Disabilities: -142.5 White: -23.9	English Learners Only: -146 English Only: -35 Hispanic: -63.8 Homeless Youth: -108.6 Long-Term English Learner: -121.4 Recently Reclassified Fluent-English Proficient Only: -51.9 Socioeconomically Disadvantaged: -65.9 Students with Disabilities: -136.7 White: -4.2	Socioeconomically disadvantaged: -54.80 Hispanic/Latinx: -54.20 Students with Disabilities: -133.20	Students with Disabilities: Increased 5.5
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -116.5 African American/Black: Data no displayed for privacy English Learners: -161.9 Socioeconomically disadvantaged: -128.3 Hispanic/Latinx: -126.9 Students with Disabilities: -180.2	2023-2024 SBAC MATH DFS All Students: -125.8 English Learner: -161.4 Long-Term English Learner: -198.8 Socioeconomically Disadvantaged: -135.2 Black/African American: -109.6 Asian: -69.8 Hispanic: -135.9	2024-2025 SBAC MATH DFS All Students: -123.9 Black/African American: -120.9 Asian: -75.9 English Learner: -159.8 English Learners Only: -194.6 English Only: -104.5 Hispanic: -132.7 Homeless Youth: -181.8	2025-2026 SBAC Math DFS All: -94 African American/Black: Data no displayed for privacy English Learners: -139.40 Socioeconomically disadvantaged: -105.80 Hispanic/Latinx: -104.40 Students with Disabilities: -157.70	All Students: Decreased 7.4 English Learner: Increased 2.1 Hispanic/Latinx: Decreased 5.8 Socioeconomically Disadvantaged: Decreased 7.9 Students with Disabilities: Decreased 15.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -196.1 White: -71.4	Long-Term English Learner: -186.1 Recently Reclassified Fluent-English Proficient Only: -124.7 Socioeconomically Disadvantaged: -136.2 Students with Disabilities: -195.7 White: -87		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 14.69% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 33.5 points below Long-Term English Learner: 35.1 points below Socioeconomically Disadvantaged: 24.2 points below All Students: 21.7 points below Hispanic: 23.8 points below Students with Disabilities: 29.4 points below White: 7.4 points below 11.80% Met or Exceeded	2024-25 Science Points (SPs) All Students: 44 science points English Learner: 34.9 science points English Learners Only: 30.8 science points English Only: 46 science points Hispanic: 42.2 science points Homeless Youth: 35.1 science points Long-Term English Learner: 32.6 science points Recently Reclassified Fluent-English	2025-2026 Science Test 19.69% Met or Exceeded	Increased 3.61%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: 37.5 science points Socioeconomically Disadvantaged: 42.1 science points Students with Disabilities: 31.2 science points White: 54.6 science points 18.30% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 43.70% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 37.9% of ELs making progress towards English language proficiency LTEL: 41% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 59.9% of ELs making progress towards English language proficiency LTEL: 65.8% of LTELs making progress towards English language proficiency	2025-2026 ELPI 50% of ELs making progress towards English language proficiency	Increased 16.2%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 31.50%	2023-2024 RFEP Rate: 13.43%	2024-25 RFEP Rate: 24.05%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 7.45%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards	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	Maintained 100%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 45% Grade 6: 37% Grade 7: 49% Grade 8: 51% Math iReady Math % of students that met annual typical growth All Students: 50% Grade 6: 47% Grade 7: 44% Grade 8: 60%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 43% Grade 6: 40% Grade 7: 33% Grade 8: 40% Grade 9: 46% Grade 10: 46% Grade 11: 59% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 33% Grade 6: 19% Grade 7: 35% Grade 8: 37% Grade 9: 51% Grade 10: 25% Grade 11: 35%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 62% Grade 6: 65% Grade 7: 58% Grade 8: 69% Grade 9: 64% Grade 10: 62% Grade 11: 48% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 44% Grade 6: 43% Grade 7: 22% Grade 8: 55% Grade 9: 60% Grade 10: 53% Grade 11: 26%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 60% Grade 6: 52% Grade 7: 64% Grade 8: 66% iReady Math % of students that met annual typical growth All Students: 65% Grade 6: 62% Grade 7: 59% Grade 8: 75%	iReady Reading: All Students: Increased 17% Grade 6: Increased 28% Grade 7: Increased 9% Grade 8: Increased 18% Grades 9-11: No baseline available iReady Math: All Students: Decreased 6% Grade 6: Decreased 4% Grade 7: Decreased 22% Grade 8: Decreased 5% Grades 9-11: No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 100%	2023-2024 High School Graduation Rate 95.50%	2024-25 High School Graduation Rate 93.8%	2025-2026 High School Graduation Rate 100%	Decreased 6.2%
1.12	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 0% of students who passed AP with 3 or higher No AP Courses offered in 2022-2023	2023-2024 No AP courses offered in 23-24	No AP courses offered in 24-25	2025-2026 60% of students who passed AP with 3 or higher	N/A
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 54.29% Math: 20.00%	2023-2024 % Met & Exceeded ELA: 55.56% Math: 27.27%	2024-25 % Met & Exceeded ELA: 59.70% Math: 16.42%	2025-2026 % Met & Exceeded ELA: 59.29% Math: 25.00%	ELA: Increased 5.41% Math: Decreased 3.58%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, VCPA continued implementing systems and structures aligned to Goal 1 to ensure scholars and staff experienced grade-level, engaging, affirming, and culturally responsive academic programming that prepares students for college and career readiness.

The school continued implementing standards-aligned curriculum in core content areas while refining systems for intervention, instructional coaching, multilingual learner supports, special education collaboration, and student goal-setting. Teachers participated in regular grade-level collaboration meetings focused on analyzing academic and behavior data, discussing intervention supports, reviewing student progress, and conducting Student Success Team meetings when necessary. While formal Cycles of Inquiry (COIs) were not implemented as consistently as originally planned, grade-level collaboration structures remained consistent throughout the year and continued supporting instructional planning and student intervention efforts.

A significant focus this year was strengthening literacy instruction and intervention systems. The school continued implementing Lexia Reading Intervention and expanded intervention opportunities by adding two 70-minute reading intervention periods to the master schedule serving approximately 25 students per class. Reading intervention was also expanded to include students with IEPs. Additionally, the school introduced middle school Math intervention during advisory in second semester in response to persistent SBAC Math performance gaps. The school retained a Reading Intervention Specialist who continued providing targeted literacy support for multilingual learners, Long-Term English Learners, students with disabilities, and students performing below grade level.

Curriculum adoption and instructional improvement remained major priorities throughout the year. The school piloted curriculum options and selected Carnegie as the new 9–12 Math curriculum and StudySync as the new 6–8 ELA curriculum, both of which will be implemented beginning in the 2026–27 school year. The school also launched a literacy-focused professional development series led by teacher leaders with a focus on guided annotation, daily formative writing prompts, direct vocabulary instruction, and academic discourse strategies to strengthen literacy instruction across content areas.

The instructional coaching model continued throughout the year, and every teacher received a minimum of two observation and feedback sessions per quarter. Administrators and instructional leaders conducted classroom observations, provided actionable feedback, and supported instructional growth through coaching conversations. During second semester, the school also began utilizing the Focus Student Tracker to better guide instructional planning, MTSS interventions, coaching conversations, and student support monitoring.

Support for multilingual learners remained a major area of focus. High school multilingual learners continued receiving 90 minutes of daily ELD instruction grouped by proficiency level, while middle school students received 70 minutes of ELD instruction. The Multilanguage Learner team continued coordinating RFEP monitoring, ELPAC testing, and progress monitoring systems while also providing schoolwide professional development focused on strategies to support multilingual learners across content areas. The school continued using ELPAC scores, iReady data, and formative assessments to guide intervention planning and instructional support.

The school also strengthened systems supporting students with disabilities through increased collaboration between Education Specialists and General Education teachers. Education Specialists received training in Lexia intervention and developed individualized foundational reading and math goals for students significantly below grade level, including multilingual learner goals for dual-identified students. While co-planning structures improved, maintaining consistent co-teaching and co-planning implementation across all departments remained challenging due to staffing and scheduling constraints.

Additional efforts focused on creating affirming and culturally responsive school experiences. The school continued supporting the Black Student Union (BSU), hosted the Black Excellence Celebration on campus, and provided opportunities for students to attend the Black College Expo. Student leadership organizations, including BSU and the Hispanic Youth Leadership Club (HYLC), collaborated on schoolwide cultural celebrations and leadership opportunities that promoted student voice, belonging, and cross-cultural unity.

The school also continued implementing Personalized Learning Plans (PLPs) through advisory. Students created academic and personal goals, reflected on progress, and presented their goals to families during Student-Led Conferences held each semester. Multilingual learners incorporated language development goals into their PLPs, and students with disabilities included Math and ELA goals aligned to their instructional needs and supports.

Several challenges impacted implementation throughout the year. The school continued addressing significant literacy and mathematics gaps among students, particularly among English Learners and Students with Disabilities. Maintaining consistent implementation of accommodations, intervention systems, co-teaching practices, and high-quality lesson planning across classrooms also remained areas of growth. Staffing and scheduling limitations impacted the school's ability to fully implement proficiency-grouped ELD classes at middle school and consistent co-planning time across all departments.

Despite these challenges, the school experienced several important successes. English Language Arts performance increased overall, English Learner Progress earned a Blue performance level, and Long-Term English Learners also earned Blue status on the California Dashboard. Collaboration structures, literacy-focused professional development, intervention systems, and instructional coaching practices all strengthened throughout the year. Student leadership opportunities, family engagement events, Student-Led Conferences, and culturally responsive programming also contributed positively to student belonging, engagement, and school culture.

Overall, the school made meaningful progress toward strengthening rigorous, culturally responsive academic programming while continuing to refine intervention systems, instructional consistency, and equitable supports for students performing furthest below grade level.

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

Estimated actual expenditures reflect variances from budgeted amounts due to an adjusted Title III allocation and lower-than-anticipated Special Education substitute costs. These variances did not materially impact the delivery of planned services.

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

The actions implemented under Goal 1 during the 2025–26 school year were partially effective in making progress toward providing grade-level, engaging, affirming, and culturally responsive academic programming for all students. Several actions resulted in measurable academic growth and strengthened systems of support, while other areas continue to require refinement and stronger implementation consistency.

The school demonstrated positive progress in several key academic indicators. California Dashboard data showed overall English Language Arts performance increased by 12 points, and English Learner Progress improved significantly, earning a Blue performance level overall. Long-Term English Learners also earned a Blue performance level. These outcomes indicate that actions such as expanded ELD instructional time, literacy-focused professional development, Reading Workshop intervention, instructional coaching, and targeted supports for multilingual learners positively impacted student growth and language development. The school's continued focus on academic language instruction, vocabulary development, guided annotation, and structured student discourse also contributed to improved instructional practices across classrooms.

The implementation of intervention systems and targeted supports also produced positive results. The addition of dedicated reading intervention periods, continued implementation of Lexia Reading Intervention, and use of iReady and ELPAC data helped staff identify students requiring additional support and provide more targeted interventions. The retention of the Reading Intervention Specialist strengthened literacy intervention systems for multilingual learners, Long-Term English Learners, students with disabilities, and other students performing below grade level. Additionally, expanded collaboration between Education Specialists and General Education teachers improved support systems for students with disabilities and dual-identified students.

