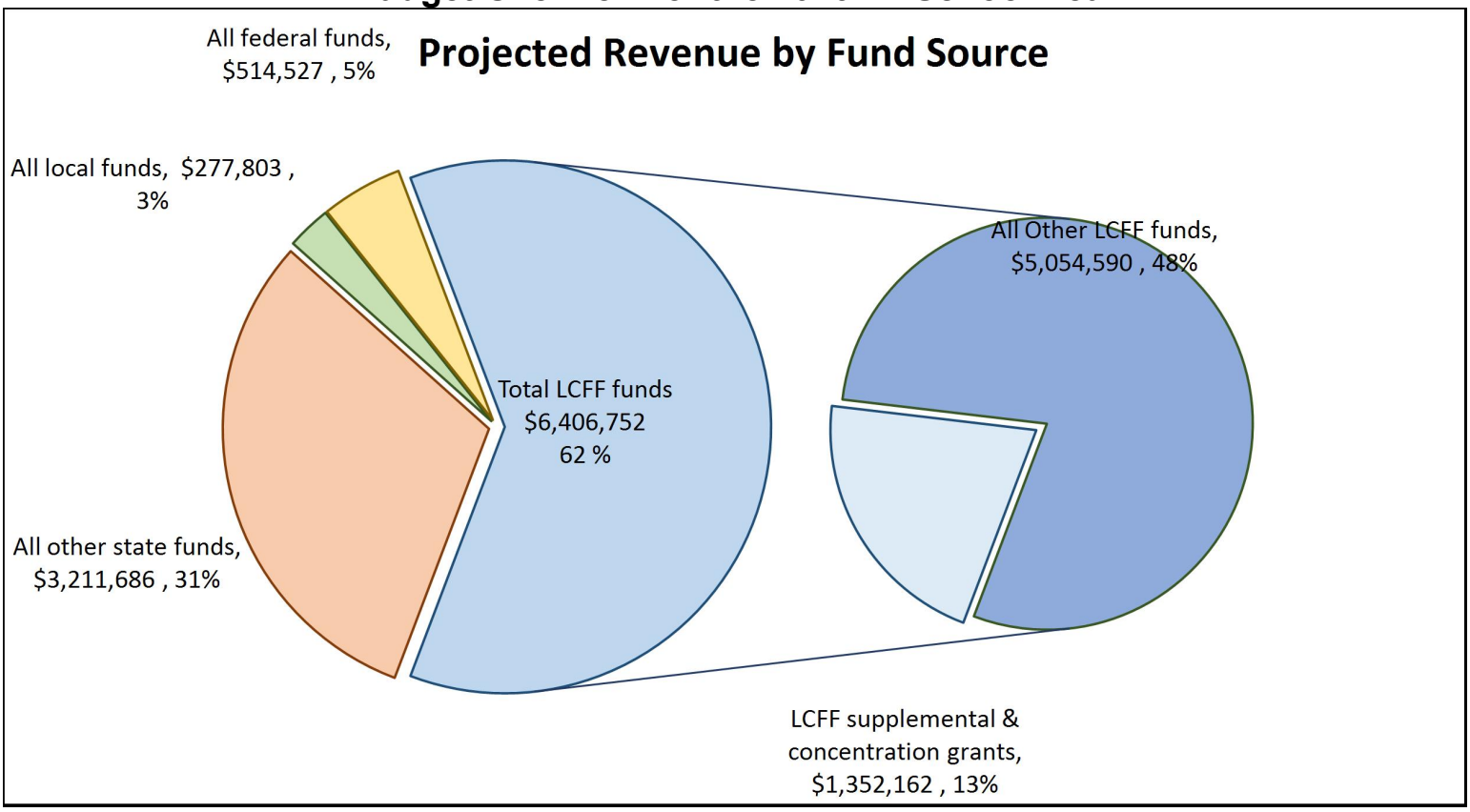
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Arts & Sciences Academy (Stockton TK-5)
CDS Code: 39686760139923
School Year: 2026-27
LEA contact information:
Alicia DeSantiago
Principal
AspireAASA@aspirepublicschools.org
209-337-3010

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

Budget Overview for the 2026-27 School Year

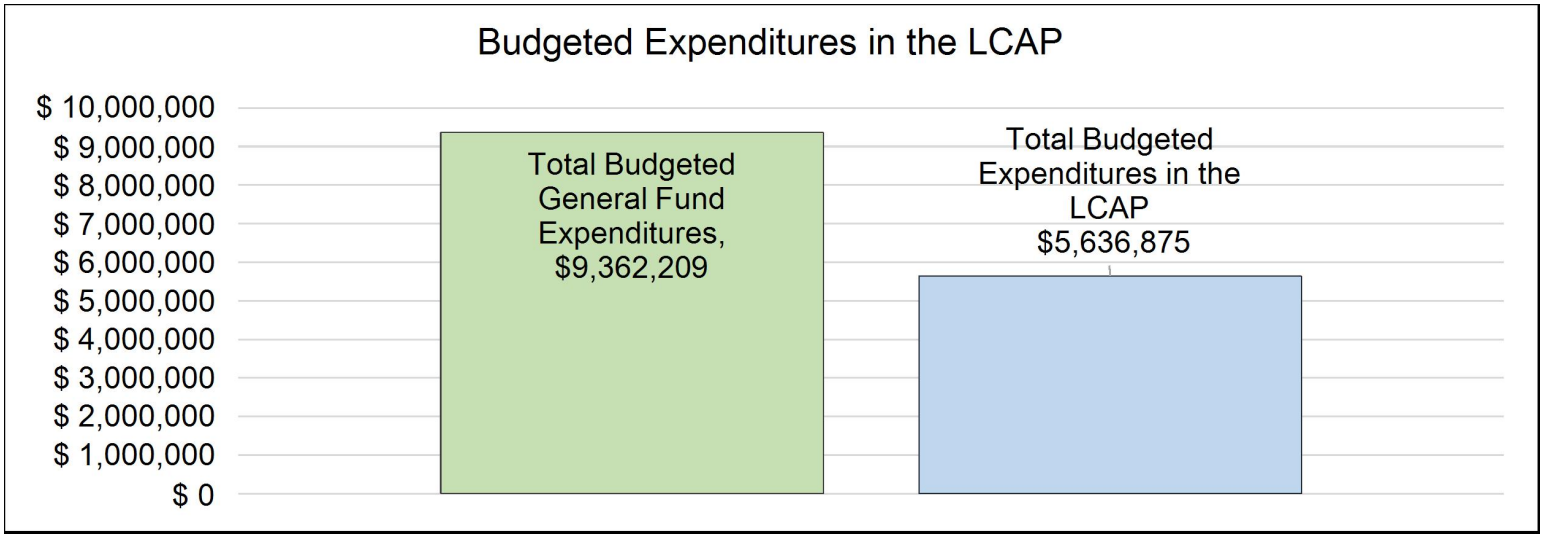


This chart shows the total general purpose revenue Aspire Arts & Sciences Academy (Stockton TK-5) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Arts & Sciences Academy (Stockton TK-5) is $10,410,768, of which $6,406,752 is Local Control Funding Formula (LCFF), $3,211,686 is other state funds, $277,803 is local funds, and $514,527 is federal funds. Of the $6,406,752 in LCFF Funds, $1,352,162 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Arts & Sciences Academy (Stockton TK-5) plans to spend for 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 Arts & Sciences Academy (Stockton TK-5) plans to spend $9,362,209 for the 2026-27 school year. Of that amount, $5,636,875 is tied to actions/services in the LCAP and $3,725,334 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

