



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Arts & Sciences Academy (Stockton TK-5)

CDS Code: 39686760139923

School Year: 2025-26

LEA contact information:

Alicia DeSantiago

Principal

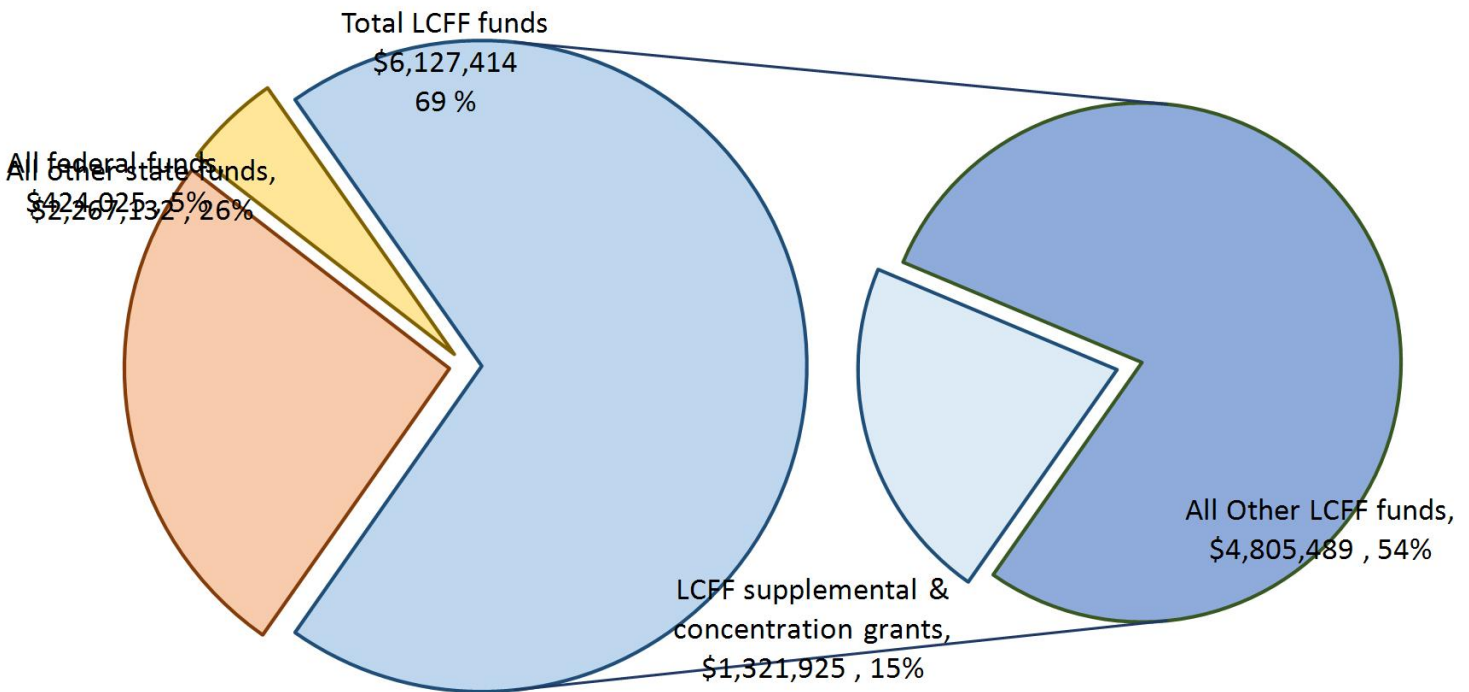
AspireAASA@aspirepublicschools.org

209-337-3010

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 2025-26 School Year

Projected Revenue by Fund Source

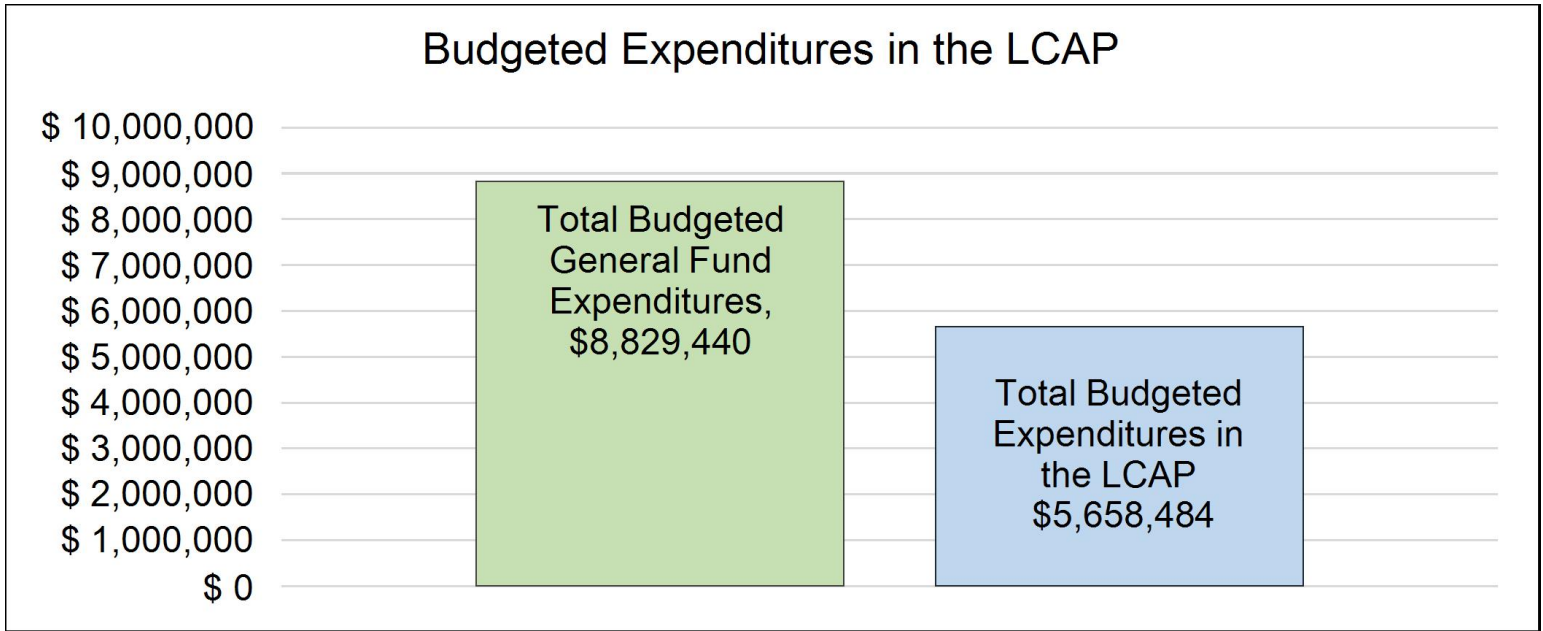


This chart shows the total general purpose revenue Aspire Arts & Sciences Academy (Stockton TK-5) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Arts & Sciences Academy (Stockton TK-5) is \$8,818,571, of which \$6,127,414 is Local Control Funding Formula (LCFF), \$2,267,132 is other state funds, \$0 is local funds, and \$424,025 is federal funds. Of the \$6,127,414 in LCFF Funds, \$1,321,925 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 Arts & Sciences Academy (Stockton TK-5) plans to spend for 2025-26. 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 Arts & Sciences Academy (Stockton TK-5) plans to spend \$8,829,440 for the 2025-26 school year. Of that amount, \$5,658,484 is tied to actions/services in the LCAP and \$3,170,956 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