The school also strengthened systems related to student voice, family engagement, and culturally responsive practices. Student-Led Conferences and Personalized Learning Plans increased opportunities for students to reflect on their progress and engage families in academic goal-setting. Programs such as Black Student Union, Black Excellence celebrations, and leadership opportunities through student organizations contributed positively to student belonging, engagement, and school culture.

While these actions contributed to meaningful progress, several actions were only partially effective due to implementation challenges and ongoing academic gaps. Mathematics performance remained an area of significant concern. The California Dashboard identified overall Mathematics performance as Red, with English Learners and Students with Disabilities also remaining Red in Mathematics performance. Additionally, middle-of-year iReady Reading data demonstrated that many students continued performing multiple grade levels below standard in literacy and mathematics. These outcomes indicate that while intervention systems and instructional supports were beneficial, they were not yet sufficient to fully close achievement gaps for students performing furthest below grade level.

Several barriers limited the effectiveness of implementation. Formal Cycles of Inquiry were not implemented as consistently as originally planned due to competing priorities and operational demands throughout the year. Staffing and scheduling limitations also impacted the school's ability to fully implement proficiency-grouped ELD classes at middle school, consistent co-teaching structures, and regular co-planning time across all departments. In addition, the school identified continued inconsistency in high-quality lesson planning, accommodation implementation for students with IEPs, and instructional rigor across classrooms.

Overall, the actions implemented under Goal 1 produced meaningful progress in literacy growth, English Learner Progress, instructional collaboration, intervention systems, and student engagement. However, continued refinement of instructional systems, intervention implementation, co-teaching structures, and data-driven instructional practices will be necessary to accelerate academic achievement and close persistent gaps for English Learners, Students with Disabilities, and students performing below grade level.

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

Based on the review of Goal 1 implementation data, VCPA identified several adjustments and next steps to strengthen instructional systems, intervention supports, and equitable access to grade-level learning for all students.

California Dashboard data and local assessment data informed many of the planned adjustments for the 2026–27 school year. While the school demonstrated positive growth in English Language Arts and English Learner Progress, Dashboard data continued to identify Mathematics as Red overall, with English Learners and Students with Disabilities remaining Red in Mathematics performance. Additionally, middle-of-year iReady data showed that many students continued performing multiple grade levels below standard in reading and mathematics. These data points reinforced the need for stronger intervention systems, more consistent instructional implementation, and increased support for students performing furthest below grade level.

In response to these outcomes, the school will implement several key adjustments moving forward. One major adjustment is the adoption and implementation of new curriculum resources, including Carnegie for grades 9–12 Mathematics and StudySync for grades 6–8 English Language Arts. These curriculum adoptions are intended to strengthen instructional rigor, standards alignment, and consistency across classrooms.

The school will also expand and strengthen intervention systems in both literacy and mathematics. Reading and Math intervention will become more systematic and consistent for students with IEPs, and schoolwide intervention opportunities will expand at both middle school and high school. The school will continue utilizing Lexia, iReady, ELPAC data, and additional progress monitoring tools to better identify student needs, monitor growth, and adjust interventions more efficiently.

Another major adjustment involves strengthening instructional consistency across classrooms. The school plans to increase accountability around Cycles of Inquiry, lesson internalization, data analysis, and formative assessment practices. Instructional coaching will continue with a stronger focus on rigorous lesson planning, standards alignment, accommodation implementation, and culturally responsive instruction.

To strengthen support for multilingual learners, a large group of General Education teachers will participate in GLAD certification training during the 2026–27 school year. This adjustment was informed by positive English Learner Progress outcomes as well as the continued need to strengthen language development instruction across all content areas. The school anticipates that GLAD strategies will improve access to grade-level curriculum and increase instructional supports for multilingual learners and Long-Term English Learners.

The school will also continue refining co-planning and co-teaching systems between General Education teachers and Education Specialists. Additional focus will be placed on ensuring students with disabilities receive consistent accommodations, intervention support, and access to grade-level instruction. Scheduling adjustments will prioritize protected co-planning time and more intentional student grouping practices.

Additional adjustments include strengthening implementation of the digital Personalized Learning Plan tracking system, continuing use of the Focus Student Tracker to guide MTSS supports and coaching conversations, redesigning the after-school program to include stronger academic intervention supports, and expanding culturally responsive student leadership and family engagement opportunities through programs such as BSU and HYLC.

These next steps are intended to strengthen instructional quality, intervention effectiveness, and equitable student support systems so all students, particularly English Learners, Students with Disabilities, Long-Term English Learners, and students performing below grade level, experience stronger academic growth and college and career readiness outcomes.

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	Continue implementing newly adopted, standards-aligned curriculum in core subjects where adoption was completed (e.g., ELA, Math for grades with existing curriculum, and other core content areas), and provide ongoing professional development from curriculum providers to support effective use. Prioritize the identification and adoption of curriculum for High School Math, Middle School Social Studies, and Middle and High School Science in 2025–26, addressing the gap from 2024–25 when high-quality options were not available. Maintain a 1:1 student-to-device ratio through continued investment in high-quality Chromebooks to ensure all students have access to digital instructional resources. Support regular teacher collaboration through Cycles of Inquiry and grade-level/content team planning using the GLEAM framework, with a focus on lesson internalization, standards alignment, and culturally responsive teaching practices. Sustain and strengthen implementation of Lexia Reading Intervention for general education students, multilingual learners, and students with disabilities, ensuring timely access and consistent instructional time—especially for students with disabilities who began Lexia mid-year in 2024–25.	$143,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reinforce the use of formative assessment and scaffolding strategies developed through COIs to better meet the needs of English Learners and students with disabilities. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.2	Instruction	Maintain regular Cycles of Inquiry (COIs) that provide protected time for teachers to engage in data discussions focused on Common Formative Assessments (CFAs), vertical alignment, and scaffolding for English Learners and Students with Disabilities. Implement a structured instructional coaching model that ensures consistent support for both new and veteran teachers through regular classroom observations, feedback, co-planning, and co-teaching. Provide targeted professional development and ongoing support to ensure content-specific learning targets and language objectives are clearly communicated and visibly posted in all classrooms. Continue to monitor the implementation of student talk structures and vocabulary instruction to build on progress made over the past two years and ensure alignment with academic language development goals for English Learners and all students. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$1,502,708.00	Yes
1.3	Academic Program (Master Scheduling)	Use Data to Drive Interventions Continued use of iReady data to place students in targeted Reading Workshop and advisory groups for literacy and math intervention. Students	$3,624,596.00	No

Action #	Title	Description	Total Funds	Contributing
		exit groups upon demonstrating mastery. In 2025–2026, we will strengthen this process with additional data tools and progress monitoring. Create an Equitable Master Schedule The 2024–2025 schedule included credit recovery, intervention blocks, advanced courses, and electives like digital media arts. It ensured multilingual learners received full ELD classes without losing access to electives. In 2025–2026, we will refine the schedule to improve support for co-teaching and shared planning. Strengthen Co-Teaching and Co-Planning Co-teaching was limited by scheduling constraints. Next year, we will work with the Program Specialist to build in shared planning time and group students intentionally to support co-teaching. Improve After-School Academic Support The after-school program focused mainly on enrichment this year. In 2025–2026, we will redesign it to include academic support in reading fluency, math skills, and typing, while still offering enrichment. The program will also operate for 30 additional days. Increase PE Access in Middle School		
1.4	MLL	Provided designated and integrated ELD instruction for all multilingual learners, with high school courses expanded to 90 minutes daily and grouped by proficiency level. Middle school students received 70 minutes of daily instruction, though classes remained mixed due to staffing constraints. Maintained a site-based MLL instruction team that supported ELD implementation, conducted RFEP monitoring, and coordinated ELPAC testing. Teachers also received professional development focused on structured academic talk, with weekly instructional tips reinforcing best practices for MLLs. Integrated progress monitoring systems for both operational and academic data. This included scheduled RFEP check-ins and targeted advisory interventions using formative data like iReady scores to inform support. Continued Reading Workshop as an intervention for MLLs with foundational reading gaps.	$18,130.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	SPED	Provide regular coaching and feedback to Education Specialists, with a shift to biweekly observation and feedback cycles to strengthen instructional support and professional growth. Ensure Education Specialists are included in curriculum-aligned professional development, particularly in ELA and Math, to support effective co-teaching practices. Offer department-wide professional development on the five models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station Teaching) as well as Universal Design for Learning (UDL), building on the foundational training provided to new staff. Maintain dedicated common planning time in the master schedule for General Education and Special Education co-teachers to support ongoing collaboration and co-planning. Conduct a program review in partnership with the Program Specialist and implement a co-teaching self-assessment process, guiding co-teaching teams to set 1–2 improvement goals based on their reflections.	$1,511,475.00	No
1.6	Black Excellence	Continue supporting the Black Student Union (BSU) with funding for materials such as t-shirts, awards, and event supplies. Sustain BSU's role in leading student voice, hosting events, and promoting a culturally responsive school environment. Support ongoing collaboration between BSU and the Hispanic Youth Leadership Club (HYLC) through joint events that foster cross-cultural unity. Establish a Black Family Advisory Council to elevate family voice and strengthen community partnerships. Provide targeted support for BSU students to lead advocacy efforts, including addressing racist language and promoting culturally relevant instruction.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue participation in the Black Excellence Awards Ceremony to recognize and celebrate the achievements of Black scholars.		
1.7	Personalized Learning (students)	All students will continue to create Personalized Learning Plans (PLPs) during advisory that include specific, measurable academic goals and action steps. Students will present their PLPs to families during Student-Led Conferences held once each semester to strengthen family engagement and goal transparency. Dedicated advisory time will be provided monthly for students to review progress, reflect on their learning, and revise goals using a structured reflection protocol. Advisory teachers will receive professional development and support tools to guide students in writing high-quality goals and engaging in meaningful reflection. A digital PLP tracking system will be introduced to monitor student progress over time and make data more accessible to teachers for planning and intervention. MultiLanguage Learners will include language development goals in their PLPs, and students with disabilities will include Math and ELA goals aligned to their IEPs.	$0.00	No
1.8	Title I	Retain Reading Intervention Specialist Use Title I funds to retain the Reading Intervention Specialist, who provides targeted reading support and intervention to students performing below grade level. This role is critical in supporting literacy development across grade levels, with a focus on students with disabilities, MultiLanguage Learners (MLLs), and Long-Term English Learners (LTELs). Implement Professional Development on GLAD Strategies	$209,936.00	No

