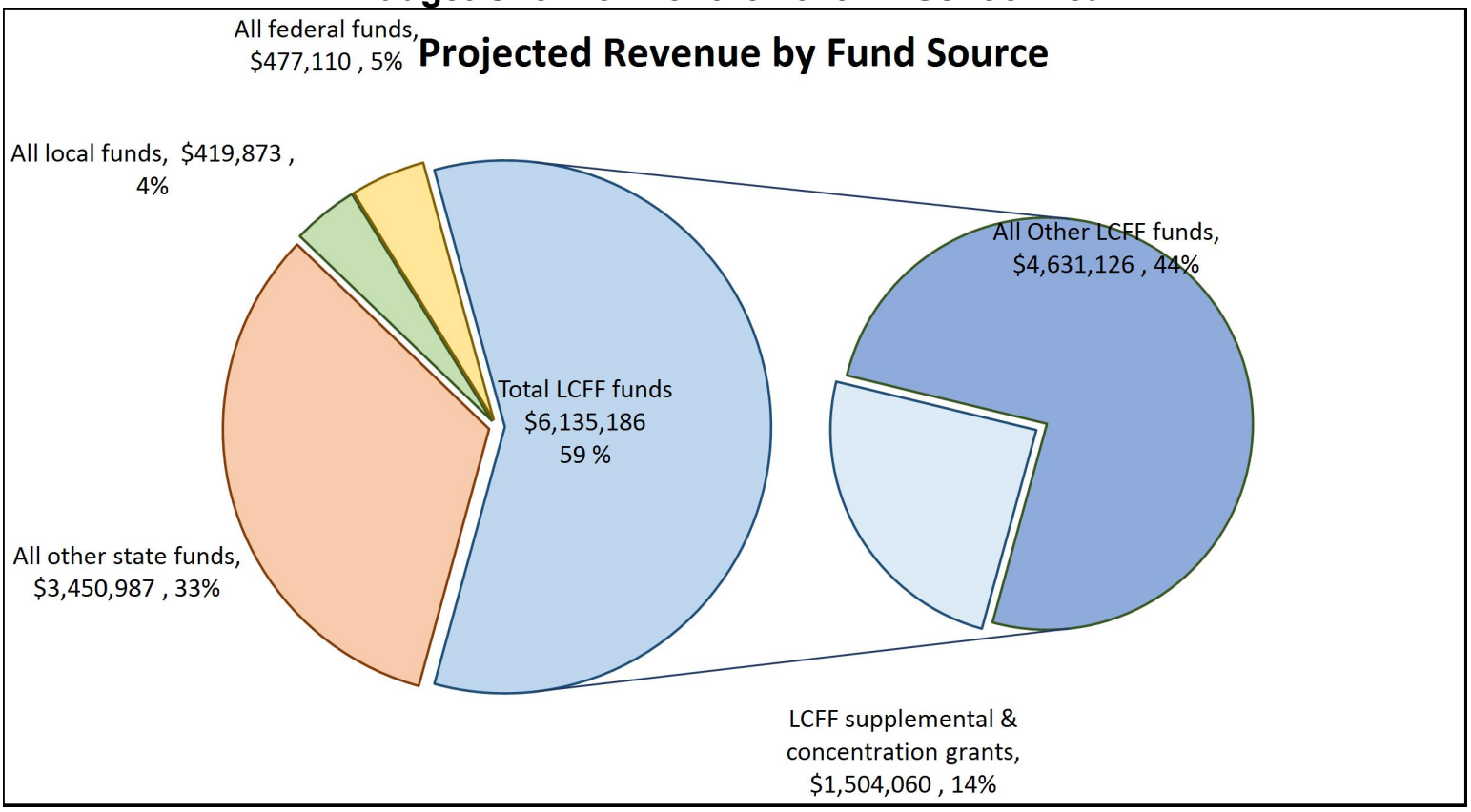
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire APEX Academy
CDS Code: 39686760121541
School Year: 2026-27
LEA contact information:
Larrise Lane
Principal
AspireAPEX@aspirepublicschools.org
209-482-7695