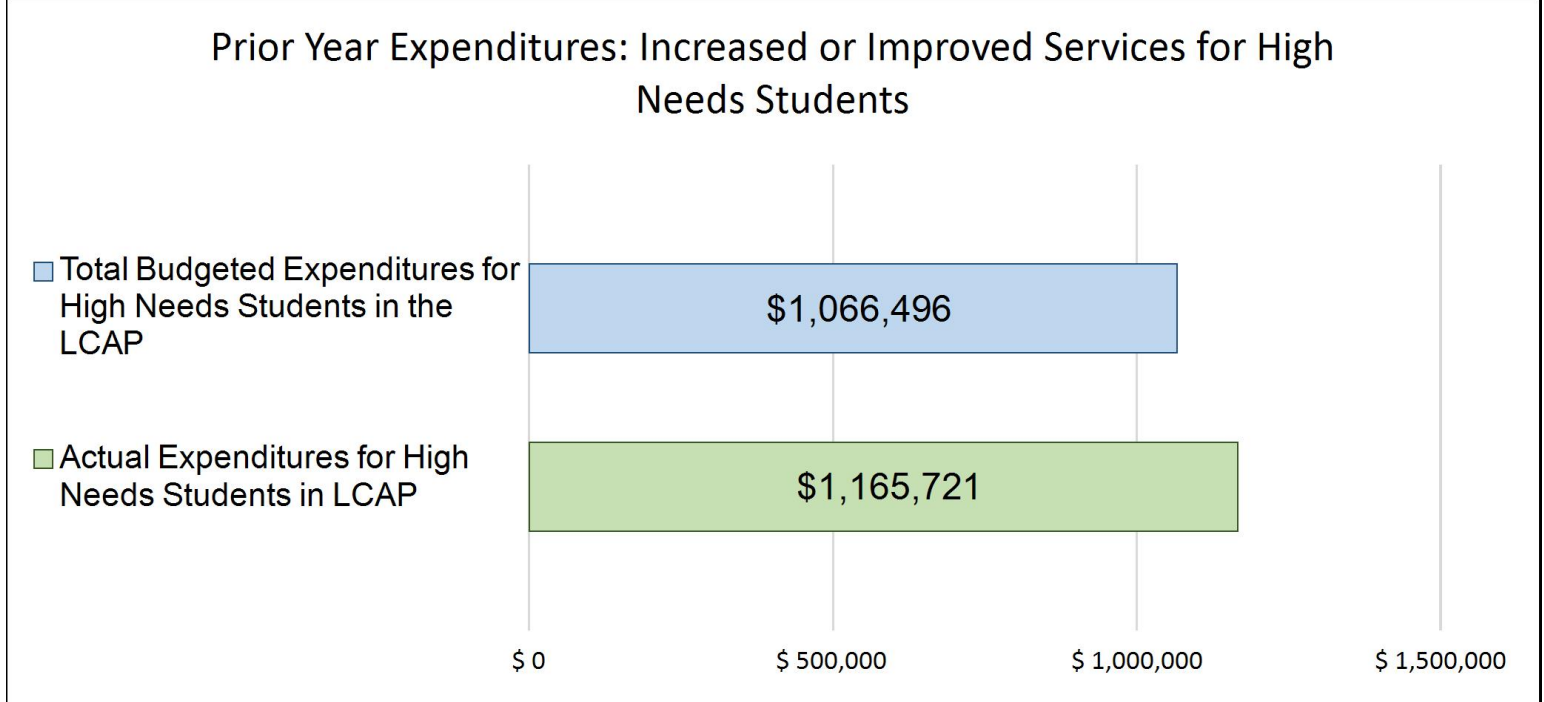
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 2025-26 School Year

In 2025-26, Aspire Arts & Sciences Academy (Stockton TK-5) is projecting it will receive \$1,321,925 based on the enrollment of foster youth, English learner, and low-income students. Aspire Arts & Sciences Academy (Stockton TK-5) must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Arts & Sciences Academy (Stockton TK-5) plans to spend \$1,448,516 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 2024-25



This chart compares what Aspire Arts & Sciences Academy (Stockton TK-5) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Arts & Sciences Academy (Stockton TK-5) 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 2024-25, Aspire Arts & Sciences Academy (Stockton TK-5)'s LCAP budgeted \$1,066,496 for planned actions to increase or improve services for high needs students. Aspire Arts & Sciences Academy (Stockton TK-5) actually spent \$1,165,721 for actions to increase or improve services for high needs students in 2024-25.



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 Arts & Sciences Academy (Stockton TK-5)	Alicia DeSantiago Principal	AspireAASA@aspirepublicschools.org 209-337-3010

Plan Summary [2025-26]

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 Arts & Sciences Academy, located in Stockton, California, is a TK-5 school that opened in 2020 as part of the Aspire Public Schools network. The school is dedicated to providing a unique educational experience integrating a strong focus on arts and sciences with rigorous academic instruction. Serving 386 students, the school embraces diversity, with 54% of students identifying as Hispanic, 19% as Asian-American, .09% as multiracial, and others including Black .08%, Caucasian .03%, Pacific Islander .01%, and American Indian/Alaska Native .01%. Approximately 62% of students qualify for free or reduced lunch, underscoring the school’s mission to ensure equitable access to quality education.

Under the leadership of Principal Alicia De Santiago, Aspire Arts & Sciences Academy offers an extended school day with three weekly lessons in art and science. The school’s project-based learning approach is highlighted by its "Celebrations of Learning," a series of exhibitions held three times a year where students present interdisciplinary projects integrating English Language Arts, science, and art. Open to families and the community, these events provide students with opportunities to demonstrate their learning through research, presentations, and hands-on experiences aligned with content standards.

Family engagement is central to the school’s success, with families actively participating in the "Celebrations of Learning" and student-led conferences. Our family engagement approach ties academics and fun family activities, for example, when attending your scholar’s scheduled Celebration of Learning presentations, families are able to visit the Scholastic Book Fair or purchase food from the two or three food trucks available. This joyful collaboration fosters a supportive learning environment where students receive the academic and social-

emotional support needed to thrive. The school is committed to removing barriers to equitable access and ensuring positive outcomes for all scholars.

Aspire Arts & Sciences Academy's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' unique talents while promoting inclusivity and addressing systemic inequities affecting marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

With its strong emphasis on creativity, innovation, and family involvement, Aspire Arts & Sciences Academy inspires students to think critically, solve problems, and positively contribute to their communities as lifelong learners.

Reflections: Annual Performance

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

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

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: All Students

Performance Overview:

Based on our analysis of both the California School Dashboard and local data, we have identified the following successes and challenges in our school's performance. This reflection has guided our LCAP planning to address identified needs effectively.

Successes:

Our most exciting success is the growth of our school by adding three fourth grade classrooms, increasing our student population to 386. Another notable success is our reduced chronic absenteeism from 50.8% to 33.8 %. We addressed chronic absenteeism by increasing the frequency of attendance team meetings and incentivizing attendance through awards at our Town Hall. Both math and ELA are improving in grades three and four. We have grown our administrative team, adding a Dean of Instruction and allowing administrative teammates to focus on internalization, data discussion, and small-group instruction while implementing our new math curriculum. We've added a full-time mental health therapist as well. Our ELPI data looks promising as we have just .5% of a gap to reach. We anticipate meeting this goal because we've implemented our ELD curriculum a semester earlier than the 23-24. With the addition of our community liaison, we have increased parent engagement through parent cafes, shared community resources, and generally, a staff member who can support families through collaborative partnerships.

