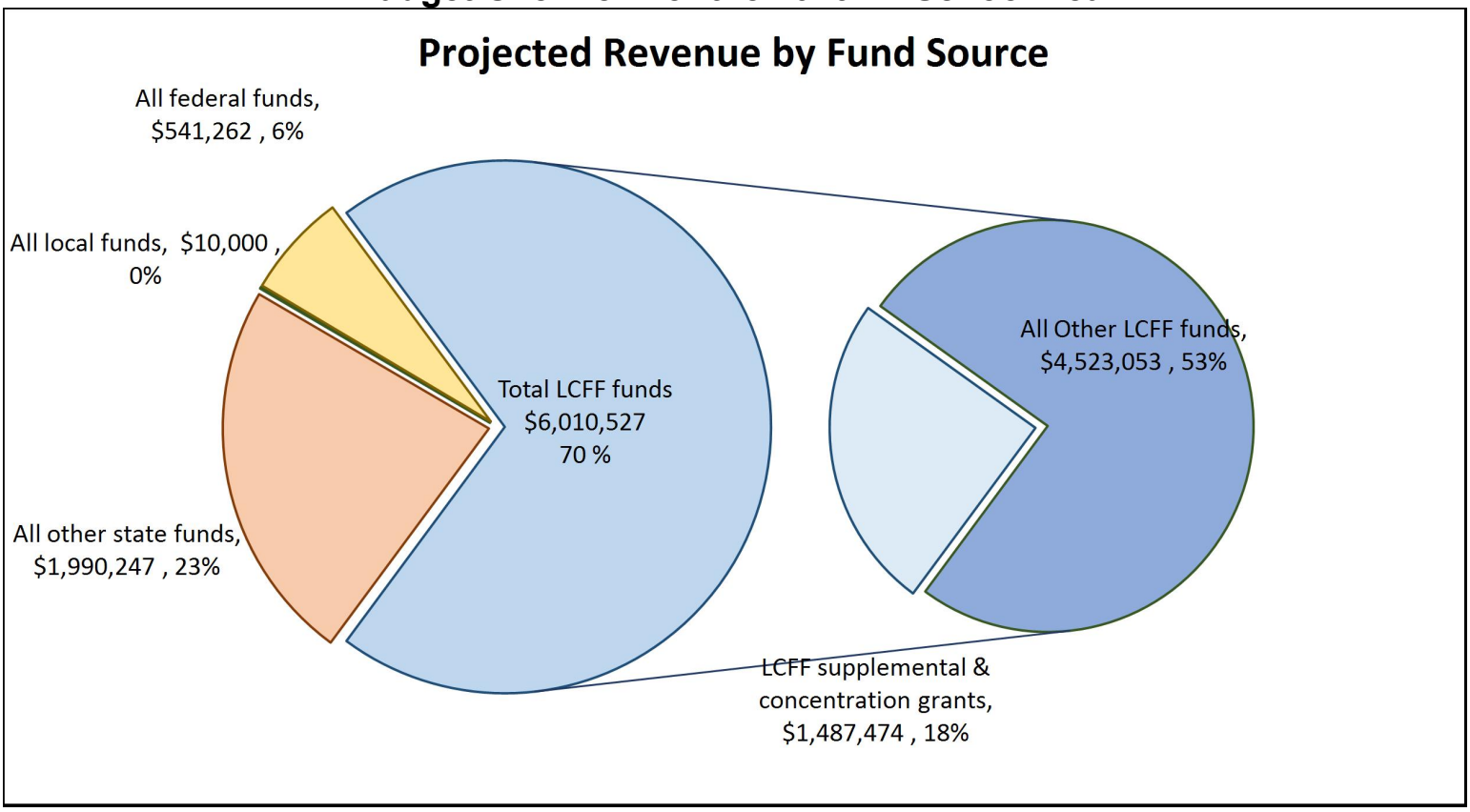
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Rosa Parks Academy
CDS Code: 39-68676-0108647
School Year: 2026-27
LEA contact information:
Adrina Pulley
Principal
AspireRPA@aspirepublicschools.org
209-944-5590

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

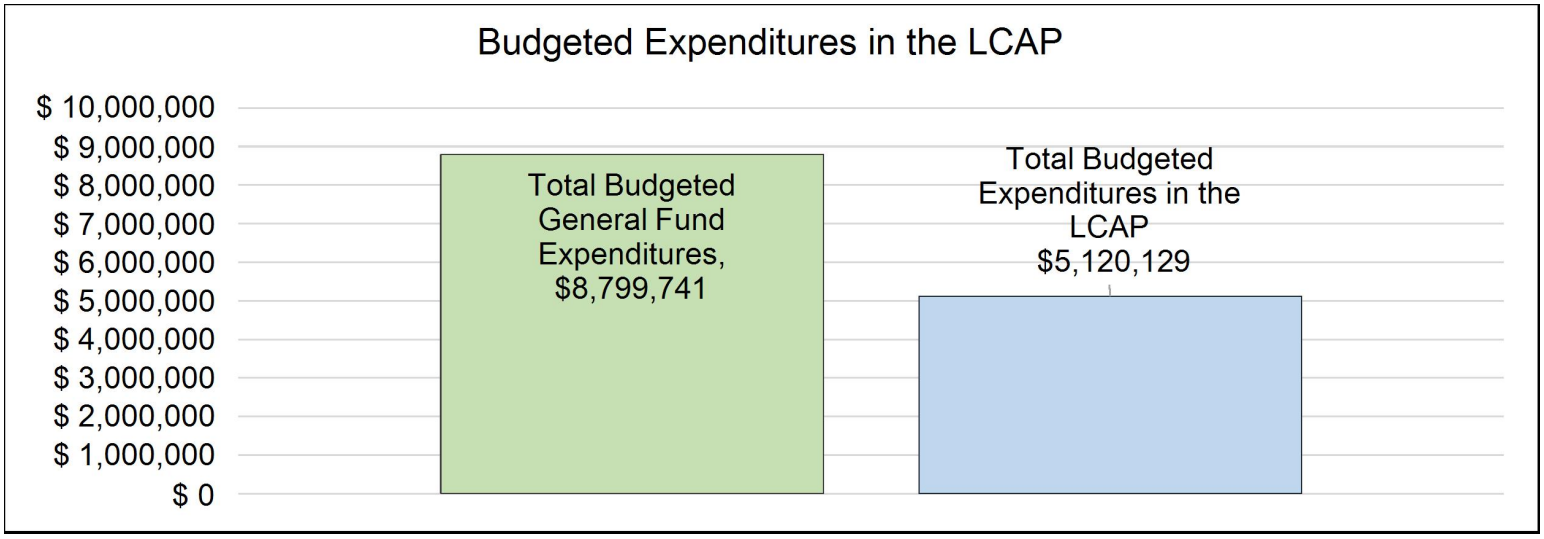


This chart shows the total general purpose revenue Aspire Rosa Parks Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Rosa Parks Academy is $8,552,036, of which $6,010,527 is Local Control Funding Formula (LCFF), $1,990,247 is other state funds, $10,000 is local funds, and $541,262 is federal funds. Of the $6,010,527 in LCFF Funds, $1,487,474 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 Rosa Parks Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Rosa Parks Academy plans to spend $8,799,741 for the 2026-27 school year. Of that amount, $5,120,129 is tied to actions/services in the LCAP and $3,679,612 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

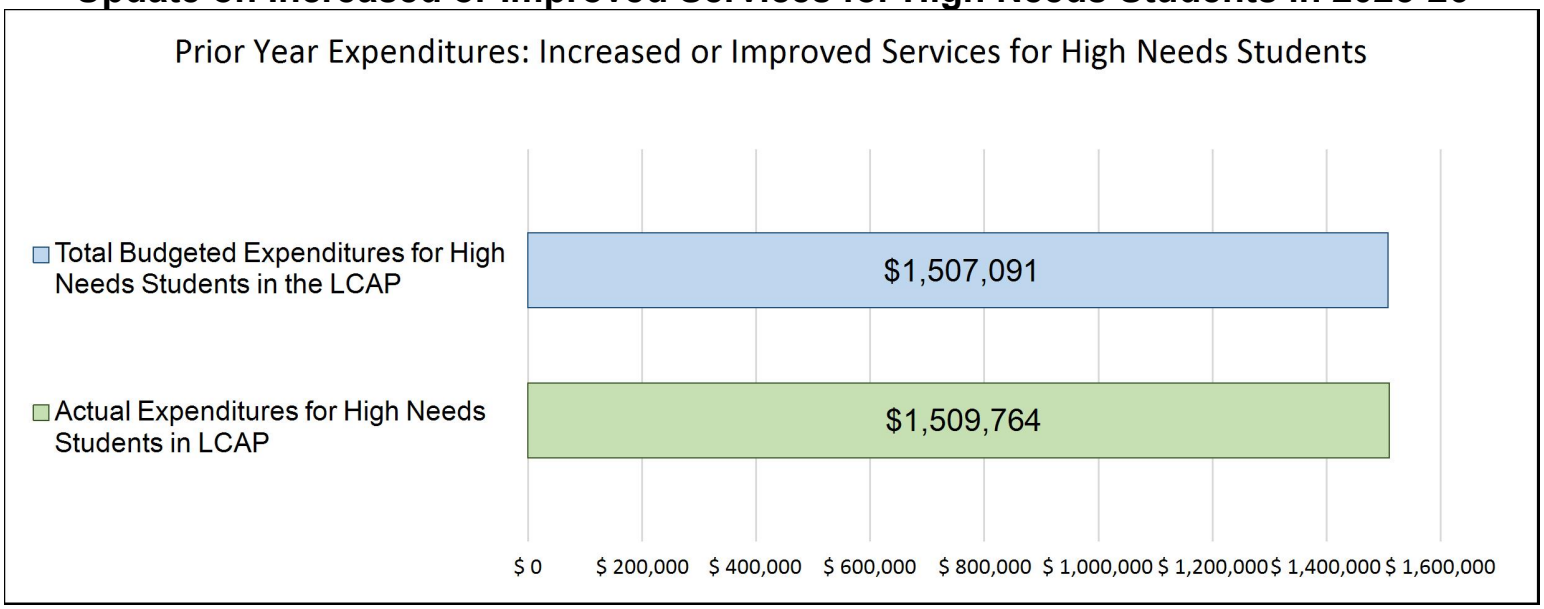
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Rosa Parks Academy is projecting it will receive $1,487,474 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Rosa Parks Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Rosa Parks Academy plans to spend $1,492,086 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 Rosa Parks Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Rosa Parks Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire Rosa Parks Academy's LCAP budgeted $1,507,091 for planned actions to increase or improve services for high needs students. Aspire Rosa Parks Academy actually spent $1,509,764 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 Rosa Parks Academy	Adrina Pulley Principal	AspireRPA@aspirepublicschools.org 209-944-5590

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 Rosa Parks Academy (RPA) is a TK-5 public charter school nestled in the heart of South Stockton, California, operating under the Stockton Unified School District. Since its founding in 2005, RPA has proudly served a diverse community of 415 students, with a student body comprising 74% Hispanic, 11% African American, 8% Asian American, 1% Caucasian, and 2% Multiracial scholars. With 76% of students qualifying for free and reduced lunch, RPA remains deeply committed to providing equitable education and comprehensive support for all learners.