Action #	Title	Description	Total Funds	Contributing
		Launch sitewide training on Guided Language Acquisition Design (GLAD) strategies to strengthen language development instruction for MLLs and LTELs. This training will build on the TLAC strategies introduced in the previous year and provide teachers with more tools to support language acquisition across content areas. Expand Use of Reading Workshop Curriculum Continue investing in Reading Workshop curriculum and materials to support literacy growth across all grade levels, with a focus on improving reading comprehension and academic vocabulary for low-performing students. Refine Master Schedule to Support Academic Equity Restructure the master schedule for the 2025–2026 school year by adopting a true block schedule and adding an additional PE and History teacher at the high school level. These changes will reduce class sizes, increase access to core content, and provide more instructional time to meet the needs of students performing below grade level. Strengthen Leadership Practices Through Ongoing Learning Continue to send members of the leadership team to high-impact conferences such as the Innovative Schools Summit to build capacity around graduation rate improvement, restorative justice practices, and equitable supports for underserved student populations, including MLLs and homeless youth.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 6-12: 36% Teacher-student relationships: Grades 6-12: 60%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 40% Teacher-student relationships: Grades 6-12: 55% School Safety: Grades 6-12: 52%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 42% Teacher-student relationships: Grades 6-12: 56% School Safety: Grades 6-12: 57%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 56% Teacher-student relationships:	Sense of belonging Grades 6-12: Increased 6% Teacher-student relationships: Decreased 4% School Safety: Increased 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 47%			Grades 6-12: 80% School Safety: Grades 6-12: 67%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4.2% African American/Black: 6.3% Hispanic/Latinx: 4.3% English Learners: 6.6% Socioeconomically Disadvantaged: 4.8% Students with Disabilities: 4.3%	2023-2024 Suspension Rate All Students: 4.20% Black/African American: 0.00% Asian: 0.00% Hispanic: 4.30% Multiple Races/Two or More: 6.10% Students with Disabilities: 3.40% White: 4.30% English Learner: 2.90% Long-Term English Learner: 3.30% Socioeconomically Disadvantaged: 4.80%	2024-2025 Suspension Rate All Students: 2.60% Black/African American: 2.23% American Indian or Alaska Native: 0.00% Asian: 3.16% English Learner: 0.00% Filipino: 0.00% Foster Youth: 0.00% Hispanic: 82.07% Homeless Youth: 4.30% Multiple Races/Two or More: 11.48% Pacific Islander: 0.20% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 5.40% White: 5.49%	2025-2026 Suspension Rate All Students: 3.3% African American/Black: 5.4% Hispanic/Latinx: 3.4% English Learners: 5.7% Socioeconomically Disadvantaged: 3.9% Students with Disabilities: 3.4%	All Students: Decreased 1.6% Black/African American: Decreased 4.07% Hispanic/Latinx: Increased 77.77% English Learners: Decreased 6.6% Socioeconomically Disadvantaged: Decreased 4.8% Students with Disabilities: Increased 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 34.70% African American/Black: No Data Displayed Hispanic/Latinx: 34.50% English Learners: 26.70% Socioeconomically disadvantaged: 35.00% Students with Disabilities: 31.80%	2023-2024 Chronic Absenteeism Rate All Students: 16.80% English Learner: 14.60% Long-Term English Learner: 18.80% Socioeconomically Disadvantaged: 17.80% Black/African American: 18.20% Asian: 0.00% Hispanic: 17.60% Multiple Races/Two or More: 20.00% Students with Disabilities: 15.60% White: 13.60%	2024-2025 Chronic Absenteeism Rate All Students: 22.00% Asian: 0.00% English Learner: 27.00% Hispanic: 22.40% Homeless Youth: 18.20% Long-Term English Learner: 30.50% Multiple Races/Two or More: 29.00% Socioeconomically Disadvantaged: 24.40% Students with Disabilities: 27.60% White: 15.80%	2025-2026 Chronic Absenteeism Rate All: 25.70% African American/Black: No Data Displayed Hispanic/Latinx: 25.50% English Learners: 17.70% Socioeconomically disadvantaged: 26.00% Students with Disabilities: 22.80%	All Students: Decreased 12.7% English Learner: Increased 0.3% Hispanic/Latinx: Decreased 12.1% Socioeconomically Disadvantaged: Decreased 10.6% Students with Disabilities: Decreased 4.2%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 16% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 15% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably	Barriers to Engagement: Decreased 5% Family Engagement: Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	How the LEA will promote parental participation in programs for low income, English learner and foster youth students. (LCFF Priority 3, Self-Reflection Tool, Rating for Building Partnerships for Student Outcomes, 1-5)	2023-24 Local Performance, Self-Reflection Building Partnerships for Student Outcomes Average Rating: 2	2024-25 Local Performance, Self-Reflection Building Partnerships for Student Outcomes Average Rating: 4	2025-26 Local Performance, Self Reflection Building Partnerships for Student Outcomes Average Rating: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained
2.7	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.24%	2024-2025 P2 Attendance Rate 94.68%	2025-26 P2 Attendance Rate 94.70%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 1.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	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%
2.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 84% responded favorably “The school provides a safe environment for my child.” 86% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 69% responded favorably: "The school provides a safe environment for my child." 64% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 87% responded favorably: ""The school provides a safe environment for my child."" 83% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 86% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Increased 3% Comfort with Staff: Decreased 3%
2.10	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good
2.11	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate 0% (0 of 48)	2023-2024 Dropout Rate 0.00%	2024-25 Dropout Rate 4.30%	2025-2026 Dropout Rate 0	Increased 4.3%
2.12	Middle School Dropout Rate (CALPADs data)	2022-2023 Middle School Dropout 0	2023-2024 Dropout Rate 0	2024-25 Middle School Dropout 0	2026-2027 Middle School Dropout Rate 0	Maintained 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.

During the 2025–2026 school year, VCPA implemented multiple actions aligned to Goal 2 in order to strengthen school climate, student belonging, family engagement, safety systems, social-emotional supports, and staff development. Across all subgoals, the school focused on creating a more inclusive, affirming, culturally responsive, and relationship-centered environment for students, families, and staff.

The school continued implementing the We Do It For the Culture curriculum twice weekly during advisory to support students' social-emotional learning and relationship-building. Restorative practices remained central to the school's approach to discipline and student support, with staff prioritizing restorative conversations, relationship repair, and problem-solving over punitive responses whenever possible. Two social-emotional counselors continued pushing into classrooms to provide direct instruction and support around anxiety, depression, bullying prevention, social awareness, and responsible media use. The school also hosted Stand Together Seminars for 7th and 10th grade students to strengthen empathy, belonging, and peer relationships.

Attendance and enrollment efforts remained a major focus throughout the year. The school conducted daily attendance calls, implemented SART and SARB processes for chronically absent students, and maintained weekly attendance team meetings focused on vulnerable student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. VCPA also implemented three schoolwide attendance challenges and expanded clubs, athletics, and student activities to strengthen student engagement and connectedness to school. Enrollment outreach efforts included multiple enrollment events for returning students and incoming families, along with expanded community outreach and communication efforts.

Family and community engagement efforts expanded significantly during the year. The school continued hosting ELAC and SSC meetings and utilized family surveys to gather feedback and strengthen school-family partnerships. VCPA increased its social media presence by sharing more videos, flyers, and updates related to school events, athletics, celebrations, and enrollment opportunities. The school also hosted multiple culturally affirming events, including Day of the Child, an RFEP Celebration, a Black Excellence Celebration, Family Lunch Day, and enrollment events designed to create welcoming and joyful opportunities for families to connect with the school community.

To improve school climate and student engagement, the school continued implementing grade-level behavior and incentive systems after discontinuing LiveSchool during the school year. Grade-level teams created individualized student recognition systems and continued meeting regularly to review student behavior data, discuss interventions, and plan student celebrations and activities. Restorative practices and relationship-centered approaches continued guiding discipline systems across campus.

The school also prioritized safe and welcoming physical learning environments. Weekly facilities walkthroughs were conducted to monitor campus safety and facility conditions. All staff received training on the Comprehensive Safety Plan, while support staff completed CPR, First Aid, risk assessment, and threat assessment training. In addition to safety improvements, the school invested in campus beautification projects that reflected student identity and culture, including culturally responsive murals and the addition of a Vanguard College Preparatory Academy logo on the gym floor to increase school pride and belonging.

Teacher coaching and professional learning systems also continued throughout the year. Weekly coaching observations were conducted for induction and intern teachers, while veteran teachers participated in quarterly observation and feedback cycles. All teachers participated in Beginning, Middle, and End of Year Professional Learning Plan meetings focused on reflection, growth, and goal-setting. Teachers also engaged in collaborative peer coaching through POP rounds, allowing staff to observe colleagues and strengthen instructional collaboration and reflective practice.

While many planned actions were successfully implemented, some adjustments occurred during implementation. The discontinuation of LiveSchool resulted in the school shifting from a centralized recognition system to grade-level incentive systems. Some planned initiatives, including a formal Black Family Advisory Council, structured student safety leadership groups, and more formalized SEL learning walks and fidelity checks, were not implemented as fully or consistently as originally planned due to staffing capacity, competing priorities, and time constraints. Coaching systems for veteran teachers and Special Education collaboration also proved more difficult to sustain consistently throughout the year.
Several challenges impacted implementation across Goal 2. Chronic absenteeism remained a concern for several student groups despite intervention efforts. Balancing operational demands, instructional priorities, coaching cycles, safety initiatives, and family engagement efforts also stretched staff capacity throughout the year. Additionally, ensuring consistent family participation and engagement among underrepresented groups continued to require targeted outreach and relationship-building efforts.
Despite these challenges, the school experienced several meaningful successes. Suspension rates decreased, teacher-student relationships remained an area of strength, and school safety indicators improved. Students and families demonstrated increased engagement in school events, celebrations, extracurricular activities, and community-building opportunities. Expanded counseling supports, restorative practices, family engagement events, campus beautification projects, and collaborative staff coaching systems all contributed to a stronger sense of belonging, safety, and school pride across the VCPA community.