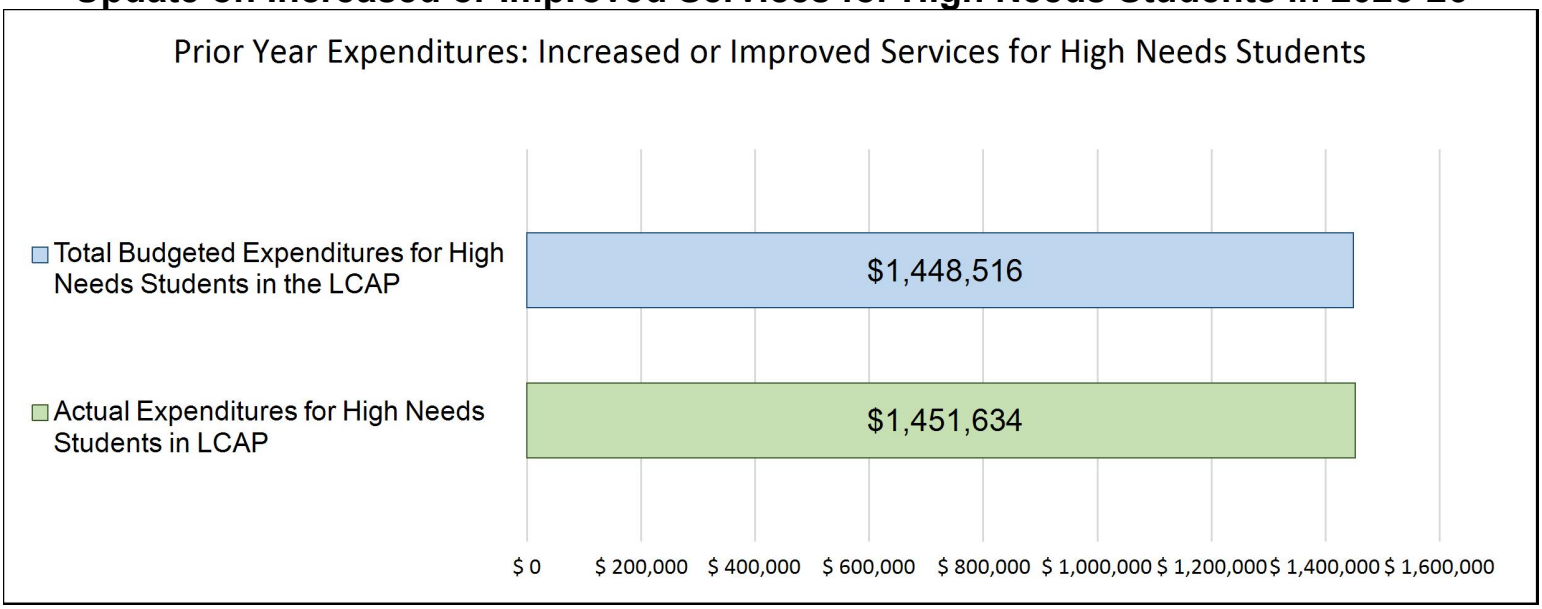
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Arts & Sciences Academy (Stockton TK-5) is projecting it will receive $1,352,162 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Arts & Sciences Academy (Stockton TK-5) must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Arts & Sciences Academy (Stockton TK-5) plans to spend $1,379,433 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 Arts & Sciences Academy (Stockton TK-5) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Arts & Sciences Academy (Stockton TK-5) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire Arts & Sciences Academy (Stockton TK-5)'s LCAP budgeted $1,448,516 for planned actions to increase or improve services for high needs students. Aspire Arts & Sciences Academy (Stockton TK-5) actually spent $1,451,634 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 Arts & Sciences Academy (Stockton TK-5)	Alicia DeSantiago Principal	AspireAASA@aspirepublicschools.org 209-337-3010

Plan Summary [2026-27]

General Information

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

Aspire Arts & Sciences Academy, located in Stockton, California, is a TK-5 school that opened in 2020 as part of the Aspire Public Schools network. The school is dedicated to providing a unique educational experience that integrates a strong focus on the arts and sciences with rigorous academic instruction. Serving 433 students, the school embraces diversity, with 49% of students identifying as Hispanic, 24% as Asian American, 0.04% as multiracial, and others, including Black 0.07%, Caucasian 0.03%, Pacific Islander 0.01%, and American Indian/Alaska Native 0.01%. Approximately 62% of students qualify for free or reduced lunch, underscoring the school's mission to ensure equitable access to quality education.

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

Family engagement is central to the school's success, with families actively participating in the "Celebrations of Learning" and student-led conferences. Our family engagement approach ties academics to fun family activities; for example, when attending your scholar's scheduled Celebration of Learning presentations, families can visit the Scholastic Book Fair or purchase food from the two or three food trucks available. This joyful collaboration fosters a supportive learning environment where students receive the academic and social-emotional support needed to thrive. The school is committed to removing barriers to equitable access and ensuring positive outcomes for all scholars.

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

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

Reflections: Annual Performance

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

School Growth
In our sixth year of operation, we expanded our school by adding three fifth-grade classrooms, increasing enrollment from 386 to 433 students. With our special education population at 17%, we added a fourth administrator—our Special Populations Administrator—to strengthen support systems across special education, 504 plans, multilingual learners (MLLs), and Black families. This leader brings targeted expertise to ensure compliance, build systems, and deepen community engagement, including the development of a Black Family Advisory Group and direct support for our Education Specialists and Instructional Assistants.
Additionally, at the close of the 2024–2025 school year, we restructured our leadership model by transitioning the Dean of Instruction role into a second Assistant Principal position. This shift created a "school within a school" model, with one Assistant Principal supporting lower grades and the other supporting upper grades, allowing for more focused instructional leadership and student support, school-wide discipline, and student services
We have made progress in reducing chronic absenteeism, decreasing from 33.8% to 32.3%, with internal projections reaching 31.6%—an overall reduction of 2.2%. Our social worker plays a critical role by facilitating weekly attendance team meetings, where attendance data is closely monitored by teachers and grade levels.
Through a coordinated team effort, we have implemented strategic attendance initiatives, including incentives, Town Halls, award ceremonies, and consistent sharing of attendance data. These efforts have strengthened accountability and increased student engagement, contributing to improved daily attendance.
Academic Growth
A review of Aspire's Arts and Sciences Academy dashboard and site-based data reflects both growth and areas for continued focus across student subgroups.
In English Language Arts, we saw an improvement of 4.7 points in distance from standard, now at 78.8 points below standard. Notable subgroup gains include:
Latine students: +8.9 points
Asian students: +10.1 points
English learners: +9.4 points
In Mathematics, overall performance remained relatively stable, with a slight change of +0.2 points, currently at 78.9 points below standard. However, subgroup data show meaningful growth:
Latine students: +4.5 points
English Learners: +16.2 points

Challenges:
Discipline and Suspension data
Dashboard suspension data for 2025 is 2.7, and it is maintained with a 0.2 difference. Our internal suspension tracker finds that this school year, 25-26, the suspension rate has increased to 4.6%, and 21 of our students have been suspended at least once.
Chronic Absenteeism
Despite the implementation of comprehensive attendance supports, chronic absenteeism remains a persistent challenge, with approximately 30% of students meeting the criteria. While overall attendance has shown modest improvement, data from the Soaring Attendance Tracker indicates that only a limited number of classrooms consistently reach the 95% attendance benchmark, with noticeable variation across grade levels.
A core group of students remains chronically absent, underscoring the need for more intensive, sustained intervention. Key barriers include factors largely outside the school's control, such as ongoing student illness, inconsistent home routines, and transportation challenges, which particularly affect students in early grades (TK–2).
Additionally, while communication systems are in place and used frequently (calls, texts, emails, and ClassDojo), ensuring that outreach leads to consistent attendance behaviors remains an ongoing challenge. There is also a need to strengthen direct student accountability and engagement around attendance habits.
Actions:
Discipline: We have been working to shift this data through SWD walkthrough observations, using focus students and observing for Tier 1 academic, SEL, and behavioral supports. The SWD team has supported messaging discipline policies for staff and students through Town Halls, the establishment of a schoolwide behavioral hierarchy and consequence expectations, and professional development to implement them.
Additionally, we have focused on our Habits of Character while engaging in the Great Kindness Challenge, and scheduling days throughout the year to explicitly focus on kindness and tolerance in support of anti-bullying. To increase belonging, we have pivoted MooZoom curriculum themes across grade levels in response to trends taken from qualitative and quantitative discipline data. Additionally, we soft-launched a mentorship program for 5th-grade students to ease their transition into middle school.
Currently, the admin team works closely with the Special Populations Admin, MHT, and Social Worker to put SEL, behavioral, and instructional support plans in place for students and families. We have added discipline incident data, as well as MooZoom usage data, to our weekly newsletter.
Chronic Absenteeism
In response to these challenges, a multi-tiered system of support has been implemented. Attendance is monitored daily and reviewed weekly using tools such as the Soaring Attendance Tracker to identify trends, target interventions, and inform decision-making.
Tier 1 supports include schoolwide attendance messaging, classroom-based incentives, and recognition systems designed to build a positive culture around attendance. Tier 2 interventions focus on targeted outreach to families, including personalized communication, check-ins, and attendance encouragement plans. Tier 3 supports provide individualized interventions for high-need students, including intensive family engagement, SART processes, and coordination with school staff and external resources to address barriers.
Ongoing efforts also include strengthening family partnerships, increasing direct student engagement and accountability, and refining communication strategies to ensure messages are both received and acted.