Under the leadership of Principal Adrina Pulley, RPA takes a holistic approach to education, ensuring students excel not only in core academic subjects but also in social-emotional learning, Physical Education, Music, and Visual Arts. At the core of its mission is a strong partnership with families and a collaborative school culture that nurtures students' academic, social, and emotional growth. By actively working to remove barriers to success, RPA creates a learning environment where every scholar has the opportunity to thrive.

Aspire Rosa Parks Academy mission and vision fosters inclusive, student-centered classrooms where young scholars develop confidence, talents, and a strong sense of identity. Grounded in the belief that education is a pathway to liberation, RPA equips students with the skills and mindset needed to persist and succeed in college and beyond. With a steadfast commitment to family engagement and equitable teaching practices. Celebrating 20 years, RPA continues to be a cornerstone of learning, empowerment, and opportunity for its South Stockton community.

Reflections: Annual Performance

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

Successes:
The 2024-25 school year was marked by a significant shift in instructional momentum, particularly for students furthest from the standard. A primary success is the increase in Overall Proficiency, which jumped from 14% at the Beginning of Year (BOY) to 23% at the Middle of Year (MOY). This indicates that nearly 1 in 10 students moved from "Below Grade Level" to "On Grade Level" within six months.Our most dramatic success stories are found within our Black Scholars and Students with Disabilities (SWD) subgroups. Black Scholars transitioned from a negative growth trajectory of -8.46% to a positive +14% at MOY, reflecting a 22-point swing toward closing the achievement gap. Similarly, our SWD subgroup moved from a -8.04% growth rate to a positive 6% growth rate, effectively stopping the "instructional slide." Our English Learner Progress Indicator (ELPI) also showed steady growth, rising from 43.1% to 45%. These gains are attributed to a renewed focus on Tier 1 instruction and the implementation of a high-fidelity co-teaching and co-planning model between General Education and Education Specialists.

Challenges:
English Language Arts (SBAC): While internal diagnostics show a 9% jump in overall proficiency (from 14% to 23%), the state-level SBAC data reveals a persistent challenge in moving our most vulnerable populations toward the "Met Standard" threshold.
English Learners & Hispanic Students: The Distance from Standard (DFS) for our English Learners widened from -86.7 to -92.9, and our Hispanic population moved further from the standard to -87.5. This trend is partially attributed to a significant increase in enrollment within these groups. To address this, we are refining our smaller group instruction to focus on personalized language development and have strategically partnered learning coaches with classroom teachers to support ELPAC-aligned tasks.
Socioeconomically Disadvantaged Students: As the majority of our school demographic, this group’s performance—moving from a baseline of -83.3 to -85 DFS—has highlighted a critical need to evaluate our universal Tier 1 instruction. With a high percentage of novice teachers, our focus is now on intensive skill development to ensure the ELA curriculum is implemented with the rigor necessary to close foundational gaps.
Chronic Absenteeism: Attendance remains a significant barrier to academic recovery, with the schoolwide chronic absenteeism rate sitting at 29.9%. This represents a slight increase from the previous year’s 29.1%, necessitating a more aggressive, multi-tiered approach to family engagement.
Impacted Subgroups: High rates of chronic absenteeism among our Black/African American, Hispanic, English Learner, and Socioeconomically Disadvantaged students directly correlate with the "red zones" identified in our ELA and Math SBAC data.
Black Scholar Achievement: Our Black scholars showed a massive 22.46 percentage point swing toward closing the achievement gap in internal diagnostics, moving from well below the school average to a positive growth trajectory.
Special Education (SWD) Turnaround: Students with IEPs are our highest-performing growth group, reaching 170% of their Median Typical Growth target. This success followed targeted professional development on IEP accommodations and a new co-teaching model.
ELPI Progress: Our English Learner Progress Indicator (ELPI) rose to 45%, showing that while SBAC ELA scores are lagging, foundational language acquisition is accelerating. Despite high internal growth rates, significant challenges remain regarding the Distance from Standard (DFS) on state assessments (SBAC). While students are making "typical growth," the pace is not yet sufficient to bridge the historical gap to proficiency.

Multilingual Learners (MLL) & Hispanic Students: The ELA DFS for MLLs widened from -86.7 to -92.9, while the Hispanic population moved further from the standard to -87.5. This trend is likely influenced by increased enrollment and a critical need for expanded professional development in integrated ELD and explicit language routines.
Socioeconomically Disadvantaged Students: As the majority demographic, this group remains a priority for universal instruction. The DFS grew from -83.3 to -85, signaling that while the curriculum is aligned, the "heavy lifting" of literacy—specifically vocabulary and comprehension—requires deeper teacher skill development, particularly among our novice educators.
Mathematics: Math performance saw a decline from -81.6 to -84 DFS. Internal diagnostics identify Geometry and Measurement as the primary "red zones" across all grade levels, where students struggle with multi-step problem solving beyond basic arithmetic.

Strategic Pivots and Next Steps
Refining Small Group Instruction: We are analyzing the successful Grade 5 model—which is currently exceeding all benchmarks—to replicate its small-group structures and routines in Grade 3, our current highest-priority grade for intervention.
Professional Development in Language Routines: Following a school-wide PD on January 9, 2026, teachers are focusing on strategic small-group planning to ensure lesson rigor matches the linguistic needs of our MLL and Hispanic populations.
Math Rigor Alignment: Instructional walkthroughs will now include specific "Look-Fors" for visual modeling in Geometry and Measurement to address the domain-specific gaps identified in the SBAC data.
Foundational Literacy Bridge: To stabilize the K-1 pipeline, we are intensifying support for Phonemic Awareness and Nonsense Word Fluency, ensuring students are prepared for the increased rigor of 2nd-grade mCLASS benchmarks.
Attendance and Engagement: We have launched new incentive systems, including monthly rewards and daily classroom updates, to address the 29.9% chronic absenteeism rate and ensure students are present for core instruction.

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: Socioeconomically Disadvantaged
Suspension: Students with Disabilities

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Panorama Teammate Surveys (conducted in October 2024 and February 2025), weekly grade level Team Meetings, and bi-monthly Staff Meetings and weekly Instructional Leadership Team meetings. These engagements provided valuable feedback on classroom practices, curriculum implementation and supports, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the principal and administrators, participated in weekly Lead Team Meetings, weekly Admin/School Leadership Team Meetings, Quarterly Professional Learning Plan meetings, and bi-annual Panorama Teammate Surveys (October 2024 and February 2025). These engagements focused on schoolwide planning, resource allocation, professional learning, data analysis, and goal setting.
Other School Personnel	Non-instructional staff were engaged through the bi-annual Panorama Teammate Surveys (conducted in October 2024 and February 2025), and bi-monthly Staff Meetings. These engagements provided input on cultural and behavioral awareness, operational effectiveness, and student support services.
Parents	Parents and families were engaged through bi-annual Panorama Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, school community events, weekly Parent Cafes, and monthly Mobile Farmer Markets. These sessions captured parent feedback on barriers to engagement, family preferences, and

Educational Partner(s)	Process for Engagement
	progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Engaged through the Panorama Bi-Annual Student Survey administered in October of 2024 and February of 2025, focusing on classroom climate and belonging, with questions designed to capture their classroom experiences and sense of belonging.
SELPA (Special Education)	RPA consulted regularly with SELPA representatives through monthly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

During our SSC sessions, families provided candid and constructive input regarding our current outreach methods. The recurring theme was a desire for streamlined communication. Families noted that while information was plentiful, it was often fragmented. They advocated for a more centralized, one-stop-shop approach to school event notifications, ensuring that working parents have ample lead time to arrange their schedules.

Beyond communication, our families expressed a high level of enthusiasm for fundraising and community building. They didn't just want to attend events; they wanted to help build them. This energy was mirrored by our teaching staff, who shared at SSC that the school should consider establishing a formal Parent Group (such as a PTA or Parent Advisory) on campus. The vision is to have a dedicated body of volunteers who can take the lead on event planning and fundraising logistics, allowing the school to expand the scale and impact of our community celebrations.

Empowering the Home-to-School Connection
While families and teachers focused on the logistics of events, the school remains deeply committed to the "Whole Child" partnership. One of our most significant takeaways from parent feedback was the continued interest in Parent Informational Workshops. Families are asking for the "toolkits" necessary to bridge the gap between school and home, specifically in two areas:

Academic Supports: Strategies to help students navigate complex texts and foundational literacy at home.

Behavioral Supports: Practical tools for self-regulation and social-emotional growth that mirror the SEL work being done in our "Crew" meetings.

