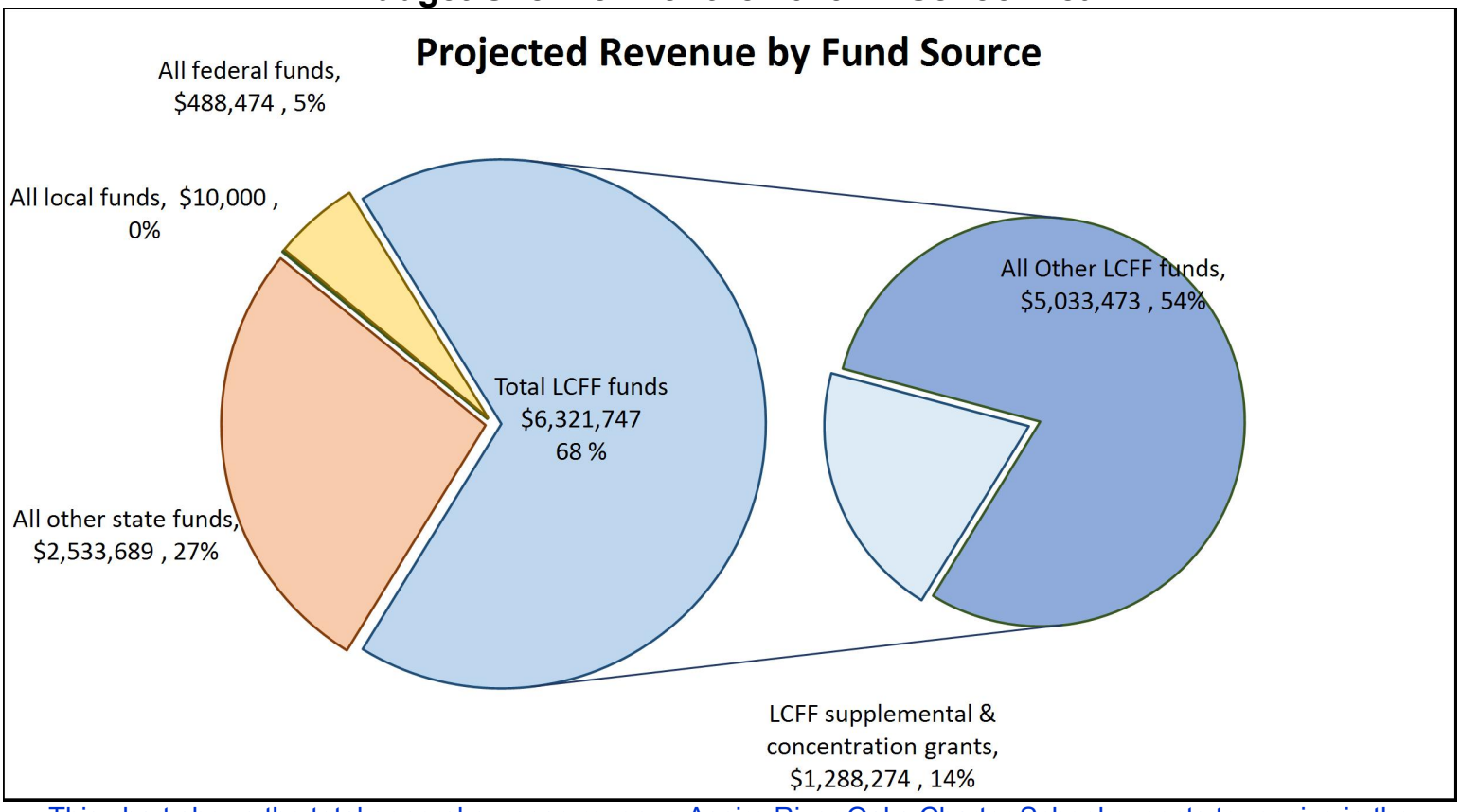
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire River Oaks Charter School
CDS Code: 39-68585-6118921
School Year: 2026-27
LEA contact information:
Laura Hawley
Principal
AspireROCS@aspirepublicschools.org
(209)956-8100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

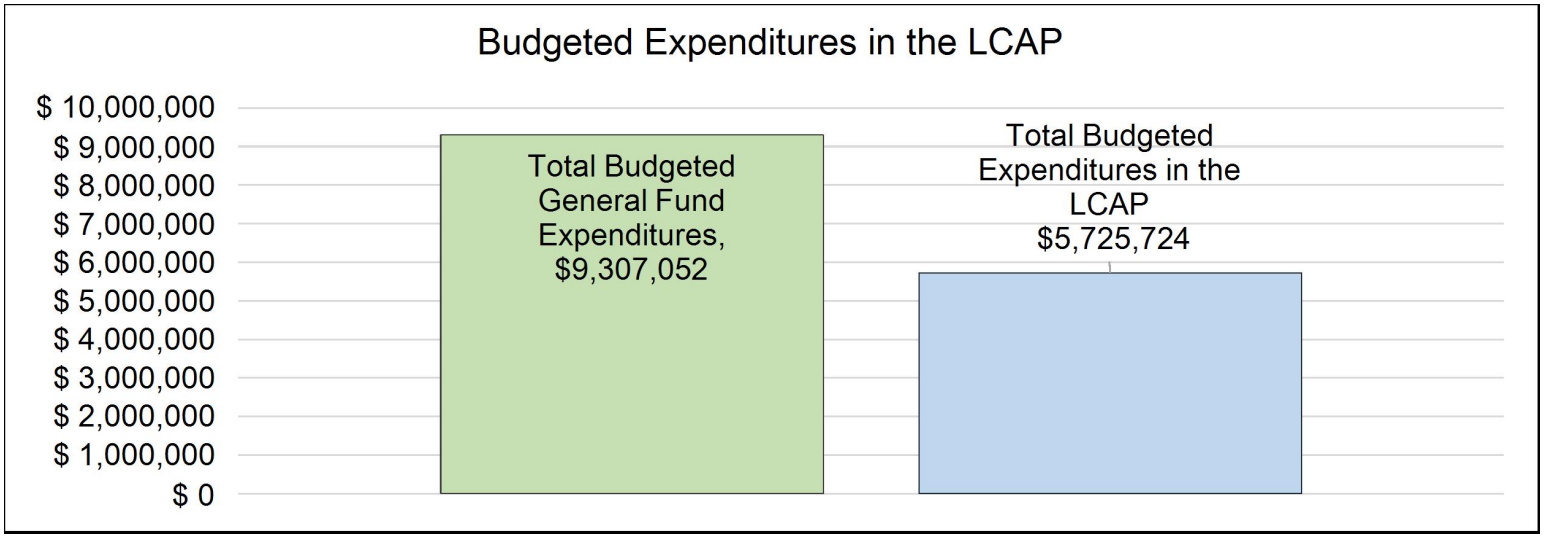


This chart shows the total general purpose revenue Aspire River Oaks Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire River Oaks Charter School is $9,353,910, of which $6,321,747 is Local Control Funding Formula (LCFF), $2,533,689 is other state funds, $10,000 is local funds, and $488,474 is federal funds. Of the $6,321,747 in LCFF Funds, $1,288,274 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 River Oaks Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire River Oaks Charter School plans to spend $9,307,052 for the 2026-27 school year. Of that amount, $5,725,724 is tied to actions/services in the LCAP and $3,581,328 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