Challenges:

However, we identified challenges with increased school suspensions from 2.0% to 2.5% moving our data for this sub group from yellow to orange. Additionally, we have had a 750% increase in the special education population over two years. With such a rapid growth in our special education population, we have also had turnover in our first grade, leaving us with a new grade level of teachers mid-year. We have also slightly increased our suspension rate from 2.0 to 2.5%. Our data analysis found that our thirty Black scholars across grade levels score lower than our white students within SBAC and our internal assessments.

Actions Taken:

To address these challenges, we have implemented a relaunch of our MTSS systems, including training new staff to address our school-wide tier 1 systems to decrease our suspension rates. Our staff is 65% new to the profession. We have increased our observation and feedback cycles with new teaching staff and novice teachers to develop their classroom management and instruction support by internalizing the curriculum. For our Black scholars, we have conducted empathy surveys to understand their barriers with academics. Based on our findings, we'll continue to problem solve this need and increase Black student belonging.. As for our suspension rate, relaunching our MTSS and PBIS strategies, supporting, increasing staff knowledge, with cultivating a learning environment, and helping struggling scholars through differentiation. In response to our ever-growing special education populations, we've hired a second Education Specialist.

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	On 4/11/2025, during our crew meeting, the LCAP draft was shared with teaching staff, including special education teachers, instructional assistants, art, music, and admin. Most questions on Title 1 monies were usage in 24-25 and how that would change in 25-26.
Principals and Admin	4/9/2025 At this meeting, the admin team reviewed the LCAP draft and discussed the implementation, successes, and next steps for indicators 1- 3. Assistant Principal and Dean of Instruction and the principal agreed to maintain our work toward current indicators, and the next steps with LCAP would be addressing any portions of the indicator not applied in 24-25
Other School Personnel	4/10/2025 School Leadership Team meeting - Business Manager, After School Director, and Community Liaison
Parents	4/17/25 Parent Cafe and SAC meeting to share LCAP
Students	We did not gather feedback from our third and fourth-grade students.
SELPA (Special Education)	4/10/25 Principal met with Regional Special Education Director, Principal Supervisor, Program Specialist to discuss future LCAP plans and built a Co-teaching and InSync schedule to support our special education students.

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

Teachers: April 11, 2025. After clarifying where Title 1 monies were being spent at this meeting, the staff agreed it would be beneficial to have some support at the lower grades. The staff agreed that we should include a small group reading intervention for grades one and two and continue with writing intervention at the third and fourth grades. SELPA April 10, 2025. Since February, I have had informal conversations with the Principal Supervisor and the Regional Director of Special Education, discussing options for next year's special

education program. Ideas were solidified on April 10 with a master schedule. 4/10/2025 School Leadership Team meeting - Business Manager, After School Director, and Community Liaison discussed attendance and after-school programming indicators. With attendance, the input from the business manager and the community liaison was to maintain the guest pop-up, perfect attendance Town Halls, and regular attendance team meetings, as they have proven successful this year. With the afterschool director, we confirmed that an additional 30 days of intercession was a success and discussed how he might continue and add collaborative work with San Joaquin County. April 17, 2025, following the Parent Cafe, we held an SAC meeting. The principal shared the LCAP draft. The parent had the opportunity to ask about the intervention and MMLs. We discussed using Title 1 funding for writing intervention in third and fourth grades. She requested some reading intervention, if possible. In our plan for 25-26, we've included reading intervention for the neediest first and second graders. She had the following suggestions: continue with monthly events, academic and cultural, consider a library system of some sort allowing students to check out books, and look into a way for the school or region to pay for the fingerprinting process, as it would allow for more parents to support in the classrooms.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC ELA DFS All Students: -83.5 English Learner: -128.9 Socioeconomically Disadvantaged: -97.2 Asian: -48.8 Hispanic: -107.8		2025-26 SBAC ELA All Students: -77.5 English Learner: -122.9 Socioeconomically Disadvantaged: -91.2 Asian: -42.8 Hispanic: -101.8	This will update after the 2024-25 Dashboard is released

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -136.1		Students with Disabilities: -130.1	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC MATH DFS All Students: -78.7 English Learner: -119.2 Socioeconomically Disadvantaged: -91.4 Asian: -31.9 Hispanic: -100.8 Students with Disabilities: -130.6		2025-26 SBAC Math All Students: -72.7 English Learner: -113.2 Socioeconomically Disadvantaged: -85.4 Asian: -25.9 Hispanic: -94.8 Students with Disabilities: -124.6	This will update after the 2024-25 Dashboard is released
1.3	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI No ELPI data displayed to protect student privacy (less than 11 students)	2023-24 ELPI EL: 45.2% of ELs making progress towards English language proficiency		2022-2023 ELPI 45% of EL's making progress towards English language proficiency	No Baseline data to Compare
1.4	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 35.5%	2023-2024 RFEP Rate: 2.44%		2025-2026 RFEP Rate Maintain 15% or higher	Decreased by 35.5%
1.5	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023	2023-24 100% of students have access to		2025-2026 100% of students have access to	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students have access to standards-aligned curriculum	standards-aligned materials		standards-aligned curriculum	
1.6	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		2026-2027 (Local Indicator Survey) Average Rating 4 or higher	Increased 1
1.7	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 Local Performance Indicator, Self-Reflection (Priority 2) 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,	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		2026-2027 (Local Indicator Survey) Average Rating 4 or higher	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		focused classroom walkthroughs, teacher pairing): 4	support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4			
1.8	Other academic outcomes (iReady Reading & Math) % met annual typical growth (Data Portal)	<p>2023-2024 iReady Data Portal</p> <p>Reading % Met Typical Growth</p> <p>All Students: 34% Grade K: 20% Grade 1: 33% Grade 2: 35% Grade 3: 49%</p> <p>Math % Met Typical Growth</p> <p>All Students: 31% Grade K: 42% Grade 1: 37% Grade 2: 20% Grade 3: 25%</p>	<p>2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth</p> <p>All Students: 34% Grade 3: 32% Grade 4: 36%</p> <p>SY 2024/25 (iReady Math) % of students that met annual typical growth</p> <p>All students: 13% Grade K: 14% Grade 1: 14% Grade 2: 14% Grade 3: 14%</p>		<p>2026-2027 iReady Reading % Met Typical Growth</p> <p>All Students: 49% Grade K: 35% Grade 1: 48% Grade 2: 50% Grade 3: 64%</p> <p>Math % Met Typical Growth</p> <p>All Students: 46% Grade K: 57% Grade 1: 52% Grade 2: 35% Grade 3: 40%</p>	<p>iReady Reading – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025)</p> <p>All Students: 0% Grade 3: -17%</p> <p>iReady Math – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025)</p> <p>All Students: -18% Grade K: -28%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 4: 18%			Grade 1: -23% Grade 2: -6% Grade 3: -11%
1.9	Other academic outcomes (mClass) % at and above benchmark (PowerSchool Unified Insights, Hoonuit)	2023-2024 mClass At Benchmark: 11% Above Benchmark : 23%	2024-25 33.00% at or above benchmark		2026-2027 44% at or above benchmark	Decreased 1%
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		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	No Change

Goal Analysis [2024-25]

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.