Input from D-ELAC Meetings: Parents are interested in having more parent information sessions in Spanish to help students with writing and homework. Sharing videos of concepts being taught in class and how to help their students would also help them help their children. They

like the increase in writing this year and would like to see more of them next year. Interest in ELPAC/SBAC Practice tests sent home. More focus on writing, spelling and grammar.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -82.2 African American/Black: -48.7 English Learners: -91.4 Socioeconomically disadvantaged: -83.3 Hispanic/Latinx: -84.3	2023-2024 SBAC ELA DFS All Students: -84.9 English Learner: -86.7 Socioeconomically Disadvantaged: -84.1	2024-2025 SBAC ELA DFS All Students: -81.8 Black/African American: -76.1 English Learner: -92.9 English Learners Only: -105.6	2025-2026 SBAC ELA DFS All: -67.20 African American/Black: -33.70 English Learners: -76.40	All Students: Increased 0.4 Black/African American: Decreased 27.4 English Learner: Decreased 1.5 Hispanic/Latinx: Decreased 3.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -88.8	Black/African American: -86.3 Hispanic: -85 Students with Disabilities: -90.7	English Only: -77.4 Hispanic: -87.5 Socioeconomically Disadvantaged: -85 Students with Disabilities: -70.5	Socioeconomically disadvantaged: -68.30 Hispanic/Latinx: -69.30 Students with Disabilities: -73.80	Socioeconomically Disadvantaged: Decreased 1.7 Students with Disabilities: Increased 18.3
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -86.3 African American/Black: -58.5 English Learners: -98.4 Socioeconomically disadvantaged: -86.7 Hispanic/Latinx: -89.2 Students with Disabilities: -104.4	2023-2024 SBAC MATH DFS All Students: -81.6 English Learner: -93.1 Socioeconomically Disadvantaged: -81.7 Black/African American: -59 Hispanic: -86.8 Students with Disabilities: -72.2	2024-2025 SBAC MATH DFS All Students: -84 Black/African American: -85.6 English Learner: -96.6 English Learners Only: -109.6 English Only: -77.2 Hispanic: -90.9 Socioeconomically Disadvantaged: -86.6 Students with Disabilities: -106.7	2025-2026 SBAC Math DFS All: -56.30 African American/Black: -28.50 English Learners: -68.40 Socioeconomically disadvantaged: -56.70 Hispanic/Latinx: -59.20 Students with Disabilities: -74.40	All Students: Increased 2.3 Black/African American: Decreased 27.1 English Learner: Increased 1.8 Hispanic/Latinx: Decreased 1.7 Socioeconomically Disadvantaged: Increased 0.1 Students with Disabilities: Decreased 2.3
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 5.66% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 21.4 points below Hispanic: 21.3 points below English Learner: 21.5 points below	2024-25 Science Points (SPs) All Students: 43 science points English Learner: 40.1 science points English Learners Only: 36.8 science points	2025-2026 Science Test 10.66% Met or Exceeded	Increased 6.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 21.4 points below 16.94% Met or Exceeded	English Only: 43.8 science points Hispanic: 41.8 science points Socioeconomically Disadvantaged: 41 science points 11.67% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 42.10% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 43.1% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 45% of ELs making progress towards English language proficiency	2025-2026 ELPI 48% of ELs making progress towards English language proficiency	Increased 2.9%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 7.8%	2023-2024 RFEP Rate: 1.17%	2024-25 RFEP Rate: 2.53%	2025-2026 RFEP Rate 15% or above	Decreased 5.27%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	Maintained

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 45% Grade K: 36% Grade 1: 34% Grade 2: 28% Grade 3: 45% Grade 4: 57% Grade 5: 69% iReady Math % of students that met annual typical growth All Students: 32% Grade K: 31% Grade 1: 35% Grade 2: 18% Grade 3: 23% Grade 4: 45% Grade 5: 39%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 41% Grade 3: 26% Grade 4: 31% Grade 5: 67% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 23% Grade K: 29% Grade 1: 24% Grade 2: 18% Grade 3: 10% Grade 4: 15% Grade 5: 42%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 68% Grade 3: 64% Grade 4: 71% Grade 5: 70% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 46% Grade K: 59% Grade 1: 46% Grade 2: 54% Grade 3: 30% Grade 4: 42% Grade 5: 49%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 60% Grade K: 51% Grade 1: 49% Grade 2: 43% Grade 3: 60% Grade 4: 72% Grade 5: 84% iReady Math % of students that met annual typical growth All Students: 47% Grade K: 46% Grade 1: 50% Grade 2: 33% Grade 3: 38% Grade 4: 60% Grade 5: 54%	iReady Reading: All Students: Increased 23% Grade 3: Increased 19% Grade 4: Increased 14% Grade 5: Increased 1% Grades K, 1, 2: No baseline available iReady Math: All Students: Increased 14% Grade K: Increased 28% Grade 1: Increased 11% Grade 2: Increased 36% Grade 3: Increased 7% Grade 4: Decreased 3% Grade 5: Increased 10%
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	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 25% at & above benchmark	2024-25 29.00% at or above benchmark	2025-26 25.00% at or above benchmark	2026-2027 35% at & above benchmark	Maintained 25%

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 school was able to implement most of our goals from Goal 1.

Fully Implemented: We have successfully integrated Multi-language Learners (1.4) support, Black Excellence (1.6) initiatives, Personalized Learning (1.7) pathways, and all Title I (1.8) compliance and programming.

Partially Implemented: Progress continues in Grade Level Curriculum (1.1), Instructional Practices (1.2), Master Scheduling (1.3), and Special Education Programming (1.5).

Academic Program (1.3) Partially Implemented: Unexpected staffing shifts and enrollment fluctuations required mid-year adjustments to the master schedule, delaying full optimization.

Grade Level Curriculum (1.1) Partially Implemented: While materials were distributed, the depth of implementation varied as teachers required more time to align new resources with diverse student needs.

Black Excellence (1.6) Fully Implemented: High staff buy-in and dedicated professional development allowed us to integrate these practices ahead of the original timeline.

Challenges: Scheduling Complexity: Aligning the master schedule to support both Special Education (1.5) and general instruction proved difficult due to shared staffing constraints, resulting in only partial implementation for these areas.

Successes: Equity and Inclusion: The full implementation of Black Excellence (1.6) and Multi-language Learner (1.4) programs has fostered a more inclusive environment and improved sense of belonging among marginalized student groups.

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

Variance driven mainly by increase in Title I allocation.

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

Highly Effective:
Multi-Language Learners (1.4) & Black Excellence (1.6): These actions were highly effective. By prioritizing these programs, we saw an immediate increase in student belonging and attendance rates among these subgroups. The success here is attributed to high staff "buy-in" and the direct relevance of the content to the student body.

Personalized Learning (1.7) & Title I (1.8): These were effective in producing the targeted result of increased student engagement. The strategic use of Title I funds to provide personalized software and tiered interventions allowed for a more "on-demand" learning experience, which helped bridge gaps for students performing below grade level.

Partially Effective:
Instructional Practices (1.2) & Grade Level Curriculum (1.1): These actions have been moderately effective. While we see improved lesson planning, the "partial" implementation status means that student outcomes are currently inconsistent across different classrooms. We are seeing progress, but not yet at the scale required to meet our year-end proficiency targets.

Ineffective or Barriers:
Master Scheduling (1.3) & Special Education Programming (1.5): To date, these actions have been ineffective in creating the seamless inclusion environment we aimed for.

The Barrier: A rigid master schedule created "instructional silos." Because the schedule was only partially implemented, Special Education teachers often had to choose between pull-out services and co-teaching, rather than having the time for both.

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.

While this past year introduced the concept of lesson internalization, the coming year transforms it into a non-negotiable standard. We are moving away from abstract planning toward a standardized GLEAM-based annotation template. This ensures that Culturally Responsive Teaching (CRT) is no longer a peripheral goal but an integrated planning requirement. Recognizing that our staff is predominantly novice, we are discarding the "one-size-fits-all" professional development model in favor of tiered PD tracks. New teachers will focus on foundational

"Essential Skills," while our emerging leaders join "Teacher-Led cohorts" to model best practices. This "Gradual Release" model for staff ensures that we invest in our people first, allowing them to eventually lead their peers and close the instructional gap.

One of our primary challenges this year was a "reactive" master schedule that often-forced trade-offs between general instruction and specialized services. To resolve this, the 2026/27 Master Schedule will be built around mandated Special Education service minutes and co-planning blocks first. These blocks will be "locked," making them immune to the shifts in specialties or rotations that previously disrupted our flow. We are also reclaiming lost instructional time by removing the platooning aspect of our ELD blocks and replacing passive digital tools like Duolingo for English-Only students with high-engagement, self-sufficient literacy extensions such as journaling and project-based research.

A major pivot for next year is shifting the ownership of progress from teachers' binders to students' hands. Reflection on our "Red" indicator for low-income students highlighted a need for more consistent engagement with complex texts. Consequently, we are moving toward a Student Ownership model. Students will maintain Digital Portfolios and participate in weekly 15-minute Data Huddles, where they real-time track their i-Ready progress and update visual trackers. This ensures that data is not just something "done to" a student, but a tool they use to advocate for their own growth.

Our success in Black Excellence and Multi-language Learner programming has been a bright spot, and we intend to deepen this impact. We are formalizing the Black Family Advisory Council (BFAC) through monthly "Legacy Brunches" to move from family interest to active policy input. Furthermore, we are evolving our co-teaching model from a logistical arrangement to a specialized instructional practice, supported by a specific observation rubric and joint professional development for General Education and SPED pairs.

By tracking i-Ready minutes more diligently and utilizing our Focus Student Tracker, we have identified a clear correlation between consistent digital practice and foundational growth. For 2026/27, we aren't just looking at the quantity of minutes, but the quality of skill development. Through these intentional adjustments—standardized planning, "locked" schedules, student-led data, and deeper community partnerships—we are setting the stage for a year where meaningful progress translates into sustained achievement for every student.