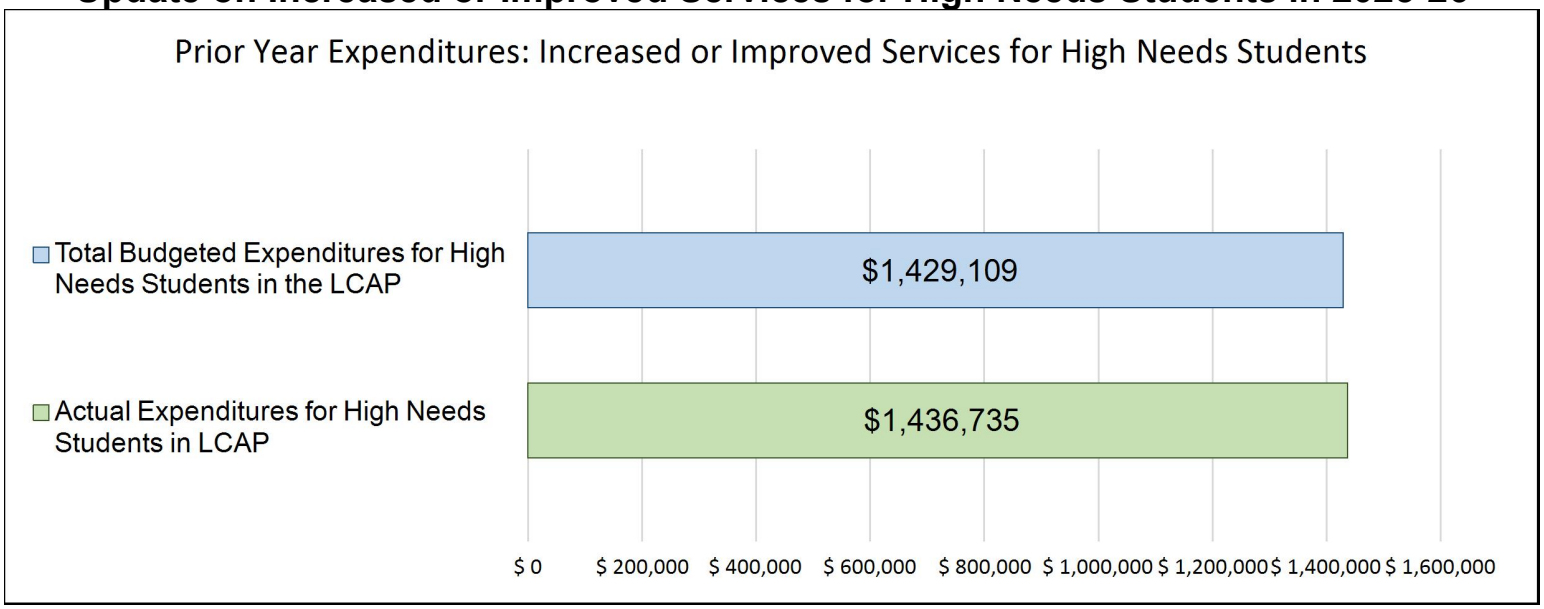
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Aspire River Oaks Charter School is projecting it will receive $1,288,274 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire River Oaks Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire River Oaks Charter School plans to spend $1,392,838 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Aspire River Oaks Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire River Oaks Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire River Oaks Charter School's LCAP budgeted $1,429,109 for planned actions to increase or improve services for high needs students. Aspire River Oaks Charter School actually spent $1,436,735 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire River Oaks Charter School	Laura Hawley Principal	AspireROCS@aspirepublicschools.org (209)956-8100

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Aspire River Oaks Charter School (River Oaks) is a TK–5 public charter school located in Stockton, California, within the Lodi Unified School District. Established in 2001, River Oaks is part of Aspire Public Schools, a nonprofit network committed to preparing students in diverse communities for success in college and beyond.

Serving 452 students, River Oaks reflects a vibrant and culturally rich community: 40% Hispanic, 33% Asian American, 10% Multiracial, 6% African American, 5% Caucasian, and 2% Native American/Pacific Islander. Additionally, 15% of students receive Special Education services, and 61% qualify for free or reduced-price lunch, underscoring the school's commitment to serving a socioeconomically diverse population.

Under the leadership of Principal Laura Hawley, River Oaks is dedicated to meeting the academic, social, and emotional needs of every student through equitable, reflective, and responsive teaching practices. The school fosters a safe, inclusive, and supportive learning environment where all students, families, and staff feel a strong sense of belonging. Through differentiated instruction and intentional personalization, educators ensure that each student receives meaningful and targeted learning experiences.

River Oaks' mission and vision center on empowering students with the skills, knowledge, and confidence needed to thrive academically and socially. The school prioritizes community-building and inclusive practices that actively challenge inequities and honor the identities and experiences of its students. Through strong family partnerships, a focus on equity, and a commitment to whole-child development, Aspire River Oaks Charter School continues to cultivate confident, capable, and college-ready scholars.

Reflections: Annual Performance

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

Successes
Aspire River Oaks Charter School demonstrates strong overall performance, particularly in academic achievement and school climate. In English Language Arts, students are performing 13.3 points above the state standard, with an increase of 11.4 points, earning a Green designation. In Mathematics, students are performing even higher at 18.8 points above standard, with 10.6 points of growth, also earning a Green designation. These results reflect effective instructional systems and a consistent upward trajectory in student learning, with Math emerging as a particular area of strength.
In addition to academic success, River Oaks excels in creating a positive and supportive school environment. The school earned a Blue designation in Suspension Rate, with 0% of students suspended. This indicates highly effective behavior systems and a strong, inclusive school culture. Furthermore, all local indicators—including Access to a Broad Course of Study, Basic Services, Parent and Family Engagement, and School Climate—were marked as Standard Met, demonstrating strong organizational systems and a commitment to providing a well-rounded educational experience.
River Oaks has also made progress in addressing chronic absenteeism. While currently at 13.7% (Yellow), the rate has declined by 3.3 percentage points, indicating that attendance interventions are beginning to have a positive impact. Additionally, Science performance remains stable at the Yellow level, with 52.1 points and a slight increase of 1.5 points, and no student groups performing in the Red or Orange categories, suggesting a consistent foundation across subgroups.

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

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: No Red on Dashboard

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Bi-annual Surveys (fall and spring), monthly Open Forum, Weekly Instructional Lead Team Meetings, Monthly whole Staff Meetings
Principals and Admin	Bi-annual Surveys (fall and spring), monthly Open Forum, Weekly Instructional Lead Team Meetings, Monthly whole Staff Meetings
Other School Personnel	Bi-annual Surveys (fall and spring), monthly Open Forum, Weekly Instructional Lead Team Meetings, Monthly whole Staff Meetings
Parents	Bi-annual Surveys (fall and spring), Monthly Community Council meetings, Quarterly ELAC Meetings, Quarterly SSC Meetings
Students	Bi-annual Surveys (fall and spring), Daily Morning Meetings, Weekly Town Hall
SELPA (Special Education)	Bi-annual Surveys (fall and spring), Annual Peer Program Review, Weekly SpEd Meetings

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

Educational partner feedback gathered through surveys, meetings, and ongoing engagement structures informed the development of the LCAP. Across these engagement opportunities, consistent themes emerged related to instructional practices, academic and behavioral supports, professional learning, school climate, family engagement, and equitable access to services.