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

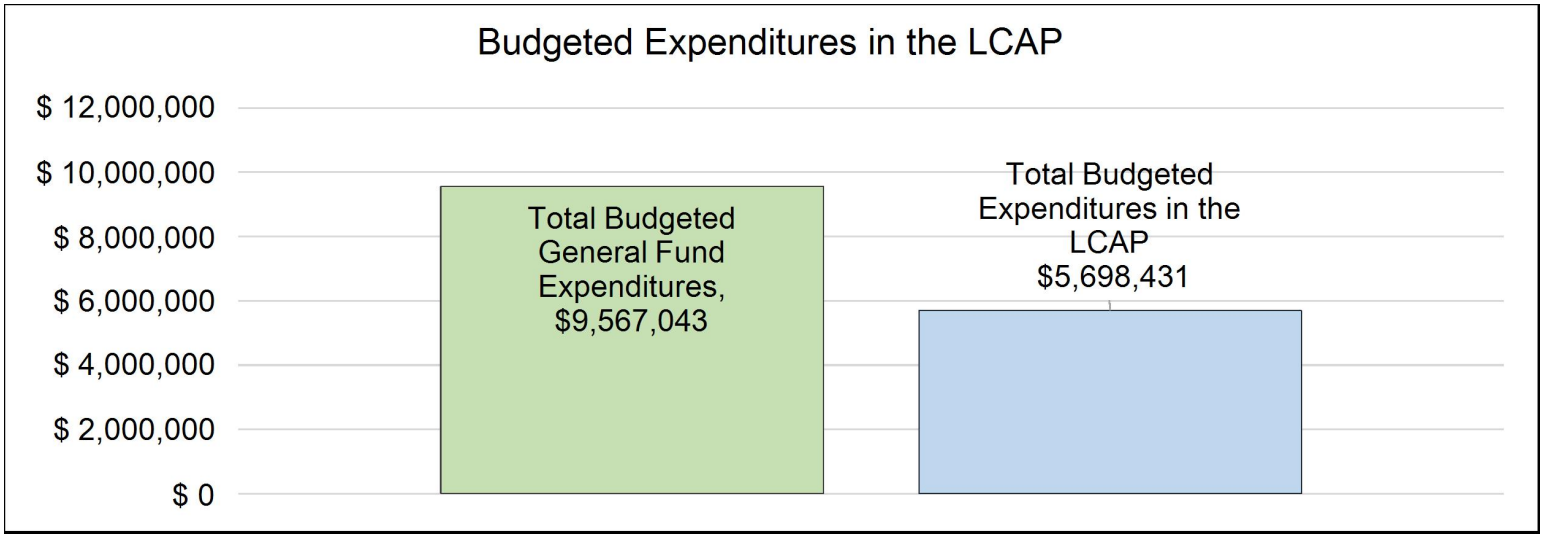


This chart shows the total general purpose revenue Aspire APEX Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire APEX Academy is $10,483,156, of which $6,135,186 is Local Control Funding Formula (LCFF), $3,450,987 is other state funds, $419,873 is local funds, and $477,110 is federal funds. Of the $6,135,186 in LCFF Funds, $1,504,060 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 APEX 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 APEX Academy plans to spend $9,567,043 for the 2026-27 school year. Of that amount, $5,698,431 is tied to actions/services in the LCAP and $3,868,612 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