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through daily morning crew meetings, the bi-annual Teammate survey conducted in fall and winter, weekly staff meetings, weekly Instructional leadership Team, weekly grade level planning sessions, and Town Halls. These engagement opportunities provide valuable feedback on classroom practices, academic and behavioral supports, professional learning activities, and build a sense of belonging amongst the staff. All events contribute to the drafting of the LCAP Goals and Actions, and then the strategic plan.
Principals and Admin	School leaders, including the principal, assistant principals, Special Populations Administrator, after-school director, and business manager, participate in daily crew meetings, Weekly Leadership Team meetings, weekly staff meetings, and bi-annual surveys. All of the forums noted, especially the weekly leadership team meeting, are opportunities focused on school-wide planning, resource allocation, professional development opportunities, attendance initiatives, and action planning, ensuring alignment with the implementation of the LCAP Goals and Actions.
Other School Personnel	Non-Teaching staff participate in the bi-annual survey conducted in the fall and winter, monthly staff meetings and non-student professional development days. These opportunities provided input on school environment, sense of belonging, operational effectiveness, and school-wide tier 1 practices and directly impact the implementation of the LCAP.
Parents	Families were engaged in the LCAP process through the bi-annual survey in fall and winter, quarterly School Advisory, quarterly ELAC

Educational Partner(s)	Process for Engagement
	meetings, Black Family Advisory Group, and occasional Pastries with the Principal opportunities. All engagement activities provide feedback for the LCAP and its implementation.
Students	This is the first year all third, fourth, and fifth-grade scholars participated in the panoramic surveys that gathered feedback on classroom climate, sense of belonging, safety, and learning experiences. Data was collected on the MooZoom implementation that shared the SEL lessons implementation, all based on social-emotional or behavioral trends.
SELPA (Special Education)	Principal regularly meets with the Special Populations Administrator, who in turn meets with regional staff on accommodation walks, support with high needs students or cases. AS part of her daily work she supports all Education specialist, Instructional Assistants with professional development, SELPA guidance.

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

The engagement process with educational partners led to several key changes in the LCAP's development, reflecting diverse stakeholder feedback. Based on feedback from all stakeholders and school-wide discipline, attendance, and chronic absenteeism, and safety data, the actions were adjusted, and some goals continued. For the 25-26 school year, we continued our focus on attendance, mainly chronic absenteeism, school-wide discipline trends, and our MLLs. Student panorama data led to changes in our strategic plan, but the goals of belonging remained the same. Students shared a concern of safety. Our school-wide discipline team reviewed both academic data and discipline trends to intensify our actions for students identified as our focus students and to assess their engagement. We believe that increased engagement leads to a deeper sense of belonging and safety. Both fall and winter surveys, as well as within the School Advisory Committee, families shared an interest in additional family engagement activities that were purely social, in addition to the academic engagement of Celebrations of Learning and Student Led Conferences. Chess club was wonderfully successful, so families are also interested in additional after school clubs such as art club, science club, reading club, MeCha and others.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC ELA DFS All Students: -83.5 English Learner: -128.9 Socioeconomically Disadvantaged: -97.2 Asian: -48.8 Hispanic: -107.8	2024-2025 SBAC ELA DFS All Students: -78.8 Black/African American: -88.9 Asian: -38.7 English Learner: -119.4 English Learners Only: -136.3	2025-26 SBAC ELA All Students: -77.5 English Learner: -122.9 Socioeconomically Disadvantaged: -91.2 Asian: -42.8 Hispanic: -101.8	All Students: Increased 4.7 Black/African American: No Baseline (Year 2: -88.9) Asian: Increased 10.1 English Learner: Increased 9.5 Hispanic: Increased 8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -136.1	English Only: -72.8 Hispanic: -98.9 Multiple Races/Two or More: -89.7 Socioeconomically Disadvantaged: -98.8 Students with Disabilities: -152.2	Students with Disabilities: -130.1	Socioeconomically Disadvantaged: Decreased 1.6 Students with Disabilities: Decreased 16.1
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC MATH DFS All Students: -78.7 English Learner: -119.2 Socioeconomically Disadvantaged: -91.4 Asian: -31.9 Hispanic: -100.8 Students with Disabilities: -130.6	2024-2025 SBAC MATH DFS All Students: -78.9 Black/African American: -156.7 Asian: -43.4 English Learner: -102.9 English Learners Only: -115.3 English Only: -76.7 Hispanic: -96.3 Socioeconomically Disadvantaged: -97.1 Students with Disabilities: -171.4	2025-26 SBAC Math All Students: -72.7 English Learner: -113.2 Socioeconomically Disadvantaged: -85.4 Asian: -25.9 Hispanic: -94.8 Students with Disabilities: -124.6	All Students: Decreased 0.2 Black/African American: No Baseline (Year 2: -156.7) Asian: Decreased 11.5 English Learner: Increased 16.3 Hispanic: Increased 4.5 Socioeconomically Disadvantaged: Decreased 5.7 Students with Disabilities: Decreased 40.8
1.3	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI No ELPI data displayed to protect student privacy (less than 11 students)	2023-24 ELPI EL: 45.2% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 18.5% of ELs making progress towards English language proficiency	2025-2026 ELPI 45% of EL's making progress towards English language proficiency	Decreased 26.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 35.5%	2023-2024 RFEP Rate: 2.44%	2024-25 RFEP Rate: 10.77%	2025-2026 RFEP Rate Maintain 15% or higher	Decreased 24.73%
1.5	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards-aligned curriculum	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 curriculum	Maintained 100%
1.6	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 (Local Indicator Survey) Average Rating 4 or higher	Maintained
1.7	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Local Performance Indicator, Self-Reflection (Priority 2) Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or	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	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	2026-2027 (Local Indicator Survey) Average Rating 4 or higher	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.8	Other academic outcomes (iReady Reading & Math) % met annual typical growth (Data Portal)	2023-2024 iReady Data Portal Reading % Met Typical Growth All Students: 34% Grade K: 20% Grade 1: 33% Grade 2: 35% Grade 3: 49% Math % Met Typical Growth All Students: 31% Grade K: 42% Grade 1: 37%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 34% Grade 3: 32% Grade 4: 36% SY 2024/25 (iReady Math) % of students that met annual typical growth	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 64% Grade 3: 59% Grade 4: 75% Grade 5: 57% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 50% Grade K: 58% Grade 1: 41%	2026-2027 iReady Reading % Met Typical Growth All Students: 49% Grade K: 35% Grade 1: 48% Grade 2: 50% Grade 3: 64% Math % Met Typical Growth All Students: 46% Grade K: 57%	iReady Reading: All Students: Increased 30% Grade 3: Increased 10% Grade 4: No baseline available Grade 5: No baseline available iReady Math: All Students: Increased 19% Grade K: Increased 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 2: 20% Grade 3: 25%	All students: 13% Grade K: 14% Grade 1: 14% Grade 2: 14% Grade 3: 14% Grade 4: 18%	Grade 2: 63% Grade 3: 35% Grade 4: 59% Grade 5: 43%	Grade 1: 52% Grade 2: 35% Grade 3: 40%	Grade 1: Increased 4% Grade 2: Increased 43% Grade 3: Increased 10% Grade 4: No baseline available Grade 5: No baseline available
1.9	Other academic outcomes (mClass) % at and above benchmark (PowerSchool Unified Insights, Hoonuit)	2023-2024 mClass At Benchmark: 11% Above Benchmark : 23%	2024-25 33.00% at or above benchmark	2025-26 28.00% at or above benchmark	2026-2027 44% at or above benchmark	Decreased 6%
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

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.