Feedback highlighted the need to strengthen Multi-Tiered System of Supports (MTSS), improve curriculum implementation, and expand professional development. In response, the LEA prioritized actions focused on strengthening instructional systems, increasing professional learning opportunities, and supporting data-driven instruction.

Input also emphasized the importance of improving school culture, student engagement, and social-emotional learning. As a result, the LCAP includes actions designed to enhance student belonging, engagement, and overall school climate.

Educational partners identified a need for stronger communication and increased family engagement opportunities. In response, the LEA included actions to improve communication systems and expand opportunities for family involvement.

Feedback further emphasized the importance of ensuring equitable access to supports for diverse student groups, including English learners and students with disabilities. This resulted in actions focused on strengthening inclusive practices, improving alignment of supports, and enhancing coordination of services.

The LEA prioritized these actions by identifying common themes across feedback and aligning those needs to student outcomes and available resources.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -7.8 African American/Black: data not displayed English Learners: -29.2 Socioeconomically disadvantaged: -14.8 Hispanic/Latinx: -11.2 Students with Disabilities: -49	2023-2024 SBAC ELA DFS All Students: 1.8 English Learner: -17.1 Socioeconomically Disadvantaged: 3 Black/African American: -52.1 Asian: 7.5	2024-2025 SBAC ELA DFS All Students: 13.3 Black/African American: -14.2 Asian: 16.9 English Learner: -8.8 English Learners Only: -52.7	2025-2026 SBAC ELA DFS All: +1.2 African American/Black: data not displayed for privacy English Learners: -20.20	All Students: Increased 21.1 Black/African American: No Baseline (Year 2: -14.2) Asian: No Baseline (Year 2: 16.9) English Learner: Increased 20.4 Hispanic/Latinx: Increased 14.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 0.2 Multiple Races/Two or More: 2.4 Students with Disabilities: -61.8 White: 29.1	English Only: 22.8 Hispanic: 3 Multiple Races/Two or More: 34.3 Recently Reclassified Fluent-English Proficient Only: 41.9 Socioeconomically Disadvantaged: 8.4 Students with Disabilities: -43.1	Socioeconomically disadvantaged: -5.80 Hispanic/Latinx: -2.20 Students with Disabilities: -40.00	Socioeconomically Disadvantaged: Increased 23.2 Students with Disabilities: Increased 5.9
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -3.9 African American/Black: data not displayed English Learners: -19.5 Socioeconomically disadvantaged: -12.4 Hispanic/Latinx: -8.8 Students with Disabilities: -56.5	2023-2024 SBAC MATH DFS All Students: 8.1 English Learner: -1 Socioeconomically Disadvantaged: 2.7 Black/African American: -52.1 Asian: 18.5 Hispanic: -0.7 Multiple Races/Two or More: 13.9 Students with Disabilities: -38.9 White: 39.6	2024-2025 SBAC MATH DFS All Students: 18.8 Black/African American: -13.9 Asian: 23.9 English Learner: 12.4 English Learners Only: -15.6 English Only: 22.5 Hispanic: 5.9 Multiple Races/Two or More: 20.3 Recently Reclassified Fluent-English Proficient Only: 44.7	2025-2026 SBAC Math DFS All: +19.80 African American/Black: data not displayed English Learners: +4.20 Socioeconomically disadvantaged: +11.30 Hispanic/Latinx: +14.90 Students with Disabilities: -32.80	All Students: Increased 22.7 Black/African American: No Baseline (Year 2: -13.9) Asian: No Baseline (Year 2: 23.9) English Learner: Increased 31.9 Hispanic/Latinx: Increased 14.7 Socioeconomically Disadvantaged: Increased 23.0 Students with Disabilities: Increased 24.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: 10.6 Students with Disabilities: -32.2		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 15.72% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 13.4 points below Asian: 12.1 points below Hispanic: 15.7 points below English Learner: 20.5 points below Socioeconomically Disadvantaged: 15.3 points below 27.15% Met or Exceeded	2024-25 Science Points (SPs) All Students: 52.1 science points Asian: 51.8 science points English Learner: 46.1 science points English Only: 53.8 science points Hispanic: 54.8 science points Socioeconomically Disadvantaged: 51.6 science points Students with Disabilities: 42.2 science points 30% Met or Exceeded	2025-2026 Science Test 20.72% Met or Exceeded	Increased 14.28%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 47.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 76.3% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 53.9% of ELs making progress towards English language proficiency	2025-2026 ELPI 54% of ELs making progress towards English language proficiency	Increased 6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 12.40%	2023-2024 RFEP Rate: 17.78%	2024-25 RFEP Rate: 20.59%	2025-2026 RFEP Rate 15% or above	Increased 8.19%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support	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	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 57% Grade 2: 54% Grade 3: 63% Grade 4: 57% Grade 5: 54% iReady Math % of students that met annual typical growth All Students: 43%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 46% Grade 3: 63% Grade 4: 32% Grade 5: 44% SY 2024/25 (iReady Math) % of students that met annual typical growth	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 53% Grade 3: 35% Grade 4: 57% Grade 5: 68% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 58% Grade K: 78%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 72% Grade 2: 69% Grade 3: 78% Grade 4: 72% Grade 5: 69% iReady Math % of students that met annual typical growth	iReady Reading: All Students: Decreased 4% Grade 3: Decreased 28% Grade 4: Maintained 0% Grade 5: Increased 14% Grades K, 1, 2: No baseline available iReady Math: All Students: Increased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade K: 42% Grade 1: 33% Grade 2: 65% Grade 3: 33% Grade 4: 38% Grade 5: 46%	All students: 17% Grade K: 18% Grade 1: 14% Grade 2: 19% Grade 3: 15% Grade 4: 13% Grade 5: 26%	Grade 1: 67% Grade 2: 44% Grade 3: 50% Grade 4: 49% Grade 5: 61%	All Students: 58% Grade K: 57% Grade 1: 48% Grade 2: 80% Grade 3: 48% Grade 4: 53% Grade 5: 61%	Grade K: Increased 36% Grade 1: Increased 34% Grade 2: Decreased 21% Grade 3: Increased 17% Grade 4: Increased 11% Grade 5: Increased 15%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 18% at & above benchmark	2024-25 49.00% at or above benchmark	2025-26 51.00% at or above benchmark	2026-2027 28% at & above benchmark	Increased 33%

Goal Analysis [2025-26]

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

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

The planned actions were largely implemented through coaching cycles, collaborative planning, intervention supports, family engagement efforts, and targeted supports for student subgroups. Teachers participated in lesson internalization, data discussions, co-planning, and professional development aligned to Tier 1 instruction, Designated ELD, co-teaching, and culturally responsive practices.

Key successes included strong English Learner growth, 28 RFEP students, improved SBAC ELA and Math DFS outcomes, decreased chronic absenteeism, and strengthened family engagement and instructional collaboration systems.

Challenges included inconsistent implementation across classrooms, competing priorities, and persistent achievement gaps for Students with Disabilities, Multilingual Learners, and Black students.

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 mainly due to a increase in SpEd Sub costs and offset by decreased Title I and Title III allocation.