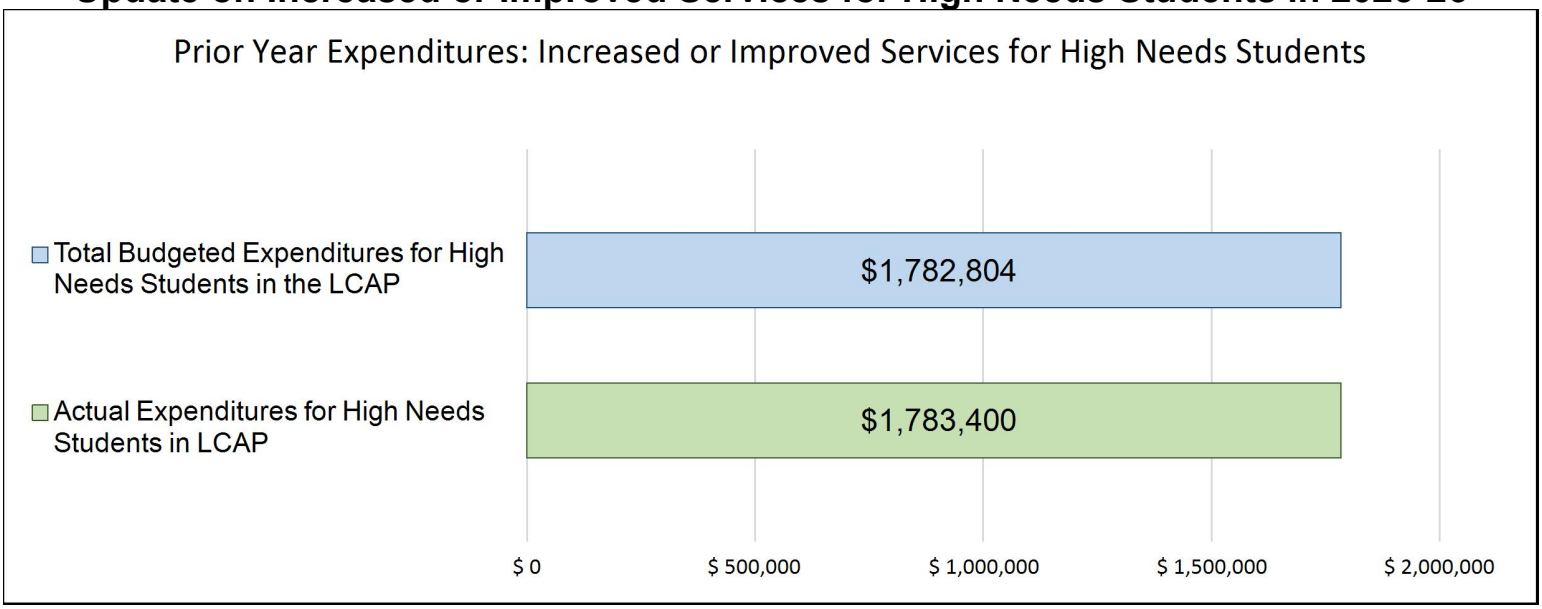
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 APEX Academy is projecting it will receive $1,504,060 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire APEX Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire APEX Academy plans to spend $1,522,894 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 APEX 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 APEX 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 APEX Academy's LCAP budgeted $1,782,804 for planned actions to increase or improve services for high needs students. Aspire APEX Academy actually spent $1,783,400 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 APEX Academy	Larrise Lane Principal	AspireAPEX@aspirepublicschools.org 209-482-7695

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 APEX Academy, located in Stockton, California, is a TK-5 school that has been serving the community since 2010 as part of the Aspire Public Schools network. With a commitment to providing equitable educational opportunities, APEX serves 391 students, with 63% identifying as Hispanic, 27% as African-American, 3% as Asian-American, and 3% as multiracial. Approximately 70% of students qualify for free or reduced lunch, reflecting the school's mission to support historically underserved communities.

Under the leadership of Principal Larrise Lane, who has served the school for seven years in various roles, APEX Academy fosters a learning environment that promotes academic excellence, social justice, and student empowerment. Principal Lane's dedication to equitable practices and teaching/work methods around identity and connectedness, drives the school's mission to challenge students while ensuring they feel supported and valued. The school's mantra, "We are smart, we lead, and more importantly, we SERVE!" embodies its commitment to fostering student growth, leadership, and community engagement.

APEX integrates rigorous academic instruction with social-emotional learning and character development. The school emphasizes critical thinking, creativity, and collaboration through project-based learning and personalized instruction. It also encourages students to engage in service learning and community activities to develop leadership skills and a sense of responsibility and empathy. APEX's afterschool program further supports academic enrichment and extracurricular engagement, enhancing the overall student experience.

Family partnerships are an essential component of APEX's approach. Parents and guardians are actively encouraged to participate in school events, creating a collaborative environment that supports student success both inside and outside the classroom.

APEX's vision is to prepare scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' talents, promotes inclusivity, and addresses systemic inequities that impact marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

As it celebrates 15 years learning within the community, Aspire APEX Academy continues to be a place where students are inspired to achieve academic excellence, develop leadership skills, and positively impact their communities.