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

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

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

The actions implemented during the 2025–2026 school year were overall effective in making progress toward Goal 2 by strengthening school climate, improving student engagement, increasing family participation, supporting student social-emotional well-being, and creating safer and more affirming learning environments. Multiple data points from the California School Dashboard and local school data demonstrated positive outcomes connected to the actions implemented throughout the year.
One of the most significant indicators of effectiveness was the reduction in suspension rates across the school. The overall suspension rate declined to 2.4%, representing a 1.7 percentage point decrease from the previous year. Hispanic/Latinx students, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners also demonstrated declines in suspension rates. These improvements suggest that restorative practices, counseling supports, student engagement opportunities, and relationship-centered approaches to discipline were effective in reducing exclusionary discipline practices and improving student behavior outcomes.
Attendance interventions and engagement efforts also demonstrated partial effectiveness. Internal school data showed chronic absenteeism decreased by 12.7% for All Students, 12.1% for Hispanic/Latinx students, 10.6% for socioeconomically disadvantaged students, and 4.2% for students with disabilities. These improvements indicate that attendance calls, SART and SARB interventions, attendance challenges, increased extracurricular opportunities, and family outreach efforts positively impacted student attendance for many groups. However, chronic absenteeism remained high overall and slightly increased for English Learners by 0.3%, demonstrating that attendance continues to be an area requiring ongoing intervention and refinement.
Social-emotional learning actions also contributed positively toward the goal. Students continued receiving SEL instruction through the We Do It For the Culture curriculum, counseling push-in lessons, restorative practices, and Stand Together Seminars. Local climate survey data

indicated that students generally felt respected and supported by adults on campus, with teacher-student relationships identified as an area of strength. School safety perceptions also improved slightly. These outcomes suggest that SEL instruction, counseling supports, and relationship-building practices positively impacted school climate and student connectedness.
Family and community engagement efforts were also effective in strengthening relationships between the school and families. Increased social media communication, culturally affirming celebrations, ELAC and SSC meetings, enrollment events, and family-centered activities such as Day of the Child and Family Lunch Day helped increase family visibility and participation on campus. Parent and Family Engagement local indicators remained at “Full Implementation” across all measured areas, including communication, relationship-building, and family involvement in decision-making.
Teacher coaching and professional development systems also demonstrated effectiveness in supporting instructional improvement and collaboration. Weekly coaching for induction and intern teachers, quarterly observations for veteran teachers, Professional Learning Plan meetings, and collaborative POP rounds strengthened reflective practice and teacher development. Academic outcomes, particularly the 12-point increase in English Language Arts performance and the 22% increase in English Learner Progress, suggest that instructional coaching and collaboration positively supported teaching and learning.
Despite these successes, some actions were less effective or only partially implemented due to staffing capacity, competing priorities, and operational challenges. The discontinuation of LiveSchool prevented the implementation of a unified schoolwide behavior recognition system, resulting in inconsistent grade-level incentive systems across campus. Formalized systems such as the Black Family Advisory Council, structured student safety leadership groups, and consistent SEL learning walks and fidelity checks were not fully implemented as originally planned. Additionally, coaching systems for veteran teachers and Special Education collaboration were less consistent than intended due to time constraints and administrative capacity.
Some student outcome data also indicated areas where progress remains limited. School climate and sense of belonging indicators showed small declines, suggesting that some students still do not consistently feel fully connected or included within the school community. Chronic absenteeism rates remain elevated overall, and mathematics performance remained in the red performance category, indicating that additional academic and engagement supports are still needed.
Overall, the actions implemented under Goal 2 were effective in producing meaningful progress toward safer, more inclusive, affirming, and engaging learning environments. Improvements in suspension rates, school safety perceptions, family engagement, teacher collaboration, and student support systems demonstrate positive impact. However, continued refinement, stronger consistency across systems, and targeted support for high-needs student groups will be necessary to sustain and deepen progress moving forward.

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

Based on a review of California Dashboard indicators, local climate survey results, attendance data, suspension trends, and stakeholder feedback, VCPA identified several areas for refinement and improvement moving into the next school year. While the school demonstrated progress in areas such as suspension reduction, family engagement, school safety, and student connectedness, data also revealed ongoing challenges related to chronic absenteeism, consistency of implementation across systems, student belonging, and instructional support structures.
Dashboard and local data informed several key adjustments. Although suspension rates declined overall to 2.4%, some student groups, including students with disabilities and students identified as Two or More Races, continued to demonstrate areas of concern. In response, the school plans to strengthen restorative practices through more consistent coaching, clearer schoolwide behavior systems, and increased staff training focused on relationship-centered discipline, de-escalation strategies, and culturally responsive practices.

Chronic absenteeism data also informed several adjustments. While local data showed reductions in chronic absenteeism for several student groups, rates remain high overall and English Learners demonstrated a slight increase in absenteeism. Moving forward, the school plans to strengthen attendance intervention systems through earlier identification of attendance concerns, increased coordination between counseling, MTSS, and attendance teams, and more personalized family outreach efforts. The school also plans to continue expanding extracurricular opportunities, student leadership experiences, and schoolwide events to strengthen student belonging and engagement.
Climate survey data indicated that teacher-student relationships remain a strength, but student sense of belonging and school climate perceptions showed small declines. As a result, the school plans to increase opportunities for student voice, leadership, and feedback through surveys, focus groups, student leadership programs, and culture-building activities. Staff will also continue integrating SEL strategies, restorative conversations, and affirming classroom practices into daily instruction and school culture systems.
Based on lessons learned from implementation, the school also plans to create more consistency across behavior recognition systems. After discontinuing LiveSchool, grade levels developed individualized incentive systems, which created inconsistencies across campus. Moving forward, the school plans to establish a more cohesive schoolwide student recognition and incentive structure while still allowing for grade-level flexibility.
Family engagement data and participation trends also informed future adjustments. Although family engagement opportunities increased significantly through celebrations, ELAC, SSC, enrollment events, and family-centered activities, participation among some underrepresented groups remained inconsistent. The school plans to strengthen multilingual communication, targeted outreach, and flexible engagement opportunities while continuing to gather family feedback through surveys and advisory groups. Additional efforts will also focus on expanding culturally affirming family leadership opportunities and increasing family participation in school decision-making and culture-building efforts.
Teacher coaching and professional development systems will also be refined moving forward. Observation and coaching systems for new teachers were implemented consistently, but coaching for veteran teachers and Special Education collaboration were less consistent due to staffing capacity and competing priorities. In response, the school plans to strengthen differentiated coaching systems, increase opportunities for co-planning and co-teaching support, and provide more practice-based professional development opportunities such as demonstration lessons, peer observation, and collaborative instructional planning.
The school also plans to continue investing in safe, welcoming, and culturally affirming physical spaces across campus. Future work will include ongoing facilities walkthroughs, expanded emergency preparedness training, and additional opportunities for students to provide input on school climate, safety, and campus environment improvements.
Overall, data from the California Dashboard, local surveys, attendance trends, behavior data, academic performance, and stakeholder feedback will continue guiding decision-making and helping the school refine systems to ensure all students and staff experience a safe, inclusive, affirming, and joyful learning environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance	$127,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain a weekly attendance team that reviews attendance data with a specific focus on ELs, McKinney-Vento, Foster Youth, and low-income students. Continue daily personal outreach for absences, including phone calls and home visits, to strengthen relationships and provide early intervention for chronic absenteeism. Implement school-wide attendance incentives such as quarterly recognition, grade-level competitions, and year-end prizes to foster a joyful and motivating school culture. Host monthly family engagement sessions that increase awareness of attendance expectations, supports, and the impact of attendance on learning outcomes. Regularly update Special Programs in PowerSchool to ensure McKinney-Vento and Foster Youth students are identified and supported. Launch student-led attendance campaigns to elevate student voice and promote a culture of belonging and responsibility around attendance. Establish a newcomer support group led by social-emotional counselors to support students who are new to the country in building connections and navigating school life. Enrollment Use weekly attendance team meetings to review enrollment data and identify areas for targeted outreach based on heat map analysis. Continue implementing a community-based marketing plan, including social media outreach, flyers at local businesses, churches, and grocery stores, and neighborhood canvassing. Host regular on-site enrollment events that are welcoming and celebratory, including raffles, school gear giveaways, and opportunities for families to connect with staff and current students. Expand multilingual communication and onboarding tools to ensure new families receive clear, accessible information and feel connected to the school community from the start.		
2.2	SEL	Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments. Ensure SEL Curriculum Access & Alignment	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide all classrooms with board-approved, culturally responsive SEL curriculum, including updates or replacements as outlined in the CV Curriculum Overview. Monitor curriculum usage across both advisory and core content areas to promote full integration of SEL throughout the day. Conduct Weekly SEL Learning Walks & Fidelity Checks Launch weekly learning walks to assess the quality and consistency of SEL implementation. Use a shared rubric aligned to CASEL 5 and the Conditions for Thriving to provide actionable feedback to teachers and celebrate strong practices. Build Staff Capacity with SEL Competency Training Facilitate professional development for all staff on CASEL 5 competencies, trauma-informed practices, and the CDE SEL standards. Provide ongoing coaching and reflection time to support teachers in integrating SEL into academic instruction and classroom culture. Support Visibility of SEL Learning Targets Ensure that SEL learning targets are visibly posted and referenced in all advisory and SEL-integrated lessons. Include support tools and walkthrough look-fors to monitor visibility and student understanding of these targets. Strengthen Antiracist & Data-Informed SEL Practices Allocate time for teacher teams to review Panorama data and revise SEL units with an antiracist, student-centered lens. Integrate this process into broader MTSS efforts to align academic and social-emotional supports. Launch a Newcomer Support Group Establish a weekly support group for students new to the country focused on building belonging, identity, and emotional well-being. Coordinate support across SEL, multilingual learner, and counseling teams to meet students' academic and emotional needs. Expand Family Engagement Through Monthly SEL Workshops Host monthly student-led SEL workshops for families, using bilingual materials from CASEL's family engagement series. Use these events to strengthen home-school partnerships and empower families to reinforce SEL practices at home.		

Action #	Title	Description	Total Funds	Contributing
2.3	Family and Community Engagement & Outreach	Establish a Black Family Advisory Council Create and support a formal advisory group to elevate the voices and needs of Black families and ensure culturally responsive engagement and decision-making. Expand PIQUE and Family Education Workshops Offer college-readiness and other family learning sessions more frequently, in multiple languages, and during flexible hours to increase accessibility and participation. Increase Interactive, Two-Way Communication Tools Implement tools such as short surveys, live Q&A events, group messaging apps, and family response platforms to create more opportunities for families to ask questions, provide feedback, and feel heard. Strengthen Outreach to Underrepresented Families Use data to identify families who are less engaged and provide targeted outreach, including home calls, personalized invitations, and language-accessible communication to increase participation. Use Family Input to Inform Events and Supports Regularly collect and act on feedback from SSC, ELAC, surveys, and family events to ensure programming aligns with family needs and builds stronger trust and collaboration. Continue and Enhance Monthly Family Events Maintain monthly events but diversify themes and formats to reflect family interests and cultures, including student showcases, wellness nights, and parent panels. Sustain ELAC Meetings with Expanded Purpose Continue ELAC meetings and incorporate structured opportunities for families to co-design supports for multilingual learners and build community among EL families. Leverage Social Media Strategically Use social media not just for celebration and information, but also to invite feedback, promote family leadership opportunities, and highlight community partnerships.	$0.00	No
2.4	School Climate	Launch a Teacher LiveSchool Engagement Campaign Provide training and ongoing support to help teachers integrate LiveSchool into daily classroom routines.	$265,641.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Set schoolwide usage goals and recognize high-usage teachers to build momentum and consistency. Create a Student Council Leadership Program Develop a formal structure and mentorship for Student Council to take lead roles in school events and culture-building initiatives. Give students decision-making power over LiveSchool cart inventory and student-led activities. Implement Restorative Practice Coaching Cycles Shift from one-time trainings to ongoing coaching that includes modeling, co-facilitation, and classroom-level support. Focus especially on reducing suspensions and improving teacher-student relationships. Develop a Tiered Recognition System Through LiveSchool Introduce tiered point systems for individual, classroom, and grade-level rewards to motivate participation and build community pride. Align point categories to school values and behavior expectations. Strengthen Grade-Level Team Systems Formalize agendas for weekly Grade Level Team meetings to include regular student case studies, behavior data reviews, and event planning. Include a rotation for staff to lead culturally responsive, inclusive celebration activities. Establish a “Staff Culture Crew” Recruit a small group of staff to plan monthly morale boosters, appreciation moments, and peer shout-outs to sustain adult joy and connection. Build this into the school calendar to ensure consistency and impact. Create Student Feedback Loops on Culture and Belonging Conduct quarterly student surveys or focus groups, especially among historically marginalized groups, to inform adjustments to practices and events. Include student input in planning SEL lessons and schoolwide initiatives. Partner With Families on School Culture Host biannual family input sessions on school climate and celebrations. Include family volunteers in LiveSchool celebrations and culture-building events to strengthen the home-school connection." These actions are specifically designed to address the red indicator for the "Two or More Races" student group on the CA School Dashboard for		