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

The actions were partially effective in improving student outcomes and strengthening instructional systems. LCAP data showed growth in SBAC ELA and Math DFS, ELPI, RFEP rates, and attendance outcomes. Coaching cycles, intervention supports, and collaborative planning positively impacted ELA outcomes and instructional alignment.

However, i-Ready Reading and Math growth declined, and achievement gaps persist for Students with Disabilities, Multilingual Learners, and Black students. Inconsistent implementation across classrooms also limited the impact of some actions.

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

Based on data and implementation reflections, the school plans to strengthen Tier 1 instruction, instructional consistency, intervention alignment, and inclusive practices. Benchmark Advance will be implemented to strengthen literacy instruction, while coaching cycles, collaborative planning, and learning walks will continue with increased focus on differentiated instruction and subgroup performance.

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	Purchase and implement standards-based, board-approved curriculum replacements, including Benchmark Advance for ELA, to strengthen literacy instruction, vertical alignment, and support for student subgroups. Conduct annual curriculum reviews to monitor implementation and identify gaps. Provide professional development and coaching on standards-aligned curriculum, including iReady, EL/PBCI, Benchmark Advance, and Amplify, in collaboration with regional content directors and program managers to strengthen instructional consistency and teacher capacity. Provide regular time for grade-level teams to engage in lesson internalization using the UnboundEd Planning Process and GLEAM framework to support culturally responsive teaching, collaborative planning, data analysis, and stronger Tier 1 instruction. Continue curriculum analysis with the Regional Instructional Team to monitor implementation and alignment with Williams Act requirements while addressing teacher and student needs. These actions are intended to support all students while addressing achievement gaps for English Learners and Students with Disabilities through stronger curriculum coherence, targeted supports, and consistent instructional practices across classrooms.	$18,200.00	Yes
1.2	Instruction	Provide regular protected time for data discussions to strengthen Tier 1 instruction through shared preps, release days, and early release collaboration time. Data discussions will focus on CFAs, interim assessments, subgroup performance, student misconceptions, and targeted instructional responses to better support Multilingual Learners, Students with Disabilities, and other student groups. Members of the leadership and administrative team will continue conducting weekly classroom observations and learning walks to monitor instructional practices, identify trends and bright spots, and guide coaching cycles aligned to instructional and student data. Ensure learning targets and objectives are clearly communicated verbally and visually in all classrooms, with an increased focus on student internalization of learning goals and checks for understanding aligned to lesson objectives.	$1,108,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	Continue refining the master schedule to ensure equitable access to core instruction, intervention, enrichment, and arts opportunities while protecting uninterrupted instructional minutes for all students. Prioritize intervention blocks and support services based on student performance data, with increased focus on reducing instructional loss caused by overlapping intervention, Special Education, and support service schedules. Stagger content areas across grade levels while maintaining alignment within grade levels to support increased co-teaching and push-in instructional models for Students with Disabilities. Strengthen inclusive Tier 1 instruction through collaborative planning, co-teaching structures, and more intentional alignment of intervention and support services to student needs. Continue collaborating with the Regional Expanded Learning Program Manager and Afterschool Director to ensure after-school programming remains accessible to all students and provides homework support, enrichment, reading fluency, math basic skills, typing support, and targeted small-group instruction aligned to student performance data. These actions are designed to support all students while specifically addressing persistent achievement gaps for Multilingual Learners and Students with Disabilities by strengthening access to grade-level instruction, intervention alignment, co-teaching structures, and differentiated Tier 1 supports.	$3,289,972.00	No
1.4	MLL	Provide onboarding and ongoing professional development for all teachers on Designated and Integrated ELD practices, including implementation of Benchmark Advance and EL Achieve to strengthen language development and access to grade-level instruction for Multilingual Learners. Ensure coaching cycles, classroom observations, and collaborative planning structures are aligned to consistent implementation of ELD practices across classrooms. Ensure instructional staff know all English Learners by their MLL indicators (SIFE, M0, N1, N2, N3, At-Risk LTEL, LTEL) and consistently use language proficiency data to inform lesson planning, differentiation, assessments, and targeted instructional supports. Continue ongoing monitoring of English Learner progress through ELPI, i-Ready, and	$14,819.00	No

Action #	Title	Description	Total Funds	Contributing
		classroom data to strengthen Tier 1 instruction and improve outcomes for Multilingual Learners. These actions are designed to sustain recent English Learner growth, including RFEP progress, while addressing persistent achievement gaps between MLL and non-MLL students in ELA and Math through stronger instructional consistency and targeted language supports.		
1.5	SPED	Ensure General Education teachers and Education Specialists have consistent biweekly shared planning time focused on co-teaching, accommodations, scaffolds, and data analysis in ELA and Math. Use structured planning protocols and data stepbacks to monitor student progress, analyze subgroup data, and adjust instruction based on student needs. Expand inclusive instructional practices through increased co-teaching and push-in support models, beginning with a pilot during platooned math instruction in 4th and 5th grade. Continue refining the master schedule to reduce students missing Tier 1 instruction due to overlapping intervention and support services. Leadership will continue monitoring Tier 1 instruction to ensure IEP accommodations, differentiation, and universal supports are consistently implemented across classrooms. These actions are intended to strengthen inclusive practices, improve access to grade-level instruction, and address persistent achievement gaps for Students with Disabilities.	$824,799.00	No
1.6	Black Excellence	Implement culturally responsive instructional practices and Pro-Black Programming through the intentional integration of culturally relevant literature, diverse instructional materials, and explicit Black History instruction across grade levels and content areas throughout the academic year. Provide ongoing professional development focused on culturally responsive teaching, implicit bias, microaggressions, and the instructional experiences of Black students. Embed this work into the schoolwide professional development calendar to strengthen consistency, accountability, and implementation across classrooms.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct quarterly learning walks and subgroup-focused data discussions centered on Black student achievement, engagement, classroom experience, and SEL outcomes. Use findings from instructional walkthroughs and middle-of-year data to inform targeted supports, instructional adjustments, and equity-focused action planning. These actions are designed to strengthen student belonging, representation, and culturally responsive instruction while addressing persistent achievement gaps for Black students in ELA and Math through more intentional instructional practices and targeted supports.		
1.7	Personalized Learning (students)	Students will create and regularly monitor Personalized Learning Plans (PLPs) based on academic and assessment data, with structured monthly opportunities for reflection, goal revision, and progress tracking. Students will continue sharing goals and progress with families during Student-Led Conferences twice per year. Multilingual Learners will include language-development goals within their PLPs, and teachers will support students in using academic, i-Ready, and language data to strengthen goal setting, student ownership, and family engagement.	$0.00	No
1.8	Title I	Librarian School Support Manager This approach, grounded in the school's commitment to equity, ensures all students have access to necessary academic resources, intervention supports, and family outreach services regardless of socioeconomic status. Title I funds will continue supporting these positions to strengthen intervention alignment with Tier 1 instruction, increase targeted academic support for low-achieving students, and improve family engagement through personalized outreach and communication. Additional focus will be placed on strengthening support for Students with Disabilities and Multilingual Learners, improving math intervention effectiveness, and utilizing student data, progress monitoring, and state assessment results to guide instructional support and intervention decisions. These actions are intended to improve academic outcomes, close achievement gaps, and strengthen overall student success through aligned intervention and support systems.	$132,288.00	No