Reflections: Annual Performance

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

Successes:
During the 2025-26 school year, APEX made significant gains on the CA Dashboard in two categories: suspension rates and Multilingual Learner achievement in ELPI. The ELPI dashboard indicator moved from Red to Green, increasing by 50.1 points. Suspension rates decreased by 5%, moving from Red to Blue for every subgroup.
In reading, students are showing meaningful growth. At the middle of the year, APEX increased from 43% median typical growth last year to 55% this year, surpassing the 50% benchmark, indicating the median student is on track to meet full growth by end of year. Strong progress is also evident across student groups — African American students increased from 28% to 75% median typical growth, Students with Disabilities increased from 62% to 71%, and Multilingual Learners continue to perform above prior year growth levels. Overall, 172 students have already met the mid-year growth target. The strongest gains are in phonics and high-frequency words, followed by comprehension of literature and informational texts.
In math, positive movement is also evident. African American students increased from 14% to 46% median typical growth. Multilingual Learners remained steady at 71%, and Students with Disabilities increased from 64% to 72%. The strongest math domain is algebraic thinking, followed by number sense.
Key contributing efforts include a revised Tier 1 attendance focus, strong conceptual iReady math instruction, ongoing professional development and coaching grounded in data, intentional designated and integrated ELD practices, and implementation of Magnetic Reading in K-2 to strengthen systematic foundational reading instruction alongside targeted small-group instruction driven by student data.

Challenges:
Chronic absenteeism remains a challenge. While the rate decreased from the prior year, it currently stands at 34%, above the organization benchmark of 26.4%. Serving Special Education students according to required instructional minutes also presents ongoing challenges, including insufficient planning and scheduling structures and difficulty securing experienced Special Education staff to meet the high demand of current caseloads.

APEX 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.

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: Hispanic

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 weekly staff site surveys, bi-annual Teammate Surveys (fall and spring), bi-monthly Staff Meetings, and weekly Lead Team Meetings, and consistent 1:1 check ins with administrators and supervisors. These engagements provided valuable feedback on classroom practices, 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 principals and administrators, participated in weekly Lead Team Meetings, bi-monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school. Administration shared results to staff in transparent ways particularly staff meetings.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and weekly staff Meetings held on Fridays. Teammates also engaged in 1-1 check ins with supervisors and/or admin. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, quarterly mental health Parent Workshops, and monthly or quarterly

Educational Partner(s)	Process for Engagement
	Coffee with the Principal meetings. These sessions captured parent feedback on barriers to engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, student leadership were offered opportunities for feedback on PBIS and school needs along with input regarding events.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly 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.

Parents have shared a large amount of satisfaction and support regarding their student's academic success and personal support. During spring ELAC/SSC meeting, parents were intrigued to continue learning about MLL status. One concern they have is the lack of support that some families seem to show. They feel accountability and structure in the home supports the school's improvement especially in chronic absenteeism, wearing of student uniform and behavior. They feel the whole child approach and plethora of resources to families has made a huge difference in achievement and a sense of belonging is strong in the building.

