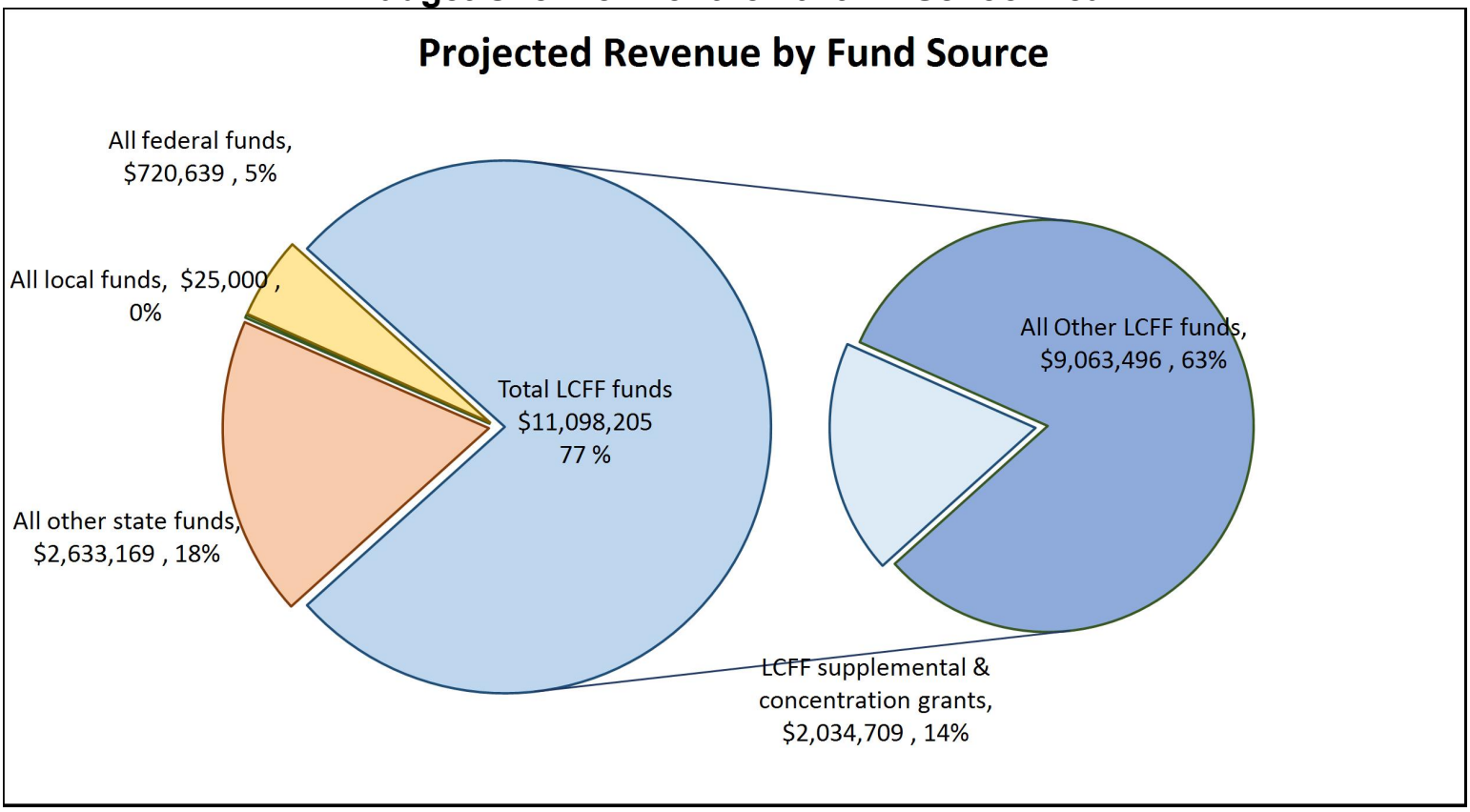
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Langston Hughes Academy
CDS Code: 39686760118497
School Year: 2026-27
LEA contact information:
Benjamin Nakamura
Principal
AspireLHA@aspirepublicschools.org
(209) 943-2389

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

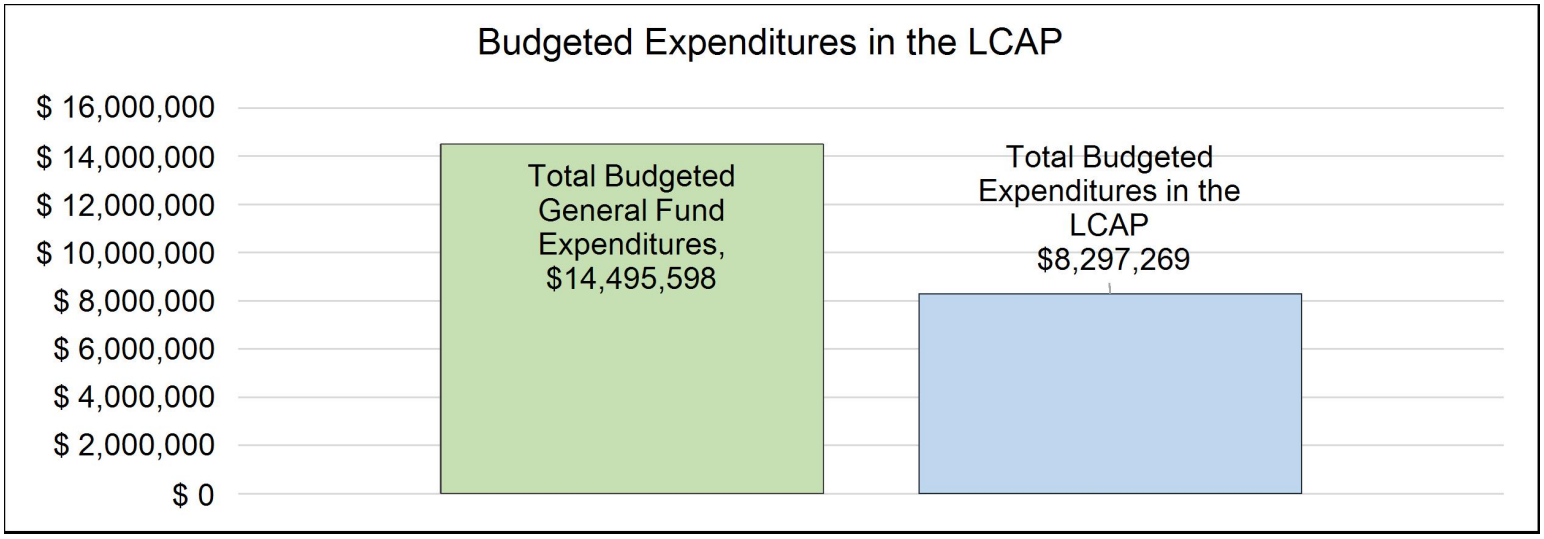


This chart shows the total general purpose revenue Aspire Langston Hughes Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Langston Hughes Academy is $14,477,013, of which $11,098,205 is Local Control Funding Formula (LCFF), $2,633,169 is other state funds, $25,000 is local funds, and $720,639 is federal funds. Of the $11,098,205 in LCFF Funds, $2,034,709 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 Langston Hughes Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Langston Hughes Academy plans to spend $14,495,598 for the 2026-27 school year. Of that amount, $8,297,269 is tied to actions/services in the LCAP and $6,198,329 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