1.1 Most planned actions were implemented successfully. This included the purchase and rollout of board-approved curriculum such as i-Ready, EL Achieve, MooZoom, and EL Education. Additionally, the Dean of Instruction role was restructured into an Assistant Principal position, strengthening our instructional leadership capacity. Professional development for i-Ready Math, EL Achieve, and EL Education was co-planned and co-facilitated in collaboration with regional content directors and the principal, ensuring alignment and consistency in implementation. We also continued to use EL Achieve assessment data to strategically group students for targeted instruction through platooning across grade levels.
1.2 A key success this year has been the prioritization of structured time for data discussions to guide Tier 1 instruction. Through shared preparation periods, early-release days, and ELOP days, teachers engaged in regular, collaborative analysis of Common Formative Assessments (CFAs) and interim assessment data.
1.3 Our master schedule was intentionally designed to create shared planning opportunities—such as Tuesday, Wednesday, and Thursday common prep times, release days with substitutes, and other protected time—allowing Education Specialists and General Education teachers to collaborate more consistently.
1.4 Designated ELD was incorporated into grade-level schedules four times per week for 30 minutes.
1.5 The planned actions were implemented consistently throughout the school year, including small group observations, use of the Education Specialist rubric during IEPs, bi-weekly team check-ins, professional development, co-teaching strategies, and weekly planning with teachers focused on data, accommodations, and instructional effectiveness.
1.6 The planned actions were implemented with a focus on building community, supporting student well-being, and increasing cultural awareness. Weekly team planning meetings were held to align on learning goals for students, leading up to and during the month of February. The Black Student Union (BSU) was incorporated on a bi-weekly basis to promote inclusivity and provide meaningful experiences, including lessons highlighting Black innovators and their contributions. Black Family Council meetings were also organized to strengthen partnerships with families, bridge gaps, and provide targeted support.
1.7 Individualized Learning Plans are developed twice each year to support scholar growth and family partnership.
1.8 Due to lower-than-expected enrollment, we did not hire an intervention specialist. When reviewing our budget, title 1 funding was allotted to our Mental Health Therapist and the TK instructional aid.

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

Estimated actual expenditures reflect a variance from budgeted amounts due to an increased Title I allocation for the Mental Health Therapist and Instructional Aide positions, as well as adjustments to Expanded Learning staffing during the year. These variances did not result in any reduction to planned student-facing services under this goal.

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

1.1 Our 2024–2025 data reflects meaningful progress in reducing Distance From Standard (DFS) in English Language Arts (ELA) across several student groups. DFS improved from -83.5 to -78.8 for all students, from -128.9 to -119.4 for English Learners, and from -107.8 to -98.9 for our Hispanic or Latine scholars, demonstrating steady movement toward grade-level proficiency.
However, our Students with Disabilities subgroup experienced an increase in DFS from -126.1 to -152.2, highlighting a critical area of need. This trend directly informed the decision to add a Special Populations Administrator, ensuring more targeted support, compliance, and instructional alignment for our highest-need learners.
Our internal mid-year 2025–2026 data shows encouraging progress: Black scholars met their mid-year growth goal, with 50% achieving expected growth. Among our Multilingual Learners (44 students), 53% met their mid-year growth goal. Within our Special Education population (28 students), 50% met their mid-year ELA growth target.
1.2 Our math data shows less overall success compared to ELA, with mixed effectiveness across student subgroups. While all students maintained a DFS of 78.9 in math, outcomes varied among specific groups. Hispanic/Latine students experienced a decrease in DFS from 100.8 to 96.3. In contrast, several subgroups demonstrated growth: Students with Disabilities increased significantly from 130.6 to 171.4, Socioeconomically Disadvantaged students improved from 91.4 to 97.1, and English Learners showed notable gains from 91.4 to 102.9. These results indicate that while targeted supports are yielding positive outcomes for some groups, additional focus and refinement of math instruction is needed to ensure consistent growth across all student populations.
1.3 Our efforts to build collaborative structures into the master schedule supported increased alignment between Education Specialists and General Education teachers, though the effectiveness of co-teaching varied across grade levels and was not fully realized schoolwide.
1.4 Our MLL team consisted of an assistant principal and an MLL point person. It was difficult for the MLL point person to attend all the COPs.
1.5 The actions taken to support the development of the SPED team have been largely effective in achieving the intended goal, as evidenced by observable improvements in both practice and collaboration. Based on the available LCAP-aligned data and outcomes, there has been meaningful progress in several key areas.
IEP processes have become more streamlined and effective, with Education Specialists demonstrating a stronger understanding of how to facilitate meetings and ensure that families are actively included in the decision-making process. This reflects growth in both compliance and quality of service.
1.6 The action of establishing a Black Student Union (BSU) and a Black Family Advisory Council has been effective in making meaningful progress toward the goal of increasing student belonging, engagement, and family voice. Based on LCAP-aligned outcomes, the creation of the BSU provided a space where Black scholars felt a stronger sense of connection and inclusion, while also fostering cross-cultural participation from students of diverse backgrounds. Student engagement was evident in learning about Black historians and in showcasing their knowledge during the school's first Black Excellence celebration, demonstrating both academic and cultural impact.
1.7 Overall, individualized PLP for students has several benefits. Scholars are taking on academic ownership when building and presenting their goals. Secondly, families are invited into the conversation, and goals can be revised, and parents can continue to contribute to goal setting or revision. For scholars who speak English as a second language, there is an additional PLP goal focused on acquiring academic language. This has been supportive in that it focuses on learning academic English while maintaining their home language.
1.8 Allocating our Title I funding to support a Mental Health Therapist and a TK instructional aide has proven to be highly impactful. In TK, maintaining a 1:10 student-to-adult ratio has supported both accelerated access to TK content and the development of strong social-emotional skills.

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

1.1 First, we will adopt a new ELA curriculum, Benchmark Advance, to provide a more rigorous and standards-aligned instructional foundation. To ensure effective implementation, professional development will focus on foundational reading skills, equipping teachers with the tools and strategies needed to support early literacy and close skill gaps.
We will also relaunch data-driven small group instruction, using assessment data to intentionally group students and provide targeted support. This will be paired with explicit instruction in reading strategies for struggling readers, ensuring that all students receive differentiated support aligned to their needs. In grades 3–5, instruction will center on the consistent use of SBAC writing rubrics to guide teaching, student practice, and feedback, building alignment to assessment expectations. In TK–2, teachers will emphasize process writing, including the use of developmentally appropriate rubrics and student conferencing, to build strong foundational writing skills.
1.2 Utilize Focus Student Tracker to guide planning, coaching, and MTSS Supports. Math intervention groups. trends in math data; relaunch small-group math strategies.
1.3 Adjustments for next year include providing babysitting for all ELAC, SAC, and BFA groups and possibly holding the meetings adjacent to a different school event, such as Saturday School. We'll continue with forecasting the dates and times for flyers, social media posts, and further out. With appropriate planning, have translators attend the meeting.
1.4 Begin professional development for teachers immediately and ensure the prompt implementation of designated ELD instruction. Teachers will review MLL students' ELPAC scores to inform planning and establish effective progress monitoring during the first quarter.
1.5 Based on lessons learned from past implementation, several changes are planned for the coming year to strengthen consistency, accountability, and overall effectiveness of support for students and staff.
Moving forward, there will be a stronger emphasis on structured and consistent collaboration through weekly meetings between Education Specialists and general education teachers. This shift is informed by prior outcomes showing that collaboration improved alignment of instruction, implementation of accommodations, and student support. In addition, biweekly accommodation walkthroughs will be implemented to ensure that students consistently receive the supports outlined in their IEPs. Previous reflections indicated that while accommodations were being implemented, consistency varied, highlighting the need for more frequent monitoring.
1.6 One key change is launching the Black Student Union (BSU) at the beginning of the school year rather than later. Prior outcomes showed that while the BSU was successful in building belonging and engagement, starting later limited participation and planning time. By establishing the BSU early, the school will be able to build momentum, increase student involvement, and more effectively plan events such as Black History Month and the Black Excellence Celebration. Another important change is the integration of lessons highlighting Black historians throughout the entire school year, rather than focusing primarily on the month of February. Prior experiences demonstrated strong student engagement during Black History Month, suggesting that expanding this learning across the year will deepen understanding and promote ongoing cultural awareness for all scholars.
1.7 In thinking ahead to next year, communication around timelines—including dates, meeting times, and clarity of the project itself—can be further strengthened. While these logistical elements present an opportunity for growth, the core of this work is strong and continues to be implemented successfully.
1.8 For the upcoming school year, we anticipate maintaining both our TK instructional aide and our Mental Health Therapist, as both have proven to be highly effective uses of our Title I funds.
Should funding allow, we also plan to hire an intervention teacher to provide targeted support in reading and writing for our most struggling scholars. These students will be identified through our Focus Student Tracker to ensure that resources are directed where they are most needed.