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: -83.4 African American/Black: -90.8 English Learners: -101.1 Socioeconomically disadvantaged: -94.5 Hispanic/Latinx: -85.5	2023-2024 SBAC ELA DFS All Students: -91.2 English Learner: -97.4 Socioeconomically Disadvantaged: -96.2 Black/African American: -120.7	2024-2025 SBAC ELA DFS All Students: -101 Black/African American: -105.6 English Learner: -92.6 English Learners Only: -126.5	2025-2026 SBAC ELA DFS All: -62.40 African American/Black: -69.80 English Learners: -80.10 Socioeconomically disadvantaged: -73.50	All Students: Decreased 17.6 Black/African American: Decreased 14.8 English Learner: Increased 8.5 Hispanic: Decreased 17.4 Socioeconomically Disadvantaged: Decreased 9.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -162.9	Hispanic: -88.2 Students with Disabilities: -129.9	English Only: -106.9 Hispanic: -102.9 Recently Reclassified Fluent-English Proficient Only: -14.2 Socioeconomically Disadvantaged: -104.3 Students with Disabilities: -154.4	Hispanic/Latinx: -64.50 Students with Disabilities: -141.90	Students with Disabilities: Increased 8.5
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -92.5 African American/Black: -108.2 English Learners: -103.9 Socioeconomically disadvantaged: -104.5 Hispanic/Latinx: -92.3 Students with Disabilities: -185.5	2023-2024 SBAC MATH DFS All Students: -101.3 English Learner: -103.8 Socioeconomically Disadvantaged: -106.2 Black/African American: -120.2 Hispanic: -100.1 Students with Disabilities: -141.3	2024-2025 SBAC MATH DFS All Students: -111.4 Black/African American: -109.1 English Learner: -110.2 English Learners Only: -145.9 English Only: -114.5 Hispanic: -115.7 Recently Reclassified Fluent-English Proficient Only: -27.8 Socioeconomically Disadvantaged: -115.4	2025-2026 SBAC Math DFS All: -62.50 African American/Black: -78.20 English Learners: -73.90 Socioeconomically disadvantaged: -74.50 Hispanic/Latinx: -62.30 Students with Disabilities: -155.50	All Students: Decreased 18.9 Black/African American: Decreased 0.9 English Learner: Decreased 6.3 Hispanic: Decreased 23.4 Socioeconomically Disadvantaged: Decreased 10.9 Students with Disabilities: Increased 22.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -162.9		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 6.52% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 37.4 points below All Students: 28.4 points below Hispanic: 28.2 points below English Learner: 29.8 points below Socioeconomically Disadvantaged: 28.8 points below 5.56% Met or Exceeded	2024-25 Science Points (SPs) Black/African American: 33.6 science points All Students: 34.6 science points English Learner: 35.1 science points English Only: 32.8 science points Hispanic: 34.2 science points Socioeconomically Disadvantaged: 33.9 science points 5.56% Met or Exceeded	2025-2026 Science Test 11.52% Met or Exceeded	Decreased .96%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 26.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 17.4% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 50% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Increased 23.5%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 20.5%	2023-2024 RFEP Rate: 10.64%	2024-25 RFEP Rate: 1.64%	2025-2026 RFEP Rate	Decreased 18.86%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	SY 2023-2024 Data Portal % of Students met annual typical growth iReady Reading All Students: 36% Grade K: 10% Grade 1: 15% Grade 2: 28% Grade 3: 48% Grade 4: 63% Grade 5: 50% iReady Math All Students: 22%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 32% Grade 3: 24% Grade 4: 27% Grade 5: 43% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 15% Grade K: 10%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 51% Grade 3: 52% Grade 4: 56% Grade 5: 44% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 49% Grade K: 70% Grade 1: 56% Grade 2: 47%	SY 2026-2027 Data Portal % of Students met annual typical growth iReady Reading All Students: 51% Grade K: 25% Grade 1: 30% Grade 2: 43% Grade 3: 63% Grade 4: 78% Grade 5: 65% iReady Math	iReady Reading: All Students: Increased 15% Grade 3: Increased 4% Grade 4: Decreased 7% Grade 5: Decreased 6% Grades K-2: No baseline available for Reading iReady Math: All Students: Increased 27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade K: 14% Grade 1: 15% Grade 2: 17% Grade 3: 20% Grade 4: 20% Grade 5: 38%	Grade 1: 10% Grade 2: 16% Grade 3: 16% Grade 4: 16% Grade 5: 24%	Grade 3: 40% Grade 4: 40% Grade 5: 38%	All Students: 37% Grade K: 29% Grade 1: 30% Grade 2: 32% Grade 3: 35% Grade 4: 35% Grade 5: 53%	Grade K: Increased 56% Grade 1: Increased 41% Grade 2: Increased 30% Grade 3: Increased 20% Grade 4: Increased 20% Grade 5: Maintained 0%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 17% at & above benchmark	2024-25 26.00% at or above benchmark	2025-26 36.00% at or above benchmark	2026-2027 27% at & above benchmark	Increased 19%

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.

During the implementation of Goal 1, the school made notable progress in strengthening instructional practices, advancing English Learner outcomes, and improving overall student experience, while also identifying critical areas where implementation lacked consistency and limited academic gains.