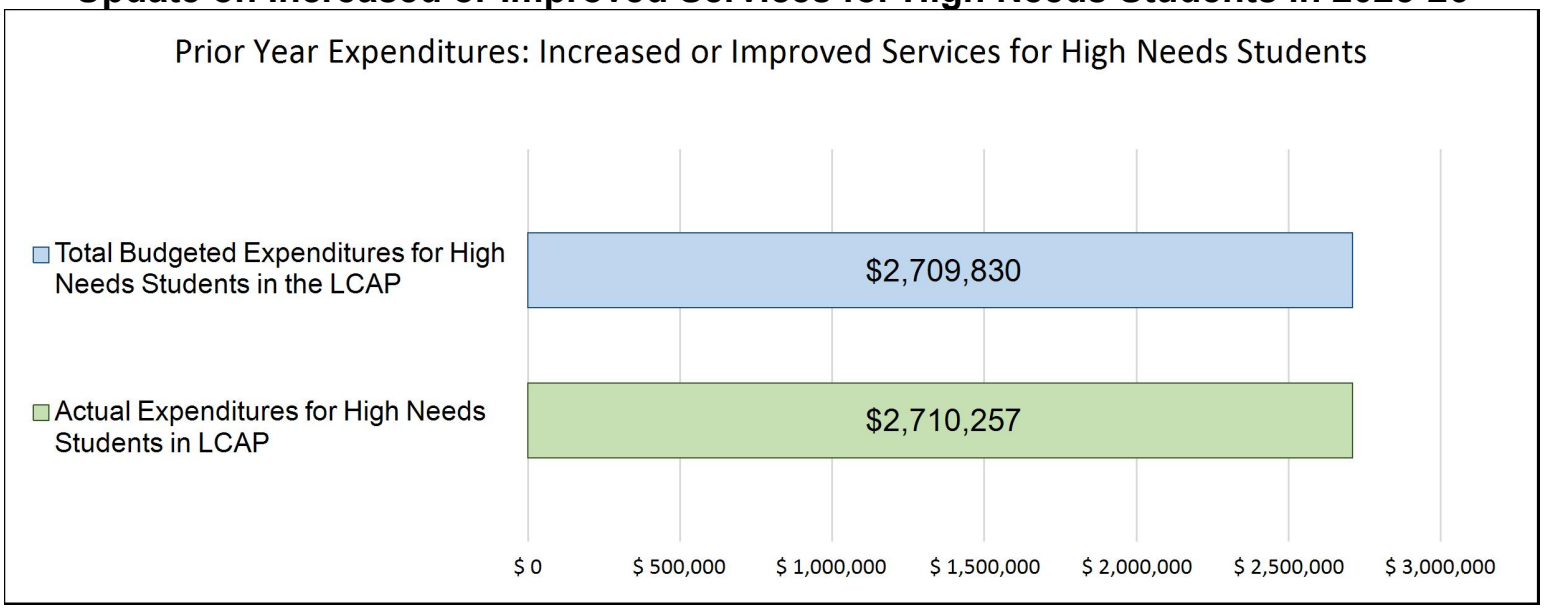
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Langston Hughes Academy is projecting it will receive $2,034,709 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Langston Hughes Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Langston Hughes Academy plans to spend $2,536,692 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 Langston Hughes Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Langston Hughes Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire Langston Hughes Academy's LCAP budgeted $2,709,830 for planned actions to increase or improve services for high needs students. Aspire Langston Hughes Academy actually spent $2,710,257 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 Langston Hughes Academy	Benjamin Nakamura Principal	AspireLHA@aspirepublicschools.org (209) 943-2389

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 Langston Hughes Academy (LHA) is a 6-12 public charter school located in Stockton, California, and part of the Aspire Public Schools network. Founded in 2009, LHA serves approximately 800 students, with a diverse student population that is 65% Hispanic, 16% African American, and 8% Asian American. Over half of the student body (66%) qualifies for free or reduced lunch, reflecting the school's commitment to serving the unique needs of its community.

Under the leadership of Principal Ben Nakamura, LHA fosters an equitable and rigorous learning environment designed to support the growth and success of every student. The school's educators are driven by a mission to prioritize students and families through a collaborative approach, ensuring high-quality teaching and learning conditions. LHA focuses on cultivating a joyful campus culture, providing timely academic and social-emotional support systems, and maintaining authentic, enduring partnerships with parents and families to help students achieve their full potential.

The school's core values are reflected in its approach to holistic education, balancing academic rigor with character development. By maintaining strong family engagement and effective teaching strategies, LHA ensures that every student has access to opportunities for success and personal growth.

Aspire Langston Hughes Academy's vision is to prepare scholars to lead fulfilling and empowered lives. Its mission emphasizes providing a rigorous and joyful academic experience, promoting inclusivity, and addressing systemic barriers that have historically marginalized specific communities.

Through a dedicated team of educators and a supportive community, LHA strives to build a foundation for students to achieve excellence both inside and outside the classroom, equipping them with the knowledge and skills needed to thrive in their post-secondary journeys.

Reflections: Annual Performance

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

Across both ELA and Math, all Distance From Standard (DFS) scores remain negative, indicating that students are still performing below grade-level standards. However, year-over-year trends show signs of improvement, particularly in narrowing the distance from standard in several areas. ELA improved from -65 in 2023-24 to -59.4 in 2024-25, a gain of +5.6 points, suggesting meaningful progress in literacy outcomes. Math improved from -128.5 in 2023-24 to -124.3 in 2024-25, a smaller gain of +4.2 points but still indicating upward movement. While both subjects remain significantly below standard, ELA is improving at a faster rate than Math and the overall trajectory is positive.
Although the dataset is partially incomplete across all three years, several patterns emerge across student groups. Hispanic students show improvement in both Math and ELA from prior years, with DFS becoming less negative — Math improving from around -134.7 to -127.3 — indicating steady progress and responsiveness to supports. Black students show inconsistent performance with declines in some areas, particularly Math where scores dropped to -150.4, suggesting this group may require more targeted intervention. Multilingual Learners show notable improvement, especially in ELA where DFS improved from around -106.8 to -61.6, one of the strongest gains across all subgroups. Gains are not evenly distributed — MLL and Hispanic students are improving while Black students show persistent or widening gaps, especially in Math.
Chronic absenteeism increased schoolwide from 28.9% in 2023-24 to 30.1% in 2024-25, with SPED students reaching 45.0% and non-SPED students increasing slightly to 27.8%. Rising absenteeism — especially among SPED students — is likely limiting the rate of academic recovery, particularly in Math where gains are slower. Both ELA and Math DFS scores improved from 2023-24 to 2024-25, indicating that instructional strategies are beginning to have an impact, though increasing chronic absenteeism remains a major factor that may be slowing acceleration efforts, especially for high-need groups.

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

LHA 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.

Langston Hughes Academy is eligible for differentiated assistance due to low ELA & math scores on SBAC summative assessments.

We have provided consistent, targeted professional development for our teachers in effectively teaching standards-aligned, grade-level instruction that is responsive to student needs. Teachers have been observing one another, giving each other feedback, and then adjusting their instruction to be more effective. These professional development sessions have taken place over every other Friday for the duration of this school year. We have used our i-ready diagnostic assessments to determine instructional grouping and effective re-teaching & spiral review.

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	We are engaging teachers through professional learning communities (PLCs), department meetings, and scheduled professional development days. Teachers review student achievement data and provide feedback on instructional priorities and supports. In advisory classes, teachers review student data—including language goals—for each student, which are shared with families during our two student-led conferences each year. Teachers are aware of achievement gaps and work collaboratively to support student progress toward meeting standards.
Principals and Admin	We meet regularly through site-based leadership teams and regional COP meetings. Principals and administrators help analyze data trends and refine goals tied to site plans and student performance. They also help shape the LCAP by identifying system-wide needs and aligning resources to support school-wide improvement. Draft LCAP actions are reviewed by the leadership team for input on feasibility and alignment with district priorities.
Other School Personnel	Support staff, such as campus aides, clerical staff, and paraprofessionals, have participated in discussions on school climate, safety, and student support services.
Parents	We host multilingual parent surveys, regular "Coffee with the Principal" sessions to gather input from families.
Students	Student voice is gathered through advisory-based discussions. In advisory class, students monitor their academic progress through regular grade checks and set goals in core subjects such as Math,

Educational Partner(s)	Process for Engagement
	ELA, and Science. They also set growth goals based on their iReady diagnostic assessments. These goals and progress updates are discussed with teachers and parents during student-led conferences, where students share their diagnostic results and reflect on their achievements and next steps.
SELPA (Special Education)	We work closely with our SELPA partners and Education Specialist Lead throughout the year to ensure alignment between LCAP goals and supports for students with disabilities. This year, we collaborated on the hiring of Education Specialists to strengthen services for our SPED students. We have successfully hired three Education Specialists, which has significantly supported our SPED team after previously being short staffed. Their feedback on student needs, instructional supports, and compliance requirements has been vital in shaping our LCAP strategies for inclusion, behavioral supports, and academic interventions.