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 all needed curriculum replacements to ensure all the core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL Achieve),The assistant principal our on-site Instruction lead will co-plan and facilitate PD with regional content directors and program managers. Continue to Make specific grade level platooning groups using EL Achieve data, and other assessment data. Continue to purchase Chromebooks so that all students have devices (1:1). Due to a break-in, we are nolonger at a 1-1 ration with chromebooks or Ipads. Provide regular time for each grade level/content team to have regular time for lesson internalization using the annotation process rather than the UnBound Ed tool. At this point, we will wait to purchase the intervention curriculum. We'll send additional staff to CORE training. We were unable to send staff to CORE training due to the budget. We used the GLEAM planning tool for math.	$253,785.00	Yes
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days and ELOP days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interim assessments. Members of the leadership team conduct bi-weekly observations to monitor the instructional program, identify bright spots, trends, and areas to guide instruction. Ensure learning targets are clearly communicated with students verbally and posted visually.	$685,420.00	Yes
1.3	Academic Program (Master Scheduling)	The school MTSS team uses data to inform interventions and supports through established processes. We continued to create a Master schedule that is equitable and provides students with access to all core content opportunities for science/art while meeting regional and state	$2,556,864.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional minute requirements. Due to the increase in special needs scholars, we were unable to begin the co-teaching model, and members of the special education department did not plan with general education teachers to co-teach. We worked with the regional Expanded Learning Program Manager and After-School Director to ensure the After-School program is available for all students, runs for an additional 30 days outside of the school year, and provides homework support, enrichment, and academic supports on reading fluency and typing skills. As the year progressed, see column G, general education teachers and education specialist did begin planning but with mixed results.		
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week and instruction aligned with proficiency levels. Ensure that each school has an MLL team that supports and oversees 1) designated instruction and professional development 2) progress monitors MLL operational (RFEP), enrollment, placement in ELD, and uses data on the school-wide dashboard for redesignation. 3) Is trained on the ELPAC.	$10,947.00	No
1.5	SPED	Education Specialist were minimally observed but have regular check-ins with their supervisor. Education Specialists are included in all professional training to support co-teaching beginning in the fourth quarter. We chose not to share all five models. We have focused on stations as our selected model. We have provided opportunities for general education staff and Education Specialists to have shared planning time on early release Fridays. With the Program Specialist, we conducted a Peer Program Review to create 1-2 goals for our growing program.	$1,524,751.00	No
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes the use of alternate text and activities to highlight black excellence, reduce anti-black bias). Work with the Regional Academic Team to provide professional development, structured internalization, and planning sessions, and do quarterly program learning walks to review quality. Begin our Black Student Union with our third through fifth graders and continue participation in our Black Excellence awards ceremony. We will begin a Black Family Advisory	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Council that meets twice a year. We'll continue our Black History Month spirit week and culminating event.		
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with Families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student. All MLLs include language goals in their PLP. We did not have students progress monitor their goals this year but plan to in 26-27.	$0.00	No
1.8	Title I	Allocate Title I funds to support a TK Instructional Aide position to maintain a reduced student-to-adult ratio in TK, providing additional instructional support during foundational literacy and mathematics instruction. Allocate Title I funds to support a Mental Health Therapist position to provide on-site mental health support for students, addressing social-emotional barriers to attendance and academic engagement. Should enrollment and funding allow, hire an Intervention Specialist or additional Instructional Aides to provide targeted academic support for students performing below grade level in ELA and Mathematics, with students identified through the Focus Student Tracker.	$151,780.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 71% Teacher-student relationships: Grades 3-5: 72%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 60% Teacher-student relationships: Grades 3-5: 66% School Safety: Grades 3-5: 51%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 53% Teacher-student relationships: Grades 3-5: 65% School Safety: Grades 3-5: 48%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 91% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 18% Teacher-student relationships: Decreased 7% School Safety: Decreased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 52%			Grades 3-5: 92% School Safety: Grades 3-5: 72%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 2% African American/Black: 0% Hispanic/Latinx: 3.6% English Learners: 2% Socioeconomically Disadvantaged: 1.4% Students with Disabilities: 10.5%	2023-2024 Suspension Rate All Students: 2.50% Black/African American: 3.60% Asian: 0.00% Hispanic: 2.90% Multiple Races/Two or More: 6.10% Students with Disabilities: 0.00% White: 0.00% English Learner: 1.50% Socioeconomically Disadvantaged: 2.80%	2024-2025 Suspension Rate All Students: 4.20% Black/African American: 8.56% American Indian or Alaska Native: 0.00% Asian: 22.63% English Learner: 53.40% Filipino: 0.00% Foster Youth: 0.00% Hispanic: 52.90% Homeless Youth: 4.60% Multiple Races/Two or More: 25.20% Pacific Islander: 10.90% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 7.40% White: 2.45%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 5%	All Students: Increased 2.2% Black/African American: Increased 8.56% Asian: No Baseline (Year 2: 22.63%) English Learner: Increased 51.4% Hispanic: Increased 49.3% Socioeconomically Disadvantaged: Decreased 1.4% Students with Disabilities: Decreased 3.1%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate	2025-2026 Chronic Absenteeism Rate	All Students: Decreased 18.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 50.80% African American/Black: 40.00% Hispanic/Latinx: 53.80% English Learners: 51.10% Socioeconomically disadvantaged:54.10% Students with Disabilities: 63.20%	All Students: 34.10% Black/African American: 23.10% Asian: 23.80% Hispanic: 39.40% Multiple Races/Two or More: 46.70% Students with Disabilities: 37.50% White: 18.20% English Learner: 25.80% Socioeconomically Disadvantaged: 40.40%	All Students: 32.30% Black/African American: 39.40% Asian: 20.00% English Learner: 28.40% Filipino: 9.10% Hispanic: 36.00% Multiple Races/Two or More: 39.60% Socioeconomically Disadvantaged: 37.20% Students with Disabilities: 34.40% White: 28.60%	All: 35.80% African American/Black: 25.00% Hispanic/Latinx: 38.80% English Learners: 36.10% Socioeconomically disadvantaged: 39.10% Students with Disabilities: 48.20%	Black/African American: Decreased 0.6% Asian: No Baseline (Year 2: 20.0%) English Learner: Decreased 22.7% Hispanic: Decreased 17.8% Socioeconomically Disadvantaged: Decreased 16.9% Students with Disabilities: Decreased 28.8%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 74% responded favorably Family Engagement: 14% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 15% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 74% responded favorably Family Engagement: 25% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 39% responded favorably	Barriers to Engagement: Maintained 0% Family Engagement: Increased 11%
2.5	Parent Input in Decision Making	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025 Local Performance Indicator, Self-Reflection	2025-26 Local Performance Indicator, Self-Reflection	2026-2027 Local Performance Indicator, Self-Reflection	Supporting Principals and Staff in Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Average Rating: 4 or higher	Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 91.00%	2024-2025 P2 Attendance Rate 94.42%	2025-26 P2 Attendance Rate 95.70%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 4.7%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 67% responded favorably “The school provides a safe environment for my child.” 64% responded favorably "I feel comfortable discussing	2024-2025 Aspire Family Survey 62% responded favorably: "The school provides a safe environment for my child."	2025-26 Aspire Family Survey 80% responded favorably: ""The school provides a safe environment for my child.""	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my	Safe Environment: Increased 13% Comfort with Staff: Increased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		my child(ren)'s needs with their teacher(s) and/or other school staff."	79% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	76% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	
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	2025-2026 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 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

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.