Key successes included strong growth in English Learner progress, with ELPI increasing from 26.5% to 50%, and improved outcomes in foundational literacy as a result of standards-aligned curriculum, structured planning, and small group instruction. Additionally, student engagement and school climate improved, as reflected in increased rates of belonging, stronger teacher-student relationships, and improved perceptions of safety. Attendance outcomes also improved, with a reduction in chronic absenteeism, supported by strengthened MTSS structures and consistent mental health and wellness supports. Targeted subgroup gains, particularly for English Learners and Black/African American students, further demonstrate the impact of culturally responsive practices and differentiated supports.

Despite these successes, overall academic outcomes were mixed, with declines in SBAC ELA and Math performance (DFS) for All Students, indicating that Tier 1 instruction and curriculum alignment were not implemented with consistent rigor across classrooms. Outcomes for Students with Disabilities were also inconsistent, with regression in achievement linked to challenges in co-teaching, service delivery, and program coherence. Additionally, inconsistent implementation of data-driven instruction, small group practices, and alignment between assessment and instruction limited the overall effectiveness of planned actions. Systems designed to increase student ownership, such as Personalized Learning Plans (PLPs), were implemented but did not fully result in strong student and family engagement with academic goals and progress.

There were substantial differences between planned actions and actual implementation. While key systems such as MTSS, co-teaching, and instructional coaching were established, they were not consistently implemented with fidelity across all classrooms and teams, largely due to staffing challenges, lack of coherence in systems, and variability in execution. Progress monitoring and data use were not yet fully embedded into routine practice, and instructional alignment across Tier 1 and intervention supports remained uneven.

These successes and challenges have directly informed refinements for the upcoming year. The school will prioritize strengthening Tier 1 instruction through the adoption of a new standards-aligned ELA curriculum (Benchmark) and a deeper focus on internalization and data-driven planning. MTSS systems will be refined to include more consistent progress monitoring and clearer alignment across teams. The SPED program will be restructured with a student-centered master schedule and improved service delivery, supported by full staffing and enhanced coaching. Instructional coaching will become more targeted and consistent, and systems will be strengthened to ensure greater alignment between curriculum, assessment, and intervention. Additionally, the school will improve structures for student and family engagement with academic data and continue to build on successful culturally responsive and wellness initiatives.

Overall, implementation of Goal 1 reflects strong foundational systems and areas of meaningful progress, particularly in English Learner development and school climate. Moving forward, the focus will be on increasing coherence, consistency, and rigor in instructional implementation to drive improved academic outcomes for all students.

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

Estimated actual expenditures reflect a variance from budgeted amounts due to a Title I allocation adjustment during the year. This variance did not result in any reduction to planned student-facing services under this goal.

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

The actions implemented under Goal 1 were partially effective in making progress toward the intended outcomes. Strong results were evident in targeted areas where implementation was consistent and well-structured. English Learner outcomes showed significant improvement, with ELPI increasing from 26.5% to 50% and gains in ELA performance, indicating that designated and integrated ELD practices were effective. Small group instruction and structured planning also contributed to improved foundational literacy, while MTSS systems, attendance practices, and mental health supports led to decreased chronic absenteeism and improved student engagement, belonging, and safety. Culturally responsive initiatives further supported positive outcomes for specific student groups.

However, the actions were not fully effective in achieving overall academic improvement for all students. Declines in SBAC ELA and Math DFS for All Students indicate that Tier 1 instruction and curriculum alignment were not implemented with sufficient consistency or rigor. Supports for Students with Disabilities were also inconsistent and did not result in sustained progress, largely due to challenges with staffing, co-teaching, and program coherence. Additionally, while data systems and Personalized Learning Plans were in place, they were not consistently used to drive instruction or increase student ownership of learning.

Key barriers included staffing instability, lack of alignment across instructional systems, inconsistent implementation across classrooms, and limited use of data for ongoing progress monitoring. Overall, while the actions were effective in targeted areas, they were only partially effective in achieving the broader goal due to variability in implementation and system coherence.

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 review of implementation and outcomes, several key adjustments have been identified to strengthen effectiveness moving forward. Analysis of local data, including SBAC DFS, ELPI growth, mCLASS results, attendance data, and student perception surveys, revealed a pattern of strong targeted gains alongside inconsistent overall academic performance. While English Learners, school climate, and attendance showed measurable improvement, declines in SBAC ELA and Math and inconsistent outcomes for Students with Disabilities highlighted the need for greater coherence, consistency, and rigor in core instruction and support systems.