1.1 Grade Level Curriculum Implementation:

Most components were successfully implemented, including purchasing curriculum replacements, acquiring Chromebooks for a 1:1 ratio, and providing professional development on standards-aligned curriculum (iReady, EL, Amplify). Teachers had regular lesson internalization time during early release days, integrating culturally responsive practices through the GLEAM framework. Designated ELD instruction was

structured using EL Achieve assessment data. However, the Dean of Instruction did not attend UnboundEd as planned but is scheduled for the summer session.

1.2 Instruction Implementation:

Regular data discussions occurred during early release Fridays, grade-level planning days, and ELOP days. Weekly observations by the leadership team identified that 100% of classrooms implemented the new iReady Math curriculum, and 85% had clearly posted learning targets. However, teachers continued to face challenges with Tier 1 supports despite multiple training sessions.

1.3 Academic Program (Master Scheduling) Implementation:

The master schedule ensured access to core content and enrichment, meeting regional and state requirements. The MTSS team used data to implement targeted writing interventions for MLL students. However, co-teaching was delayed due to a 750% increase in the special education population, with planning moved to the fourth quarter. The ELOP credit recovery plan was not fully implemented due to absences.

1.4 MLL Implementation:

MLL students received designated and integrated ELD instruction four times per week, aligned to proficiency levels with the EL Achieve curriculum. Instruction was embedded in core content through talking protocols and small-group sessions. The Dean of Instruction led the MLL team, overseeing instruction, testing, and data monitoring.

1.5 SPED Implementation:

SPED support included regular check-ins and informal observations, though formal biweekly observations were not consistently conducted. Education specialists attended curriculum training but did not receive planned co-teaching model training. Early release Fridays provided shared planning time, often used for collaboration among education specialists and IAs rather than with general education teachers.

1.6 Black Excellence Implementation:

Implemented the Pro-Black Curriculum Initiative (PBIC) into SEL, ELA, and math. Learning walks assessed implementation quality. Black History Month celebrations included spirit days, community involvement, and a family event. The Black Excellence Awards honored students with participation from BSU and community members

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.

The variance is primarily attributable to adjustments for the percentage of the open Art Teacher position that was filled, as well as increased costs associated with substitute coverage.

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

1.1 Grade Level Curriculum Effectiveness:

The use of the state-adopted curriculum was effective, as demonstrated by the increase in ELA and math data. Specifically, ELA iReady data showed improvement across all grade levels, with scores rising from 16% at or above grade level to 25%. The most significant growth was observed in phonics, high-frequency words, and vocabulary. The adoption of the new math curriculum was also effective, as math scores

improved from 7% at or above grade level to 26%, with a notable reduction in the number of students performing two or more grade levels below. Maintaining the 1:1 Chromebook ratio and engaging in co-planning with regional staff further supported this growth. While the Dean of Instruction did not attend UnboundEd as planned, attendance is scheduled for the summer session, indicating a commitment to continuous professional development.

1.2 Instruction Effectiveness:

Providing consistent planning time through grade-level planning days, early release Fridays, and ELOP days proved effective, leading to a 9% increase in ELA data and a 12% increase in math scores across grade levels. Despite this progress, observations revealed that some teachers still struggled with implementing Tier 1 supports, including MTSS resources, despite receiving multiple training sessions throughout the year. This indicates that while the structure for planning was effective, further support is needed to strengthen Tier 1 instructional practices.

1.3 Academic Program (Master Scheduling) Effectiveness:

Although the co-teaching model was not fully implemented this year, preparation began in the fourth quarter due to a significant increase in the special education population. Hiring a second education specialist effectively addressed the increased demand, and discussions are underway to strengthen the co-teaching model for the next school year. The after-school program met its 30-day intersession goal, providing consistent homework support, enrichment, and academic assistance, demonstrating effectiveness in supporting student needs beyond regular school hours.

1.4 MLL Effectiveness:

The effectiveness of MLL instruction is evident, with 57% of MLL students showing measurable growth. Starting designated ELD earlier in the school year is anticipated to increase this growth in the next cycle. The reclassification of seven scholars at the start of the 24-25 school year further highlights the program's positive impact.

1.5 SPED Effectiveness:

Managing the significant growth of the special education program (750%) was a challenge, but the school responded effectively by hiring a second education specialist and beginning to incorporate instructional aides (IAs) into small group co-teaching during the fourth quarter. While the full implementation of the co-teaching model was delayed, the adaptive response to increased demand reflects progress in addressing special education needs.

1.6 Black Excellence Effectiveness:

The implementation of Black Excellence programming, including the Black Excellence Awards, was successful. However, despite these efforts, data indicates that the 30 Black scholars continue to struggle academically. To address this, the school is working on conducting empathy surveys to gather data on their sense of belonging and to inform targeted interventions. While the programming itself is well-implemented, further analysis and support are needed to address academic disparities.

1.7 Personalized Learning Effectiveness:

Student-led conferences (SLCs) were highly effective, with an 80% participation rate. This practice successfully engaged families in discussing student progress and setting academic goals. The consistent inclusion of families in data discussions demonstrates a positive impact on building partnerships between the school and the community.

1.8 Title I Intervention Effectiveness:

The Title I intervention program was particularly effective for struggling MLLs in third and fourth grades. The part-time intervention teacher supported students in developing writing skills, resulting in significant progress. For example, 11 out of 19 students moved from writing three sentences to composing full paragraphs, indicating that the targeted intervention directly contributed to improving students' writing abilities.

In summary, the actions taken under Goal 1 have demonstrated effectiveness across various areas, including curriculum implementation, structured planning, personalized learning, and targeted intervention programs. While progress is evident, continued refinement of Tier 1 supports and deeper analysis of disparities within the Black Excellence initiative are necessary to sustain and build on these gains.

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.

1.1 Grade Level Curriculum Adjustments:

There are no planned changes at this time. We will continue implementing the curriculum as we have done this year, given the demonstrated success in ELA and math data.

1.2 Instruction Adjustments:

To enhance the effectiveness of our learning walks, we plan to develop a comprehensive scope and sequence. This approach will include involving lead teachers and peers in classroom observations, fostering a collaborative and reflective practice.

1.3 Academic Program (Master Scheduling) Adjustments:

For the 2025-2026 school year, we have designed a master schedule that supports co-teaching by including three Education Specialists. This will help facilitate more consistent collaboration between general and special education staff.

1.4 MLL Adjustments:

While we have achieved solid growth with our MLL students, we plan to add professional development focused on our designated instruction curriculum, EL Achieve. Additionally, we will introduce a new administrative role to support special education, MLLs, and our Black students, aiming to provide more targeted instructional leadership.

1.5 SPED Adjustments:

To further support our growing special education program, we will hire a third Education Specialist and a Special Populations Administrator. This new role will assist with co-teaching, managing IEPs, and overseeing 504 plans, ensuring a more cohesive support structure.

1.6 Black Excellence Adjustments:

We will establish a Black Student Union (BSU) and a Black Families Advisory Council to increase community engagement and better support our Black scholars. These initiatives aim to foster a sense of belonging and address identified academic challenges.

1.7 Personalized Learning Adjustments:

Next year, we will integrate progress monitoring for Student-Led Conference (SLC) goals within our scope and sequence. This will take place during quarters two and four, allowing for structured reflection on student progress and goal achievement.

1.8 Title I Intervention Adjustments:

Next year, we will focus on foundational literacy intervention for grades one and two, while maintaining writing intervention supports for grades three and four. This targeted approach will help build essential literacy skills in early learners while continuing to support older students' writing development.