2.1 The planned actions for Attendance and Enrollment were largely implemented throughout the school year. The attendance team met bi-weekly to review schoolwide attendance data, including subgroup performance for English Learners, students experiencing homelessness, foster youth, and socioeconomically disadvantaged scholars. Families were contacted about absences via calls, texts, and messaging platforms, and targeted outreach was conducted for students exhibiting patterns of chronic absenteeism. Home visits and individualized

family support were utilized when barriers such as transportation, housing instability, illness, or family hardship were identified. School-wide attendance incentives were implemented consistently, including class incentives, Town Hall prizes, popcorn rewards, pizza, and more.
2.2 We are currently using the Board-approved curriculum sitewide, with grade levels K-5 consistently using it. At the beginning of the year, and at the semester, we offered professional development on why and how to use MooZoom within the crew block of our day. The admin team has consistently shared usage updates in crew, in the Falcon Weekly, and required teachers to have an SEL objective posted weekly. Additionally, we created and communicated our goal of increasing MooZoom implementation to 80% by teachers implementing 1 lesson and 4 activities per week by the end of semester 1. We increased accountability in semester two by leveraging the SWD team to do walkthrough observations for tier one and two supports in the classroom.
2.3 We have held quarterly SAC/ELAC meetings, which include student performance data and food. We increased our recruitment efforts by repeatedly sharing the dates and times far in advance. We tried different times of day, either in the morning, after the start of the school day, or after school. We have sent home reminder flyers and distributed them upon arrival, yet attendance for ELAC, School Advisory Council, and Black Family Advisory Council has been low.
2.4 Staff were provided training on PowerSchool incident reporting and log entry at the beginning of the year and again at the semester to reinforce expectations and build consistency. Throughout the year, we met regularly across ILT, Attendance, schoolwide discipline, and crisis teams, creating a network of team structures that functioned similarly to an MTSS approach. These teams consistently collaborated and cross-referenced data, allowing us to align supports and develop targeted plans for Tier 1 and Tier 2 students. While we made progress in coordinating systems and strengthening data use, we did not formally establish a school Equity Leadership Team.
2.5 In accordance with the Williams Act requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facilities Inspection Tool (FIT). School ratings are at least "Good".
2.6 Most planned actions were completed as planned. All teachers have received the required observations as noted in the Teach Boost tracker. While those who needed intensified support received more, all received the expected number of observations, feedback, and coaching conversations using the ASLF framework. The leadership team initially created goals focused on a culture of learning; the emphasis and goals shifted to essential content, and academic ownership was touched upon in the spring.

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

Estimated actual expenditures reflect a variance from budgeted amounts due to salary adjustments for the custodial and Mental Health Therapist positions. These variances did not result in any reduction to planned student-facing services under this goal.

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

2.1 The actions taken were partially effective and produced meaningful progress in several key areas. Truancy decreased, demonstrating that communication systems, monitoring structures, and immediate family outreach improved daily attendance responsiveness. In addition, internal monthly attendance data showed improvement across several grade levels from January through April, with multiple classrooms demonstrating stronger attendance rates and several classes reaching or exceeding 95% during later months of the year.
2.2 While we did not meet the goal of 80% implementation by the end of Semester 1, we carried the goal over to Semester 2. As a result, we have increased our overall usage by 237.66%, with 2140 activities logged in August of 2025, and 3613 activities logged in the first 2 weeks of April 2026. Our increase in usage may be due to the refining of this tier 1 support in our response to maladaptive behaviors, resulting in increased buy-in.

2.3 There are several effective actions to implement this indicator. The development of the Black Family Advisory has been a good venue to hear the voices of 25 Black families. Our School Advisory Council has provided a voice for all families, while attendance waned over the course of the year, the initial meeting provided a great deal of information to direct some of our work and aligned with our LCAP.
2.4 Providing training at multiple points in the year increased staff familiarity with PowerSchool systems, though consistency in implementation still varied and indicated a need for ongoing calibration. The regular cadence of meetings across ILT, Attendance, discipline, and crisis teams proved effective in fostering collaboration and ensuring that student needs were addressed from multiple perspectives. Cross-referencing data across teams strengthened our ability to design more responsive and aligned supports for students, particularly at Tier 1 and Tier 2. However, the absence of a formal Equity Leadership Team limited our ability to consistently center equity and include broader stakeholder perspectives in decision-making.
2.5 In early November, our building manager retired, and in early January, our new building manager began his duties. While he inspects the school regularly, we have just two FIT inspections, not four or quarterly. He is holding practice drills regularly. We have safety kits, evacuation patterns, and key anchor charts in the classrooms.
2.6 Over time, the effect of having teachers receive observations and feedback regularly was an improved instructional skill set. For a staff such as ours with a high number of new teachers, this means improving tier 1 instruction, decreasing behaviors within the classroom, decreasing calls for support, and improving learning as demonstrated by improved reading and math data.

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

2.1 Based on current attendance data, the school will continue refining attendance systems with an emphasis on early intervention, consistent family communication, and targeted supports for students at risk of chronic absenteeism. Ongoing review of subgroup attendance data and schoolwide incentives will help inform future adjustments. Additional strategies may include strengthening family education around attendance expectations and increasing proactive outreach earlier in the school year.
2.2 Next year, our SEL focus will center on building staff capacity, strengthening systems of support, and expanding student leadership opportunities. We will prioritize training and developing all teammates in the SEL competencies outlined by the CDE to ensure a shared understanding and consistent implementation across classrooms. In alignment with our Sense of Belonging goal, we will continue leveraging the SWD team to conduct observation walks of focus students through Tier 1 and Tier 2 support lenses, using these insights to inform practices and transparently report findings to the broader school community. Additionally, to deepen our antiracist and restorative culture, we will launch student leadership opportunities such as cross-grade-level groups, empowering students to take an active role in fostering a positive, inclusive school environment.
2.3 There are several effective actions to implement this indicator. The development of the Black Family Advisory has been a good venue to hear the voices of 25 Black families. Our School Advisory Council has provided a voice for all families. While attendance waned over the course of the year, the initial meeting provided a great deal of information to direct some of our work and aligned with our LCAP.
2.4 Next year, we will build on this foundation by providing ongoing, embedded training and accountability structures for PowerSchool incident reporting and log entry to ensure greater consistency across staff. We will formalize a unified MTSS Team structure that clearly defines roles, streamlines collaboration across ILT, Attendance, wellness/SEL, and discipline teams, and strengthens data-driven decision-making. In addition, we will establish a school Equity Leadership Team that overlaps with PBIS/MTSS and intentionally includes staff, student, and family voice, ensuring that equity is consistently centered in our systems, practices, and supports.

2.5 The impact of practicing the drills is a well-informed staff and students who can evacuate the classrooms quickly and efficiently. Our building is nearly the five-year mark and well-maintained, so it is clean, bright, and a happy place for learning. All of which leads to a sense of belonging for the scholars, families, and staff.
2.6 As for next year, the leadership team should continue to focus on maintaining strong culture of learning, diving deeper into essential content and academic ownership through the routine observation and feedback cycles. Including ILT in observation walks and additional peer observations is necessary to build the skills of the ILT and that of their peers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Ensure the attendance team reviews attendance data bi-weekly. During data reviews, focus on looking at attendance rates specifically for ELs, McKinney-Vento, foster Youth, and low-income students. Continue family communication for every absence, and conduct home visits for students with chronic absenteeism. School-wide attendance initiatives for perfect attendance. We will focus on early family education for our TK-2 families by providing monthly reminders on the importance of attendance. Continuously monitor and update Special programs for students in PowerSchool to recognize all McKinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school-wide protocols, initiatives, and programs, including the distinction between Chronic Absenteeism and Truancy, and the impact of attendance on learning outcomes. At bi-weekly attendance meetings, review enrollment targets and make plans for ways to meet enrollment, including flyers, at local preschools, grocery stores, and businesses. Utilize social media to share open enrollment information and post stories of school events.	$319,274.00	Yes
2.2	SEL	Purchase needed curriculum replacements to ensure all classrooms have SEL board-approved curriculum, MooZoom. Utilize conditions for thriving that are aligned with CASEL 5 SEL competencies. Train and develop all teammates on SEL competencies from the CDE. Have learning targets specific to SEL posted. Antiracist practices/MTSS provide time for teachers to review panorama data and modify SEL units through a data-informed perspective. Antiracist/Restorative Culture: Start student leadership clubs: service crew, environmental crew, safety crew, den meetings, and cross-	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		grade-level groups. Attendance: Continue monthly family education experiences where students teach family members about SEL skills and practices.		
2.3	Family and Community Engagement & Outreach	Hold quarterly SAC/DELAC meetings, which include student performances, food, childcare, translation, and door prizes. Create a black family Advisory group for families to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school, creating a stronger connection to our school. Identify a person or team that will establish and maintain school partnerships. We made no changes to this indicator.	$0.00	No
2.4	School Climate	Provide staff training on PowerSchool incidents and log entry. Establish a school MTSSTeam (Ex ELT, ILT, Wellness or adult SEL, attendance, and MTSS, attendance) or team structures. Establish a school Equity Leadership Team that will overlap with the PBIS/MTSS Team.		Yes
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.ts.	$120,954.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every two weeks using the ASLF framework and recorded in Boost. The school	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		leadership team creates goals using the TLF framework and has mid-year and end-of-year coaching conversations with the principal. All teachers have 1-2 goals around the ASLF in the professional learning plan. Identify peers nd develop observers to focus on ASLF ond coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk focusing on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers participate in learning walks and coach teachers on their teams. Have teaching staff join admin learning walks to create school alignment.		