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

Educational partner feedback significantly influenced the development and refinement of the LCAP goals, actions, and services. Input gathered from teachers, administrators, classified staff, students, parents, and SELPA representatives helped identify priorities related to academic achievement, school climate, student support services, and staffing needs.

Feedback from teachers during PLCs, department meetings, and professional development sessions highlighted the importance of continued academic intervention and progress monitoring. As a result, the LCAP includes strengthened actions focused on data-driven instruction, student goal setting, intervention supports, and the use of advisory classes to monitor academic progress and language development goals.

Input from principals and administrators emphasized the need for alignment between site goals, instructional priorities, and resource allocation. Based on this feedback, the district refined actions connected to professional development, student achievement monitoring, and systems of support to ensure consistency across school sites.

Parents and families expressed the importance of improved communication, academic transparency, and opportunities for involvement in student learning. In response, the LCAP continues to support multilingual family engagement opportunities, student-led conferences, and regular communication regarding student progress and academic goals.

Student feedback gathered through advisory discussions reinforced the value of goal setting, academic check-ins, and opportunities to reflect on learning progress. Students expressed appreciation for individualized support and academic monitoring, which influenced the continuation of advisory-based interventions and student goal-setting practices connected to iReady diagnostic data and core academic subjects.

Feedback from support staff contributed to actions related to school climate, campus safety, and student wellness supports. Their input helped prioritize continued efforts to maintain a safe and supportive learning environment for all students.

Collaboration with SELPA partners and the Education Specialist Lead directly influenced staffing and support services for students with disabilities. Based on identified needs, the district prioritized the hiring of additional Education Specialists to address staffing shortages and improve instructional and behavioral supports for SPED students. This feedback also informed actions related to inclusion practices, targeted interventions, and compliance support services.

Overall, educational partner feedback helped the district prioritize actions that strengthen academic achievement, improve student support systems, increase family engagement, and expand services for student groups with identified needs.

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: -55 African American/Black: -76.7 English Learners: -123.3 Socioeconomically disadvantaged: -71.7 Hispanic/Latinx: -56.3	2023-2024 SBAC ELA DFS All Students: -64.3 English Learner: -106.8 Long-Term English Learner: -142.3 Socioeconomically Disadvantaged: -78.4	2024-2025 SBAC ELA DFS All Students: -59.4 Black/African American: -82.4 Asian: -8.8 English Learner: -91.1 English Learners Only: -129.3	2025-2026 SBAC ELA DFS All: -46.00 African American/Black: -67.70 English Learners: -114.30 Socioeconomically disadvantaged: -62.70	All Students: Decreased 4.4 Black/African American: Decreased 5.7 English Learner: Increased 32.2 Hispanic/Latinx: Decreased 5.3 Socioeconomically Disadvantaged: Increased 7.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -127.7	Black/African American: -82.4 Asian: 4.3 Hispanic: -72.4 Multiple Races/Two or More: -12.6 Students with Disabilities: -137.5	English Only: -58.6 Filipino: -30.5 Hispanic: -61.6 Long-Term English Learner: -131.7 Recently Reclassified Fluent-English Proficient Only: -51.4 Socioeconomically Disadvantaged: -64.7 Students with Disabilities: -128.8 White: -34.7	Hispanic/Latinx: -47.30 Students with Disabilities: -118.70	Students with Disabilities: Decreased 1.1
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -124.8 African American/Black: -141.4 English Learners: -183.8 Socioeconomically disadvantaged: -138.4 Hispanic/Latinx: -130.5 Students with Disabilities: -152.4	2023-2024 SBAC MATH DFS All Students: -128.5 English Learner: -179 Long-Term English Learner: -205.7 Socioeconomically Disadvantaged: -140.1 Black/African American: -133.9 Asian: -80.8 Hispanic: -134.7 Multiple Races/Two or More: -107.3	2024-2025 SBAC MATH DFS All Students: -124.3 Black/African American: -150.4 Asian: -75.9 English Learner: -155.8 English Learners Only: -180.9 English Only: -126.8 Filipino: -66.7 Hispanic: -127.3 Long-Term English Learner: -187.3 Recently Reclassified	2025-2026 SBAC Math DFS All Students: -115.8 African American/Black: -132.4 English Learners: -174.8 Socioeconomically Disadvantaged: -129.4 Hispanic/Latinx: -121.5 Students with Disabilities: -143.4	All Students: Increased 0.5 Black/African American: Decreased 9.0 English Learner: Increased 28.0 Hispanic/Latinx: Increased 3.2 Socioeconomically Disadvantaged: Increased 7.5 Students with Disabilities: Decreased 41.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -190.2	Fluent-English Proficient Only: -129.6 Socioeconomically Disadvantaged: -130.9 Students with Disabilities: -193.4 White: -75.3		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 18.18% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 28 points below All Students: 20.3 points below Asian: 17 points below Hispanic: 20.5 points below Students with Disabilities: 35.8 points below English Learner: 32.8 points below Long-Term English Learner: 34.7 points below Socioeconomically Disadvantaged: 23.2 points below 16.42% Met or Exceeded	2024-25 Science Points (SPs) Black/African American: 46.6 science points All Students: 45.9 science points Asian: 61.5 science points English Learner: 36.1 science points English Learners Only: 30.3 science points English Only: 47 science points Hispanic: 44 science points Long-Term English Learner: 29.9 science points Recently Reclassified Fluent-English Proficient Only:	2025-2026 Science Test 23.18% Met or Exceeded	Decreased 1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				43.8 science points Socioeconomically Disadvantaged: 43 science points Students with Disabilities: 32.2 science points 17.14% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 59.30% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 43.8% of ELs making progress towards English language proficiency LTEL: 41.1% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 38.2% of ELs making progress towards English language proficiency LTEL: 35.7% of LTELs making progress towards English language proficiency	2025-2026 ELPI 65% of ELs making progress towards English language proficiency	Decreased 21.1%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 30.60%	2023-2024 RFEP Rate: 4.21%	2024-25 RFEP Rate: 25.27%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 5.33%
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%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		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: 47% Grade 6: 40% Grade 7: 47% Grade 8: 53% iReady Math % of students that met annual typical growth All Students: 44% Grade 6: 42% Grade 7: 37% Grade 8: 52%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 46% Grade 6: 39% Grade 7: 43% Grade 8: 45% Grade 9: 56% Grade 10: 48% Grade 11: 46% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 38% Grade 6: 21% Grade 7: 28% Grade 8: 41% Grade 9: 52% Grade 10: 53% Grade 11: 32%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 44% Grade 6: 43% Grade 7: 35% Grade 8: 44% Grade 9: 42% Grade 10: 43% Grade 11: 57% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 40% Grade 6: 35% Grade 7: 27% Grade 8: 44% Grade 9: 43% Grade 10: 48% Grade 11: 45%	2026-2027 iReady Reading: % of students that met annual typical growth All Students: 62% Grade 6: 55% Grade 7: 62% Grade 8: 68% iReady Math: % of students that met annual typical growth All Students: 59% Grade 6: 57% Grade 7: 52% Grade 8: 67% ?	iReady Reading: All Students: Decreased 3% Grade 6: Increased 3% Grade 7: Decreased 12% Grade 8: Decreased 9% Grades 9, 10, 11: No baseline available iReady Math: All Students: Decreased 4% Grade 6: Decreased 7% Grade 7: Decreased 10% Grade 8: Decreased 8% Grades 9, 10, 11: No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 94.9%	2023-2024 High School Graduation Rate 89.20%	2023-2024 High School Graduation Rate 97.7%	2025-2026 High School Graduation Rate 97.9%	Increased 2.8%
1.12	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 0% of students who passed AP with 3 or higher No AP Courses offered in 2022-2023	2023-2024 No AP courses offered in 23-24	2024-25 No AP courses offered	2025-2026 60% of students who passed AP with 3 or higher	N/A
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 52.28% Math: 19.54%	2023-2024 % Met & Exceeded ELA: 43.68% Math: 15.73%	2024-25 % Met & Exceeded ELA: 50.00% Math: 17.52%	2025-2026 % Met & Exceeded ELA: 57.28% Math: 24.54%	ELA: Decreased 2.28% Math: Decreased 2.02%

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.