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	<p>Purchase all needed curriculum replacements to ensure all the core subjects have standards-based and board-approved curriculum.</p> <p>Provide professional development on standards-aligned curriculum (iReady, EL Achieve), the Dean of Instruction will co-plan and facilitate PD with regional content directors and program managers.</p> <p>Continue to Make specific grade level platooning groups, EL Achieve data, assessment data. Continue to purchase Chromebooks so that all students have devices (1:1) Provide regular time for each grade level/content team to have regular time for lesson internalization using the annotation process rather than the UnBound Ed tool. At this point we will wait to purchase intervention curriculum. We'll send additional staff to CORE training. We used the GLEAM planning tool for math.</p>	\$353,631.00	Yes
1.2	Instruction	<p>Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days and ELOP days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interim assessments.</p> <p>Members of the leadership team conduct bi-weekly observations to monitor the instructional program, identify bright spots, trends, and areas to guide instruction. Ensure learning targets are clearly communicated with students verbally and posted visually.</p>	\$555,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	The school MTSS team uses data to inform interventions and supports through established processes. We continued to create a Master schedule that is equitable and provides students with access to all core content opportunities for enrichment/art while meeting regional and state instructional minute requirements. Due to the increase in special needs scholars, we were unable to begin the co-teaching model, and members of the special education department did not plan with general education teachers to co-teach. We worked with the regional Expanded Learning Program Manager and After-School Director to ensure the After-School program is available for all students, runs for an additional 30 days outside of the school year, and provides homework support, enrichment, and academic supports on reading fluency and typing skills.	\$2,947,613.00	No
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week and instruction aligned with proficiency levels. Ensure that each school has an MLL team that supports and oversees 1) designated instruction and professional development 2) progress monitors MLL operational (RFEP), enrollment, placement in ELD, and uses data on the school-wide dashboard for redesignation. 3) Is trained on the ELPAC. We have not completed an annual MLL program evaluation by the time this document is due	\$10,947.00	No
1.5	SPED	Education Specialist were minimally observed but have regular check-ins with their supervisor. Education Specialists are included in all professional training to support co-teaching beginning in the fourth quarter. We chose not to share all five models. We have focused on stations as our selected model. We have provided opportunities for general education staff and Education Specialists to have shared planning time on early release Fridays. With the Program Specialist, we conducted a Peer Program Review to create 1-2 goals for our growing program.	\$1,114,197.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes the use of alternate text and activities to highlight black excellence, reduce anti-black bias). Work with the Regional Academic Team to provide professional development, structured internalization, and planning sessions, and do quarterly program learning walks to review quality. Begin our Black Student Union with our third through fifth graders and continue participation in our Black Excellence awards ceremony. We will begin a Black Family Advisory Council that meets twice a year. We'll continue our Black History Month spirit week and culminating event.	\$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with Families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student. All MLLs include language goals in their PLP. We did not have students progress monitor their goals this year but plan to in 25-26.	\$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title 1 funds for the following positions: Intervention Specialist or Instructional Assistants. This approach, grounded in our commitment to equality, ensures that all students have access to the necessary resources and support, regardless of their economic status. By allocating Title 1 funds towards these positions, we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results. Evidencing the effectiveness of this support. Funding from Title 1 will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	\$130,699.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 71% Teacher-student relationships: Grades 3-5: 72%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 60% Teacher-student relationships: Grades 3-5: 66% School Safety: Grades 3-5: 51%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 91% Teacher-student relationships:	Sense of Belonging (Grades 3-5): -11.00% Teacher-Student Relationships (Grades 3-5): -6.00% School Safety (Grades 3-5): -1.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 52%			Grades 3-5: 92% School Safety: Grades 3-5: 72%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 2% African American/Black: 0% Hispanic/Latinx: 3.6% English Learners: 2% Socioeconomically Disadvantaged: 1.4% Students with Disabilities: 10.5%	2023-2024 Suspension Rate All Students: 2.50% Black/African American: 3.60% Asian: 0.00% Hispanic: 2.90% Multiple Races/Two or More: 6.10% Students with Disabilities: 0.00% White: 0.00% English Learner: 1.50% Socioeconomically Disadvantaged: 2.80%		2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 5%	All Students: +0.5% Black/African American: +3.6% Hispanic/Latinx: -0.6% English Learners: -0.5% Socioeconomically Disadvantaged: +1.4% Students with Disabilities: -10.5%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 50.80% African American/Black: 40.00% Hispanic/Latinx: 53.80% English Learners: 51.10%	2024-2025 Chronic Absenteeism Rate All Students: 34.10% Black/African American: 23.10% Asian: 23.80% Hispanic: 39.40%		2025-2026 Chronic Absenteeism Rate All: 35.80% African American/Black: 25.00% Hispanic/Latinx: 38.80%	All Students: -16.70% Black/African American: -16.90% Hispanic/Latinx: -14.40% English Learners: -25.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged:54.10% Students with Disabilities: 63.20%	Multiple Races/Two or More: 46.70% Students with Disabilities: 37.50% White: 18.20% English Learner: 25.80% Socioeconomically Disadvantaged: 40.40%		English Learners: 36.10% Socioeconomically disadvantaged: 39.10% Students with Disabilities: 48.20%	Socioeconomically Disadvantaged: -13.70% Students with Disabilities: -25.70%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 74% responded favorably Family Engagement: 14% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 15% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 39% responded favorably	Aspire Family Survey – Change from SY 2023-2024 to SY 2024-2025 Barriers to Engagement: +7% Family Engagement: +1%
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	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: +1 (increase) Empowering Families in Decision-Making: +1 (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Collaborative Family Engagement Planning: 2	Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4			Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 91.00%	2024-2025 P2 Attendance Rate 94.42%		2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 3.42%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 67% responded favorably "The school provides a safe environment for my child." 64% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)"	2024-2025 Aspire Family Survey 62% responded favorably: "The school provides a safe environment for my child." 79% responded favorably: "I feel comfortable discussing my		2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	The school provides a safe environment for my child: -5.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: +15.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."		teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, 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		2026-2027 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	No Change

Goal Analysis [2024-25]

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

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

2.1 Attendance Team Structure:

With the new attendance team meeting structures in place, we have consistently met to discuss, identify, and address the most chronically absent scholars. During these meetings, we also identified a high number of students with chronic tardiness. Through collaboration between the attendance team, Assistant Principal (AP), and Mental Health Team (MHT), a plan was developed to help scholars arrive at school on time.

2.2 SEL Curriculum Implementation:

We have purchased the necessary curriculum to ensure that all classrooms have access to MooZoom. Throughout the school year, staff received multiple training sessions on SEL competencies from CDE, as well as on MTSS and universal practices. All teachers are actively using the SEL curriculum during their instructional day.

2.3 Family Engagement Events:

Our school has hosted numerous family engagement events throughout the year, balancing academic and cultural/social activities. Academic events include Celebrations of Learning and Student-Led Conferences, as well as Saturday School. Cultural and social events encompass Hispanic Heritage Month, Black History Month, SWANA, AAPI celebrations, and regular ELAC and SAC meetings.

2.4 School-Wide Data Monitoring and Discipline:

All staff members have been trained to log data into PowerSchool, and administrators are trained to record incidents accurately. The administration, along with the school-wide discipline team, ILT, and attendance teams, regularly reviews data across the school to monitor behavior patterns, academic performance, and attendance trends.