Action #	Title	Description	Total Funds	Contributing
		suspensions by promoting a positive school climate, equitable disciplinary practices, and targeted support to reduce suspension rates.		
2.5	Classroom Facilities, and Student Physical Spaces	Maintain regular facilities walkthroughs using a standardized safety checklist to ensure all learning spaces are safe, inclusive, and compliant with the School Comprehensive Safety Plan. Provide ongoing staff training on the Comprehensive Safety Plan to reinforce a consistent, site-wide approach to safety and emergency preparedness. Continue Emergency Responsiveness training for all staff, expanding to include scenario-based drills and debriefs that build real-time preparedness and confidence. Offer professional development on trauma-informed safety practices and culturally responsive approaches to emergency response, deepening staff capacity to support students in crisis. Refine and update the safety checklist and training content based on evolving local and state guidelines, as well as site-based needs and feedback. Introduce opportunities for student leadership in school safety efforts, such as peer safety ambassadors or student-led climate feedback systems, to promote a sense of ownership and community.	$213,732.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Expand Special Education Coaching Implement regular observation and feedback cycles specifically for Special Education teachers Center coaching on co-teaching models and inclusive instructional practices Facilitate joint planning time between general education and special education teachers Differentiate Coaching for Veteran Teachers Develop coaching pathways aligned to teacher strengths and growth areas Integrate goal-setting and progress monitoring into coaching cycles Use student achievement and engagement data to tailor support Refine Weekly Learning Walks Align observation “look-fors” more clearly with schoolwide instructional goals	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Use walk data to inform site-wide instructional priorities and PD planning Incorporate informal student feedback to assess classroom climate and engagement Enhance Professional Development Relevance Use learning walk trends and assessment data to shape monthly PD topics Include more modeling and practice-based PD formats (e.g., live lesson labs, video analysis) Continue leveraging the Instructional Lead Team to co-facilitate PD, with added focus on inclusion and differentiation Incorporate Student Voice and SEL Integrate classroom culture and student engagement indicators into coaching reflections Use student surveys or interviews to inform coaching conversations Embed strategies for building affirming and joyful learning environments into coaching goals		

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 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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 72.08% Fully Credentialed	2022-23 81.15% Fully Credentialed	2023-24 66.17% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 5.91%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 48% responded favorably Belonging: 70% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 50% responded favorably	2025-26 Aspire Teammate Survey School Climate: 72% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 68% responded favorably	School Climate: Increased 24% Belonging: Increased 2% Well-being: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 59% responded favorably Staff-Leadership Relationships: 33% responded favorably Cultural Awareness and Action: 42% responded favorably	Belonging: 64% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 36% responded favorably Cultural Awareness and Action: 40% responded favorably	Belonging: 72% responded favorably Well-being: 64% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 41% responded favorably	Belonging: 90% responded favorably Well-being: 79% responded favorably Staff-Leadership Relationships: 53% responded favorably Cultural Awareness and Action: 62% responded favorably	Staff-Leadership Relationships: Increased 23% Cultural Awareness and Action: Decreased 1%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 88.7%	Retention Rate 78.90%	Retention Rate 96.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Increased 7.3%
3.4	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 56.30% Black/African American: Data not displayed English Learner: Data not displayed Socioeconomically Disadvantaged: 57.90% Hispanic: 57.90%	2023-2024 College and Career Readiness All Students: 52.20% English Learner: 20.00% Long-Term English Learner: 21.40%	2024-25 College and Career Readiness All Students: 93.60% English Learner: 85.70% Long-Term English Learner: 91.70% Hispanic: 91.70%	2025-2026 College and Career Readiness All Students: 65.30% Black/African American: Data not displayed English Learner: Data not displayed	All Students: Increased 37.30% Hispanic: Increased 33.80% Socioeconomically Disadvantaged: Increased 33.80% English Learner: No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Data not displayed	Socioeconomically Disadvantaged: 46.20% Hispanic: 51.00%	Socioeconomically Disadvantaged: 91.70%	Socioeconomically Disadvantaged: 66.90% Hispanic: 66.90% Students with Disabilities: Data not displayed	Long-Term English Learner: No baseline available
3.5	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 69%	2023-24 A-G Completion Rates 87.50%	2024-25 A-G Completion Rates 100.00%	2025-2026 A-G Completion Rates 100%	Increased 31.0%

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.

During the 2025–2026 school year, VCPA implemented multiple actions aligned to Goal 3 to increase rigorous, culturally relevant, and engaging learning experiences connected to college, career, and real-world opportunities. The school expanded access to college coursework, strengthened career pathway opportunities, continued Project-Based Learning (PBL) implementation, supported college and career readiness systems, increased family engagement around postsecondary planning, and maintained professional learning structures to support staff growth and instructional improvement.

Students participated in A-G aligned coursework and were provided opportunities to earn college credit through partnerships with Stanislaus State and Modesto Junior College. During the year, Vanguard added two Stanislaus State courses and continued planning for additional expansion of dual enrollment and articulated coursework opportunities for the coming school year. Approximately 95% of graduating students completed at least nine college units, with many students graduating with more than 12 college units earned. Credit recovery opportunities and summer school supports were also provided to help students remain on track toward graduation and postsecondary eligibility.

The school continued implementing Project-Based Learning experiences, primarily within English Language Arts courses, using regional PBL units to increase student engagement and real-world application of learning. Student-Led Conferences were held twice during the year and supported student reflection, goal setting, and postsecondary planning conversations with families. Family engagement efforts also included workshops, college and career readiness events, partnerships with community organizations, and ongoing communication with families regarding academic progress and postsecondary opportunities.

Professional learning systems remained in place through Cycles of Inquiry (COIs), instructional coaching, teacher-led professional development, classroom observations, and Personalized Learning Plan (PLP) cycles aligned to the Aspire Student Learning Framework (ASLF). Administrators and instructional leaders continued supporting teacher growth through feedback, collaboration, and data analysis processes. The school also monitored teacher credentialing and maintained compliance with Williams Act requirements, while supporting three intern teachers working toward credential completion.

Several career pathway initiatives were also implemented through Agriculture, Healthcare, and Education pathway opportunities, dual enrollment coursework, and postsecondary partnerships. Advisory lessons and counselor support helped students engage in goal-setting, financial literacy, and college and career readiness planning.
While significant progress was made toward the goal, there were several differences between what was planned and what was fully implemented. Interdisciplinary Project-Based Learning across all content areas was not implemented consistently, and PBL work remained largely centered within ELA courses. Planned PBL professional development opportunities did not occur due to scheduling and capacity limitations. Additionally, some pathway expansion efforts, including industry mentorship programs, quarterly job shadowing experiences, and a Pathways Progress Dashboard, were not fully implemented during the school year. The school also did not establish the planned Postsecondary Planning Committee.
Several challenges impacted implementation throughout the year. Staff capacity, scheduling limitations, substitute shortages, and competing operational priorities made it difficult to consistently implement all planned initiatives, coordinate outside partnerships, and provide extensive professional development opportunities. Building sustainable internship, mentorship, and industry partnership systems also required additional time and infrastructure development. The school additionally identified concerns related to instructional rigor and grading practices, recognizing that some coursework and grading systems did not consistently reflect college and career readiness expectations.
Despite these challenges, the school experienced several important successes that supported meaningful progress toward the goal. The College and Career Indicator improved significantly to a Blue performance level, with 93.6% of students identified as prepared. Graduation outcomes remained strong, and students gained expanded access to college coursework and postsecondary opportunities. English Learner Progress improved to a Blue performance level, and ELA achievement increased on the California Dashboard. Family engagement systems, Student-Led Conferences, instructional coaching structures, and collaborative planning systems also helped strengthen student support, instructional alignment, and postsecondary readiness across the school community.

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

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

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

The actions implemented under Goal 3 were effective in increasing student access to college and career opportunities, expanding postsecondary readiness supports, strengthening family engagement, and improving several key student outcome measures. The school made meaningful progress toward preparing students for future college and career pathways through expanded dual enrollment opportunities, A-G aligned coursework, Project-Based Learning experiences, family engagement efforts, and career pathway development.
One of the strongest indicators of effectiveness was the school's College and Career Indicator performance, which improved to a Blue performance level, with 93.6% of students identified as prepared, representing a 41.4 percentage point increase from the previous year. This data suggests that the school's efforts to expand college coursework, strengthen postsecondary planning, and increase pathway access positively impacted student readiness for life after graduation. Graduation outcomes also remained strong, with a 93.8% graduation rate. Additionally, approximately 95% of graduating students completed at least nine college units, with many students graduating with more than 12 college units earned through dual enrollment and articulated coursework opportunities.
The actions were also effective in improving some academic outcomes. English Language Arts performance increased by 12 points on the California Dashboard, and English Learner Progress improved significantly to a Blue performance level, with 59.9% of English Learners

making progress toward proficiency, an increase of 22 percentage points from the prior year. Collaborative professional learning structures, instructional coaching, Cycles of Inquiry, and expanded college and career readiness supports likely contributed to these gains.
Family engagement and postsecondary planning systems also demonstrated effectiveness. Student-Led Conferences continued to strengthen student reflection, goal setting, and family involvement in academic planning. The school maintained “Full Implementation” ratings in Parent and Family Engagement and Access to a Broad Course of Study, demonstrating continued progress in building partnerships with families and ensuring students had equitable access to academic and pathway opportunities.
However, several actions were only partially effective or require additional refinement moving forward. While Project-Based Learning implementation increased student engagement, projects were not consistently interdisciplinary and remained concentrated primarily within ELA courses. Planned PBL professional development opportunities did not occur, limiting teacher capacity to design more rigorous and aligned projects across content areas. Additionally, pathway expansion efforts such as mentorship programs, internships, externships, quarterly job shadowing experiences, and the Pathways Progress Dashboard were not fully implemented due to staffing capacity, scheduling limitations, transportation concerns, and the time required to establish sustainable community partnerships.
The school also identified concerns regarding instructional rigor and grading practices. Although students had increased access to advanced coursework and college opportunities, staff recognized that some coursework and grading systems did not consistently reflect college and career readiness expectations. Mathematics performance remained in the Red performance level, with students scoring 123.9 points below standard. This demonstrated that while access and engagement increased, additional work is needed to strengthen rigor, instructional alignment, and academic outcomes across all content areas.
Overall, the actions under Goal 3 produced meaningful progress toward expanding college and career readiness opportunities, increasing student engagement, and strengthening postsecondary outcomes. At the same time, implementation challenges related to staffing capacity, professional development, partnership coordination, and instructional rigor prevented full realization of all planned outcomes. Continued refinement and stronger systems will be necessary to sustain and deepen the impact of these efforts moving forward.