At LHA, our school implemented multiple academic actions focused on strengthening standards-aligned instruction, intervention systems, inclusive instructional practices, multilingual learner supports, and culturally responsive teaching practices. Teachers engaged in collaborative planning, curriculum internalization, instructional walkthroughs, and intervention discussions designed to improve instructional consistency and student outcomes. Our school also continued implementing co-teaching structures, designated and integrated ELD supports, and academic programming systems that increased access to intervention and enrichment opportunities for 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 decrease in SpEd sub costs.

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

Overall, the actions under Goal 1 were partially effective in improving instructional consistency, increasing access to intervention supports, and strengthening implementation of standards-aligned instructional practices. Collaborative planning structures, curriculum internalization processes, and instructional walkthroughs contributed to increased alignment to learning targets and improved instructional organization across many classrooms. Students also benefited from increased access to literacy interventions, designated ELD supports, and inclusive instructional environments.

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.

However, the effectiveness of several actions was limited by inconsistent implementation across classrooms and grade levels. Coaching cycles, intervention monitoring systems, and co-teaching practices were not always implemented consistently due to staffing limitations, scheduling barriers, and competing school priorities. Local assessment data and instructional walkthrough trends indicate that while progress was made in instructional consistency and intervention access, additional systems are needed to strengthen implementation fidelity and improve student academic outcomes across all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase and replace needed curriculum to ensure that all core subjects have standards-based and board-approved materials, including i-Ready, EL, Amplify, and Reading Horizons. Implement a structured professional development plan for standards-aligned curriculum by co-planning and facilitating PD with regional content directors/program managers. Ensure all teachers, including late hires, receive consistent training through a structured onboarding system with recorded sessions and follow-up coaching to support curriculum implementation. Develop a tracking system for Gleam PD participation to confirm all teachers receive necessary training and provide asynchronous PD options when needed. Expand the 1:1 Chromebook initiative by purchasing additional devices for middle school students, ensuring all students have access to grade-level content and digital learning experiences. Strengthen the Chromebook checkout and accountability system to reinforce student responsibility. Provide regularly scheduled grade-level/content team meetings for lesson internalization using the UnboundEd Planning Process. Clarify expectations for collaboration and refine the process to integrate the GLEAM framework and Culturally Responsive Teaching (CRT) practices more effectively. Purchase and implement intervention curriculum (i-Ready, Zearn, Lexia, Amira, and Reading Horizons) to support ELL, Hispanic, and low-income students identified in the red performance band for both Math and ELA on the California School Dashboard. Continue to send supporting administrators, and leadership teams to the UnboundEd Standards Institute for GLEAM professional learning, ensuring the framework is embedded in instructional planning and intervention strategies. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for all subgroups in SBAC Math, and EL's & Low Income in SBAC ELA. These	$374,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.2	Instruction	Provide structured and consistent time during shared preps and protected early release days for grade-level teams to engage in data discussions focused on Common Formative Assessments (CFAs) and interim assessments. To strengthen assessment alignment, teachers will be trained and given access to the CAASPP portal to develop common assessments for ELA, Math, and Science, ensuring data-driven instruction informs Tier 1 support. The leadership team will conduct weekly observations to monitor instructional practices, track trends in engagement and rigor, and provide targeted feedback. Observations will expand beyond entry and exit routines to focus on higher-order questioning, instructional scaffolding, and student engagement strategies. To ensure instructional clarity, teachers will submit a ""Week at a Glance"" or lesson plan, which must include: Daily agenda Learning target for each lesson Expected student work product Additionally, learning targets must be visibly posted in all classrooms and verbally communicated to students, with leadership team monitoring compliance to reinforce schoolwide implementation.	$1,173,032.00	Yes
1.4	MLL	To address English Learner (EL) underperformance in Math and ELA, the school will implement structured instructional and support strategies that align with student proficiency levels. Ensure all EL students receive designated and integrated ELD instruction at least four times per week, with instruction aligned to student proficiency levels and language acquisition needs.	$11,081.00	No

Action #	Title	Description	Total Funds	Contributing
		Establish a dedicated EL teacher to provide explicit, targeted ELD instruction for all EL students, ensuring they receive consistent language support and intervention. Continue the MLL instruction team's oversight of ELD instruction, professional development, and student progress monitoring. This includes tracking RFEP status, enrollment, placement, ELPAC testing, and formative/summative assessments through the MLL school site dashboard to better inform instruction and intervention. Provide ongoing professional development for content-area teachers on how to integrate designated and integrated ELD strategies into daily instruction, ensuring EL students receive consistent language support across subjects. To further support ELPAC performance and reclassification efforts, the school will: Strengthen ELPAC preparation by motivating students to do their best on the exam and helping them understand its importance for reclassification and academic success. Send the EL Lead and an administrator to the CABE (California Association for Bilingual Education) Conference in Long Beach to gain insights, resources, and best practices that will be used to train staff and refine EL instructional strategies. Required Actions for LTELs (Long-Term English Learners) Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTELs. Develop and integrate culturally responsive curricula that reflect the diverse backgrounds of LTEL students, promoting engagement and connection to learning. Utilize data analysis and real-time progress monitoring to tailor instruction to LTEL-specific needs and ensure students are making measurable progress toward reclassification. Prioritize LTEL students within the MTSS system by ensuring they receive targeted interventions and consistent monitoring of their progress. Strengthen family engagement efforts by hosting LTEL-specific family nights to increase awareness of ways to practice English at home, the reclassification process, and available academic supports.		

Action #	Title	Description	Total Funds	Contributing
		Provide professional development specific to LTEL teaching strategies, equipping teachers with effective instructional methods to accelerate LTEL academic language growth. Enhance social-emotional supports for LTEL students, ensuring they receive the guidance, encouragement, and structured interventions needed to build confidence and academic success.		
1.5	Academic Program (Master Scheduling)	To strengthen MTSS interventions, student access to support services, and equitable scheduling, the school will implement data-driven strategies that ensure all students receive the academic and enrichment opportunities they need. The MTSS team will use data consistently to identify students for intervention and ensure they have access to targeted supports. Regular Monday meetings with academic counselors will continue to track student progress, refine intervention placement, and adjust support structures based on real-time performance data. To improve the effectiveness of interventions, the school will provide professional development for intervention teachers to ensure strategies are differentiated and research-based. The intervention curriculum will be evaluated and adjusted to ensure it effectively supports student learning gaps. The school will require more structured progress monitoring within intervention courses, ensuring students in Math and ELA interventions are making measurable growth. Master Schedule & Co-Teaching Improvements The master schedule will be refined to ensure intervention and credit recovery courses are embedded without limiting student access to enrichment and arts opportunities. The school will continue working with the Program Specialist to improve co-teaching models, ensuring that students are purposefully grouped and that teachers have structured common planning time to collaborate effectively. Intervention periods will be strategically scheduled to maximize access while maintaining compliance with regional and state instructional minute requirements. After-School Program Expansion & Student Engagement	$3,770,578.00	No

Action #	Title	Description	Total Funds	Contributing
		To increase afterschool program participation at the high school level, the school will implement a structured requirement for student-athletes to attend afterschool academic support before practice. This will ensure that students in both middle and high school sports programs receive academic assistance, increasing engagement and accountability. The school will work closely with the Regional Expanded Learning Program Manager and Afterschool Director to strengthen the after-school program, ensuring it is accessible to all students and provides structured homework support, enrichment opportunities, and fluency development in reading, math, and typing skills. The afterschool program will continue to run for 30 additional days beyond the school year to provide extended academic and enrichment opportunities for students who need continued support.		
1.6	SPED	Education Specialists will be observed and provided feedback regularly, with an emphasis on co-teaching strategies and inclusive instructional practices. Observations will be structured to provide targeted coaching and support for implementing effective co-teaching models. Education Specialists will continue to be included in all curriculum professional development; however, dedicated co-teaching professional development will be provided to both General Education and SPED teachers. This training will focus on the five co-teaching models (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning (UDL) to ensure teachers develop collaborative instructional practices that support students with disabilities in inclusive settings. Regularly scheduled co-teaching meetings will be implemented, led by the Dean of Instruction, to facilitate structured discussions on co-teaching implementation, best practices, and challenges. These meetings will provide consistent support and collaboration opportunities for co-teaching teams. Shared planning time for co-teaching pairs will be built into the master schedule to ensure intentional co-planning of lessons, differentiation strategies, and instructional scaffolds that support student learning. This	$1,638,100.00	No