2.5 Facility Inspection and Maintenance:

As a new school working with the chartering district, we completed the annual facility inspection walks with a representative from SUSD. Our building manager promptly addresses any maintenance or updates identified during these inspections. Due to the newness of the facility, the list of items needing attention has remained minimal.

2.6 Teacher Observation and Professional Development:

All teachers receive observation and feedback through coaching sessions using the ASLF rubric, which is recorded in Boost. Each teacher participates in PLP conversations at the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) to discuss and set professional development goals. Additionally, Learning Walks are conducted regularly. The principal ensures ongoing communication with staff through monthly written updates and daily briefings during Crew meetings.

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.

Variance due to reduction in hours for Campus Monitor and Office Assistant positions

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

2.1 Attendance and Community Collaboration:

The collaboration between the community liaison, business manager, Assistant Principal (AP), and Mental Health Team (MHT) has positively impacted attendance, particularly during Town Hall events and through incentives that support perfect attendance. Additionally, the team addressed tardiness by introducing a guest appearance from the school mascot, who offers incentives for arriving on time. This creative approach has helped engage students and improve punctuality.

2.2 Classroom Belonging and Curriculum Implementation:

A strong sense of belonging among scholars is a key factor in the effectiveness of classroom curriculum implementation. Classrooms where the curriculum is implemented consistently report fewer administrative support calls, whereas classrooms with inconsistent implementation have a higher frequency of such calls. This trend indicates that fostering a positive classroom environment directly impacts behavior and engagement.

2.3 Family Engagement and Community Liaison Impact:

The involvement of the Community Liaison has significantly increased attendance at ELAC and SAC meetings, particularly by scheduling these meetings to follow the Parent Cafe. The liaison's efforts, including offering door prizes, organizing cultural event support, and creating additional connections to the campus, have enhanced family involvement and participation.

2.4 Data Monitoring and Team Meetings:

We have seen moderate to strong success in this area. The structured team meetings have been effectively implemented, allowing for regular review of various types of school data. Administrators have successfully developed skills in logging incidents, while teachers continue to improve their proficiency. The daily Crew meeting has proven highly effective in fostering staff relationships and building a sense of community among team members. However, administrators sometimes miss this meeting due to logistical responsibilities, which presents a missed opportunity for team cohesion.

2.5 Facilities Maintenance and Compliance:

We continue to successfully maintain the building to meet the criteria outlined in the Williams Act. This compliance is verified through the collaborative facilities inspection tool, which consistently shows that our facility meets safety and operational standards.

2.6 Teacher Goal Setting and Communication:

Goal setting and connecting observations with professional development have proven effective. While observations with teaching staff have been completed, there is a need to increase the frequency and regularity of this practice to maintain consistency. The combination of monthly written communication and daily Crew meetings has been an effective strategy for maintaining open communication and building a collaborative environment among staff.

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

2.1 Attendance and Community Engagement Adjustments:

Next year, we will maintain our regular attendance meetings, Town Hall sessions, and incentive programs for perfect attendance. The successful guest pop-up from our school mascot, which encourages timely arrival, will continue as an engaging strategy to reduce tardiness. This consistent approach aims to sustain and build upon the improvements seen this year.

2.2 SEL Implementation Adjustments:

To enhance SEL practices, administrators will incorporate SEL walkthroughs into the scope and sequence, ensuring that SEL objectives are visibly posted and regularly shared with scholars. Additionally, we will continue to integrate SEL experiences into the Parent Cafe, providing families with practical strategies to support the SEL work happening in classrooms. This dual approach will strengthen both classroom implementation and family engagement in social-emotional learning.

2.3 Family and Community Engagement Adjustments:

Next year, in collaboration with the Special Populations Administrator and the Community Liaison, we will form a Black Families Council. This group will provide valuable input on school climate and explore ways to better support our Black scholars. Additionally, we plan to relaunch our AASA social media initiative to increase community engagement and visibility.

2.4 School Climate and Equity Adjustments:

In the 2025-2026 school year, we will establish an Equity Leadership Team that aligns with our MTSS/PBIS work, fostering a more integrated approach to equity and behavior management. We will also embed PBIS and restorative practices within our observation feedback scope and sequence, ensuring these elements are consistently reinforced. To further enhance staff capacity, we will train the entire team on verbal de-escalation strategies to maintain a safe and supportive environment.

2.5 Facility Maintenance and Compliance Adjustments:

We will continue our successful collaboration with SUSD, our chartering district, to ensure full compliance with the Facilities Inspection Tool. This ongoing partnership will help us maintain high standards for building safety and maintenance.

2.6 Teacher Observation and Communication Adjustments:

To improve staff communication and consistency in coaching, we will increase the frequency of written staff communication to twice a month, while continuing our daily Crew meetings with embedded updates. Additionally, we will develop a comprehensive scope and sequence for observation topics to support more consistent and effective observation and feedback coaching. This structured approach will enhance professional growth and maintain alignment with school priorities.

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	Ensure the attendance team reviews attendance data bi-weekly. During data reviews, focus on looking at attendance rates specifically for ELs, McKinney-Vento, foster Youth, and low-income students. Continue family communication for every absence, and conduct home visits for students with chronic absenteeism. School-wide attendance initiatives for perfect attendance. We will focus on early family education for our TK-2 families	\$303,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by providing monthly reminders on the importance of attendance. Continuously monitor and update Special programs for students in PowerSchool to recognize all McKinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school-wide protocols, initiatives, and programs, including the distinction between Chronic Absenteeism and Truancy, and the impact of attendance on learning outcomes. At bi-weekly attendance meetings, review enrollment targets and make plans for ways to meet enrollment, including flyers, at local preschools, grocery stores, and businesses. Utilize social media to share open enrollment information and post stories of school events.		
2.2	SEL	Purchase needed curriculum replacements to ensure all classrooms have SEL board-approved curriculum, MooZoom. Utilize conditions for thriving that are aligned with CASEL 5 SEL competencies. Train and develop all teammates on SEL competencies from the CDE. Have learning targets specific to SEL posted. Antiracist practices/MTSS provide time for teachers to review panorama data and modify SEL units through a data-informed perspective. Antiracist/Restorative Culture: Start student leadership clubs: service crew, environmental crew, safety crew, den meetings, and cross-grade-level groups. Attendance: Continue monthly family education experiences where students teach family members about SEL skills and practices.	\$0.00	No
2.3	Family and Community Engagement & Outreach	Hold quarterly SAC/ELAC meetings, which include student performances, food, childcare, translation, and door prizes. Create a black family Advisory group for families to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school, creating a stronger connection to our school. Identify a person or team that will establish and maintain school partnerships.	\$0.00	No
2.4	School Climate	Provide staff training on PowerSchool incidents and log entry. Establish a school MTSS Team (Ex ELT, ILT, Wellness or adult SEL, attendance, and MTSS, attendance) or team structures. Establish a school Equity Leadership Team that will overlap with the PBIS/MTSS Team.	\$136,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facilities Inspection Tool (FIT). School ratings are at least "Good". Annually, train all teammates on the school's comprehensive safety plan. Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed and key anchor charts.	\$98,615.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every two weeks using the ASLF framework and recorded in Boost. The school leadership team creates goals using the TLF framework and has mid-year and end-of-year coaching conversations with the principal. All teachers have 1-2 goals around the ASLF in the professional learning plan. Identify peers and develop observers to focus on ASLF and coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk focusing on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers participate in learning walks and coach teachers on their teams. Have teaching staff join admin learning walks to create school alignment.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 84% Fully Credentialed	2022-23 33.33% Fully Credentialed		2025-2026 100% Fully Credentialed	Decreased by 50.67%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 60% responded favorably	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey	School Climate: -27.00% Belonging: -8.00% Well-being: -4.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 60% responded favorably Well-being: 40% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 43% responded favorably	School Climate: 33% responded favorably Belonging: 52% responded favorably Well-being: 36% responded favorably Staff-Leadership Relationships: 30% responded favorably Cultural Awareness and Action: 26% responded favorably		School Climate: 80% responded favorably Belonging: 80% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 63% responded favorably	Staff-Leadership Relationships: -20.00% Cultural Awareness and Action: -17.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 90.9%	Retention Rate 78.80%		2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	Decreased by 12.10%

Goal Analysis [2024-25]

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.