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

Based on the review of implementation data, California Dashboard outcomes, and local student performance data, VCPA identified several adjustments and next steps to strengthen Goal 3 implementation during the coming school year. While the school demonstrated strong progress in college and career readiness outcomes, leadership recognized the need to improve instructional rigor, expand pathway systems, strengthen interdisciplinary collaboration, and create more consistent structures for real-world learning opportunities.
California Dashboard data showed significant growth in the College and Career Indicator, which improved to a Blue performance level with 93.6% of students identified as prepared. Graduation rates also remained strong, and students continued earning substantial college credit through dual enrollment and articulated coursework opportunities. However, Dashboard data also demonstrated continued academic concerns, particularly in Mathematics, which remained at a Red performance level. Local data and staff reflection further identified concerns regarding instructional rigor, grading practices, and inconsistent implementation of interdisciplinary Project-Based Learning experiences. These findings informed several key adjustments for the coming year.
To address these concerns, the school plans to strengthen instructional rigor and grading consistency across all content areas through targeted professional development, collaborative planning, and instructional coaching. Leadership will prioritize staff learning around standards-based instruction, rigorous task design, grading calibration, and college and career readiness expectations. Additional focus will be placed on strengthening mathematics instruction and ensuring coursework more accurately reflects mastery and postsecondary readiness.

The school also plans to expand and improve Project-Based Learning implementation by increasing interdisciplinary collaboration across ELA, Math, Science, and Social Studies. Teachers will receive additional support and planning time to develop more rigorous, culturally relevant, and real-world aligned projects. The school will also revisit opportunities for Project-Based Learning professional development and strengthen accountability systems to ensure projects are implemented more consistently across grade levels and departments.
In response to implementation challenges related to career pathways and mentorship opportunities, the school plans to strengthen partnerships with local businesses, colleges, nonprofits, and industry professionals to expand internships, externships, job shadowing opportunities, and guest speaker experiences. Leadership will also work to establish more formal systems for tracking pathway participation, college credits, certifications, and career readiness milestones.
The school plans to continue expanding dual enrollment and articulated coursework opportunities through Stanislaus State and Modesto Junior College partnerships, including the addition of new college courses during the coming school year. Counselors and advisory teachers will continue supporting Postsecondary Success Plans, financial literacy instruction, and student goal-setting processes to ensure students remain on track toward graduation and postsecondary readiness.
Additionally, the school plans to strengthen family engagement and communication systems by increasing targeted outreach, improving accessibility for multilingual families, and creating more opportunities for family involvement in college and career planning. Leadership will also revisit the development of a Postsecondary Planning Committee to strengthen collaboration between staff, families, and community partners.
These adjustments are intended to build stronger instructional systems, increase rigor and engagement, expand real-world learning opportunities, and ensure all students graduate prepared for college, career, and future success.

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)	Implement two grade-level PBL projects per year (one per semester). Design interdisciplinary projects aligned across ELA, Math, Science, and Social Studies. Create and use common rubrics to assess collaboration, communication, critical thinking, and content mastery. Incorporate student self-reflection and goal-setting aligned to Personalized Learning Plans (PLPs). Provide structured planning time during PD days and Cycles of Inquiry for cross-content collaboration. Offer professional development on high-quality PBL design and facilitation. Engage community partners as project mentors, guest speakers, or exhibition judges to strengthen real-world relevance. Align project topics with culturally relevant themes and real-world issues to increase student engagement and voice.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family Involvement and Community Outreach	Host at least two postsecondary events annually, including an expanded College & Career Fair and sector-specific panels. Invite community and college partners quarterly for classroom presentations and workshops. Partner with Modesto Junior College for onsite support with dual enrollment, CTE pathways, and financial aid. Offer biannual family workshops (e.g., PIQUE) with translation, childcare, and flexible scheduling. Continue Student-Led Conferences twice per year, with a focus on postsecondary goal setting. Create a Postsecondary Planning Committee with families and staff to co-design events. Collect and use event feedback from students and families to improve future programming."	$0.00	No
3.3	Professional Learning (adults)	Deliver Targeted SPED PD: Launch a structured PD series for Special Education teachers and IAs focused on co-teaching, goal writing, and transition planning. Sessions will include modeling, practice, and job-embedded follow-up. Expand Content-Specific Conference Attendance: Provide funding and scheduling support for Science and History teachers to attend content-focused conferences that promote deeper engagement and instructional innovation. Build Leadership Capacity Among Admin Team: Develop supporting administrators as learning leaders by engaging them in facilitation training, observation protocols, and co-leadership of PD and PLCs. Sustain Teacher-Led PD and Coaching Cycles: Continue the teacher-facilitated PD model and ensure all staff receive at least two formal observations per quarter to inform PLP goal progress. Implement Side-by-Side Learning:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Introduce regular side-by-side coaching opportunities where administrators and/or external experts model effective strategies directly in classrooms. Strengthen PLP Infrastructure: Maintain three full PLP cycles for each educator, with observation and feedback aligned to individualized growth goals and the ASLF.		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements.	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options Schools provide financial literacy training for scholars using regional resources		Yes
3.6	Career pathways	Expand the Agriculture Pathway by adding Plant Science and Ag Mechanics college courses through MJC. Launch an Education Pathway in partnership with Stanislaus State, offering two honors-level college courses on campus. Continue growing the Healthcare Pathway by increasing access to stackable certifications like CNA, Medical Assistant, or Phlebotomy. Increase internship and externship opportunities across all pathways by building partnerships with local businesses, nonprofits, and schools. Create an industry mentorship program to connect students with professionals for monthly career guidance. Host career panels, job shadowing, and site visits each quarter to expose students to diverse industries. Strengthen Post Secondary Success Plan implementation with counselor check-ins and family engagement. Develop career-focused advisory lessons on goal-setting, financial literacy, and postsecondary planning.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Launch a Pathways Progress Dashboard to track student college credits, certifications, and career readiness milestones.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -51.1 African American/Black: Data Not Displayed English Learners: -106.8 Hispanic/Latinx: -63.2 Socioeconomically Disadvantaged: -63.8 Students with Disabilities: -142.2	2023-2024 SBAC ELA DFS All Students: -65.8 English Learner: -101.9 Long-Term English Learner: -134 Socioeconomically Disadvantaged: -75.3 Black/African American: -50.8	2024-2025 SBAC ELA DFS All Students: -53.8 Black/African American: -40.8 Asian: 15.4 English Learner: -98.9 English Learners Only: -146 English Only: -35 Hispanic: -63.8	2025-2026 SBAC ELA DFS All: -42.10 African American/Black: data not displayed English Learners: -97.80 Socioeconomically disadvantaged: -54.80 Hispanic/Latinx: -54.20 Students with Disabilities: -133.20	All Students: Decreased 2.7 English Learner: Increased 7.9 Hispanic/Latinx: Decreased 0.6 Socioeconomically Disadvantaged: Decreased 2.1 Students with Disabilities: Increased 5.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: -7.1 Hispanic: -75.2 Students with Disabilities: -142.5 White: -23.9	Homeless Youth: -108.6 Long-Term English Learner: -121.4 Recently Reclassified Fluent-English Proficient Only: -51.9 Socioeconomically Disadvantaged: -65.9 Students with Disabilities: -136.7 White: -4.2		
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -116.5 African American/Black: Data Not Displayed for Privacy English Learners: -161.9 Hispanic/Latinx: -126.9 Socioeconomically Disadvantaged: -128.3 Students with Disabilities: -180.2	2023-2024 SBAC MATH DFS All Students: -125.8 English Learner: -161.4 Long-Term English Learner: -198.8 Socioeconomically Disadvantaged: -135.2 Black/African American: -109.6 Asian: -69.8 Hispanic: -135.9 Students with Disabilities: -196.1 White: -71.4	2024-2025 SBAC MATH DFS All Students: -123.9 Black/African American: -120.9 Asian: -75.9 English Learner: -159.8 English Learners Only: -194.6 English Only: -104.5 Hispanic: -132.7 Homeless Youth: -181.8 Long-Term English Learner: -186.1 Recently Reclassified	2025-2026 SBAC Math DFS All: -94 African American/Black: Data no displayed for privacy English Learners: -139.40 Socioeconomically disadvantaged: -105.80 Hispanic/Latinx: -104.40 Students with Disabilities: -157.70	All Students: Decreased 7.4 English Learner: Increased 2.1 Hispanic/Latinx: Decreased 5.8 Socioeconomically Disadvantaged: Decreased 7.9 Students with Disabilities: Decreased 15.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fluent-English Proficient Only: -124.7 Socioeconomically Disadvantaged: -136.2 Students with Disabilities: -195.7 White: -87		
4.3	Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate All: 34.70% African American/Black: No Data Displayed Hispanic/Latinx: 34.50% English Learners: 26.70% Socioeconomically disadvantaged: 35.00% Students with Disabilities: 31.80%	2023-2024 Chronic Absenteeism Rate All Students: 16.80% English Learner: 14.60% Long-Term English Learner: 18.80% Socioeconomically Disadvantaged: 17.80% Black/African American: 18.20% Asian: 0.00% Hispanic: 17.60% Multiple Races/Two or More: 20.00% Students with Disabilities: 15.60% White: 13.60%	2024-2025 Chronic Absenteeism Rate All Students: 22.00% Asian: 0.00% English Learner: 27.00% Hispanic: 22.40% Homeless Youth: 18.20% Long-Term English Learner: 30.50% Multiple Races/Two or More: 29.00% Socioeconomically Disadvantaged: 24.40% Students with Disabilities: 27.60% White: 15.80%	2025-2026 Chronic Absenteeism Rate All: 25.70% African American/Black: No Data Displayed Hispanic/Latinx: 25.50% English Learners: 17.70% Socioeconomically disadvantaged: 26.00% Students with Disabilities: 22.80%	All Students: Decreased 12.7% English Learner: Increased 0.3% Hispanic/Latinx: Decreased 12.1% Socioeconomically Disadvantaged: Decreased 10.6% Students with Disabilities: Decreased 4.2%

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.

VCPA implemented a variety of targeted academic and social-emotional supports to address the needs identified through the Learning Recovery Emergency Block Grant (LREBG) needs assessment. The school focused on targeted literacy intervention, math intervention, and chronic absenteeism reduction efforts to accelerate learning recovery and improve outcomes for historically underserved student groups, including English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities.

To support literacy achievement, the school implemented small-group reading intervention, adaptive literacy supports through i-Ready MyPath, and Lexia Reading intervention for students on the cusp of proficiency and students with disabilities. Teachers used diagnostic and formative assessment data to identify students needing additional intervention and to personalize support based on student skill gaps. Additional literacy supports were provided during intervention periods, after-school programming, and expanded learning opportunities. Teachers also participated in professional development focused on culturally responsive instruction, scaffolding strategies for English Learners, co-teaching, co-planning, and implementation of the California ELA/ELD Framework. Collaborative structures such as Cycles of Inquiry (COIs), Common Formative Assessments (CFAs), and instructional coaching supported stronger alignment of instruction and intervention planning.