Action #	Title	Description	Total Funds	Contributing

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: 65% Teacher-student relationships: Grades 3-5: 81%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 63% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 54%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 63% Teacher-student relationships: Grades 3-5: 79% School Safety: Grades 3-5: 59%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 85% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 2% Teacher-student relationships Grades 3-5: Decreased 2% School Safety Grades 3-5: Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 53%			Grades 3-5: 100% School Safety: Grades 3-5: 73%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.2% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 1.30% Black/African American: 3.10% Asian: 0.70% Filipino: 0.00% Hispanic: 1.10% Multiple Races/Two or More: 2.00% Students with Disabilities: 4.80% White: 4.30% English Learner: 0.70% Socioeconomically Disadvantaged: 1.70%	2024-2025 Suspension Rate All Students: 0.40% Black/African American: 6.16% American Indian or Alaska Native: 0.83% Asian: 6.53% English Learner: 0.00% Filipino: 0.00% Hispanic: 39.47% Homeless Youth: 1.00% Multiple Races/Two or More: 35.87% Pacific Islander: 2.13% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 1.50% White: 5.33%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 0.2% Black/African American: Increased 6.16% Asian: No Baseline (Year 2: 6.53%) Hispanic/Latinx: Increased 39.47% English Learners: Maintained 0% Socioeconomically Disadvantaged: Decreased 0.3% Students with Disabilities: Increased 1.5%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate	2025-2026 Chronic Absenteeism Rate	All Students: Decreased 11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 25.20% African American/Black: 16.70% Hispanic/Latinx: 32.40% English Learners: 25.00% Socioeconomically disadvantaged: 25.90% Students with Disabilities: 27.30%	All Students: 17.00% English Learner: 15.30% Socioeconomically Disadvantaged: 16.70% Black/African American: 31.00% Asian: 12.80% Filipino: 18.80% Hispanic: 18.90% Multiple Races/Two or More: 16.00% Students with Disabilities: 16.40% White: 13.00%	All Students: 13.70% Black/African American: 6.70% Asian: 6.90% English Learner: 17.20% Filipino: 0.00% Hispanic: 19.00% Multiple Races/Two or More: 17.60% Pacific Islander: 27.30% Socioeconomically Disadvantaged: 14.80% Students with Disabilities: 11.10% White: 12.00%	All: 16.20% African American/Black: 7.70% Hispanic/Latinx: 23.40% English Learners: 16.00% Socioeconomically disadvantaged: 16.90% Students with Disabilities: 18.30%	Black/African American: Decreased 10.0% Asian: No Baseline (Year 2: 6.9%) English Learner: Decreased 7.8% Hispanic/Latinx: Decreased 13.4% Socioeconomically Disadvantaged: Decreased 11.1% Students with Disabilities: Decreased 16.2%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 32% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 28% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 33% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 57% responded favorably	Barriers to Engagement: Decreased 1% Family Engagement: Increased 1%
2.5	Parent Input in Decision Making	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025	2025-26	2026-2027 Local Performance	Supporting Principals and Staff in Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Indicator, Self-Reflection Average Rating: 4 or higher	Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 94.06%	2024-2025 P2 Attendance Rate 91.99%	2025-26 P2 Attendance Rate 91.30%	2026-2027 Attendance Rate (P2) 95.1% or higher	Decreased 2.76%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 83% responded favorably “The school provides a safe environment for my child.”	2024-2025 Aspire Family Survey 79% responded favorably: "The school provides a	2025-26 Aspire Family Survey 73% responded favorably: ""The school provides a	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.”	Safe Environment: Decreased 10% Comfort with Staff: Decreased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		81% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child." 75% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child."" 74% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff.""	85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good

Goal Analysis [2025-26]

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

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

The planned actions were largely implemented through attendance monitoring, SEL instruction, family engagement events, PBIS systems, safety procedures, and instructional coaching structures. The school strengthened family outreach, coaching cycles, SEL learning walks, restorative practices, and schoolwide behavior systems while continuing regular MTSS, attendance, and climate data reviews.

Key successes included stronger family engagement, improved communication systems, increased coaching and instructional feedback, strengthened school climate systems, and continued implementation of SEL and PBIS practices across classrooms.

Challenges included maintaining consistency across classrooms, balancing competing priorities, and addressing barriers impacting attendance, school climate, and family participation, including transportation, staffing, and outside family circumstances.

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

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

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

The actions were partially effective in strengthening school climate, family engagement, attendance systems, and instructional coaching. Attendance monitoring, family outreach, coaching cycles, PBIS systems, and SEL practices contributed to stronger school connectedness, improved communication, and increased consistency around instructional and behavior expectations.

Student survey data showed improvement in school safety, while family engagement and coaching systems strengthened collaboration and student support structures. However, chronic absenteeism, student belonging, and teacher-student relationship data indicate continued need for stronger consistency and targeted supports across classrooms and student groups.

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

Based on implementation reflections and data, the school plans to strengthen consistency of SEL, PBIS, restorative practices, attendance systems, and instructional coaching across classrooms. Coaching cycles, learning walks, family outreach, and MTSS data reviews will continue with increased focus on student belonging, behavior supports, attendance intervention, and schoolwide consistency. Additional focus will be placed on proactive attendance intervention, family engagement, CPI training, restorative practices, and distributed leadership structures to strengthen school climate, student engagement, and safe learning environments across the school community.