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	Implement new curriculum (Benchmark) Shift from Standalone PD to Ongoing Coaching Cycles – Move beyond one-time professional development by incorporating monthly coaching sessions and collaborative planning time to support teachers in effectively implementing curriculum resources.	$151,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Transition from general coaching to Individualized Coaching Plans for novice teachers. While monthly sessions will continue, coaching will now prioritize Universal Instructional Practices (Check for Understanding, Aggressive Monitoring) to provide the foundational support needed for a high-turnover/novice staff. Increase Teacher-Led PD & Model Lessons – Empower teacher leaders to facilitate peer-led professional development, providing model lessons in EL, iReady, and Amplify to strengthen instructional practices. Increase Teacher-Led PD & Model Lessons, Implement a Gradual Release Teacher-Leader Model. Due to the high volume of novice teachers, we are pivoting. In the first semester, the Leadership Team will provide model lessons. In the second semester, we will identify and train a "Model Cohort" of emerging leaders to facilitate peer-led PD in anootations, literacy, iReady, and Math Structured Lesson Internalization Meetings – Grade-level teams will engage in regular lesson internalization sessions using the GLEAM framework, allowing teachers to customize and align grade-level curriculum with Culturally Responsive Teaching (CRT) practices. Create Leadership PLCs – Establish a monthly Professional Learning Community (PLC) for administrators and teacher leaders to collaboratively apply UnboundEd strategies and refine curriculum implementation. Structured Lesson Internalization Meetings (GLEAM) Move from conceptual discussion to Mandated Annotation Protocols Grade-level teams will use a standardized template to annotate lessons for CRT (Culturally Responsive Teaching) and Language Routines This ensures that the GLEAM framework moves from a meeting topic to a visible instructional reality. Create Leadership PLCs (UnboundEd) Focus the PLC specifically on Planning for Equity" frameworks. Rather than general curriculum implementation, the Leadership PLC will use UnboundEd strategies to audit lesson plans specifically for the "Red" indicator student groups (Low-income/SBAC ELA), ensuring that rigor is not being lowered. Strengthen Culturally Responsive Teaching (CRT) Practices. Strengthen Culturally Responsive Teaching (CRT) Practices – Embed CRT-aligned instructional strategies within PD sessions and lesson planning, ensuring equitable access and engagement for all students.		

Action #	Title	Description	Total Funds	Contributing
		Explicitly embed MLL Universal Supports and MTSS Flow Charts into CRT planning. We are shifting from "general" CRT to specific Language Routines and Writing Strategies. This provides teachers with concrete tools to ensure equitable engagement for students who are currently performing in the "Red" on the Dashboard. Monitor & Support Digital Learning Implementation – Develop a tech utilization tracker to ensure students regularly engage with digital tools, supporting grade-level content practice and skill development. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the Monitor & Support Digital Learning Implementation. Pivot from monitoring Usage (Minutes) to monitoring Productivity (Lessons Passed). While the tech utilization tracker remains, we will now correlate iReady data with foundational literacy coaching. This allows us to see if digital practice is actually translating to skill development for our most at-risk students. California School Dashboard. Red indicators have been identified for low-income students in SBAC ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.2	Instruction	Regular data discussions will be embedded into shared preps, release days with substitutes, and early release days to ensure teachers have the necessary time to analyze Common Formative Assessments (CFAs) and interim data. The focus will be on using assessment results to guide Tier 1 instruction, identifying student misconceptions, and adjusting teaching strategies to meet diverse learning needs. Implementation of a regional created Data Analysis protocol using iReady assessment data. Based on challenges with master schedule shifts this year, we are moving away from flexible shared preps to a protected, year-long calendar of mandated Data Analysis Days. These days will always occur on ELOP days. This ensures that regardless of specialty rotations or schedule changes, teams have uninterrupted time to analyze CFAs and adjust Tier 1 instruction.	$1,028,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The leadership and administrative teams will conduct weekly classroom observations to identify bright spots, instructional trends, and areas for growth. However, to increase the impact of these observations, we will incorporate targeted coaching cycles. Transition from "General Feedback" to Feedback Loop Tracking. While weekly observations will continue, we are implementing a digital tracker to monitor the "closing of the loop"—ensuring that the "bright spots" identified in one classroom are peer-modeled in others. We will prioritize novice teacher coaching cycles to stabilize universal instructional practices across the site. For example, peer-modeling effective instructional practices to demonstrate high-impact strategies and in person ongoing feedback and reflection to ensure instructional improvements are sustained. Ensuring that learning objectives are clearly communicated and understood by students is a priority. Post and verbalize learning targets consistently.Engage students in discussions about objectives to deepen understanding. Having reached an 80% consistency rate in posting and verbalizing targets, the next step is fostering student agency. We will implement Student Data Folders, where students regularly track their own progress toward the posted learning targets, moving from passive awareness to active academic ownership. Encourage students to track their progress toward learning goals, fostering academic ownership. While Tier 1 instruction has improved, students who need additional support require more personalized interventions. Using CFA data, we will expand small- group instruction to provide struggling students with: more frequent and targeted skill-building sessions within core instruction, Tier II intervention with learning coaches in small group setting, and progress monitoring to track student growth and refine intervention strategies. We will refine the process for shifting students between Tier 1 small groups and Tier 2 learning coach sessions. Using mid-year and unit assessment data, we will ensure that intervention is not a "permanent placement" but a fluid response that changes as students master specific skills.		

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes. Streamline our data review process to ensure that students are identified for interventions as early as possible, with efforts to begin intervention immediately at the start of the school year. To address this, we will focus on filling staffing gaps earlier, enabling the immediate implementation of targeted interventions. Improve the alignment of our Master Schedule across grade levels to ensure coaching and planning time are consistently available for all teachers. A more cohesive school-wide schedule will support peer-coaching opportunities and enable regular feedback cycles, fostering collaboration and professional growth across the school. To prevent gaps with hiring will meet with the special education team to discuss any incoming student needs and plan acocrdingly from day one to have staffing in place. Collaborate more closely with the Program Specialist to ensure co-teaching models are effectively integrated into the instructional model. We realized that co-planning time is the prerequisite for effective instruction. By hard-coding this time and providing targeted training, we are addressing the root cause—the "Training Needs" gap—to ensure that the presence of two teachers in a room translates into a measurable decrease in the achievement gap. Using the student data tracker that was provided earlier in the year to identify students needs to establish clear smart goals to begin consistent progress monitoring.	$2,551,277.00	No
1.4	MLL	EnEnsure all MLL students receive designated and integrated ELD instruction four times per week, with instruction aligned to their proficiency levels. This will be supported by an MLL instruction team that monitors progress, provides professional development, and administers necessary assessments. MLL students will receive ELD instruction four times per	$18,423.00	No

Action #	Title	Description	Total Funds	Contributing
		week, with lessons designed to align with their specific proficiency levels. The MLL instruction team will oversee the design and delivery of these lessons, ensuring they are both accessible and challenging for students at different stages of language acquisition. Instruction will include both designated ELD sessions, focused exclusively on language development, and integrated ELD, where language learning is embedded in content-area instruction. To reclaim the 10–15% of lost instructional time, we are considering making some modifications to our ELD instructional block. Some of those modifications include removing the platooning aspect. We are discontinuing the use of Duolingo for English-Only (EO) students during the ELD block. It will be replaced with "Low-Tech, High-Engagement" Literacy Extensions. These include independent reading logs, standard-aligned journaling, and project-based research. These tasks are designed to be self-sufficient, eliminating the need for teacher troubleshooting. Utilizing the focus student tracker to each section (MLL, SpEd, Black Excellence) to show you are tracking all these subgroups on that tracker. Continue Professional development for teachers to ensure they understand how to tailor instruction to meet the diverse needs of MLL students. Increase measures of tracking and monitoring of both operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data. This data will be tracked using the redesigned MLL school site dashboard. Progress will be monitored regularly through the dashboard, and action plans will be developed based on the data to address any areas of concern or challenge. Continue the administration and training in ELPAC assessments, ensuring that all teachers involved are knowledgeable in the administration and interpretation of ELPAC results. The Master Schedule will be reviewed and adjusted to allow for adequate time between platooning periods. This revision will minimize delays and		

Action #	Title	Description	Total Funds	Contributing
		create a smoother flow throughout the day, ensuring that MLL students receive consistent, uninterrupted instruction. Ongoing professional development will be provided to all staff involved in ELD instruction. This will include training on differentiating instruction for students at varying proficiency levels, managing transitions effectively, and integrating language development within content areas.		
1.5	SPED	Align the master schedule to support dedicated co-planning time between SPED and General Education teachers. Pilot structured weekly co-teaching planning meetings to improve role clarity and instructional alignment. Provide ongoing training on co-teaching models, lesson co-design, and shared instructional strategies. Conduct small-group coaching cycles to model effective strategies and provide real-time feedback. Now that we have 2 Education Specialists, 3 IAs, 1 School Psychologist, and 1 Speech Pathologist, ensure interventions are implemented with fidelity across classrooms. Grow by 0.5 to 1.0 in the Big Goal areas identified in the Peer Program Review: Vision of Excellence Feedback (2.5 ? 3.0+) Student Ownership (2.5 ? 3.0+) Social-Emotional & Behavior Support (2.5 ? 3.0+) To reclaim the 10–15% of lost instructional time, we are considering making some modifications to our ELD instructional block. Some of those modifications include removing the platooning aspect. We are discontinuing the use of Duolingo for English-Only (EO) students during the ELD block. It will be replaced with "Low-Tech, High-Engagement" Literacy Extensions. These include independent reading logs, standard-aligned journaling, and project-based research. These tasks are designed to be self-sufficient, eliminating the need for teacher troubleshooting.	$850,509.00	No