To address mathematics learning gaps, the school implemented targeted math intervention groups, personalized learning through i-Ready MyPath, and expanded learning opportunities through intervention blocks and after-school supports. Teachers used diagnostic data and CFAs to identify students needing additional support and to monitor progress throughout the year. Professional development and coaching aligned to the 2023 California Mathematics Framework focused on conceptual understanding, culturally responsive instruction, scaffolding for English Learners, and differentiated instruction for students with disabilities and struggling learners.

To address chronic absenteeism, the school implemented a multi-tiered attendance support system that included weekly attendance team meetings, early identification of at-risk students, individualized attendance plans, bilingual communication, home visits, parent conferences, and attendance incentives. Attendance systems focused heavily on relationship-building, family engagement, and addressing barriers impacting attendance, including transportation, health concerns, and disengagement. The school also strengthened coordination between administration, counselors, teachers, family support staff, and community partners to better support students experiencing attendance challenges.

Several successes supported progress toward the goal. Teachers consistently engaged in collaborative planning and data analysis through COIs and instructional coaching, which strengthened intervention planning and instructional alignment. The school maintained strong implementation of academic standards and instructional supports, earning “Full Implementation” ratings in several California Dashboard local indicators related to professional learning, instructional materials, and program support. English Learner Progress also improved significantly, with 59.9% of English Learners making progress toward English proficiency, an increase of 22 percentage points from the prior year. The school also improved overall English Language Arts performance by 12 points and demonstrated moderate growth in both ELA and mathematics achievement.

Despite these successes, implementation challenges remained. Many students entered the year significantly below grade level academically, particularly in reading and mathematics. Mid-year i-Ready Reading diagnostic data showed that a large percentage of students were performing multiple grade levels below in reading, demonstrating the need for intensive intervention support. Chronic absenteeism continued to significantly impact student participation in interventions and consistent instructional access, particularly for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. Staffing capacity, scheduling limitations, and the

intensity of student academic and attendance needs also made implementation more difficult than originally anticipated. Additionally, some interventions, including Lexia support for students with disabilities, began later than planned, limiting the amount of instructional time available during the school year.
Overall, the school successfully implemented the majority of planned actions and strengthened systems for intervention, progress monitoring, family engagement, and attendance support. While progress was made in several areas, the data demonstrate that continued refinement and expansion of academic and attendance interventions will be necessary to accelerate outcomes for the school's highest-need student groups.

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

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

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

The actions implemented under Goal 4 demonstrated moderate effectiveness in improving student outcomes and strengthening systems of support, though significant gaps remain for several identified student groups. Overall, the interventions helped improve English Language Arts performance, strengthen English Learner progress, increase access to targeted interventions, and improve systems for attendance monitoring and student support. However, mathematics achievement and chronic absenteeism data indicate that additional adjustments and more intensive interventions are still necessary to fully achieve the intended outcomes.
The literacy interventions were among the most effective actions implemented under this goal. Small-group instruction, i-Ready MyPath intervention, Lexia Reading supports for students on the cusp of proficiency and students with disabilities, and collaborative instructional planning contributed to measurable growth in English Language Arts achievement. On the 2025 California School Dashboard, the school improved its overall ELA performance by 12 points and earned a Yellow performance level. Additionally, 65% of students improved their ELA scores from the prior year, reflecting moderate academic growth. Several student groups also demonstrated improvement, including Hispanic students, socioeconomically disadvantaged students, Long-Term English Learners, and students with disabilities. English Learner Progress was particularly strong, with 59.9% of English Learners making progress toward English proficiency, representing a 22 percentage point increase from the prior year. These data suggest that the targeted literacy interventions and integrated ELD supports were effective in accelerating literacy growth for many students.
Despite these gains, the literacy actions did not fully produce the desired outcomes for all student groups. Many students remained significantly below grade level in reading, with mid-year i-Ready data showing that nearly 45% of students assessed were performing three or more grade levels below in reading. English Learners and students with disabilities also remained well below standard in ELA performance. Barriers to stronger outcomes included chronic absenteeism, inconsistent intervention participation, staffing limitations, and the high level of unfinished learning students brought into the school year. Additionally, some students receiving Lexia intervention began services later than originally planned, reducing the amount of intervention time available.
The mathematics interventions produced more limited effectiveness. While targeted intervention groups, MyPath personalized learning, and instructional coaching supported some student growth, overall mathematics achievement remained significantly below standard. The school improved only 1.9 points in mathematics and maintained a Red performance level. Mathematics growth data showed that 50.8% of students improved their math scores from the prior year, demonstrating moderate growth but not at the level necessary to close learning gaps quickly. Some student groups, including Hispanic students and Long-Term English Learners, demonstrated incremental improvement. However, English Learners, socioeconomically disadvantaged students, and students with disabilities remained significantly below standard in

mathematics achievement. Factors limiting effectiveness included large foundational skill gaps, inconsistent attendance, and the continued need for stronger instructional consistency and curriculum alignment in mathematics.
The attendance interventions strengthened schoolwide systems and improved the school's ability to identify and respond to attendance concerns earlier, but overall chronic absenteeism rates did not improve as expected. Weekly attendance team meetings, bilingual outreach, home visits, attendance incentives, and individualized support plans helped strengthen communication with families and improve internal monitoring systems. However, the school's chronic absenteeism rate increased to 22.0%, resulting in a Red performance level on the California Dashboard. Chronic absenteeism rates remained especially high for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. While the systems themselves became more proactive and organized, barriers such as transportation challenges, illness, family responsibilities, disengagement, and long-standing attendance habits limited the overall effectiveness of the interventions.
Overall, the actions implemented under Goal 4 produced meaningful progress in literacy achievement, English Learner progress, intervention systems, and family engagement. However, the school recognizes that more intensive and consistent intervention implementation, stronger attendance improvement efforts, and continued refinement of math instruction and supports will be necessary to fully achieve the goal of accelerating learning recovery and improving outcomes for identified student groups.

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

Based on the review of Dashboard data, local diagnostic assessments, attendance data, and intervention outcomes, VCPA identified several adjustments and next steps to strengthen implementation of Goal 4 and improve outcomes for identified student groups. Data from the California School Dashboard showed improvement in English Language Arts performance and English Learner Progress, but continued significant needs in mathematics achievement and chronic absenteeism. Local i-Ready diagnostic data also demonstrated that a large percentage of students remain multiple grade levels below in reading and mathematics, reinforcing the need for more intensive and consistent intervention systems.
As a result of this review, the school plans to strengthen early identification and intervention systems by using diagnostic and formative assessment data more frequently to identify students needing support and monitor progress throughout the year. Intervention programs such as i-Ready MyPath and Lexia will continue, but implementation will begin earlier in the school year and include increased monitoring of student participation, lesson completion, and growth. The school also plans to provide more structured intervention time during the school day and strengthen tiered supports for students performing significantly below grade level.
To address ongoing mathematics challenges, the school plans to continue refining mathematics curriculum resources and strengthening instructional consistency across grade levels and courses, particularly in high school mathematics. Professional development and instructional coaching will continue focusing on conceptual mathematics instruction, culturally responsive teaching practices, scaffolding for English Learners, co-teaching, and differentiated instruction for students with disabilities and struggling learners. Collaborative structures such as Cycles of Inquiry (COIs), Common Formative Assessments (CFAs), and instructional walkthroughs will continue to be used to strengthen instructional alignment and monitor implementation.
Attendance data also informed several important adjustments. Because chronic absenteeism remained high for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities, the school plans to strengthen attendance intervention systems by increasing individualized outreach, improving real-time attendance monitoring, and implementing interventions earlier before attendance patterns become severe. Weekly attendance meetings will continue, with greater emphasis on accountability,

documentation, and coordination between school staff and community support agencies. The school also plans to expand bilingual family outreach, home visits, and personalized attendance plans to better address barriers impacting student attendance.
Additionally, the school plans to continue strengthening school connectedness and student engagement through MTSS and Social Emotional Learning (SEL) supports, attendance incentives, student recognition systems, restorative practices, and family engagement opportunities. These adjustments are intended to create more consistent intervention systems, improve instructional access, strengthen family partnerships, and accelerate academic growth for the school's highest-need student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	This is an LREBG-funded action that provides targeted literacy interventions including small-group instruction, structured literacy programs (MyPath), and personalized literacy support based on diagnostic data. Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support.	$41,011.00	No

Action #	Title	Description	Total Funds	Contributing
		Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	This is an LREBG-funded action that provides targeted math interventions including small-group instruction and personalized math support (MyPath) based on diagnostic data. Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.	$41,011.00	No

Action #	Title	Description	Total Funds	Contributing
		The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.3	Chronic Absenteeism	Tiered Attendance Interventions – Implementation of a multi-tiered system of support, including universal messaging, early identification of at-risk students, and individualized outreach plans. Family Engagement & Communication – Personalized phone calls, bilingual home visits, and parent conferences focused on removing barriers to attendance. Attendance Incentives – School-wide recognition programs to promote consistent daily attendance and celebrate improvement. Attendance Monitoring Team – Weekly meetings to review data, monitor progress, and coordinate interventions with staff and community support partners. These actions directly address chronic absenteeism by: Increasing Early Intervention – Frequent data reviews help identify students before patterns become entrenched. Enhancing Family Trust & Communication – Personalized outreach in families' home languages strengthens relationships and improves support. Encouraging Positive Attendance Habits – Incentives and recognition reinforce the importance of showing up every day. Targeting Barriers – Staff and partners work collaboratively to address underlying causes such as transportation, health, or access issues — especially for historically underserved student groups.		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
$2,147,806	$237,674

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
29.496%	0.000%	$0.00	29.496%