Action #	Title	Description	Total Funds	Contributing
		will help co-teachers align instruction, set clear expectations, and provide equitable learning experiences for SPED students. The Program Specialist and Dean of Instruction will conduct an annual program review and co-teaching self-assessment to evaluate the effectiveness of co-teaching practices. Based on the self-assessment results, the team will establish 1-2 targeted improvement goals to guide next steps in strengthening co-teaching implementation and student outcomes.		
1.7	Black Excellence	Implement the Pro-Black Curriculum Initiative (PBCI) with accountability measures to ensure alternate texts and activities that highlight Black excellence and reduce anti-Black bias are consistently integrated into SEL, ELA, and Math instruction. This will include: Structured professional development (PD) for teachers on implementing culturally relevant curriculum. Dedicated internalization and planning sessions to align instruction with the initiative's goals. Quarterly program learning walks to review classroom implementation and identify areas for improvement. Expand Black Student Union (BSU) support and leadership development by providing: Additional materials and funding for student-led activities (e.g., t-shirts, awards, and supplies). Mentorship opportunities with Black professionals and community leaders. Increased student participation in advocacy and leadership training to strengthen BSU's impact. Strengthen participation in the Black Excellence Awards by: Expanding student recognition criteria to include not just academic success but also growth, leadership, and extracurricular achievements. Increasing awareness and visibility of the event within the school community to encourage greater participation.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct field trips to Historically Black Colleges and Universities (HBCUs) to expose students to higher education opportunities that celebrate Black culture, history, and academic excellence. Establish a Black Family Advisory Council to increase family involvement and representation in school decision-making. The council will: Hold regular meetings to discuss school climate, student experiences, and community engagement strategies. Provide a platform for Black families to share insights and collaborate on initiatives that support student success and cultural inclusivity. Allocate resources (food, materials, school supplies) to support engagement.		
1.8	Personalized Learning Plans (students)	Students will create Personalized Learning Plans (PLPs) and share them with families during Student-Led Conferences (SLCs) twice per year. PLPs will include academic, personal, and language development goals, providing a structured framework for student reflection and progress tracking. Student goal-setting will be enhanced by: Scheduling the first SLC earlier in the school year to allow for adequate preparation time for both students and teachers. Providing structured prompts and reflection tools to help students set clear, meaningful, and achievable goals. Allocating dedicated time in advisory or core classes for students to develop, refine, and practice their presentations ahead of SLCs. Action steps will be written for each student's goals, ensuring students have a clear plan for success. Students will have monthly opportunities to monitor progress, reflect on their learning, and adjust their goals accordingly. Multi-Language Learners (MLLs) will incorporate language goals into their PLPs, with their goals stored in PowerSchool for ongoing reference and progress tracking. Teachers will provide regular check-ins to support MLLs in reaching their language proficiency targets.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Teachers will be supported with structured guidance and resources to help students effectively articulate their learning, achievements, and areas for growth during SLCs.		
1.9	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Instructional School Site Coach College Academic Counselor Instructional Assistant This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$235,986.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 36% Teacher-student relationships: Grades 6-12: 51%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 48% Teacher-student relationships: Grades 6-12: 51% School Safety: Grades 6-12: 61%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 53% Teacher-student relationships: Grades 6-12: 61% School Safety: Grades 6-12: 57%	2026-27 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 56% Teacher-student relationships:	Sense of belonging Grades 6-12: Increased 17% Teacher-student relationships: Increased 10% School Safety: Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 50%			Grades 6-12: 71% School Safety: Grades 6-12: 70%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 12.2% African American/Black: 17.9% Hispanic/Latinx: 11.2% English Learners: 15.3% Socioeconomically Disadvantaged: 13.9% Students with Disabilities: 5.9%	2023-2024 Suspension Rate All Students: 6.70% Black/African American: 11.80% Asian: 4.30% Filipino: 0.00% Hispanic: 6.10% Multiple Races/Two or More: 7.10% Students with Disabilities: 10.10% White: 0.00% English Learner: 4.10% Long-Term English Learner: 4.90% Socioeconomically Disadvantaged: 7.10%	2024-2025 Suspension Rate All Students: 6.60% Black/African American: 13.60% American Indian or Alaska Native: 0.00% Asian: 8.16% English Learner: 0.00% Filipino: 0.00% Foster Youth: 0.00% Hispanic: 66.60% Homeless Youth: 8.00% Multiple Races/Two or More: 2.27% Pacific Islander: 20.60% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 10.70% White: 4.08%	2025-2026 Suspension Rate All Students: 6.2% African American/Black: 11.9% Hispanic/Latinx: 5.2% English Learners: 9.3% Socioeconomically Disadvantaged: 7.9% Students with Disabilities: 0%	All Students: Decreased 5.6% Black/African American: Decreased 4.3% Hispanic/Latinx: Increased 55.4% English Learners: Decreased 15.3% Socioeconomically Disadvantaged: Decreased 13.9% Students with Disabilities: Increased 4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 15.80% African American/Black: 13.30% Hispanic/Latinx: 14.50% English Learners: 16.10% Socioeconomically disadvantaged: 15.80% Students with Disabilities: 23.80%	2023-2024 Chronic Absenteeism Rate All Students: 25.10% English Learner: 23.30% Long-Term English Learner: 26.10% Socioeconomically Disadvantaged: 28.70% Black/African American: 22.40% Asian: 8.30% Hispanic: 25.80% Multiple Races/Two or More: 34.40% Students with Disabilities: 36.80%	2024-2025 Chronic Absenteeism Rate All Students: 25.20% Black/African American: 27.90% Asian: 0.00% English Learner: 32.30% Hispanic: 26.40% Long-Term English Learner: 34.10% Multiple Races/Two or More: 33.30% Socioeconomically Disadvantaged: 26.40% Students with Disabilities: 40.40% White: 31.30%	2025-2026 Chronic Absenteeism Rate All: 6.80% African American/Black: 4.30% Hispanic/Latinx: 5.50% English Learners: 7.10% Socioeconomically disadvantaged: 6.80% Students with Disabilities: 14.80%	All Students: Increased 9.4% Black/African American: Increased 14.6% Hispanic/Latinx: Increased 11.9% English Learners: Increased 16.2% Socioeconomically Disadvantaged: Increased 10.6% Students with Disabilities: Increased 16.6%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 86% responded favorably Family Engagement: 16% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 85% responded favorably Family Engagement: 14% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 85% responded favorably Family Engagement: 25% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 41% responded favorably	Barriers to Engagement: Decreased 1% Family Engagement: Increased 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.03%	2024-2025 P2 Attendance Rate 90.38%	2025-26 P2 Attendance Rate 91.49%	2026-2027 Attendance Rate (P2) 95.1% or higher	Decreased 0.54%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0.12 %	2024-2025 Pupil Expulsion Rate 3 %	2026-2027 Expulsion Rate 0%	Increased 3.0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 66% responded favorably “The school provides a safe environment for my child.”	2024-2025 Aspire Family Survey 60% responded favorably: "The school provides a	2025-26 Aspire Family Survey 88% 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: Increased 22% Comfort with Staff: Increased 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		64% 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."" 88% 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
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-26 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
2.11	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate (3 of 98) 3.06%	2023-2024 Dropout Rate 5.40%	2024-25 Dropout Rate 1.20%	2025-2026 Dropout Rate 0	Decreased 1.86%

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.

At LHA, our school implemented multiple actions designed to improve attendance, strengthen social-emotional learning, increase family engagement, improve school climate systems, and maintain safe and supportive learning environments. Staff implemented restorative practices, SEL supports, attendance interventions, behavior systems, family outreach efforts, and instructional coaching structures throughout the school year. Our school also continued facilitating family engagement opportunities, community-building activities, and facilities monitoring systems to support student wellness and school connectedness.

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.

Overall, the actions under Goal 2 were partially effective in improving school climate, increasing family communication, strengthening student support systems, and supporting safer and more organized learning environments. Attendance outreach efforts increased communication with families regarding chronic absenteeism concerns, while restorative practices and SEL structures contributed to stronger relationship-building and improved student engagement across many classrooms. Family engagement opportunities, including school events and outreach efforts, also helped strengthen relationships between families and our school community.