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 weekly with a focus on attendance trends for English Learners, McKinney-Vento students, Foster Youth, low-income students, and other student groups requiring targeted support. Continue strengthening family communication and early intervention efforts when students are absent, including phone calls, meetings, individualized outreach, and continued support from the Parent Outreach Coordinator for students demonstrating attendance concerns or chronic absenteeism. Continue schoolwide attendance incentive programs, including perfect attendance recognition and grade-level attendance competitions, to promote positive attendance habits and student engagement.	$155,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide ongoing family education, particularly for TK-2 families, around the importance of attendance, chronic absenteeism, truancy, and the impact attendance has on student learning outcomes. Continuously monitor and update student information systems to ensure McKinney-Vento and Foster Youth students are accurately identified and connected to supports and services.		
2.2	SEL	Conduct regular SEL learning walks and fidelity checks to strengthen consistency, student belonging, school climate, and teacher-student relationships. Ensure SEL learning targets are visibly posted across classrooms. Ensure regular SEL lesson blocks are on the Master Schedule. Provide ongoing professional development on CDE SEL competencies and continue using Panorama and climate data to guide SEL supports and instructional adjustments. Continue monthly family engagement opportunities focused on SEL skills and practices in both English and Spanish to strengthen school-home partnerships.	$0.00	No
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events that invite families onto campus for social learning experiences, student celebrations, and opportunities to strengthen school connectedness and family partnerships. Continue hosting quarterly SSC and ELAC meetings that include student performances, food, childcare, and translation supports to increase family participation and accessibility. Continue strengthening school-family communication and awareness of school events through consistent outreach and communication systems designed to increase family engagement and connection to the school community. Continue utilizing the Parent Outreach Coordinator and school support teams to strengthen family partnerships, attendance outreach, individualized support, and connections between families, school staff, and community resources.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	School Climate	Continue strengthening schoolwide PBIS, restorative practices, MTSS systems, and positive behavior supports through consistent implementation of schoolwide expectations, behavior monitoring systems, and incentive structures that promote positive student engagement and school culture. Provide ongoing professional development and calibration for staff focused on restorative practices, classroom management, No-Nonsense Nurturer (NNN) strategies, and CPI training to strengthen consistency in behavior responses, de-escalation practices, and safe learning environments across classrooms. Leadership teams will continue reviewing behavior, SEL, attendance, and discipline data through MTSS and Equity Leadership structures to identify trends, monitor subgroup data, strengthen universal supports, and guide proactive interventions. Learning walks and fidelity checks will continue to monitor implementation and support alignment of PBIS and restorative practices across the school community.		Yes
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with Williams Act requirements, building managers will continue conducting quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure classrooms and campus spaces remain safe, functional, organized, and aligned to at least a “Good” school rating. Continue annually training all staff on the school comprehensive safety plan, including emergency procedures, safety expectations, and campus preparedness protocols. Continue reinforcing classroom environment expectations through schoolwide checklists that include emergency safety kits, instructional materials, anchor charts, student work displays, and organized student-centered learning environments to maintain consistency across classrooms and support safe, positive learning spaces. Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations.	$110,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards.		
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers continue receiving regular coaching and feedback cycles aligned to the Aspire Student Learning Framework (ASLF) through TeachBoost, Professional Learning Plans (PLPs), learning walks, and instructional feedback conversations focused on schoolwide priorities and student outcomes. School leadership team members will continue creating goals aligned to the Transformational Leadership Framework (TLF) and participate in mid-year and end-of-year coaching and reflection conversations to support leadership development. All teachers will continue identifying 1-2 ASLF-aligned goals within their Professional Learning Plans focused on instructional growth, classroom culture, and Tier 1 instruction. Continue strengthening distributed leadership structures by increasing lead teacher involvement in learning walks, peer observations, instructional reflection, and coaching conversations to support grade-level alignment and collaborative instructional improvement. Leadership teams will continue conducting weekly learning walks focused on schoolwide priorities and instructional trends to guide coaching, professional development, and schoolwide instructional decisions.	$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.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 80.98% Fully Credentialed	2022-23 83.12% Fully Credentialed	2023-24 91.18% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 10.2%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 64% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 84% responded favorably	School Climate: Increased 5% Belonging: Decreased 7% Well-being: Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 70% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 61% responded favorably Cultural Awareness and Action: 38% responded favorably	School Climate: 52% responded favorably Belonging: 66% responded favorably Well-being: 55% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 33% responded favorably	School Climate: 69% responded favorably Belonging: 63% responded favorably Well-being: 71% responded favorably Staff-Leadership Relationships: 52% responded favorably Cultural Awareness and Action: 43% responded favorably	Belonging: 90% responded favorably Well-being: 87% responded favorably Staff-Leadership Relationships: 81% responded favorably Cultural Awareness and Action: 58% responded favorably	Staff-Leadership Relationships: Decreased 9% Cultural Awareness and Action: Increased 5%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 88.9%	Retention Rate 81.50%	Retention Rate 95.00%	2026-2027 to 2027-2028 Retention 90% or higher	Increased 6.1%

Goal Analysis [2025-26]

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

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

The planned actions were largely implemented through project-based learning experiences, family engagement events, Student-Led Conferences, professional learning structures, and teacher credentialing support systems. Students participated in projects across grade levels, families engaged in multiple school events and conferences, and staff participated in coaching, leadership development, and credentialing support throughout the year.

Key successes included increased student engagement and voice through projects and Student-Led Conferences, stronger family-school partnerships, expanded distributed leadership opportunities, and progress toward increasing fully credentialed staffing through ongoing teacher support and Alder Residency partnerships.

Challenges included inconsistent rigor and implementation of project-based learning across grade levels, balancing professional development opportunities with staffing and instructional priorities, and limited implementation of community partnership and affinity group opportunities.

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

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

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

The actions were effective in strengthening family engagement, professional growth, instructional collaboration, and teacher development systems. Student-Led Conferences, family events, coaching structures, and credentialing supports contributed positively to student ownership, family participation, staff reflection, and leadership development.

However, project-based learning implementation varied across grade levels and did not consistently meet high-quality PBL expectations. Additionally, scheduling challenges, competing priorities, and limited regional supports impacted consistency of implementation in some areas.

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

Based on implementation reflections, the school plans to strengthen rigor and consistency of project-based learning through increased collaborative planning, Benchmark Advance implementation, and stronger use of project review protocols.
The school will also continue strengthening family outreach, Student-Led Conferences, professional learning systems, distributed leadership, and credentialing support through ongoing coaching, personalized communication, and educator development partnerships. These adjustments are intended to strengthen instructional quality, family engagement, staff growth, and long-term staffing stability.

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)	Ensure every student participates in rigorous project-based learning experiences at every grade level through increased collaborative planning, unit internalization, and alignment to high-quality Project-Based Learning (PBL) criteria. Utilize Benchmark Advance and regional support to strengthen opportunities for deeper learning, inquiry, collaboration, and authentic application of skills across content areas. Provide regular time for rigorous project planning, internalization, and collaborative review of student products to strengthen consistency, rigor, and alignment to instructional standards and student outcomes. Utilize protocols to analyze project outcomes and student work across grade levels to guide reflection, instructional adjustments, and continuous improvement of project-based learning experiences.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide at least one Saturday School and multiple family engagement events throughout the school year to strengthen school connectedness, celebrate student learning, and increase family participation in the school community. Increase intentional community and career partnerships by inviting career and community members to engage with students and families throughout the school year. Ensure all families participate in Student-Led Conferences (SLCs) twice per year focused on student goals, academic progress, reflection, and next steps. Continue strengthening family-school partnerships through the support of the Parent Outreach Coordinator, Community Schools Director, and EXL Director by increasing personalized communication, individualized outreach, and family engagement opportunities across all student groups.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will continue setting professional growth and stretch goals connected to instructional practice, leadership development, and future career aspirations. Staff will receive individualized coaching, reflection opportunities, and support for professional growth, including release time	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		for observations, credentialing requirements, or leadership development opportunities when possible. Continue strengthening distributed leadership opportunities through coaching structures, learning walks, collaborative planning, and instructional leadership roles to build staff leadership capacity across the school. Continue exploring opportunities for staff collaboration, professional connection, and affinity-based support opportunities when available through regional or site-based systems.		
3.4	Teacher Credentialing	In accordance with Williams Act requirements regarding teacher credentialing, continue conducting regular check-ins with teachers working toward credential completion and provide individualized support to ensure credentialing requirements, coursework, and timelines remain on track. Continue strengthening recruitment and partnerships connected to residency and credentialing programs, including working toward securing 1 Alder Resident to support educator development, staffing stability, and future teacher pipelines. Continue monitoring credentialing progress and supporting teachers through various credentialing pathways to increase fully credentialed staffing across the school.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -7.8 African American/Black: Data Not Displayed English Learners: -29.2 Hispanic/Latinx: -11.2 Socioeconomically Disadvantaged: -14.8 Students with Disabilities: -49.0	2023-2024 SBAC ELA DFS All Students: 1.8 English Learner: -17.1 Socioeconomically Disadvantaged: 3 Black/African American: -52.1 Asian: 7.5 Hispanic: 0.2	2024-2025 SBAC ELA DFS All Students: 13.3 Black/African American: -14.2 Asian: 16.9 English Learner: -8.8 English Learners Only: -52.7 English Only: 22.8 Hispanic: 3	2025-2026 SBAC ELA DFS All Students: +1.20 Black/African American: Data Not Displayed for Privacy English Learners: -20.20 Hispanic/Latinx: -2.20	All Students: Increased 21.1 Black/African American: No Baseline (Year 2: -14.2) Asian: No Baseline (Year 2: 16.9) English Learner: Increased 20.4 Hispanic/Latinx: Increased 14.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Multiple Races/Two or More: 2.4 Students with Disabilities: -61.8 White: 29.1	Multiple Races/Two or More: 34.3 Recently Reclassified Fluent-English Proficient Only: 41.9 Socioeconomically Disadvantaged: 8.4 Students with Disabilities: -43.1	Socioeconomically Disadvantaged: -5.80 Students with Disabilities: -40.00	Socioeconomically Disadvantaged: Increased 23.2 Students with Disabilities: Increased 5.9
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -3.9 African American/Black: Data Not Displayed English Learners: -19.5 Hispanic/Latinx: -8.8 Socioeconomically Disadvantaged: -12.4 Students with Disabilities: -56.5	2023-2024 SBAC MATH DFS All Students: 8.1 English Learner: -1 Socioeconomically Disadvantaged: 2.7 Black/African American: -52.1 Asian: 18.5 Hispanic: -0.7 Multiple Races/Two or More: 13.9 Students with Disabilities: -38.9 White: 39.6	2024-2025 SBAC MATH DFS All Students: 18.8 Black/African American: -13.9 Asian: 23.9 English Learner: 12.4 English Learners Only: -15.6 English Only: 22.5 Hispanic: 5.9 Multiple Races/Two or More: 20.3 Recently Reclassified Fluent-English Proficient Only: 44.7	2025-2026 SBAC Math DFS All: +19.80 African American/Black: data not displayed English Learners: +4.20 Socioeconomically disadvantaged: +11.30 Hispanic/Latinx: +14.90 Students with Disabilities: -32.80	All Students: Increased 22.7 Black/African American: No Baseline (Year 2: -13.9) Asian: No Baseline (Year 2: 23.9) English Learner: Increased 31.9 Hispanic/Latinx: Increased 14.7 Socioeconomically Disadvantaged: Increased 23.0 Students with Disabilities: Increased 24.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: 10.6 Students with Disabilities: -32.2		