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 academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners have shown incremental improvement in ELA over three years but remain significantly below standard, and continue to perform at Red	StudySync ELA provides English Learners with resources at four proficiency levels (Beginning, Intermediate, Advanced, and Advanced High) emphasizing explicit vocabulary instruction, language acquisition, and reading comprehension, directly targeting persistent negative ELA DFS scores. Carnegie Math includes guidance cards, sentence frames, and scaffolds that support students as they develop English expressive academic language, addressing persistent Red Math performance for English Learners.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels in Mathematics. Socioeconomically Disadvantaged students similarly remain below standard in both content areas, with Mathematics showing a persistent downward trend from baseline. ELPI data shows improvement in English Learner progress toward proficiency, but the RFEP reclassification rate of 24.05% in 2024-25 indicates continued need for strengthened language development support. **Scope:** LEA-wide	Curriculum-based professional development for both programs ensures consistent classroom implementation. Lexia Core5 accelerates reading achievement through personalized, targeted, and explicit instruction in fundamental literacy skills for multilingual learners and Long-Term English Learners, directly responding to foundational gaps reflected in persistent negative ELA DFS scores. Maintained 1:1 Chromebook access ensures Socioeconomically Disadvantaged students can access these tools during the school day without dependence on home devices. GLEAM-based collaboration and Cycles of Inquiry give teachers structured time to analyze unduplicated pupil performance data, identify gaps, and adjust instruction accordingly. These actions are provided schoolwide because curriculum adoption, professional development, and instructional coaching cannot be delivered selectively to individual students. They operate at the teacher and classroom level. For English Learners and Socioeconomically Disadvantaged students to benefit from improved curriculum and instruction, every teacher in every content area must have the training, materials, and collaborative structures to deliver them consistently.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners	Cycles of Inquiry give teachers dedicated time to analyze Common Formative Assessment data disaggregated by student group (including English Learners and Long-Term English Learners), identify where instructional scaffolding is insufficient, and adjust lesson design accordingly. This creates a recurring, structured mechanism for instruction to be directly responsive to	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	have shown incremental improvement in ELA over three years but remain significantly below standard and continue to perform at Red levels in Mathematics. Socioeconomically Disadvantaged students similarly remain below standard in both content areas, with Mathematics showing a persistent downward trend from baseline. ELPI data shows improvement in English Learner progress toward proficiency, but the RFEP reclassification rate of 24.05% in 2024-25 indicates continued need for strengthened language development support. **Scope:** LEA-wide	unduplicated pupil performance data rather than relying on end-of-year assessments alone. The instructional coaching model ensures that every teacher, regardless of experience level, receives regular observation and feedback focused on implementing language objectives, academic discourse structures, and scaffolding strategies that support English Learners in accessing grade-level content. Co-planning and co-teaching support ensures these practices are consistently applied rather than implemented unevenly across classrooms. Requiring clearly posted content and language objectives in every classroom ensures English Learners can access lesson purpose and vocabulary regardless of proficiency level, reducing barriers to participation in grade-level instruction. Monitoring student talk structures and vocabulary instruction ensures academic language development remains a consistent instructional priority across all content areas. These actions are provided schoolwide because instructional coaching, professional development, and collaborative planning structures operate at the teacher and systems 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 language-responsive practices across all classrooms and content areas.	
2.1	**Action:** Attendance and Enrollment **Need:**	The weekly attendance team reviews disaggregated attendance data with a specific focus on English Learners and low-income students, ensuring absences are identified early	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students. After declining significantly in 2023-24, chronic absenteeism has trended upward for both groups. English Learners recorded 14.60% in 2023-24, rising to 27.00% in 2024-25 — surpassing the 26.70% baseline and indicating increased vulnerability to attendance disruption. Socioeconomically Disadvantaged students recorded 17.80% in 2023-24, rising to 24.40% in 2024-25 — a consistent upward trend from the prior year. **Scope:** LEA-wide	and responded to with targeted, individualized intervention before patterns become chronic. Daily personal outreach through phone calls and home visits creates direct, consistent communication with families of absent students, providing a structured mechanism for early intervention and relationship-building with unduplicated pupil families. Monthly family engagement sessions provide families with direct access to information about attendance expectations, available supports, and the academic impact of absenteeism, creating a structured communication channel between the school and unduplicated pupil families. Schoolwide attendance incentives, student-led campaigns, and the newcomer support group create structured opportunities for students to build school connectedness and belonging, providing relational and motivational supports that complement the intervention systems described above. These actions are provided schoolwide because attendance systems, including data review teams, incentive structures, family outreach protocols, and student engagement campaigns, operate at the whole-school level and cannot be selectively delivered 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.	
2.4	**Action:** School Climate **Need:**	Restorative Practice Coaching Cycles shift from one-time training to ongoing coaching that includes modeling and co-facilitation, providing teachers with repeated, practice-based support to consistently apply restorative approaches in	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates

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 and local survey data indicate persistent needs related to school climate, belonging, and suspension rates for English Learners and Socioeconomically Disadvantaged students. Dashboard suspension data shows meaningful reductions for English Learners and Socioeconomically Disadvantaged students in 2024-25, however overall suspension rates remain a concern for other student groups. Local Aspire Student Survey data shows that only 42% of students responded favorably to sense of belonging questions in Year 2 — up from 36% at baseline but still indicating that the majority of students, including unduplicated pupils, do not consistently feel connected to the school community. Teacher-student relationship favorability stands at 56% in Year 2, indicating continued need for strengthening relational supports across campus. **Scope:** LEA-wide	response to student behavior, directly targeting the suspension rates identified for English Learners and Socioeconomically Disadvantaged students. The LiveSchool Tiered Recognition System introduces structured, schoolwide point systems aligned to school values and behavior expectations, creating a consistent, positive behavior reinforcement mechanism that rewards participation and community contribution for all students, including unduplicated pupils. The Student Council Leadership Program gives students formal decision-making roles in school events and culture-building initiatives, creating a structured mechanism for student voice and leadership that directly supports sense of belonging for unduplicated pupils who are currently underrepresented in favorable belonging survey responses. Quarterly student feedback loops through surveys and focus groups, with specific attention to historically marginalized groups, provide a structured process for unduplicated pupil perspectives to directly inform adjustments to SEL programming, school culture practices, and schoolwide initiatives. Biannual family input sessions and family volunteer opportunities in LiveSchool celebrations create structured entry points for unduplicated pupil families to participate in school culture and decision-making, strengthening the home-school connection for English Learner and Socioeconomically Disadvantaged families. These actions are provided schoolwide because school climate systems, including restorative practice implementation, behavior recognition structures, student leadership programs, and	

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
		family engagement, function at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to experience improved belonging, reduced suspension rates, and stronger teacher-student relationships, these systems must be implemented consistently 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 57% of students responded favorably to school safety questions in Year 2 — indicating that a significant portion of students, including unduplicated pupils, do not consistently feel safe at school. While parent safety perceptions declined significantly in 2024-25, they recovered to 87% favorable in Year 2, suggesting continued variability in family safety perceptions that warrants ongoing attention. **Scope:** LEA-wide	Scenario-based emergency drills and debriefs provide staff with structured, practice-based opportunities to build real-time preparedness beyond standard required drills, creating more consistent and confident adult responses in emergency situations that directly impact student safety outcomes for all students including unduplicated pupils. Professional development on trauma-informed and culturally responsive approaches to emergency response equips staff with specific practices for supporting students in crisis, providing English Learners with adult responses that account for language access needs during emergency situations. Student peer safety ambassador opportunities and student-led climate feedback systems create structured mechanisms for student voice in school safety efforts, providing unduplicated pupils with direct participation in identifying safety concerns and contributing to school safety planning in ways that strengthen their sense of belonging and safety on campus. These actions are provided schoolwide because staff development and student leadership systems operate at the whole-school level and cannot be delivered selectively to individual students. For	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		English Learners and Socioeconomically Disadvantaged students to benefit from trauma-informed emergency response and student-centered safety practices, these supports must be implemented consistently across all staff and grade levels.	
3.5	**Action:** College & Career Readiness (Early College HS, A-G Readiness) **Need:** California Dashboard data shows that College and Career Readiness declined for English Learners and Socioeconomically Disadvantaged students in 2023-24 before recovering significantly in 2024-25, with Socioeconomically Disadvantaged students reaching 91.70% and English Learners reaching 85.70%. While these gains are significant, sustaining this improvement requires continued access to A-G aligned coursework, credit recovery supports, and postsecondary planning. Graduation rates have also declined from 100% at baseline to 93.80% in 2024-25 for all students, with English Learners at 85.70% and Socioeconomically Disadvantaged students at 91.90%, indicating continued need for structured supports to ensure students complete graduation requirements. **Scope:** LEA-wide	Ensuring all students are enrolled in A-G aligned coursework creates a structured pathway that keeps English Learners and Socioeconomically Disadvantaged students on track for California State University and University of California eligibility, directly maintaining the CCI gains identified in Dashboard data while addressing the graduation rate decline. Requiring that all students needing credit recovery are enrolled in at least one recovery course per semester through partnerships and in-person summer school creates a systematic mechanism for identifying and responding to credit gaps before they prevent graduation, directly addressing the declining graduation rates for English Learners and Socioeconomically Disadvantaged students identified in Dashboard data. Financial literacy training using regional resources provides English Learners and Socioeconomically Disadvantaged students with structured access to postsecondary financial planning knowledge, addressing a barrier to college access and persistence for low-income students. These actions are provided schoolwide because A-G course sequencing, credit recovery monitoring, and financial literacy programming operate at the whole-school scheduling and counseling level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged	Metric (3.4) College & Career Readiness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students to maintain college eligibility and complete graduation requirements, these systems must function consistently across all grade levels and student groups.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - single school LEA	39.62
Staff-to-student ratio of certificated staff providing direct services to students	N/A - single school LEA	14.71

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	7,281,686	2,147,806	29.496%	0.000%	29.496%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,664,225.00	$1,698,779.00	$0.00	$337,052.00	$7,700,056.00	$7,280,723.00	$419,333.00

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	$143,855.00	$143,855.00				$143,855.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,502,708.00	$0.00	$1,502,708.00				$1,502,708.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,624,596.00	$0.00	$3,410,328.00	$214,268.00			$3,624,596.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$18,130.00				$18,130.00	$18,130.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,336,149.00	$175,326.00		$1,402,489.00		$108,986.00	$1,511,475.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$209,936.00	$0.00				$209,936.00	$209,936.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$127,961.00	$0.00	$127,961.00				$127,961.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$265,641.00	$0.00	$265,641.00				$265,641.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$213,732.00	$0.00	$213,732.00				$213,732.00	

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	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing								
3	3.6	Career pathways	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	ELA	All	No			All Schools	2026-27	$0.00	$41,011.00		$41,011.00			$41,011.00	
4	4.2	Math	All	No			All Schools	2026-27	$0.00	$41,011.00		$41,011.00			$41,011.00	
4	4.3	Chronic Absenteeism	All	No			All Schools	2026-27								

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
7,281,686	2,147,806	29.496%	0.000%	29.496%	$2,253,897.00	0.000%	30.953 %	**Total:**	$2,253,897.00
								LEA-wide Total:	$2,253,897.00
								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	$143,855.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,502,708.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$127,961.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$265,641.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$213,732.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	LEA-wide	Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,306,369.00	$7,311,723.00

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	$201,809.00	203,363
1	**1.2**	Instruction	Yes	$1,300,087.00	1,304,308
1	**1.3**	Academic Program (Master Scheduling)	No	$3,064,316.00	3,262,313
1	**1.4**	MLL	No	$20,580.00	18,130
1	**1.5**	SPED	No	$1,679,171.00	1,483,144
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$270,348.00	271,966
2	**2.1**	Attendance and Enrollment	Yes	$117,127.00	123,627
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Climate	Yes	$135,459.00	125,347
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$202,585.00	206,827
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
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$274,115.00	271,926
3	3.6	Career pathways	No	$0.00	$0.00
4	4.1	ELA	No	$20,386.00	$20,386.00
4	4.2	Math	No	$20,386.00	$20,386.00
4	4.3	Chronic Absenteeism	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,005,679	$2,231,182.00	$2,235,398.00	($4,216.00)	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	$201,809.00	203,363		
1	1.2	Instruction	Yes	$1,300,087.00	1,304,308		
2	2.1	Attendance and Enrollment	Yes	$117,127.00	123,627		
2	2.4	School Climate	Yes	$135,459.00	125,347		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$202,585.00	206,827		
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$274,115.00	271,926		

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)
7,005,760	2,005,679	0.000%	28.629%	$2,235,398.00	0.000%	31.908%	$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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