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.

However, several actions did not consistently produce the targeted results across all classrooms and student groups. Chronic absenteeism, inconsistent implementation of restorative practices, and uneven follow-through with behavior intervention systems continued to impact overall effectiveness. Staffing shortages, competing operational priorities, and limited time for ongoing coaching and monitoring created barriers to full implementation of attendance systems, family engagement structures, and schoolwide behavior supports. Local attendance data, behavior trends, and Dashboard indicators demonstrate that while progress was made in strengthening relationships and increasing school connectedness, additional systems and accountability structures are needed to improve consistency and achieve stronger outcomes across all Goal 2 metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly, with a specific focus on ELs, McKinney-Vento students, Foster Youth, and low-income students. Increase proactive family communication by: Strengthening personalized outreach efforts for every absence, including phone calls, text messages, and in-person check-ins. Conducting home visits for students with chronic absenteeism to provide personalized support and resources. Implement a structured, school-wide attendance incentive program to recognize and reward strong attendance habits, including: Perfect attendance certificates and recognition in school newsletters. Grade-level attendance competitions with incentives for improvement. Public celebrations of attendance milestones to reinforce positive habits. Expand early attendance education for TK-2 families by providing monthly reminders, informational sessions, and family engagement opportunities that emphasize the importance of early and consistent school attendance. Continuously monitor and update Special Programs in PowerSchool to ensure that McKinney-Vento and Foster Youth students are accurately identified and supported. Engage families in continued learning and awareness efforts by providing: Workshops and informational sessions on attendance policies, the impact of absenteeism on learning outcomes, and the difference between chronic absenteeism and truancy. Increased communication on attendance expectations and available supports, including resources for families facing attendance barriers. Enrollment: Continue weekly attendance and enrollment reviews to ensure enrollment targets are met strategically and proactively. Refine and expand marketing efforts for enrollment by: Developing a targeted outreach plan that includes flyers at preschools, grocery stores, and local businesses.	$491,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Holding open enrollment meetings to engage prospective families. Utilizing social media platforms to promote open enrollment and highlight school events that showcase the student experience.		
2.2	SEL	Revised SEL Goals for Next Year Implement and monitor the CVRO-wide SEL curriculum, We Do It for the Culture, ensuring consistent integration across all classrooms. Conduct regular learning walks and fidelity checks to assess SEL curriculum implementation and determine teacher support needs. Provide professional development (PD) for all staff on SEL competencies from CDE, equipping teachers with strategies for effective SEL instruction. Ensure SEL learning targets are visibly posted in all classrooms, reinforcing SEL concepts for students and supporting consistent schoolwide implementation. Embed anti-racist and culturally responsive strategies into SEL practices by providing explicit guidance, training, and resources for teachers. Engage families in SEL learning by implementing structured opportunities for students to teach their families about SEL practices, using CASEL's Family Engagement PD resources in Spanish & English. Integrate SEL into staff meetings and professional collaboration time to ensure ongoing discussion, monitoring, and adjustments to implementation.	$0.00	No
2.3	Family and Community Engagement & Outreach	Expand family engagement opportunities by holding quarterly events, including Coffee Chats and structured family connection activities such as ""Lunch with a Loved One,"" ""Donuts with Dads,"" or ""Muffins with Moms."" These events will provide parents and guardians with meaningful opportunities to connect with their children and the school community. Enhance SSC/ELAC meetings by incorporating: Student performances to showcase student achievements and encourage participation. Food, childcare, and translation services to make meetings more accessible.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Door prizes and interactive discussions to increase family engagement and investment. Create a Black Family Advisory Group to ensure Black families have a voice in school culture, climate, and decision-making. This group will provide input on student experiences, culturally responsive practices, and community-building efforts. Utilize the social media liaison not only to increase awareness of school events but also to strengthen the school-family connection by sharing family engagement highlights, student spotlights, and interactive content that fosters community participation. Designate a person or team to develop meaningful school partnerships with local organizations, businesses, and community groups to provide student mentorships, family support services, and enrichment opportunities.		
2.4	School Climate	Ensure all staff receive training on PowerSchool Incident reporting to maintain consistent documentation and data tracking. Establish and formalize an MTSS Team, PBIS/Equity Leadership Team (ELT), Wellness Team, and Attendance Team to regularly review school climate data (SEL, attendance, enrollment, behavior trends) and develop targeted interventions. Implement a replacement for the Merit Point System to provide student incentives and reinforce school-wide behavioral expectations through a structured PBIS framework. Require all staff to attend CPI and Restorative Practices training to ensure consistent de-escalation strategies, behavior intervention, and restorative discipline practices. Improve implementation and accountability of SEL instruction by: Embedding SEL lessons into weekly planning expectations. Conducting learning walks to monitor implementation.	$257,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Providing ongoing staff reminders and training on using the One-Stop-Shop SEL curriculum. Conduct regular learning walks and fidelity checks to ensure PBIS and restorative practices are implemented consistently across classrooms. Use discipline data (incidents, referrals, suspensions) in monthly reviews to identify school-wide trends and adjust intervention strategies, with a focus on reducing suspension rates for English Learners and Hispanic students. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Hispanic students in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. The actions addressed above are also implemented to support the work underway as part of our differentiated assistance qualification.		
2.5	Classroom Facilities, and Student Physical Spaces	Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.	$239,212.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every two weeks, using the Aspire Student Learning Framework (ASLF) and TeachBoost, with structured tracking to ensure consistency.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Implement a structured weekly admin learning walk schedule, with a focus on schoolwide instructional priorities, and share findings with staff through newsletters or team meetings. Establish a peer observation system at the beginning of the year, ensuring: Grade-level leads and identified peer observers have a structured schedule for classroom visits. Trends and best practices are shared in staff meetings to foster collaborative instructional growth. Require all teachers to set at least one PLP goal aligned with ASLF Essential Content, ensuring a direct connection between professional learning, coaching, and school priorities. Engage lead teachers in instructional learning walks and peer coaching cycles, with structured training and expectations for classroom observations and feedback. Incorporate teachers into weekly admin learning walks to increase alignment with school priorities and promote a culture of shared instructional leadership.		

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 53.57% Fully Credentialed	2022-23 67.48% Fully Credentialed	2023-24 62.52% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 8.95%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 65% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 50% responded favorably	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 85% responded favorably	School Climate: Increased 8% Belonging: Increased 8% Well-being: Increased 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 68% responded favorably Well-being: 59% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 44% responded favorably	Belonging: 56% responded favorably Well-being: 55% responded favorably Staff-Leadership Relationships: 41% responded favorably Cultural Awareness and Action: 41% responded favorably	School Climate: 73% responded favorably Belonging: 76% responded favorably Well-being: 78% responded favorably Staff-Leadership Relationships: 63% responded favorably Cultural Awareness and Action: 65% responded favorably	Belonging: 95% responded favorably Well-being: 79% responded favorably Staff-Leadership Relationships: 80% responded favorably Cultural Awareness and Action: 64% responded favorably	Staff-Leadership Relationships: Increased 3% Cultural Awareness and Action: Increased 21%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 91.3%	Retention Rate 90.20%	Retention Rate 96.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Increased 4.7%
3.4	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 70.40% Black/African American: Data not displayed English Learner: 41.70%	2023-2024 College and Career Readiness All Students: 79.30% English Learner: 54.50%	2024-25 College and Career Readiness All Students: 90.90% English Learner: 75.00% Long-Term English Learner: 75.00%	2025-2026 College and Career Readiness All Students: 79.40% Black/African American: Data not displayed	All Students: Increased 20.5% English Learner: Increased 33.3% Hispanic: Increased 20.9% Socioeconomically Disadvantaged: Increased 22.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 66.30% Hispanic: 66.20% Students with Disabilities: 11.80%	Long-Term English Learner: 54.50% Socioeconomically Disadvantaged: 77.80% Black/African American: 76.90% Hispanic: 79.70%	Hispanic: 87.10% Socioeconomically Disadvantaged: 88.70% Black/African American: Data not displayed Students with Disabilities: Data not displayed	English Learner: 50.70% Socioeconomically Disadvantaged: 75.30% Hispanic: 75.20% Students with Disabilities: 20.80%	Students with Disabilities: No comparable data Black/African American: No baseline available
3.5	A-G Completion Rates (Data Portal)	2022-2023 A-G Completion Rates 86%	2023-24 A-G Completion Rates 84.15%	2024-25 A-G Completion Rates 100.00%	2025-2026 A-G Completion Rates 100%	Increased 14.0%

Goal Analysis [2025-26]

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

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

At LHA, our school implemented actions designed to increase project-based learning opportunities, strengthen family involvement, support professional learning, and improve teacher credentialing and retention systems. Teachers participated in professional development sessions, collaborative planning opportunities, and instructional coaching focused on increasing instructional rigor and student engagement. Students engaged in project-based learning experiences and collaborative instructional activities designed to strengthen critical thinking and real-world application of academic skills.