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 84% Fully Credentialed	2022-23 33.33% Fully Credentialed	2023-24 27.3% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 56.7%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 60% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 80% responded favorably	School Climate: Decreased 4% Belonging: Increased 16% Well-being: Increased 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 60% responded favorably Well-being: 40% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 43% responded favorably	School Climate: 33% responded favorably Belonging: 52% responded favorably Well-being: 36% responded favorably Staff-Leadership Relationships: 30% responded favorably Cultural Awareness and Action: 26% responded favorably	School Climate: 56% responded favorably Belonging: 76% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 49% responded favorably	Belonging: 80% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 63% responded favorably	Staff-Leadership Relationships: Increased 6% Cultural Awareness and Action: Increased 6%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 90.9%	Retention Rate 78.80%	Retention Rate 91.00%	2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	Increased 0.1%

Goal Analysis [2025-26]

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

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

3.1 All scholars at all grade levels complete three projects and presentations a year. We provide three grade-level planning sessions per year, a few weeks prior to the beginning of the project (unit), and allocate a portion of Friday planning time to our rigorous projects/ELA.

3.2 A high percentage of families participate in student-led conferences twice a year, as well as three Celebrations of Learning showcasing our culminating tasks as related to our ELA units.
3.3 All staff classified and certificated completed fall PLPs, reflecting on progress in the middle of the year, and will close the year with an end-of-year PLP. Regional affinity groups were not available, and our staff did not participate.
3.4 In accordance with the Williams Act requirements regarding the teacher credentials, our credential analyst supported the admin team with updates on credential issues, temporary or permanent, and guided the coaching conversation to ensure all credential requirements and due dates were met.

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

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

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

3.1 Our rigorous projects are effectively executed. As the culminating task of each project, scholars are scheduled to share with their family members. Families are provided an overview of the project, rubric, and discussion questions twice within the 8-week cycle and again at the presentation. Educators score the speaking and listening standards of the presentations live.
3.2 The actions taken were effective in creating opportunities for family engagement and strengthening school-community relationships. School events helped increase visibility, family participation, and a sense of belonging among students and families.
3.3 Developing Personalized Learning goals with each staff member was effective in that it guided their feedback and observations, leading to improved instruction. During coaching conversations with each crewmate, future career goals were often discussed. A challenge we faced was the lack of affinity groups on our campus.
3.4 The effectiveness of this process means we have a qualified teaching staff, which supports stronger instruction for all our scholars. Support from the credential analyst informs our coaching conversations and support for our new teachers.

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

3.1 Next year, we're adopting a new ELA curriculum. We will move forward with three presentations connecting rigorous planning structures for the projects (COLs) to the new curriculum. We'll continue with all current project elements from the concept sheet, rubric, discussion questions, presentation time, quality-of-work protocol, and end-of-unit reflection.
3.2 Based on this year's implementation, the school will continue refining family engagement efforts by maintaining schoolwide events, increasing communication with families, and expanding awareness of available community resources. Future efforts may include gathering family feedback on preferred event times and topics, strengthening partnerships with local organizations, and continuing targeted outreach to families who need additional support.
3.3 Next year, sending one or two admins to the National Equity Project would fill a need. The leader attending that session could return and establish site-based affinity groups. Additionally, continue with all we've done this year.
3.4 Next year, we will have one Alder resident and will have hired one. In the 27-28 school year, we hope to support two Alder residents. As our young staff achieve their preliminary credentials, we hope to offer Induction support to clear their credentials.

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

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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 Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC ELA DFS All Students: -83.5 English Learner: -128.9 Socioeconomically Disadvantaged: -97.2 Asian: -48.8 Hispanic: -107.8 Students with Disabilities: -136.1	2024-2025 SBAC ELA DFS All Students: -78.8 Black/African American: -88.9 Asian: -38.7 English Learner: -119.4 English Learners Only: -136.3 English Only: -72.8 Hispanic: -98.9	2025-26 SBAC ELA All Students: -77.5 English Learner: -122.9 Socioeconomically Disadvantaged: -91.2 Asian: -42.8 Hispanic: -101.8 Students with Disabilities: -130.1	All Students: Increased 4.7 Black/African American: No Baseline (Year 2: -88.9) Asian: Increased 10.1 English Learner: Increased 9.5 Hispanic: Increased 8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Multiple Races/Two or More: -89.7 Socioeconomically Disadvantaged: -98.8 Students with Disabilities: -152.2		Socioeconomically Disadvantaged: Decreased 1.6 Students with Disabilities: Decreased 16.1
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS Baseline Data Available on 23-24 Dashboard	2023-2024 SBAC MATH DFS All Students: -78.7 English Learner: -119.2 Socioeconomically Disadvantaged: -91.4 Asian: -31.9 Hispanic: -100.8 Students with Disabilities: -130.6	2024-2025 SBAC MATH DFS All Students: -78.9 Black/African American: -156.7 Asian: -43.4 English Learner: -102.9 English Learners Only: -115.3 English Only: -76.7 Hispanic: -96.3 Socioeconomically Disadvantaged: -97.1 Students with Disabilities: -171.4	2025-26 SBAC Math All Students: -72.7 English Learner: -113.2 Socioeconomically Disadvantaged: -85.4 Asian: -25.9 Hispanic: -94.8 Students with Disabilities: -124.6	All Students: Decreased 0.2 Black/African American: No Baseline (Year 2: -156.7) Asian: Decreased 11.5 English Learner: Increased 16.3 Hispanic: Increased 4.5 Socioeconomically Disadvantaged: Decreased 5.7 Students with Disabilities: Decreased 40.8

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.

Overall, our site achieved success with many of these goals, as evidenced by the mid-year assessment cycle. Small group instruction was embedded into the master schedule, with grade-level planning time allocated for preparation and collaboration, although implementation remained more consistent in some grade levels than others.
4.2 Overall, we have seen growth in the mid-year data. Co-planning and co-teaching have been a focus this year in both literacy and math.

Overall, our site achieved success with many of these goals, as evidenced by the mid-year assessment cycle. Small group instruction was embedded into the master schedule, with grade-level planning time allocated for preparation and collaboration, although implementation remained more consistent in some grade levels than others.

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.

4.1 While we saw meaningful success with this goal, challenges remain. The implementation of small group instruction varied across grade levels, with some teams demonstrating greater consistency than others. Family literacy workshops have not yet been successful, but strengthening family engagement in literacy will remain a focus for next year. Additionally, while the shift in focus from math to literacy proved to be a positive and necessary change, the transition limited its overall impact because literacy became the sole focus for only one semester rather than the full academic year. 4.2 While we saw meaningful success with this goal, challenges remain. The implementation of small group instruction varied across grade levels, with some teams demonstrating greater consistency than others.

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.

Literacy
Next year, we will maintain our strong focus on literacy through targeted professional development and coaching support in the following areas:

Deepening and strengthening consistent internalization practices across grade levels, with close monitoring and support from Assistant Principals and the Special Populations Administrator.
Providing coaching and actionable feedback focused specifically on effective small group reading instruction to ensure stronger differentiation and student engagement.
Delivering professional development in writing instruction across all grade spans, including process writing in grades K–2 and targeted writing instruction in grades 3–5 to support success on the SBAC.

In addition, we will launch Literacy Workshops for families, which will run in parallel with classroom instruction and staff development. These workshops will focus on foundational reading skills, comprehension, and writing from a parent-support lens, strengthening the partnership between school and home to better support student achievement.
Math
Next year, we will maintain our strong focus through targeted professional development and coaching support in the following areas:

Deepening and strengthening consistent internalization practices across grade levels, with close monitoring and support from Assistant Principals and the Special Populations Administrator.
Providing coaching and actionable feedback focused specifically on effective small group reading instruction to ensure stronger differentiation and student engagement.
Delivering professional development in writing instruction across all grade spans for math.

In addition, we will launch Math Workshops for families, which will run in parallel with classroom instruction and staff development. These workshops will focus on fact fluency, understanding, and using math vocabulary from a parent-support lens, strengthening the partnership between school and home to better support student achievement.