Goal Analysis [2025-26]

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

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

The planned actions were largely implemented through targeted literacy and math interventions, small-group instruction, MyPath personalized learning, expanded learning supports, coaching, collaborative planning, and family engagement opportunities. Teachers used middle-of-year diagnostic and i-Ready data to guide instructional adjustments, scaffolds, and intervention supports for struggling students, Multilingual Learners, and Students with Disabilities.

Key successes included positive middle-of-year ELA growth, increased student support through intervention systems, stronger family engagement structures, and expanded coaching and collaborative planning opportunities. Personalized Learning Plans, Student-Led Conferences, and culturally responsive instructional efforts also strengthened student ownership and engagement.

Challenges included declines in i-Ready Reading and Math growth, persistent achievement gaps for Students with Disabilities, Multilingual Learners, and Black students, and inconsistent implementation of some initiatives across classrooms due to competing priorities and staffing demands. Co-planning structures were implemented, but co-teaching structures had not yet begun.

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

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

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

The actions were partially effective in strengthening instructional systems, family engagement, intervention supports, and student ownership of learning. Positive outcomes included stronger ELA performance trends, increased family participation, improved attendance outcomes, and stronger coaching and intervention structures.

However, i-Ready Reading and Math data showed significant declines in students meeting annual typical growth goals, particularly in math and among student subgroups. Persistent achievement gaps for Students with Disabilities, Multilingual Learners, and Black students indicate that stronger Tier 1 instruction, instructional consistency, and targeted supports are still needed.

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

Based on implementation reflections and local data, the school plans to strengthen Tier 1 instruction, intervention alignment, co-teaching structures, instructional consistency, and differentiated supports across classrooms. Benchmark Advance will be implemented to strengthen literacy instruction, while collaborative planning, coaching, and data-driven intervention systems will continue across content areas.

Additional focus will be placed on math intervention effectiveness, culturally responsive instruction, subgroup-focused supports, and consistent implementation of SEL, PBIS, and restorative practices. These adjustments are informed by declines in i-Ready growth data, Panorama survey trends, and persistent subgroup achievement gaps across ELA and Math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Continue providing small-group instruction, structured literacy supports, and personalized literacy interventions through MyPath and diagnostic-driven instruction to strengthen foundational literacy skills, fluency, and comprehension for struggling readers, Multilingual Learners, and Students with Disabilities. Expanded Learning Supports – Continue before- and after-school literacy intervention, targeted reading support, and adaptive technology tools aligned to student performance data and literacy needs. Culturally Responsive Instruction – Provide ongoing professional development on co-planning, scaffolds for English Learners, differentiated Tier 1 literacy instruction, and use of diverse, high-interest texts aligned to the California ELA/ELD Framework and science of reading practices. Begin strengthening co-teaching structures and inclusive instructional practices to better support Students with Disabilities and Multilingual Learners within Tier 1 instruction. Family Engagement – Continue literacy workshops, take-home reading materials, and family literacy support opportunities to strengthen reading engagement and literacy development outside of school. These evidence-based literacy actions are intended to strengthen Tier 1 instruction, improve foundational literacy skills, increase instructional consistency, and address persistent achievement gaps for Multilingual	$35,504.00	No

Action #	Title	Description	Total Funds	Contributing
		Learners and Students with Disabilities through targeted supports and data-driven instructional practices.		
4.2	Math	Targeted Math Interventions – Continue providing small-group instruction and personalized math interventions through MyPath and diagnostic-driven instruction to strengthen math computation, problem-solving, and application skills for struggling students, Multilingual Learners, and Students with Disabilities. Expanded Learning Supports – Continue after-school math intervention, targeted math support opportunities, and adaptive technology tools aligned to student performance data and identified instructional needs. Culturally Responsive Instruction – Continue coaching and collaborative planning aligned to the 2023 California Mathematics Framework with increased focus on differentiated Tier 1 instruction, math discourse, scaffolds for English Learners, and high-interest, culturally responsive math activities. Family Engagement – Continue math workshops, take-home math activities, and family engagement opportunities to strengthen math learning and support outside of school. These evidence-based math actions are intended to strengthen Tier 1 instruction, improve instructional consistency, increase differentiated support, and address persistent achievement gaps for Multilingual Learners and Students with Disabilities through targeted interventions and data-driven instructional practices.	$35,504.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,288,274	$131,731