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.

Overall, the actions under Goal 3 were partially effective in supporting teacher development, increasing opportunities for student engagement, and strengthening professional learning systems. Professional development opportunities supported instructional growth in classroom management, student engagement, and collaborative instructional planning. Project-based learning opportunities also increased student participation and opportunities for collaboration in several classrooms.

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.

However, inconsistent implementation across classrooms limited the overall effectiveness of these actions. Opportunities for interdisciplinary project-based learning, peer observation, and sustained coaching varied significantly across grade levels. Local instructional data and walkthrough trends indicate that while teacher collaboration and professional learning structures improved overall instructional capacity, additional systems are needed to improve consistency and implementation fidelity schoolwide.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) We will Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Start/continue affinity groups at school sites.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Divide meetings between administrators based on supervision & PLPs. Include credential goals in PLPs as applicable. Work towards securing 1-2 Alder Residents and 2 student teachers each year in identified areas of need on campus.	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible including individual meetings with all students and families to ensure that they are aware of student progress, goals & identified interventions. Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options Schools provide financial literacy training for scholars using regional resources	$0.00	No
3.6	Career pathways	Ensure all high school students (9-12) develop a Post Secondary Success Plan that includes their career, college, and community goals post-graduation, and connects with our graduate profile Each High School will develop a career pathway that includes a college/university partner, to provide courses for our students Identify and develop school site career pathways, with a specific focus on the relationship between early college offerings and career pathways Ensure Master Schedule supports learning opportunities that lead to post-secondary pathway exploration and early college high school. A key program strategy is to expand college and career readiness by providing students with the opportunity to complete at least nine units (three courses) of transferable general education coursework (some of which will also meet A-G requirements). One course will be from a 4 year university. Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue building and sustaining partnerships with industry leaders to provide students with exposure to high-wage, in-demand careers through job site visits, mentorship, and guest speakers. Coordinate field trips to local institutions of higher education to expose students to postsecondary options.		

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: -55.0 African American/Black: -76.7 English Learners: -123.3 Hispanic/Latinx: -56.3 Socioeconomically Disadvantaged: -71.7 Students with Disabilities: -127.7	2023-2024 SBAC ELA DFS All Students: -64.3 English Learner: -106.8 Long-Term English Learner: -142.3 Socioeconomically Disadvantaged: -78.4 Black/African American: -82.4	2024-2025 SBAC ELA DFS All Students: -59.4 Black/African American: -82.4 Asian: -8.8 English Learner: -91.1 English Learners Only: -129.3 English Only: -58.6 Filipino: -30.5	2025-2026 SBAC ELA DFS All Students: -46.00 Black/African American: -67.70 English Learners: -114.30 Hispanic/Latinx: -47.30 Socioeconomically Disadvantaged: -62.70	All Students: Decreased 4.4 Black/African American: Decreased 5.7 English Learner: Increased 32.2 Hispanic/Latinx: Decreased 5.3 Socioeconomically Disadvantaged: Increased 7.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: 4.3 Hispanic: -72.4 Multiple Races/Two or More: -12.6 Students with Disabilities: -137.5	Hispanic: -61.6 Long-Term English Learner: -131.7 Recently Reclassified Fluent-English Proficient Only: -51.4 Socioeconomically Disadvantaged: -64.7 Students with Disabilities: -128.8 White: -34.7	Students with Disabilities: -118.70	Students with Disabilities: Decreased 1.1
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -124.8 African American/Black: -141.4 English Learners: -183.8 Hispanic/Latinx: -130.5 Socioeconomically Disadvantaged: -138.4 Students with Disabilities: -152.4	2023-2024 SBAC MATH DFS All Students: -128.5 English Learner: -179 Long-Term English Learner: -205.7 Socioeconomically Disadvantaged: -140.1 Black/African American: -133.9 Asian: -80.8 Hispanic: -134.7 Multiple Races/Two or More: -107.3 Students with Disabilities: -190.2	2024-2025 SBAC MATH DFS All Students: -124.3 Black/African American: -150.4 Asian: -75.9 English Learner: -155.8 English Learners Only: -180.9 English Only: -126.8 Filipino: -66.7 Hispanic: -127.3 Long-Term English Learner: -187.3 Recently Reclassified Fluent-English	2025-2026 SBAC Math DFS All Students: -115.8 African American/Black: -132.4 English Learners: -174.8 Socioeconomically Disadvantaged: -129.4 Hispanic/Latinx: -121.5 Students with Disabilities: -143.4	All Students: Increased 0.5 Black/African American: Decreased 9.0 English Learner: Increased 28.0 Hispanic/Latinx: Increased 3.2 Socioeconomically Disadvantaged: Increased 7.5 Students with Disabilities: Decreased 41.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: -129.6 Socioeconomically Disadvantaged: -130.9 Students with Disabilities: -193.4 White: -75.3		

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.

At LHA, our school implemented targeted literacy and math intervention supports designed to address foundational skill gaps and improve academic outcomes for students requiring additional support. Teachers utilized assessment data, small-group instruction, and intervention supports to provide targeted academic assistance during the instructional day. Literacy and math interventions were implemented through classroom-based supports, intervention blocks, and progress monitoring discussions throughout the year.

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

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

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

Overall, the actions under Goal 4 were partially effective in increasing student access to targeted literacy and math intervention supports. Students benefited from small-group instruction, targeted intervention opportunities, and increased instructional focus on foundational academic skills. Teachers also improved use of assessment data to identify learning gaps and provide differentiated instructional supports.

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 local assessment data, instructional monitoring, and intervention participation trends, LHA will strengthen intervention systems next year through increased progress monitoring, more consistent intervention scheduling, and stronger alignment between intervention supports and Tier 1 instruction. Additional emphasis will be placed on evidence-based literacy and math instructional practices, small-group intervention consistency, and teacher professional development focused on foundational academic skill development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based ELA and math curriculum and materials grounded in state standards and the science of reading to improve student outcomes.	$52,416.00	No
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics	$52,416.00	No

Action #	Title	Description	Total Funds	Contributing
		Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based ELA and math curriculum and materials grounded in state standards and the science of reading to improve student outcomes.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,034,709	$183,128