Action #	Title	Description	Total Funds	Contributing
		Utilizing the focus student tracker to each section (MLL, SpEd, Black Excellence) to show you are tracking all these subgroups on that tracker.		
1.6	Black Excellence	The establishment of BSU and the Black Family Advisory Committee will support the commitment to this work. It affirms Black kids' worth, dignity, and right to equal opportunities and resources, thereby addressing the systemic injustices and inequalities that have traditionally harmed Black communities and students. Implement the Pro-Black Curriculum Initiative (which includes the use of alternate texts and activities to highlight black excellence, and reduce anti-black bias) in our SEL, ELA, and Math. Ensure full curriculum integration across SEL, ELA, and Math Provide at least two coaching cycles per semester for teachers on culturally responsive co-teaching. Work with the Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Develop a Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Create BSU Leadership Roles for students to take on event planning, peer mentorship, and advocacy projects. Implement a student-led speaker series, inviting community leaders to share experiences and insights. Participation in Black Excellence awards ceremony (costs for awards) Start a Black Family Advisory Council to get input on our school community Increase community partnerships to bring in mentors and role models for students. Formalizing the Black Family Advisory Council (BFAC): To move from "interest" to "action," we will host monthly "Legacy Brunches" or community forums to incentivize family participation and gather formal input on school policy. We will move beyond fundraisers to establish formal community mentorship partnerships, where BSU student leaders are paired with local Black professionals and community leaders for monthly 1:1 sessions. Would like to partner with sister middle/high schools on a collaboration community school project. Utilizing the focus student tracker to each section (MLL, SpEd, Black Excellence) to show you are tracking all these subgroups on that tracker.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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, and students have time each month to monitor progress on their goals and adjust plans. Introduce a Midpoint Progress Report: A structured progress update between SLCs will help keep families informed and engaged. Strengthen Monthly Check-Ins: Teachers will use visual goal trackers and structured reflection prompts to help students better engage in goal monitoring. Offer Optional Parent-Teacher Check-Ins: Families will have the option to schedule a brief, focused progress meeting if needed. Planned Changes for the 2026/27 School Year Digital Portfolios for Student Ownership: We will follow-up on the student profile system that we created, checking for implementation challenges and making adjustments as needed. Determine if we remain with physical student profiles or move into digital student profiles. This will allow students to carry their data and goals with them across grade levels, fostering long-term ownership. Student-Led Data Huddles: Instead of monitoring progress once a month, we are considering implementing weekly 15-minute Data Huddles where students check their i-Ready progress and update their visual trackers in real-time. Parent Empowerment Workshops: We are planning a mandatory family meeting that will provide valuable tolls and resources to support their students be successful at home.	$0.00	Yes
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions:	$139,984.00	No

Action #	Title	Description	Total Funds	Contributing
		Dean of Students Instructional Assistant Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. Leverage student focus groups to provide academic goal-setting and accountability measures, ensuring the interventions are directly impacting student learning outcomes. Implement more frequent progress monitoring to assess whether students receiving small-group and one-on-one support are making measurable gains Continue providing targeted intervention through our current Instructional Assistants to ensure students receive support in developing essential skills for academic success. Planned Changes for the 2026/27 School Year We will comtinue our monthly whole child MTSS meetings from the begiining of the year.The AP, School Psychologist, and IAs will meet monthly to look at a combined dashboard of academic, behavioral, and attendance data for our highest-need students. Expanded Student Advocacy Circles: We wre still looking to begin a student government/leadership group for next year. This will support student agency and advocacy supports amongst peers.		

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: 66% Teacher-student relationships: Grades 3-5: 84%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 50% Teacher-student relationships: Grades 3-5: 75% School Safety: Grades 3-5: 51%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 55% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 53%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 86% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 11% Teacher-student relationships Grades 3-5: Decreased 6% School Safety Grades 3-5: Increased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 47%			Grades 3-5: 100% School Safety: Grades 3-5: 67%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 3.6% African American/Black: 4.7% Hispanic/Latinx: 3.1% English Learners: 2.8% Socioeconomically Disadvantaged: 4% Students with Disabilities: 6.4%	2023-2024 Suspension Rate All Students: 1.50% Black/African American: 4.20% Asian: 0.00% Hispanic: 1.30% Multiple Races/Two or More: 0.00% Students with Disabilities: 2.30% English Learner: 1.30% Socioeconomically Disadvantaged: 1.50%	2024-2025 Suspension Rate All Students: 1.92% Black/African American: 0.00% American Indian or Alaska Native: 6.47% Asian: 10.36% English Learner: 0.00% Filipino: 76.70% Foster Youth: 0.00% Hispanic: 0.65% Homeless Youth: 2.10% Multiple Races/Two or More: 1.60% Pacific Islander: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 4.80% White: 2.36%	2025-2026 Suspension Rate All Students: 2.7% African American/Black: 3.8% Hispanic/Latinx: 2.2% English Learners: 1.9% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 5.5%	All Students: Decreased 1.68% Black/African American: Decreased 4.7% Hispanic/Latinx: Decreased 2.45% English Learners: Decreased 2.8% Socioeconomically Disadvantaged: Decreased 4% Students with Disabilities: Decreased 1.6%
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 10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 40.20% African American/Black: 41.00% Hispanic/Latinx: 41.10% English Learners: 33.30% Socioeconomically disadvantaged: 41.60% Students with Disabilities: 39.10%	All Students: 29.10% English Learner: 29.90% Socioeconomically Disadvantaged: 29.90% Black/African American: 23.40% Asian: 9.10% Hispanic: 31.40% Multiple Races/Two or More: 26.70% Students with Disabilities: 41.90%	All Students: 29.90% Black/African American: 27.70% Asian: 3.20% English Learner: 31.70% Hispanic: 32.20% Multiple Races/Two or More: 43.80% Socioeconomically Disadvantaged: 31.00% Students with Disabilities: 31.00%	All: 40.20% African American/Black: 41.00% Hispanic/Latinx: 41.10% English Learners: 33.30% Socioeconomically disadvantaged: 41.60% Students with Disabilities: 39.10%	Black/African American: Decreased 13.3% English Learner: Decreased 1.6% Hispanic/Latinx: Decreased 8.9% Socioeconomically Disadvantaged: Decreased 10.6% Students with Disabilities: Decreased 8.1%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 12% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 85% responded favorably Family Engagement: 18% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 19% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 37% responded favorably	Barriers to Engagement: Maintained 84% Family Engagement: Increased 7%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	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 Engagement: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.98%	2024-2025 P2 Attendance Rate 91.37%	2025-26 P2 Attendance Rate 91.44%	2026-2027 Attendance Rate (P2) 95.1% or higher	Decreased 1.54%
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 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 71% responded favorably “The school provides a safe environment for my child.” 67% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)	2024-2025 Aspire Family Survey 84% responded favorably: "The school provides a safe environment for my child." 80% responded favorably: "I feel	2025-26 Aspire Family Survey 85% responded favorably: ""The school provides a safe environment for my child."" 80% responded favorably: ""I feel	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs	Safe Environment: Increased 14% Comfort with Staff: Increased 13%

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

Goal Analysis [2025-26]

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

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

Overall our school was able to fully implement 4 out of 6 goals

Fully Implemented: We have successfully implemented initiatives and incentives to support Attendance and Enrollment (2.1) support, SEL development of all students (2.2) Maintained and the safety of classrooms and building facilities (2.5) Regular coaching cycles and feedback (2.6)

Partially Implemented: SEL (2.2) and Family Community Engagement (2.3)

Challenges:
Managing a high volume of manual truancy letters and scheduling SART meetings was difficult to sustain, leading to gaps in the formal truancy process.

In both coaching and behavioral interventions (MTSS), "next steps" were often not fully integrated into daily practice. This resulted in "loose" execution where interventions like Check-In/Check-Out lacked the necessary rigor to stop repeat behaviors.

Ensuring consistent visual evidence of SEL targets (posters/objectives) was difficult, as many teachers prioritized the active "teaching" of the curriculum over administrative visual tracking.

Successes:

The installation of grade-level attendance boards and the launch of competitions significantly boosted student motivation. The rideshare service was a critical success, removing transportation barriers for our most vulnerable families.

By adopting the AIM framework, the leadership team provided "bite-sized" feedback that led to immediate improvements in classroom management.

The shift to a multi-year capital improvement plan for HVAC and plumbing has stabilized the learning environment and protected the general fund from costly emergency repairs.

The launch of the BSU created a restorative culture where students began leading dialogues on campus-wide needs, fostering a stronger sense of belonging.

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

Variance mainly from an ended Campus Monitor position.

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

Effective:

Facilities, Safety, and Instructional Coaching (Actions 2.5 & 2.6)
Safe, well-maintained facilities and consistent teacher growth. The transition from reactive to proactive maintenance was a major success.
The use of TeachBoost and the AIM framework produced the expected result of high-frequency, actionable feedback.

Somewhat Effective:

Attendance and Enrollment (Action 2.1)
Increased student motivation and removal of transportation barriers.
The rideshare program was a direct and effective solution for chronically absent students facing transit issues.
Visual data via attendance boards successfully shifted the culture, making attendance a point of pride for students.

Ineffective/Inconsistent:
The truancy notification process was ineffective due to its manual nature.

Social-Emotional Learning & Behavior (Action 2.2 & 2.4)
Ineffective/Inconsistent:
Unified behavioral support and student self-regulation.
The MTSS behavioral interventions did not produce the targeted result of reducing repeat behaviors.

Family and Community Engagement (Action 2.3)
Ineffective/Inconsistent:
The actions taken to establish SSC and DELAC did not produce the expected level of consistent participation. The barrier identified was a mismatch in engagement styles. Parents responded effectively to "joy-centered" and student-led events, but the formal, compliance-heavy nature of advisory committees did not attract the same level of interest or perceived value from the community.

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

Shifting from establishing systems to ensuring accountability and sustainability. The data from local attendance tracking, TeachBoost coaching logs, and behavior referral trends indicate that while the "infrastructure" for success is present, the "consistency of application" is the next frontier. Systems have been developed but now there needs to be consistency of application.

Transitioning from manual truancy letter generation to an automated notification system. This will support the Admin team remain in compliance with SART process.

TeachBoost data revealed that "next steps" were frequently missing or stalled between the standard two-week coaching windows. Shortening the feedback loop ensures that instructional changes become habits rather than suggestions.