3.1 Project-Based Learning Implementation:

As planned, every student will complete three projects throughout the year, with presentations scheduled for December, March, and May. To support this process, teachers are given two full planning days per module to concentrate on priority standards during their planning sessions. This structure ensures that students are prepared to present high-quality work to their families while aligning projects with curriculum expectations.

3.2 Cultural and Community Engagement Implementation:

The school organizes a range of cultural and community events, including one Saturday school session, late afternoon and evening events, and cultural celebrations such as Hispanic Heritage, Black History, SWANA, and AAPI. These events are collaboratively designed by the Community Liaison, Assistant Principal (AP), and parents, incorporating community presentations and resources. Additionally, the school holds student-led conferences twice a year, where students set data-based goals, promoting ownership of their learning.

3.3 Professional Development and Learning Plans Implementation:

Almost all staff members (all but two) have created Professional Learning Plans (PLPs) in collaboration with their supervisors, outlining stretch goals to enhance their professional growth. Staff members engage in site-determined professional development, observe lesson demonstrations from their supervisors, receive targeted training from the regional instructional team, and participate in peer observations at partner schools. This approach fosters continuous professional learning and collaboration.

3.4 Credential Compliance Implementation:

During the hiring process, the school proactively discusses credential options with potential hires and collaborates with regional credential staff to ensure that new employees meet credential requirements. This includes verifying that new hires have completed the necessary courses or equivalent testing to comply with state credentialing expectations. This careful planning ensures that all educators meet the qualifications needed for their roles.

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.

3.1 Project-Based Learning Effectiveness:

The completion of three projects and corresponding presentations (Celebrations of Learning) has been highly successful. Our scholars have demonstrated strong speaking and presentation skills, which continue to develop as they progress through the grades. The structured approach of providing six planning days for rigorous project development ensures that teachers are well-prepared to deliver the curriculum and address priority standards effectively. This structured preparation directly contributes to the successful execution of project-based learning.

3.2 Cultural and Community Engagement Effectiveness:

Our community engagement efforts have been notably successful, as evidenced by the strong attendance at our events. Celebrations of Learning consistently see an 85% attendance rate, while Student-led Conferences achieve an 80% participation rate. These numbers reflect the effectiveness of our approach to fostering family involvement and creating meaningful opportunities for students to showcase their progress.

3.3 Professional Development and Instructional Support Effectiveness:

Our instructional support initiatives have been successful, as evidenced by the noticeable growth in teachers' confidence in implementing PBIS systems, enhancing student engagement, and fostering a stronger sense of belonging within the school community. This progress indicates that professional development efforts and collaborative practices have had a positive impact on both teaching practices and school climate.

3.4 Credential Compliance Effectiveness:

We have successfully ensured that all teaching staff hold a credential, although some are temporary. Continued support will be provided to assist all educators in attaining a permanent credential, maintaining compliance with state requirements and promoting long-term professional stability.

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.

3.1 Project-Based Learning Adjustments:

Next year, we will maintain our current practice of scheduling six planning days throughout the school year to adequately prepare for our rigorous projects and Celebrations of Learning. Additionally, we will enhance collaborative planning by providing each teacher with three prep periods to work with their grade-level colleagues. This approach will ensure continued success in delivering high-quality project-based learning and maintaining strong presentation skills among students.

3.2 Cultural and Community Engagement Adjustments:

Building on the success of our previous events, we will continue hosting the same cultural and community engagement activities from the 2024-25 school year. To further enrich our school culture, we plan to introduce additional cultural events and expand community resources. Our goal is to strengthen ties with the Stockton community by inviting local partners and organizations to participate in school activities, fostering a more integrated and supportive environment.

3.3 Professional Development Adjustments:

We will continue implementing the successful professional development strategies from the 2024-25 school year. To further enhance leadership skills and equity practices, we will send administrators to the National Equity Project professional development. This opportunity will build on our commitment to fostering a more inclusive and equitable school environment while continuing to support staff growth in instructional practices.

3.4 Credential Compliance Adjustments:

Next year, we will actively recruit 1-2 Adler Residents to support our instructional team. To further assist teaching staff working towards full credentialing, we will establish monthly meetings dedicated to discussing progress, providing guidance, and addressing challenges. This structured support will ensure that staff remain on track to meet credential requirements while enhancing professional development.

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)	Every student completes rigorous projects at every grade level with regional support and pilot program people. Provide regular time for rigorous project planning and internalization. Create a collaborative to assess final student products and protocols to assess the projects using regionally designed data protocols.	\$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one evening engagement event. Invite career and community members twice a year. Families attend Student Led conferences twice a year.	\$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP meetings) all teammates will set stretch goals, to develop them for their future career goals and to develop them in those areas (which could include release time for observations or TPA prep, RICA studying). Ensure all teammates are able to attend regional affinity groups. Ensure all admin attend National Equity Project:Leading for equity and begin affinity groups on site	\$0.00	No
3.4	Teacher Credentialing	In accordance with the Williams Act requirements regarding teacher credentials, set up monthly check-in meetings with any misaligned teachers and support them in getting their credentials/requirements. Work toward securing 1-2 Alder Residents and two student teachers annually.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>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.</p>

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 Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC ELA DFS All Students: -83.5 English Learner: -128.9 Socioeconomically Disadvantaged: -97.2 Asian: -48.8 Hispanic: -107.8 Students with Disabilities: -136.1		2025-26 SBAC ELA All Students: -77.5 English Learner: -122.9 Socioeconomically Disadvantaged: -91.2 Asian: -42.8 Hispanic: -101.8 Students with Disabilities: -130.1	This will update after the 2024-25 Dashboard is released

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC MATH DFS All Students: -78.7 English Learner: -119.2 Socioeconomically Disadvantaged: -91.4 Asian: -31.9 Hispanic: -100.8 Students with Disabilities: -130.6		2025-26 SBAC Math All Students: -72.7 English Learner: -113.2 Socioeconomically Disadvantaged: -85.4 Asian: -25.9 Hispanic: -94.8 Students with Disabilities: -124.6	This will update after the 2024-25 Dashboard is released

Goal Analysis [2024-25]

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.