In response, the school will prioritize strengthening Tier 1 instruction through tighter alignment between curriculum, assessment, and daily instruction. The adoption of a new standards-aligned ELA curriculum (Benchmark) will support improved writing, comprehension, and knowledge-building, while increased focus on internalization and lesson annotation will ensure instruction is directly tied to student data. Data from inconsistent progress monitoring cycles has informed the need to refine MTSS systems, including more frequent and structured progress monitoring, clearer use of data across teams, and stronger alignment between Tier 1 instruction and intervention supports.

To address gaps for Students with Disabilities, the school will implement a restructured SPED program and master schedule, built around student needs and supported by full staffing. A comprehensive review and revision of IEPs will guide service delivery, while increased coaching and support for co-teaching will improve instructional quality and access. Additionally, instructional coaching will be strengthened across all staff to ensure consistent implementation of high-quality practices, including modeling, co-teaching, and feedback cycles.

Data reflecting limited student ownership of learning has also informed adjustments to improve communication and engagement with students and families. The school will enhance progress monitoring tools and reporting systems to ensure that students and families have ongoing access to academic data and goals.

Finally, the school will continue and deepen successful strategies, including designated and integrated ELD, culturally responsive practices, and mental health and attendance supports, which have demonstrated strong impact. Overall, next steps focus on increasing coherence across systems, strengthening instructional rigor, and ensuring consistent implementation to drive improved outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Create and utilize with fidelity a small group instructional model for mathematics and ELA. Purchase another Chrome book program curriculum to use during Blended Learning (iReady, Zearn, Lexia, Amira etc.) Use EL Achieve curriculum during whole school language block. Send new teacher to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning.	$212,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually along with the why students are learning the content. Hispanic students are RED on the CA School Dashboard for SBAC ELA (2022-23) we will provide intentional whole and small group instruction based on data Provide well planned opportunities for scholars to practice language while honoring home languages Ensure that Hispanic/Latinx families feel a sense fo belonging	$654,229.00	Yes
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). Ensure school/staff calendar ensures that programming, events, meetings	$2,328,511.00	No

Action #	Title	Description	Total Funds	Contributing
		represent MLLs, SPED and unduplicated student needs and strengths. (i.e. math and reading nights, SSC, ELAC, fall fest, winter ball, Pastries with Parents, Principal Coffee Chat, Gentleman's Day, Hygiene Bags give-away, parenting courses, etc.)		
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. We will increase our EL progress by implementing a language block school wide using ELPAC scores. For our unduplicated scholars we will continue to use Heggerty, EL Achieve designated practices and our intervention department to enhance ELA success. The iReady new math curriculum supports designated ELD practices, hands on/exploratory learning opportunities and small group instructional needs.		No
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-	$1,679,190.00	No

Action #	Title	Description	Total Funds	Contributing
		teaching self-assessment and create 1-2 goals based on self-assessment		
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with 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) Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards) Conduct field trips for our elementary BSU students within our local Stockton community to celebrate themselves, find joy within Black community events, showcase their skills and learn the importance of giving back to the community Revise Black Family Advisory Council from 21-22 school year- to get input on our school community (costs for food, materials, school supplies)	$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist Mental Health Therapist	$120,392.00	No

Action #	Title	Description	Total Funds	Contributing
		This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