Tightening the Multi-Tiered System of Support (MTSS) by requiring daily data entry for interventions like Check-In/Check-Out (CICO)
Additionally, professional development will be added to support educator emotional regulation.
Suspension and referral data showed repeat behaviors among a small group of students despite having a behavioral team.
Restructuring SSC and DELAC meetings to be "Events First, Business Second.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance recovery sessions during ELOP to support students with high absenteeism. Meeting state staffing and program requirements to ensure effective implementation. Successfully launched school-wide attendance incentive programs, including perfect attendance certificates and grade-level competitions, to motivate students to aim for consistent attendance. Installed new attendance boards in every grade-level classroom to enable teachers to quickly identify and recognize daily attendance, fostering a	$183,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		culture of accountability and celebration. Partnered with a rideshare service to support families facing transportation challenges, helping to remove barriers to consistent attendance. Conducted home visits and hosted community workshops specifically designed to educate and support families with younger students on the importance of daily attendance. We will implement a Region-Wide Automated Attendance System. This software will automatically trigger and mail truancy letters based on real-time data and provide a digital dashboard for tracking and scheduling SART meetings. In alignment with our academic goals, attendance will be included in the Student Data Portfolios. During "Weekly Data Huddles," students will not only check their academic progress but also track their own attendance percentages.		
2.2	SEL	Purchased and distributed board-approved SEL curriculum replacements (refer to CV Curriculum Overview 24-25 for details). Implemented the Moozoom curriculum across all grade levels to ensure consistent SEL instruction. Conducted regular learning walks and fidelity checks to monitor the effective use of the Moozoom curriculum. Ensured that classrooms visibly post SEL-specific learning targets, achieving approximately 65% compliance. Utilized Panorama data to guide discussions on improving student, family, and staff outcomes. Delivered professional development on Panorama data analysis, with a focus on practical strategies to enhance SEL implementation and support. Developed structured framing and survey assessment protocols for 3rd-5th grade students to prepare for the upcoming January survey. Launched the Black Student Union (BSU) with cross-grade level participation, fostering dialogue on restorative culture and addressing campus-wide needs. Establish consistent meeting times and mentorship support to increase student involvement and maintain continuity.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		While we achieved 80% compliance in posting SEL learning targets, the lack of universal visibility hindered students' ability to connect daily activities to long-term skill development. Our tracking data and walkthroughs revealed that while the blended model was effective in theory, the consistency of the teacher-led Second Step curriculum was a major hurdle. We will continue to emphasize the importance of Crew Meeting for all classrooms to lead and facilitate the SEL lessons each day. Feedback from SEL walkthroughs will be tracked via a digital dashboard. If a teacher is struggling with implementation, the coach or supervisor will provide a Model Lesson within 48 hours, followed by a collaborative reflection session. We learned that simply "noting" inconsistency during walkthroughs did not lead to change. We are launching a formal Student Leadership/Government Group that will expand the work of the BSU to include representatives from all student subgroups. This group will have a monthly meeting time with the Teacher lead to review Panorama data and propose campus-wide culture shifts.		
2.3	Family and Community Engagement & Outreach	Our goal is to strengthen family and community engagement by fostering inclusive, consistent, and meaningful connections between families and the school. To achieve this, we will host regular family engagement events that celebrate diverse cultures and build community involvement. Events such as Hispanic Heritage Night, Black History Month Block Party, Back to School Night, Saturday School, AAPI Celebration, and the Color Run will continue to provide opportunities for families to connect and participate.We will also maintain quarterly SSC/ELAC meetings to ensure transparent communication and collaboration with families. In addition, we will prioritize forming a Black Family Advisory group to create a dedicated space for input on school culture and climate from Black families. To increase awareness and participation, we will continue utilizing social media to promote events and keep families informed. We will also maintain strong partnerships through the roles of the Community Schools Director and Family Resource Coordinator, who will lead efforts to establish and sustain meaningful community connections. Through the Stronger	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Connections Grant, we will continue to support family engagement by utilizing the expertise of our school social worker and Parent Outreach Coordinator Use the high-traffic events as recruitment fairs. Instead of a separate SSC meeting, host a 15-minute State of the School update during the Black History Month Block Party or Color Run to solicit immediate, on-the-spot feedback. Rebrand the SSC/DELAC. Parents are engaging in child's joy activities; framing the SSC as a way to fund more of what your child loves may bridge the interest gap. Using events like Muffins for Moms, Volunteer lunch or any other community events to share important school updates.		
2.4	School Climate	The primary goal of this action step is to foster a positive, supportive, and inclusive school climate through consistent behavior management practices and restorative approaches. To achieve this, we will continue to implement and strengthen our Positive Behavioral Interventions and Supports (PBIS) system while embedding restorative practices throughout the school community. Staff Training and Professional Development: Provide ongoing professional development focused on trauma-informed practices, social- emotional learning (SEL), and restorative practices to equip staff with effective strategies to support diverse student needs. Clear and Consistent Expectations: Establish and communicate clear, schoolwide behavior management expectations to ensure consistency across classrooms and staff. Collaboration and Role Clarity: Strengthen communication between the Dean of Students (DOS), the Behavioral Instructional Assistant, and teaching staff to ensure a unified approach to behavior management and support. Data-Driven Decision Making: Regularly review behavior and attendance data to identify trends and develop targeted intervention plans, ensuring data-driven decision-making at every level. Fidelity Checks and Support: Conduct regular learning walks and fidelity checks to assess the consistent implementation of PBIS and restorative practices.	$46,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Move beyond simply having a Check-In/Check-Out (CICO) system to auditing it weekly. Assign a specific Fidelity Lead to ensure that when a student has a plan, every teacher is executing it identically. Future professional development sessions should focus on co-regulation and de-escalation, teaching staff how to manage their own physiological responses during student crises. Create a Behavioral Matrix that clearly defines which behaviors are handled in the classroom vs. by the Behavior support team. This will reduce the inconsistency that currently confuses students and leads to repeated behaviors. Establish a mandatory 48-hour feedback loop where the Behavior Support Team must update the classroom teacher and the family after a behavioral incident. Expand on the implementation of MTSS systems, restorative practices, PBIS, and implementation of the Behavior & Belonging Handbook to improve consistency across classrooms. Continue professional development around NNN. De-escalation startegies, emotional regulation and trauma informed practices.		
2.5	Classroom Facilities, and Student Physical Spaces	Ensure that all school facilities and student physical spaces are safe, well-maintained, and conducive to learning, in alignment with the Williams Act and the Comprehensive Safety Plan. Ensure compliance with Williams Act requirements, addressing any deficiencies in school infrastructure. Conduct quarterly facility walkthroughs using the Facility Inspection Tool (FIT) to ensure all school ratings are at least ""Good."" Implement preventative maintenance schedules to reduce costly emergency repairs. Continue upgrading locks, gate alarms, and surveillance systems to improve campus security. Maintain a schedule of regular safety drills (fire, earthquake, lockdown) in alignment with the Comprehensive Safety Plan. Provide annual staff training on emergency response procedures and	$83,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		safety protocols. Provide teachers with an environmental checklist to prepare their classroom environments each year. Address HVAC, plumbing, and electrical system maintenance to ensure a comfortable and functional learning environment. Establish a multi-year capital improvement plan to prevent deferred maintenance from accumulating. Allocate specific budget funds for major repairs and facility upgrades. There are no additional adjustments now that systems are all caught up with maintenance, this will help continuing to pass williams act and avoid larger repair costs in the future. By updating the equipment inventory and maintenance schedules, we have stabilized the learning environment (consistent temperatures/utility reliability) and protected the general fund from unexpected spikes in repair costs. 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.		
2.6	Regular Coaching (using ASLF & TLF)	Strengthen instructional practice and student outcomes through consistent, high-quality coaching, observations, and aligned professional development. Provide bi-weekly coaching and feedback sessions for all teachers using the Aspire Student Learning Framework (ASLF) and TeachBoost to track progress and provide targeted support. Support all teachers in creating 1–2 Professional Learning Plan (PLP) goals tied to key ASLF focus areas. Identify and develop peer observers and teacher leaders to support instructional alignment, peer feedback, and staff	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		empowerment.Conduct weekly admin learning walks aligned to school-wide priorities, using data collected to inform coaching and professional development. Share key trends and learning walk insights with staff through weekly team meetings or newsletters to promote schoolwide transparency and growth. Prioritize in-person debrief conversations following observations to ensure clear, supportive coaching and strengthen teacher development. Improved instructional practices aligned with the ASLF. Increased teacher confidence and ownership of professional growth. Greater alignment between coaching, teacher goals, and school priorities. Strengthened collaboration and peer support across grade levels and teams. Administrative coaching assignments will be reorganized based on grade-level blocks. There will be an assigned administrator for K-2 and another assigned Adminstrator for 3-5th. Moving from standard bi-weekly "full" observations to a 1-to-1 Follow-Up Model. If a teacher receives a specific action step on Tuesday, the administrator will perform a 5–10 minute "Micro-Walk" by Thursday or Friday specifically to see that one change in action. This will support with implementation accountability.		

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 71.79% Fully Credentialed	2022-23 86.21% Fully Credentialed	2023-24 83.33% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 11.54%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 67% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 87% responded favorably	School Climate: Increased 3% Belonging: Decreased 1% Well-being: Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 76% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 48% responded favorably Cultural Awareness and Action: 44% responded favorably	School Climate: 60% responded favorably Belonging: 76% responded favorably Well-being: 62% responded favorably Staff-Leadership Relationships: 57% responded favorably Cultural Awareness and Action: 47% responded favorably	School Climate: 70% responded favorably Belonging: 75% responded favorably Well-being: 69% responded favorably Staff-Leadership Relationships: 65% responded favorably Cultural Awareness and Action: 24% responded favorably	Belonging: 95% responded favorably Well-being: 87% responded favorably Staff-Leadership Relationships: 68% responded favorably Cultural Awareness and Action: 64% responded favorably	Staff-Leadership Relationships: Increased 17% Cultural Awareness and Action: Decreased 20%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.2%	Retention Rate 88.50%	Retention Rate 95.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 1.2%

Goal Analysis [2025-26]

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

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

Overall our school was able to fully implement 1 out of 4 goals

Fully Implemented: We have successfully implemented initiatives and incentives to support Family Engagement and Community Outreach (3.2)

Partially Implemented: Rigorous Projects (Project-Based learning) (3.1), Professional Learning (3.3) and Teacher Credentialing (3.4)

Planned:
Quarterly, standards-aligned projects and exhibitions for all grades.
High participation in both social events and formal governance (SSC/ELAC).
Leading for Equity training and universal coaching for all leads.
Quarterly status meetings to move all staff toward clear credentials.