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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	<p>Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data.</p> <p>Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools.</p> <p>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</p> <p>Family Engagement – Literacy workshops, take-home reading materials, and community partnerships.</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension.</p> <p>Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> <p>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 the purchase of evidence-based ELA and math curriculum and materials grounded in state standards and the science of reading to improve student outcomes.</p>	\$3,256.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Math	<p>Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics</p> <p>Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools.</p> <p>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.</p> <p>Family Engagement – Math workshops, take-home math activities, and community partnerships.</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application.</p> <p>Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based ELA and math curriculum and materials grounded in state standards and the science of reading to improve student outcomes.</p>	\$3,256.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,321,925	\$102,257

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
27.509%	0.000%	\$0.00	27.509%

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	<p>Action: Grade Level Curriculum</p> <p>Need: Currently, we are a TK through third-grade school. This will be the first year we administer the SBAC, and we will use that data as a baseline. Our ELLs, foster youth, and low-income students are struggling in math and reading. On the end-of-year iReady assessments,</p>	In order to increase English Language progress, AASA will continue to utilize EL Achieve for designated ELD, providing students with instruction based on ELCAP levels. We also continue to use our foundational skills block resources from EL Education in support of unduplicated students in gaining reading skills. Additionally, we are transitioning to a new math curriculum, iReady Math, that focuses on academic discourse and hands-on instruction, which will support language skills in our English	Metric (1.8) iReady Metric (1.9) mClass

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
	<p>39.3% were proficient in ELA, and 26.6 % were proficient in math. Using the EL Achieve curriculum and our EL Education project-based instruction, we'll continue with language block to increase ELL language development.</p> <p>Scope: LEA-wide</p>	<p>Language Learners. We are implementing these actions on an LEA-wide basis to ensure consistency and equity in educational opportunities. By standardizing the use of effective, research-based instructional resources such as EL Achieve, EL Education, and iReady Math across all classrooms, we aim to create a unified approach to language acquisition and literacy development. This allows for a cohesive educational experience that supports all students, particularly English Language Learners, in achieving their academic potential.</p>	
<p>1.2</p>	<p>Action: Instruction</p> <p>Need: Currently, we are a TK through third-grade school. This will be the first year we administer the SBAC, and we will use that data as a baseline. Our ELLs, foster youth, and low-income students are struggling in math and reading. On the end-of-year iReady assessments, 39.3% were proficient in ELA, and 26.6 % were proficient in math. Using the EL Achieve curriculum and our EL Education project-based instruction, we'll continue with language block to increase ELL language development.</p> <p>Scope: LEA-wide</p>	<p>This is the first year that our students will take the SBAC. By focusing on data-driven instruction through weekly stack audits, in which topics rotate between ELA, Writing, Math, Language Development, and quality of work protocol, we hope to meet the needs of all learners. Teacher development through observation cycles is another way we plan to use data to support instructional development in our teachers. Additionally, it is important for students to know and understand what they are learning and how it connects to their own lived experiences. We are providing these actions on an LEA-wide basis to ensure a standardized approach to instruction and assessment, which is crucial for maintaining a high and consistent educational standard. Implementing these strategies uniformly allows us to foster an environment where every student, regardless of their background or school location, receives the same quality of education and opportunity for success.</p>	<p>Metric (1.8) iReady Metric (1.9) mClass</p>
<p>2.1</p>	<p>Action: Attendance and Enrollment</p>	<p>To address the need for improved attendance among low-income students and English Learners,</p>	<p>Metric (2.3) Chronic Absenteeism</p>

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
	<p>Need: On the California School Dashboard, it's reported that 54% of low-income students and 51% of English Learner (EL) students are chronically absent.</p> <p>Scope: LEA-wide</p>	<p>our targeted actions include meticulous weekly reviews of attendance data to quickly identify and address absences, enhanced direct communication with families following each absence, and engaging incentive programs to boost attendance. These strategies are vital for these groups who experience higher rates of absenteeism, impacting their academic success. By implementing these measures across all student groups, we ensure a uniform approach that raises attendance standards school-wide, promoting equal access to education and fostering a consistent support system for every student.</p>	<p>Metric (2.6) P2 Attendance</p>
<p>2.4</p>	<p>Action: School Climate</p> <p>Need: Aspire Student Survey reveals that 71% of students feel a sense of belonging, 72% perceive positive teacher-student relationships, and just 52% feel safe at school. In addition, suspension rates are as follows: English Learners: 2%, Socioeconomically Disadvantaged: 1.4%</p> <p>With 78% of the student population being unduplicated, a significant portion is at a higher risk of facing challenges related to safety and inclusion.</p> <p>Scope: LEA-wide</p>	<p>The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates</p>	<p>Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates</p>

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
		and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	<p>Action: Classroom Facilities, and Student Physical Spaces</p> <p>Need: According to the 2023-2024 Aspire Student Survey, 52% feel safe at school. In the 2026-2027 Aspire Family Survey, 67% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> <p>Scope: LEA-wide</p>	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,805,489	1,321,925	27.509%	0.000%	27.509%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,508,843.00	\$2,046,473.00	\$0.00	\$103,168.00	\$5,658,484.00	\$4,739,014.00	\$919,470.00

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	\$353,631.00	\$353,631.00				\$353,631.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$555,485.00	\$0.00	\$555,485.00				\$555,485.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	\$2,500,362.00	\$447,251.00	\$1,993,501.00	\$954,112.00			\$2,947,613.00	
1	1.4	MLL	All	No			All Schools	Ongoing	\$0.00	\$10,947.00				\$10,947.00	\$10,947.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	\$1,013,068.00	\$101,129.00		\$1,085,849.00		\$28,348.00	\$1,114,197.00	
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	\$130,699.00	\$0.00	\$66,826.00			\$63,873.00	\$130,699.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$303,879.00	\$0.00	\$303,879.00				\$303,879.00	
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	All Schools	Ongoing	\$136,906.00	\$0.00	\$136,906.00				\$136,906.00	

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
						Low Income										
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$98,615.00	\$0.00	\$98,615.00				\$98,615.00	
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	
4	4.1	ELA	All	No			All Schools	2025-26	\$0.00	\$3,256.00		\$3,256.00			\$3,256.00	
4	4.2	Math	All	No			All Schools	2025-26	\$0.00	\$3,256.00		\$3,256.00			\$3,256.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,805,489	1,321,925	27.509%	0.000%	27.509%	\$1,448,516.00	0.000%	30.143 %	Total:	\$1,448,516.00
								LEA-wide Total:	\$1,448,516.00
								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	\$353,631.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$555,485.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	\$303,879.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	\$136,906.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	\$98,615.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,873,467.00	\$4,109,765.00

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	\$138,611.00	\$117,500
1	1.2	Instruction	Yes	\$464,452.00	\$602,556
1	1.3	Academic Program (Master Scheduling)	No	\$2,021,261.00	\$1,953,083
1	1.4	MLL	No	\$8,050.00	\$8,466
1	1.5	SPED	No	\$684,254.00	\$949,693
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	\$83,979.00	\$32,802
2	2.1	Attendance and Enrollment	Yes	\$264,672.00	\$222,276
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	\$95,477.00	\$92,582
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$112,711.00	\$130,807
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

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,086,539	\$1,066,496.00	\$1,165,721.00	(\$99,225.00)	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	\$129,184.00	\$117,500		
1	1.2	Instruction	Yes	\$464,452.00	\$602,556		
2	2.1	Attendance and Enrollment	Yes	\$264,672.00	\$222,276		
2	2.4	School Climate	Yes	\$95,477.00	\$92,582		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$112,711.00	\$130,807		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,941,647	\$1,086,539	0.755%	28.321%	\$1,165,721.00	0.000%	29.574%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 #
<ul style="list-style-type: none"> • 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 32526(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:

- 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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