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
22.449%	0.000%	$0.00	22.449%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored -91.1 points below standard in 2024-25, improving from -123.3 at baseline but remaining significantly below standard and	The actions address the needs of ELs and low-income students by ensuring all core subjects have standards-based, board-approved curriculum and by providing professional development to equip teachers with the skills needed to support these students. Access to Chromebooks ensures that all students can engage with digital learning resources, promoting continuity in learning. Regular planning time for teachers to internalize lessons using culturally responsive teaching practices makes the curriculum more relevant and	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 Orange on the Dashboard. Socioeconomically Disadvantaged students scored -64.7 points below standard in 2024-25, identified as Yellow and improving from -71.7 at baseline. In Mathematics, English Learners scored -155.8 points below standard in 2024-25, identified as Orange and improving from -183.8 at baseline but remaining significantly below standard. Socioeconomically Disadvantaged students scored -130.9 points below standard in 2024-25, identified as Orange and improving from -138.4 at baseline. Students with Disabilities scored -193.4 points below standard in Mathematics in 2024-25, identified as Red and declining significantly from -152.4 at baseline. ELPI data shows only 38.2% of English Learners making progress toward English language proficiency in 2024-25, declining consistently from 59.30% at baseline and identified as Orange, indicating continued need for strengthened language development supports. **Scope:** LEA-wide	accessible. Intervention curricula specifically target academic gaps, providing tailored instructional approaches to improve performance in ELA and Math. Leadership training in educational equity ensures school leaders can advocate for and implement practices that elevate the academic experiences of ELs and low-income students, aiming to close the performance gap. Providing these actions schoolwide ensures a consistent, high-quality educational experience for all students, fostering an inclusive environment where every student can thrive.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored -91.1 points below standard	These actions address the needs of ELs and low-income students by enhancing the instructional program and ensuring effective teaching practices. Providing regular time for data discussions allows teachers to analyze Common Formative Assessments (CFAs) and interim assessments, guiding Tier 1 instruction to be more responsive to student needs. This targeted approach helps identify and address academic gaps early,	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
	in 2024-25, improving from -123.3 at baseline but remaining significantly below standard and identified as Orange on the Dashboard. Socioeconomically Disadvantaged students scored -64.7 points below standard in 2024-25, identified as Yellow and improving from -71.7 at baseline. In Mathematics, English Learners scored -155.8 points below standard in 2024-25, identified as Orange, and Socioeconomically Disadvantaged students scored -130.9 points below standard, identified as Orange. ELPI data shows only 38.2% of English Learners making progress toward English language proficiency in 2024-25, declining consistently from 59.30% at baseline, indicating continued need for strengthened data-driven instructional supports for unduplicated pupils. **Scope:** LEA-wide	particularly for ELs and low-income students. Weekly observations by the leadership team help monitor the instructional program, highlighting successful practices and identifying areas for improvement. This continuous feedback loop ensures that instruction is consistently refined to meet the diverse needs of all students. Clearly communicating learning targets and objectives both verbally and visually helps students understand the goals of their lessons, promoting greater engagement and clarity in learning. Providing these actions schoolwide ensures that all students, including ELs and low-income students, benefit from a cohesive, data-driven approach to instruction, fostering an inclusive and supportive learning environment.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent and critically high chronic absenteeism rates for English Learners and Socioeconomically Disadvantaged students. After increasing significantly from baseline, chronic absenteeism remained elevated in 2024-25 with English Learners recording 32.30%, identified as Red and increasing from 16.10% at baseline. Socioeconomically Disadvantaged students recorded 26.40% in 2024-25,	Ensuring that the attendance team conducts weekly data reviews focused on specific subgroups will provide timely insights into attendance trends, enabling targeted interventions to proactively address chronic absenteeism and attendance challenges, particularly for unduplicated students. Increasing family communication when students are absent and conducting home visits for those with chronic absenteeism will strengthen relationships with families and identify barriers to regular attendance. Personal communication and home visits will help families understand the importance of consistent attendance while uncovering challenges that	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified as Orange and increasing from 15.80% at baseline. Students with Disabilities recorded 40.40% in 2024-25, identified as Red and increasing significantly from 23.80% at baseline. Overall school attendance stood at 91.49% in 2025-26, below the baseline of 92.03% and well below the 95.1% target, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils. **Scope:** LEA-wide	school support services can address. By continuously monitoring and updating special programs for students in PowerSchool, the team will ensure accurate identification and support of McKinney-Vento and foster youth students, who often face additional barriers contributing to absenteeism. Providing these actions on a schoolwide basis ensures consistent attendance policies and expectations are maintained across all classrooms, reinforcing equitable support for every student. By using a comprehensive and systematic approach to address chronic absenteeism, we can provide unduplicated students with the necessary resources to attend school regularly and succeed academically	
2.4	**Action:** School Climate **Need:** California Dashboard data and local survey data indicate persistent needs related to school climate, belonging, and suspension rates for English Learners and Socioeconomically Disadvantaged students. Overall suspension rates declined significantly from 12.2% at baseline to 6.60% in 2024-25, showing strong positive progress. However Students with Disabilities recorded a suspension rate of 10.70% in 2024-25, increasing from 5.9% at baseline and identified as Red in Year 1. Black/African American students recorded 13.60% in 2024-25, remaining elevated despite declining from 17.9% at baseline. Local Aspire Student Survey data shows school safety favorability at 57% in Year 2, improving from 50% at	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral	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
	baseline but still indicating that more than four in ten students, including unduplicated pupils, do not consistently feel safe at school. Chronic absenteeism increased significantly across all groups from baseline, with English Learners at 32.30% and Socioeconomically Disadvantaged students at 26.40% in 2024-25, both identified as Red and indicating continued need for strengthened behavioral and climate supports for unduplicated pupils. **Scope:** LEA-wide	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 needs related to school safety perceptions for English Learners and Socioeconomically Disadvantaged students. Student survey data shows 57% of students responded favorably to school safety questions in Year 2, improving from 50% at baseline but still indicating that more than four in ten students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions improved significantly from 66% at baseline to 88% in Year 2, indicating positive momentum that the school seeks to sustain through continued safety investments and consistent emergency preparedness systems.	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. Substitute coverage through Scoot ensures classrooms and office functions remain consistently staffed, reducing instructional disruptions across all grade levels. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and staffing supports operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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	9,063,496	2,034,709	22.449%	0.000%	22.449%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,917,944.00	$1,998,915.00	$0.00	$380,410.00	$8,297,269.00	$7,560,735.00	$736,534.00

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	$374,922.00	$374,922.00				$374,922.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,173,032.00	$0.00	$1,173,032.00				$1,173,032.00	
1	1.3							Ongoing								
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$11,081.00				$11,081.00	$11,081.00	
1	1.5	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,699,432.00	$71,146.00	$3,381,252.00	$389,326.00			$3,770,578.00	
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,463,547.00	$174,553.00		$1,504,757.00		$133,343.00	$1,638,100.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Personalized Learning Plans (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.9	Title I	All	No			All Schools	Ongoing	$235,986.00	$0.00				$235,986.00	$235,986.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$491,684.00	$0.00	$491,684.00				$491,684.00	
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	$257,842.00	$0.00	$257,842.00				$257,842.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$239,212.00	$0.00	$239,212.00				$239,212.00	
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	College & Career Readiness (Early College HS, A-G Readiness)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Career pathways	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$52,416.00		$52,416.00			$52,416.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$52,416.00		$52,416.00			$52,416.00	

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
9,063,496	2,034,709	22.449%	0.000%	22.449%	$2,536,692.00	0.000%	27.988 %	**Total:**	$2,536,692.00
								LEA-wide Total:	$2,536,692.00
								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	$374,922.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,173,032.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$491,684.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$257,842.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$239,212.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,545,199.00	$8,342,041.00

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	$497,090.00	491,099
1	**1.2**	Instruction	Yes	$1,082,494.00	1,096,560
1	**1.4**	MLL	No	$0.00	$0.00
1	**1.5**	Academic Program (Master Scheduling)	No	$3,796,191.00	3,795,099
1	**1.6**	SPED	No	$1,726,264.00	1,533,866
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Personalized Learning Plans (students)	No	$0.00	$0.00
1	**1.9**	Title I	No	$260,805.00	250,710
2	**2.1**	Attendance and Enrollment	Yes	$561,198.00	544,949
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	$249,538.00	260,953
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$319,510.00	316,696
2	2.6	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	3.1	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	3.2	Family Involvement and Community Outreach	No	$0.00	$0.00
3	3.3	Professional Learning (adults)	No	$0.00	$0.00
3	3.4	Teacher Credentialing	No	$0.00	$0.00
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	No	$0.00	$0.00
3	3.6	Career pathways	No	$0.00	$0.00
4	4.1	ELA	No	$26,055.00	26,055
4	4.2	Math	No	$26,054.00	26,054

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)
1,944,515	$2,709,830.00	$2,710,257.00	($427.00)	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	$497,090.00	491,099		
1	1.2	Instruction	Yes	$1,082,494.00	1,096,560		
2	2.1	Attendance and Enrollment	Yes	$561,198.00	544,949		
2	2.4	School Climate	Yes	$249,538.00	260,953		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$319,510.00	316,696		

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)
8,707,892	1,944,515	0.000%	22.330%	$2,710,257.00	0.000%	31.124%	$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).

California Department of Education
November 2024