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
25.594%	0.000%	$0.00	25.594%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students despite strong overall school performance. English Learners scored -8.80 points below standard in ELA in 2024-25, improving significantly from -29.2 at baseline and	Purchasing standards-based, board-approved curriculum ensures consistent, high-quality instruction. Professional development on standards-aligned curriculum (iReady, EL, Amplify) equips teachers with effective teaching strategies. Providing Chromebooks ensures all students, including ELs and low-income students, have 1:1 access to digital learning resources. Regular lesson internalization time using the UnboundEd Planning Process allows teachers to customize the curriculum with culturally responsive teaching	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified as Yellow. In Mathematics, English Learners scored 12.40 points above standard in 2024-25, identified as Green and improving from -19.5 at baseline. ELPI data shows 53.90% of English Learners making progress toward English language proficiency in 2024-25, identified as Orange and declining significantly from 76.30% in 2023-24, indicating continued need for strengthened language development and literacy supports for unduplicated pupils. **Scope:** LEA-wide	practices, making lessons more relevant and engaging for these students. These actions, implemented schoolwide, provide all students, especially ELs and low-income students, with equitable access to high-quality education and necessary resources to improve their academic performance.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students despite strong overall school performance. English Learners scored -8.80 points below standard in ELA in 2024-25, identified as Yellow, and ELPI data shows 53.90% of English Learners making progress toward English language proficiency, identified as Orange and declining significantly from 76.30% in 2023-24. Socioeconomically Disadvantaged students scored 8.40 in ELA and 10.60 in Mathematics in 2024-25, both identified as Green but indicating continued need for data-driven instructional supports to sustain momentum and close remaining gaps for unduplicated pupils.	Providing regular time for data discussions to guide Tier 1 instruction through shared preps, release days with substitutes, or protected time on early release days allows teachers to consistently review CFA (Common Formative Assessments) and interim data with a focus on English Learners (ELs) and low-income students. This practice enables teachers to track individual and group progress over time, identify areas of strength and weakness, and adjust instruction accordingly. Weekly observations by members of the leadership/admin team help monitor the instructional program, identifying bright spots, trends, and areas that need guidance, further informing instructional adjustments. Ensuring that learning targets and objectives are clearly communicated with students, both verbally and visually, helps make learning goals explicit, promoting better understanding and engagement. Providing these actions on a schoolwide basis ensures that all students benefit from a cohesive,	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	data-driven approach to instruction. This consistent implementation fosters an inclusive environment where every student, especially those who are most at risk, receives the support they need to succeed academically.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students despite strong overall improvement from baseline. English Learners recorded 17.20% chronic absenteeism in 2024-25, identified as Orange and increasing from 15.30% in 2023-24. Hispanic students recorded 19.00% in 2024-25, identified as Orange and increasing slightly from 18.90% in 2023-24. Overall school attendance stood at 91.30% in 2025-26, declining consistently from 94.06% at baseline and well below the 95.1% target, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils. **Scope:** LEA-wide	These actions address the need to improve attendance among English Learners (ELs) and low-income students, who are chronically absent more than other students. Weekly attendance data reviews focused on ELs, McKinney-Vento, Foster Youth, and low-income students enable timely interventions. Increasing family communication and conducting home visits for chronic absenteeism build strong connections and address attendance barriers. School-wide attendance incentive programs motivate regular attendance, while early family education for TK-2 grade families emphasizes its importance. Monitoring and updating Special Programs in PowerSchool ensures support for McKinney-Vento and Foster Youth students. Engaging families in understanding attendance protocols and the impact on learning outcomes raises awareness and promotes better attendance habits. Implementing these actions schoolwide ensures consistent efforts to improve attendance, providing all students, especially ELs and low-income students, with the support needed to attend school regularly and succeed academically.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance
2.4	**Action:** School Climate **Need:**	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	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Dashboard data and local survey data indicate persistent school climate needs for English Learners and Socioeconomically Disadvantaged students. Overall suspension rates increased from 0.2% at baseline to 0.40% in 2024-25, remaining low but trending upward. Local Aspire Student Survey data shows sense of belonging at 63% and teacher-student relationships at 79% in Year 2, both declining from baseline, indicating continued need for strengthened relational supports for unduplicated pupils. Local Aspire Family Survey data shows parent safety perceptions declining consistently from 83% at baseline to 73% in Year 2, indicating continued need for strengthened school climate supports for unduplicated pupil families. **Scope:** LEA-wide	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 and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local Aspire Student Survey data indicates persistent school safety perception needs for English Learners and Socioeconomically Disadvantaged students. Student survey data shows 59% of students responded favorably to school safety questions in Year 2, improving from 53% at baseline but still indicating that more than four in ten students, including unduplicated pupils, do not consistently feel	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. These actions are provided schoolwide because campus safety infrastructure and contracted safety services operate at the whole-school level and	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	safe at school. Local Aspire Family Survey data shows parent safety perceptions declining consistently from 83% at baseline to 73% in Year 2, indicating continued need for sustained safety investments for unduplicated pupil families. **Scope:** LEA-wide	cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

These funds are allocated towards essential salary support to maintain our current staff levels and towards comprehensive professional development programs. By using the funds to cover part of the existing salaries, we ensure that our schools do not lose valuable staff members due to budget constraints. Concurrently, the investment in professional development enriches our staff's skills and teaching

capabilities, enhancing both job satisfaction and educational outcomes. This dual approach of financial support and professional growth not only stabilizes our workforce but also directly contributes to sustained, high-quality service for our students.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,033,473	1,288,274	25.594%	0.000%	25.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,667,423.00	$1,828,990.00	$0.00	$229,311.00	$5,725,724.00	$5,302,931.00	$422,793.00

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	$18,200.00	$18,200.00				$18,200.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,108,396.00	$0.00	$1,108,396.00				$1,108,396.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,122,100.00	$167,872.00	$2,274,585.00	$1,015,387.00			$3,289,972.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$14,819.00				$14,819.00	$14,819.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$673,905.00	$150,894.00		$742,595.00		$82,204.00	$824,799.00	
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	$132,288.00	$0.00				$132,288.00	$132,288.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$155,547.00	$0.00	$155,547.00				$155,547.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$110,695.00	$0.00	$110,695.00				$110,695.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5							Ongoing								
3	3.6							Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$35,504.00		$35,504.00			$35,504.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$35,504.00		$35,504.00			$35,504.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,033,473	1,288,274	25.594%	0.000%	25.594%	$1,392,838.00	0.000%	27.672 %	**Total:**	$1,392,838.00
								LEA-wide Total:	$1,392,838.00
								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	$18,200.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,108,396.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$155,547.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools		
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$110,695.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,236,973.00	$5,237,695.00

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	$12,912.00	12,912
1	**1.2**	Instruction	Yes	$1,127,429.00	1,141,589
1	**1.3**	Academic Program (Master Scheduling)	No	$3,045,156.00	2,882,520
1	**1.4**	MLL	No	$17,714.00	12,350
1	**1.5**	SPED	No	$554,926.00	744,738
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	$154,770.00	126,054
2	**2.1**	Attendance and Enrollment	Yes	$175,103.00	175,106
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	0.00	0.00
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$113,665.00	107,128
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	0.00
3	**3.4**	Teacher Credentialing	No	$0.00	0.00
4	**4.1**	ELA	No	$17,649.00	17,649
4	**4.2**	Math	No	$17,649.00	17,649

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,313,521	$1,429,109.00	$1,436,735.00	($7,626.00)	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	$12,912.00	12,912		
1	1.2	Instruction	Yes	$1,127,429.00	1,141,589		
2	2.1	Attendance and Enrollment	Yes	$175,103.00	175,106		
2	2.4	School Climate	Yes	0.00	0.00		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$113,665.00	107,128		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,823,272	1,313,521	0.000%	27.233%	$1,436,735.00	0.000%	29.788%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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