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.	$6,550.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.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.	$6,550.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,352,162	$142,511

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
26.751%	0.000%	$0.00	26.751%

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 119.4 points below standard in 2024-25, improving from 128.9 in 2023-24, and Socioeconomically Disadvantaged	EL Achieve provides designated ELD instruction grouped by ELPAC proficiency levels, giving English Learners structured, proficiency-appropriate language instruction directly responsive to the persistent Red ELPI performance identified on the Dashboard. EL Education foundational skills block resources provide English Learners and Socioeconomically Disadvantaged students with explicit, structured reading instruction targeting the persistent	Metric (1.8) iReady Metric (1.9) mClass

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students scored 98.8 points below standard, identified as Red on the Dashboard. In Mathematics, English Learners scored 102.9 points below standard in 2024-25, improving from 119.2 in 2023-24, and Socioeconomically Disadvantaged students scored 97.1 points below standard, identified as Red. Additionally, ELPI data shows only 18.5% of English Learners making progress toward English language proficiency in 2024-25, identified as Red and declining dramatically from 45.2% in 2023-24, indicating critical need for strengthened language development and instructional supports for unduplicated pupils. **Scope:** LEA-wide	negative ELA DFS scores identified on the Dashboard. iReady Math provides English Learners with math instruction that incorporates academic discourse and hands-on learning, giving students structured opportunities to develop mathematical language alongside content knowledge. Maintained 1:1 device access gives Socioeconomically Disadvantaged students direct access to digital curriculum and intervention tools during the school day without dependence on home devices. These actions are provided schoolwide because curriculum adoption, professional development, and instructional resources operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved curriculum and instruction, every teacher must c	
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 119.4 points below standard in 2024-25, improving from 128.9 in 2023-24, and Socioeconomically Disadvantaged students scored 98.8 points below standard, identified as Red. In Mathematics, English Learners scored 102.9 points below standard and Socioeconomically Disadvantaged students scored 97.1 points below standard,	Structured data discussion time during shared preparation periods, release days, and ELOP days gives teachers a recurring, systematic opportunity to analyze CFA and interim assessment data disaggregated by student group, identify where English Learners and Socioeconomically Disadvantaged students are not meeting standards, and adjust Tier 1 instruction accordingly. Bi-weekly classroom observations by the leadership team create a consistent structured feedback loop connecting observed instructional practices to school-based coaching priorities for all classrooms. Requiring clearly posted and verbally communicated learning targets in every classroom	Metric (1.8) iReady Metric (1.9) mClass

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified as Red. ELPI data shows only 18.5% of English Learners making progress toward English language proficiency in 2024-25, identified as Red and declining dramatically from 45.2% in 2023-24, indicating critical need for strengthened data-driven instructional supports for unduplicated pupils. **Scope:** LEA-wide	gives English Learners direct visual and verbal access to lesson purpose and vocabulary during instruction. These actions are provided schoolwide because data analysis structures, instructional coaching, and classroom practice standards operate at the teacher and classroom level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from improved instruction, every teacher must consistently implement data-responsive, language-accessible practices across all classrooms and content areas.	
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. English Learners recorded a chronic absenteeism rate of 25.80% in 2023-24, increasing to 28.40% in 2024-25, identified as Red on the Dashboard. Socioeconomically Disadvantaged students recorded 40.40% in 2023-24 and 37.20% in 2024-25, identified as Yellow and remaining significantly elevated. Black/African American students recorded 23.10% in 2023-24, increasing significantly to 39.40% in 2024-25, indicating a concerning upward trend. Overall school attendance stood at 95.70% in 2025-26, showing improvement but indicating continued need for strengthened attendance intervention and family outreach systems.	Bi-weekly attendance team meetings provide a recurring structured opportunity to review disaggregated attendance data with specific focus on English Learners and Socioeconomically Disadvantaged students. Consistent family communication for every absence and targeted home visits for chronically absent students create direct communication with families of absent students, providing a structured early intervention mechanism for unduplicated pupil families. Monthly family education for TK-2 families on the importance of attendance creates a structured communication channel between the school and unduplicated pupil families during the earliest and most critical grades. Schoolwide attendance incentives create structured opportunities for students to build positive attendance habits across all grade levels. Enrollment outreach through flyers, community locations, and social media creates structured entry points for unduplicated pupil families to connect with the school community.	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	These actions are provided schoolwide because attendance monitoring systems, family communication practices, attendance incentives, and enrollment processes operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from early identification and consistent intervention, these systems must function across the entire school community.	
2.4	**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 increased from 2.0% at baseline to 4.20% in 2024-25, with Black/African American students increasing from 0% to 8.56%. Local Aspire Student Survey data shows sense of belonging declined from 71% at baseline to 53% in Year 2, teacher-student relationships declined from 72% to 65%, and school safety perceptions declined from 52% to 48%, indicating a consistent downward trend in school climate perceptions for unduplicated pupils across all three measured categories. **Scope:** LEA-wide	Staff training on PowerSchool incident reporting and log entry creates a consistent, accurate data collection process for monitoring behavior patterns disaggregated by student group, including English Learners and Socioeconomically Disadvantaged students. Establishing a school MTSS Team structure that integrates ELT, ILT, wellness, attendance, and MTSS functions creates a coordinated mechanism for reviewing school climate, attendance, and behavior data across teams and developing aligned supports for unduplicated pupils. Establishing a school Equity Leadership Team that overlaps with the PBIS/MTSS Team creates a structured process for centering equity in behavior and climate decision-making, ensuring unduplicated pupil data directly informs schoolwide systems and practices. These actions are provided schoolwide because behavior data systems, MTSS structures, and equity leadership teams operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to experience consistent behavioral expectations and	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
		equitable support systems, these structures must function across the entire school community.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions for English Learners and Socioeconomically Disadvantaged students. Student survey data shows only 48% of students responded favorably to school safety questions in Year 2, declining from 52% at baseline and indicating that the majority of students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions improved significantly from 67% at baseline to 80% in Year 2, indicating positive momentum that the school seeks to sustain through ongoing safety investments. **Scope:** LEA-wide	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-maintained learning environments, these systems must function across the entire school campus.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,054,590	1,352,162	26.751%	0.000%	26.751%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,507,160.00	$1,910,022.00	$0.00	$219,693.00	$5,636,875.00	$4,990,688.00	$646,187.00

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	$253,785.00	$253,785.00				$253,785.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$571,564.00	$113,856.00	$685,420.00				$685,420.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,405,067.00	$151,797.00	$2,127,727.00	$429,137.00			$2,556,864.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$10,947.00				$10,947.00	$10,947.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,422,049.00	$102,702.00		$1,467,785.00		$56,966.00	$1,524,751.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$151,780.00	$0.00				$151,780.00	$151,780.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$319,274.00	$0.00	$319,274.00				$319,274.00	
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								
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$120,954.00	$0.00	$120,954.00				$120,954.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$6,550.00		$6,550.00			$6,550.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$6,550.00		$6,550.00			$6,550.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,054,590	1,352,162	26.751%	0.000%	26.751%	$1,379,433.00	0.000%	27.291 %	**Total:**	$1,379,433.00
								LEA-wide Total:	$1,379,433.00
								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	$253,785.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$685,420.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$319,274.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools		
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$120,954.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,658,484.00	$4,753,300.00

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	$353,631.00	357,598
1	**1.2**	Instruction	Yes	$555,485.00	532,712
1	**1.3**	Academic Program (Master Scheduling)	No	$2,947,613.00	2,071,421
1	**1.4**	MLL	No	$10,947.00	10,947
1	**1.5**	SPED	No	$1,114,197.00	1,066,922
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$130,699.00	145,864
2	**2.1**	Attendance and Enrollment	Yes	$303,879.00	298,130
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	$136,906.00	145,864
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$98,615.00	117,330
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	ELA	No	$3,256.00	$3,256.00
4	**4.2**	Math	No	$3,256.00	$3,256.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,147,630	$1,448,516.00	$1,451,634.00	($3,118.00)	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	$353,631.00	357,598		
1	1.2	Instruction	Yes	$555,485.00	532,712		
2	2.1	Attendance and Enrollment	Yes	$303,879.00	298,130		
2	2.4	School Climate	Yes	$136,906.00	145,864		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$98,615.00	117,330		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,558,220	1,147,630	0.000%	25.177%	$1,451,634.00	0.000%	31.847%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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