Implemented:
Most grades completed projects, but Exhibition phases and rubric use were inconsistent due to pacing.
High attendance at social/cultural events and SLCs, but low participation in formal governance meetings.
Shifted to Art of Coaching for administrators; coaching has not yet scaled to lead teachers.
Rigorous tracking was maintained, but state testing delays slowed the transition for emergency-credentialed staff.

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.

Effective:
100% of staff participated in the BOY/MOY PLP process, shifting the school culture from one of "compliance" to one of "continuous professional growth."
The successful execution of two semesters of Student-Led Conferences fundamentally changed the parent-teacher dynamic, placing the responsibility for growth data in the students' hands.
High-engagement events (Harvest Festival, Trunk or Treat, Ofrenda) have successfully normalized the presence of families on campus, fostering a deep sense of belonging.
The Alder Residency program was highly effective, not only developing two new residents but securing their placement as permanent teachers for the upcoming year.

Ineffective:
In the PBL rollout, some teachers viewed project completion and public exhibitions as a "final priority" rather than an integrated part of the unit. This led to delays and missed opportunities for family engagement.
Despite incentives, families showed a clear preference for student-centered events (SLCs/Festivals) over formal administrative meetings (SSC/ELAC). The "formal" nature of governance felt disconnected from the school’s social culture.

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.

Systematize PBL through mandatory mid-point check-ins and rubric calibration.
Embed Governance into social events (rebranding SSC/ELAC) to meet families where they are.
Accelerate Credentialing by providing in-house test-prep cohorts for emergency-credentialed staff.
Democratize Coaching by training Grade-Level Leads in the Art of Coaching framework to provide distributed support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Ensure that every student completes at least one rigorous, standards-aligned project at each grade level that demonstrates academic thinking, creativity, collaboration, and relevance to real-world issues. Provide regularly scheduled collaborative planning time for teachers to design and internalize rigorous projects. Align all projects to grade-level standards and the Aspire Student Learning Framework. Use regional protocols for project planning and reflection to ensure consistency and rigor. Create/Use grade-level project rubrics aligned to learning targets and success criteria. Host quarterly Family Project Nights or Exhibitions of Learning to showcase student projects and celebrate learning. Invite community members and families to engage in project launches, exhibitions, and as experts in relevant fields. Provide families with communication tools and guidance to support their child's project work at home. Some adjustments may include more frequent mid-point check-ins to review the progress of the project throughout the school year. This can be through a set cycle all grade levels have in place. This includes mandatory mid-unit check-ins where grade-level teams present project progress to instructional leads. Use designated planning time to work on PBL exhibition work, planning to ensure there is adequate time for completion of the exhibition. This time can also be used to calibrate on the project's progress so far using the	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		grade level rubrics to ensure understanding of rigor and academic success. If there is a delay in completion of the project the team should pivot into something that can still display the student work in progress. Add all community project dates to the master calendar, exhbition dates as well as any mipoint dates		
3.2	Family Involvement and Community Outreach	Increase family involvement and strengthen community outreach to create a collaborative and supportive environment that enhances student learning and fosters a sense of belonging. Organize at least one Saturday School and one major family engagement event each year, including a Back to School Night, Color Run, and Harvest Festival, to provide opportunities for families to engage with the school community. Create events that promote shared responsibility for student learning and encourage families to participate in activities that support their children's academic, social, and emotional growth. Invite career professionals and community members into the school at least twice a year to engage with students through career talks, mentoring, and hands-on activities. Partner with local organizations and businesses to provide real-world learning experiences for students and to enhance their sense of connection to the wider community. Host two Student-Led Conferences each year where students present their academic and personal progress to their families. Implement hybrid models for key meetings (such as SSC and ELAC) to provide both in-person and virtual attendance options, ensuring accessibility for families with scheduling or transportation challenges. Coordinate with local organizations for fundraising, mentoring programs, and volunteer opportunities that directly support students' learning experiences. We will move away from standalone, SSC and DELAC meetings. Instead, we will utilize a Meeting-within-a-Social model. For example, a 15-minute	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		DELAC legislative update will be embedded into one of the community school events presented by the lead administrator. Possible Rebranding for the SSC and DELAC meetings to be more centered around family leadership circles or stuent success. Make it priortize vision and voice versus compliance. During SLC's while parents are on campus to see their child's growth, we will provide stations where they can provide immediate feedback on LCAP goals or school policies. The Cheetah Social will have some adjustments for next year, each month will be sponsored by a different community partner, local clinics, helth clinics, family workshops and literacy supports.		
3.3	Professional Learning (adults)	Ensure all teammates have the support and development necessary to meet their career growth aspirations through targeted professional learning opportunities. Every teammate will set personalized, stretch goals that align with their long-term career objectives. These goals will be reviewed and updated regularly during PLP meetings to track progress and ensure alignment with both individual and organizational priorities. Mid-year check-ins will be implemented to review progress on professional learning goals, offer additional support as needed, and ensure goals remain relevant and achievable throughout the year. Teammates will be provided with scheduled release time for peer observations, collaborative planning, and professional development opportunities to enhance their teaching practices and leadership skills. Administrators and other key staff will attend the National Equity Project: Leading for Equity training to further develop their equity-focused leadership skills. Distributed Leadership: Grade-level leads trained in coaching protocols. Peer-to-peer coaching integrated into weekly cycles.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Re-introducing the National Equity Project or a strong focus on equity throughout the school year to ensure coaching addresses the needs of all student subgroups.		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements ensure all teachers are properly credentialed and meet state requirements, while providing a pipeline for future teachers through partnerships with universities and programs like Alder Residents and student teaching placements. Set up quarterly meetings with teachers to review their credentialing status and ensure they are on track to meet state requirements. These meetings will provide individualized support to teachers who are misaligned with credentialing requirements and help them make progress toward fulfilling these obligations. Provide a strong mentorship program for both Alder Residents and student teachers, ensuring that they receive the support needed to succeed in their teaching placements. Regular check-ins and development opportunities will be offered to foster growth and professionalism. We anticipate not having as many teammates on emergency permits. Most will be on intern permits or in the required credentialing program. We will continue to host two new Alder Residents, but we will strategically pair them with our most veteran Clear credentialed teachers. Considering some test/prep resources or time to provide teachers as needed.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -82.2 African American/Black: -48.7 English Learners: -91.4 Hispanic/Latinx: -84.3 Socioeconomically Disadvantaged: -83.3 Students with Disabilities: -88.8	2023-2024 SBAC ELA DFS All Students: -84.9 English Learner: -86.7 Socioeconomically Disadvantaged: -84.1 Black/African American: -86.3 Hispanic: -85	2024-2025 SBAC ELA DFS All Students: -81.8 Black/African American: -76.1 English Learner: -92.9 English Learners Only: -105.6 English Only: -77.4 Hispanic: -87.5	2025-2026 SBAC ELA DFS All Students: -67.20 Black/African American: -33.70 English Learners: -76.40 Hispanic/Latinx: -69.30 Socioeconomically Disadvantaged: -68.30	All Students: Increased 0.4 Black/African American: Decreased 27.4 English Learner: Decreased 1.5 Hispanic/Latinx: Decreased 3.2 Socioeconomically Disadvantaged: Decreased 1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -90.7	Socioeconomically Disadvantaged: -85 Students with Disabilities: -70.5	Students with Disabilities: -73.80	Students with Disabilities: Increased 18.3
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -86.3 African American/Black: -58.5 English Learners: -98.4 Hispanic/Latinx: -89.2 Socioeconomically Disadvantaged: -86.7 Students with Disabilities: -104.4	2023-2024 SBAC MATH DFS All Students: -81.6 English Learner: -93.1 Socioeconomically Disadvantaged: -81.7 Black/African American: -59 Hispanic: -86.8 Students with Disabilities: -72.2	2024-2025 SBAC MATH DFS All Students: -84 Black/African American: -85.6 English Learner: -96.6 English Learners Only: -109.6 English Only: -77.2 Hispanic: -90.9 Socioeconomically Disadvantaged: -86.6 Students with Disabilities: -106.7	2025-2026 SBAC Math DFS All: -56.30 African American/Black: -28.50 English Learners: -68.40 Socioeconomically disadvantaged: -56.70 Hispanic/Latinx: -59.20 Students with Disabilities: -74.40	All Students: Increased 2.3 Black/African American: Decreased 27.1 English Learner: Increased 1.8 Hispanic/Latinx: Decreased 1.7 Socioeconomically Disadvantaged: Increased 0.1 Students with Disabilities: Decreased 2.3

Goal Analysis [2025-26]

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

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

Overall we implemented 1/2 goals around Math and ELA

The school successfully executed the core components of the Targeted Literacy Interventions and Expanded Learning Supports. The Master Schedule was successfully redesigned to ensure that every grade level facilitated dedicated small-group instruction in the afternoon. This structural change provided the necessary time for Tier II interventions, including the MyPath diagnostic-driven software and the Ignite before/after-school program. Additionally, professional development was provided on the ELA/ELD Framework, focusing on co-teaching and scaffolding for English Learners.

Successes:
Redesigning the Master Schedule is a major achievement that guaranteed equitable access to intervention for all students.

Teachers demonstrated high technical competency in using diagnostic data to manage MyPath pathways, creating a data-informed culture.

Challenges:
It proved difficult to ensure small-group instruction was consistently rigorous and linked to core standards

Preparing for the transition to the Benchmark curriculum while maintaining current interventions required significant mental and logistical effort from the staff.

A persistent need for more collaborative planning time was identified to ensure small-group lessons mirror the rigor of whole-group instruction.

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.

Effective:
Ensure all students have access to daily, targeted literacy support. By standardizing small-group blocks in the afternoon across all grade levels, the school successfully institutionalized intervention.

Use diagnostic data to personalize literacy pathways. Staff demonstrated high technical competency in navigating digital data. This resulted in students working on skills specifically tailored to their individual levels, leading to measurable growth in foundational "isolated" skills like fluency and phonics.

Somewhat Effective:
Lack of alignment in use of standards in small group instruction. In addition to aligned expectations and planning across all grade levels. While students showed progress in supplemental programs, this growth did not always transfer to classroom performance or higher-level comprehension.

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

Based on the evaluation of last year’s implementation, the school is moving from a phase of "Establishing Access" to a phase of "Ensuring Rigor."

We are transitioning to the Benchmark curriculum as our primary ELA instructional vehicle.

Based on the observation that comprehension gains were stalled, we are introducing a mandatory daily writing requirement across all grade levels.

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	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions based on diagnostics with additional small-group intervention Expanded Learning Supports – After-school math Ignite tutoring 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 and events such as STEAM night. 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 such as manipulative kits 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 grounded in state standards and providing substitute coverage for professional development aligned with the ELA/ELD Framework and Mathematics Framework to strengthen instructional practices.	$33,925.00	No

Action #	Title	Description	Total Funds	Contributing
		Integration of literacy in all content areas including Math Using 3 reads in Math. MLRs help students (especially English Learners) process the language of math. Continue to use the tools, assessments to support with student progress monitoring. This includes comprehension checks and meeting iready math minutes.		
4.2	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, additonal Tier II intervention, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention through the Ignite program, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, peer-coaching, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home	$33,925.00	No

Action #	Title	Description	Total Funds	Contributing
		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 grounded in state standards and providing substitute coverage for professional development aligned with the ELA/ELD Framework and Mathematics Framework to strengthen instructional practices. Transition to Benchmark with professional development for all instructional staff Writing will be integrated into the daily literacy routine to reinforce comprehension and analytical skills. Small-group instruction will transition from "general support" to standard-specific intervention. Teachers will use diagnostic data not just to place students in a digital pathway (MyPath), but to group them by specific California State Standard deficits. Allotting specific PD time for "Small Group Alignment" to ensure that Tier II instruction mirrors the rigor of Tier I.		

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
$1,487,474	$177,658

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
32.887%	0.000%	$0.00	32.887%

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 and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, Socioeconomically Disadvantaged students scored -85.0 points below standard in 2024-25, identified as Red	With the implementation of Heggerty phonemic awareness, possibly adding Bridges as supplemental intervention and increased Tier II Intervention we will increase all student's ELA performance. Our move towards designated ELD was purposeful to provide students with skill-based instruction at their level to develop their English language skills. Additionally, we are adopting a new research-based Math curriculum next year to provide more hands-on instruction and academic discourse.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and declining from -83.3 at baseline. English Learners scored -92.9 points below standard in 2024-25, identified as Red and declining from -91.4 at baseline. In Mathematics, English Learners scored -96.6 points below standard in 2024-25, identified as Red and declining from -98.4 at baseline. Socioeconomically Disadvantaged students scored -86.6 in Mathematics in 2024-25, identified as Orange and declining from -86.7 at baseline. RFEP data shows only 2.53% of English Learners reclassifying in 2024-25, declining significantly from 7.8% at baseline, indicating continued need for strengthened language development and literacy supports for unduplicated pupils. **Scope:** LEA-wide		
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. Socioeconomically Disadvantaged students scored -85.0 points below standard in ELA in 2024-25, identified as Red and declining from -83.3 at baseline. English Learners scored -92.9 in ELA and -96.6 in Mathematics in 2024-25, both identified as Red and declining from baseline. RFEP data shows only 2.53% of English Learners	By engaging teachers in Science of Reading Training as well as GLAD their effectiveness will increase which will help to move these scholars quickly towards grade-level proficiency. English learning can be overrepresented in our population of students with IEPs, so it was important to us to ensure that was not occurring at our site and if it was, to address it with data.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reclassifying in 2024-25, declining significantly from 7.8% at baseline, indicating continued need for strengthened data-driven instructional supports for unduplicated pupils. **Scope:** LEA-wide		
1.7	**Action:** Personalized Learning (students) **Need:** California Dashboard data and local survey data indicate persistent family engagement and academic ownership needs for English Learners and Socioeconomically Disadvantaged students. Socioeconomically Disadvantaged students scored -85.0 points below standard in ELA and -86.6 in Mathematics in 2024-25, both identified as Red, indicating continued need for strengthened structures that connect student academic data to family awareness and student goal-setting. RFEP data shows only 2.53% of English Learners reclassifying in 2024-25, declining significantly from 7.8% at baseline, indicating continued need for strengthened communication between school and unduplicated pupil families around language development progress and academic goals. **Scope:** LEA-wide	Students take charge of their educational path when they design their own personalized learning plans. Students are more involved in the learning process and driven to succeed when they create goals based on their interests, strengths, and areas for improvement. During student-led conferences, PLP sharing with families encourages improved communication and cooperation between the home and the school. It enables parents to be aware of their child's needs, learning objectives, and progress so they can assist, encourage, and guide them at home.	Metric (1.1 & 1.2) SBAC Metric (1.9) iReady

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
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 31.70% chronic absenteeism in 2024-25, identified as Red and increasing from 29.90% in 2023-24. Socioeconomically Disadvantaged students recorded 31.00% in 2024-25, identified as Red and increasing from 29.90% in 2023-24. Hispanic students recorded 32.20% in 2024-25, identified as Red and worsening from both baseline and Year 1. Overall school attendance remains significantly below the 95.1% target, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils. **Scope:** LEA-wide	Daily chronic absenteeism rates at Rosa Parks Academy for 2022-23 was overall 40% which was a decrease from 2021-22 school year at 51%. Student learning results are directly impacted by persistent absenteeism. Frequent absences from school causes students to lose out on critical teaching and fall behind academically. Test scores, graduation rates, and general academic achievement may all suffer as a result of this. Regular attendance increases a student's chances of graduating from high school, going on to pursue postsecondary education or employment, and contributing positively to society.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance
2.4	**Action:** School Climate **Need:** California Dashboard data and local survey data indicate persistent school climate needs for English Learners and Socioeconomically Disadvantaged students. Despite significant improvement in suspension rates from 3.60% at baseline to 1.92% in 2024-25, Students with Disabilities recorded 4.80% in 2024-25,	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all	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
	increasing from 2.30% in 2023-24. Chronic absenteeism remains critically high for English Learners at 31.70% and Socioeconomically Disadvantaged students at 31.00% in 2024-25, both identified as Red and worsening from Year 1, indicating continued need for strengthened behavioral supports and school climate systems for unduplicated pupils. **Scope:** LEA-wide	staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local survey data indicates persistent school safety perception needs for English Learners and Socioeconomically Disadvantaged students. Chronic absenteeism remains critically high for English Learners at 31.70% and Socioeconomically Disadvantaged students at 31.00% in 2024-25, both identified as Red, indicating that unsafe or unwelcoming campus environments may be contributing to barriers to consistent school attendance for unduplicated pupils. **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. These actions are provided schoolwide because campus safety infrastructure and contracted safety services 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) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Professional Learning (adults) **Need:** Ongoing professional development is needed for both certificated and classified staff to deepen implementation of the school site's student assessment system and ensure all students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment. **Scope:** LEA-wide	During Professional Learning Plan (PLP) meetings, all teammates will be asked about their 5 and 10 year plans. If desire is present to move into another position, teammates will be asked to set a stretch goal to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Equip staff with supplemental resources, professional development and targeted instructional materials to provide all students including English learners, Unduplicated, and students with exceptional needs high-quality first instruction.	Metric (3.2) Teacher Sense of Safety and School Connectedness

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	4,523,053	1,487,474	32.887%	0.000%	32.887%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,644,702.00	$1,252,479.00	$0.00	$222,948.00	$5,120,129.00	$4,706,133.00	$413,996.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$151,190.00	$151,190.00				$151,190.00	
1	1.2	Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$917,886.00	$110,634.00	$1,028,520.00				$1,028,520.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,551,277.00	$0.00	$2,152,616.00	$398,661.00			$2,551,277.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$18,423.00				$18,423.00	$18,423.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$784,610.00	$65,899.00		$785,968.00		$64,541.00	$850,509.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$139,984.00	$0.00				$139,984.00	$139,984.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$183,012.00	$0.00	$183,012.00				$183,012.00	
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	

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	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$46,028.00	$0.00	$46,028.00				$46,028.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$83,336.00	$0.00	$83,336.00				$83,336.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5							Ongoing								
3	3.6							Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	Math	All	No			All Schools	2025-26	$0.00	$33,925.00		$33,925.00			$33,925.00	
4	4.2	ELA	All	No			All Schools	2025-26	$0.00	$33,925.00		$33,925.00			$33,925.00	

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
4,523,053	1,487,474	32.887%	0.000%	32.887%	$1,492,086.00	0.000%	32.988 %	**Total:**	$1,492,086.00
								LEA-wide Total:	$1,492,086.00
								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 Foster Youth Low Income	All Schools	$151,190.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,028,520.00	
1	**1.7**	Personalized Learning (students)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,012.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$46,028.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$83,336.00	
2	**2.6**	Regular Coaching (using ASLF & TLF)				All Schools	$0.00	
3	**3.3**	Professional Learning (adults)	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,430,765.00	$5,152,665.00

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	$314,148.00	290,742
1	**1.2**	Instruction	Yes	$847,177.00	913,603
1	**1.3**	Academic Program (Master Scheduling)	No	$2,899,837.00	2,639,257
1	**1.4**	MLL	No	$18,423.00	15,350
1	**1.5**	SPED	No	$799,885.00	753,124
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	Yes	$0.00	$0.00
1	**1.8**	Title I	No	$171,802.00	201,444
2	**2.1**	Attendance and Enrollment	Yes	$215,737.00	180,382
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	$51,296.00	44,649
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$78,733.00	80,388
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)	Yes	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	ELA	No	$16,863.00	16,863
4	**4.2**	Math	No	$16,864.00	16,863

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)
1,408,655	$1,507,091.00	$1,509,764.00	($2,673.00)	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	$314,148.00	290,742		
1	1.2	Instruction	Yes	$847,177.00	913,603		
1	1.7	Personalized Learning (students)	Yes	$0.00	$0.00		
2	2.1	Attendance and Enrollment	Yes	$215,737.00	180,382		
2	2.4	School Climate	Yes	$51,296.00	44,649		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$78,733.00	80,388		
3	3.3	Professional Learning (adults)	Yes	$0.00	$0.00		

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)
4,293,090	1,408,655	0.00%	32.812%	$1,509,764.00	0.000%	35.167%	$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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