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: 50% Teacher-student relationships: Grades 3-5: 56%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 52% Teacher-student relationships: Grades 3-5: 65% School Safety: Grades 3-5: 45%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 58% Teacher-student relationships: Grades 3-5: 70% School Safety: Grades 3-5: 50%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 70% Teacher-student relationships:	Sense of belonging Grades 3-5: Increased 8% Teacher-student relationships: Increased 14% School Safety: Increased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 42%			Grades 3-5: 76% School Safety: Grades 3-5: 62%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.6% African American/Black: 1% Hispanic/Latinx: 0.5% English Learners: 0% Socioeconomically Disadvantaged: 0.4% Students with Disabilities: 2.4%	2023-2024 Suspension Rate All Students: 5.20% Black/African American: 11.50% Asian: 15.40% Hispanic: 2.40% Multiple Races/Two or More: 0.00% Students with Disabilities: 6.10% English Learner: 0.00% Socioeconomically Disadvantaged: 5.30%	2024-2025 Suspension Rate All Students: 8.30% Black/African American: 23.90% American Indian or Alaska Native: 0.72% Asian: 2.92% English Learner: 26.80% Filipino: 10.00% Foster Youth: 0.00% Hispanic: 67.39% Homeless Youth: 7.60% Multiple Races/Two or More: 1.80% Pacific Islander: 1.09% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 17.40% White: 10.70%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 7.7% Black/African American: Increased 22.9% Hispanic: Increased 66.89% English Learners: Increased 26.8% Socioeconomically Disadvantaged: Decreased 0.4% Students with Disabilities: Increased 15.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 45% African American/Black: 43.20% Hispanic/Latinx: 46.20% English Learners: 40.40% Socioeconomically disadvantaged: 46.10% Students with Disabilities: 46.20%	2023-2024 Chronic Absenteeism Rate All Students: 32.00% Black/African American: 43.50% Asian: 27.30% Hispanic: 26.10% Multiple Races/Two or More: 43.80% Students with Disabilities: 27.70% English Learner: 22.10% Socioeconomically Disadvantaged: 36.30%	2024-2025 Chronic Absenteeism Rate All Students: 37.90% Black/African American: 49.50% Asian: 36.40% English Learner: 29.70% Hispanic: 33.20% Multiple Races/Two or More: 31.60% Socioeconomically Disadvantaged: 42.20% Students with Disabilities: 23.90%	2025-2026 Chronic Absenteeism Rate All: 18.90% African American/Black: 17.10% Hispanic/Latinx: 20.10% English Learners: 14.30% Socioeconomically disadvantaged: 20% Students with Disabilities: 20.10%	All Students: Decreased 7.1% Black/African American: Increased 6.3% English Learner: Decreased 10.7% Hispanic: Decreased 13.0% Socioeconomically Disadvantaged: Decreased 3.9% Students with Disabilities: Decreased 22.3%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 31% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 21% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 27% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 56% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Decreased 4%
2.5	Parent Input in Decision Making	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025 Local Performance Indicator, Self-Reflection	2025-26 Local Performance Indicator, Self-Reflection	2026-2027 Local Performance Indicator, Self-Reflection	Supporting Principals and Staff in Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Average Rating: 4 or higher	Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 90.57%	2024-2025 P2 Attendance Rate 91.37%	2025-26 P2 Attendance Rate 91.44%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 0.87%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 79% responded favorably “The school provides a safe environment for my child.” 79% responded favorably "I feel comfortable discussing	2024-2025 Aspire Family Survey 81% responded favorably: "The school provides a safe environment for my child."	2025-26 Aspire Family Survey 86% responded favorably: "The school provides a safe environment for my child."	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable	Safe Environment: Increased 7% Comfort with Staff: Decreased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		my child(ren)'s needs with their teacher(s) and/or other school staff."	75% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	72% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained

Goal Analysis [2025-26]

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

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

Implementation of Goal 2 reflected strong execution of planned systems to support attendance, school climate, family engagement, and staff development. The school established consistent attendance team practices, implemented No-Nonsense Nurturer and School Beat for

behavior and SEL, expanded restorative practices, and strengthened coaching and community outreach efforts. These actions led to measurable improvements, including a decrease in chronic absenteeism from 45% to 37.9%, increased student belonging and safety, improved teacher-student relationships, and a significant reduction in suspension rates, moving from red to blue on the California Dashboard. Family-reported safety also increased, and participation in school events demonstrated growing engagement.

Despite these successes, there were differences in the consistency and depth of implementation. Attendance systems were effective overall, but overlapping roles created some confusion, and persistent tardiness among a small group of families remained a challenge. Behavior and SEL systems were implemented with fidelity in training and walkthroughs, but classroom-level consistency varied. Coaching and data-driven practices were strong early in the year but became less consistent as competing priorities increased.

Family engagement efforts improved, particularly through events and communication, but deeper engagement in student learning remains an area for growth. Additionally, while outreach efforts were implemented, the school identified a need to refine its messaging and overall approach to enrollment and community connection.

Overall, the school successfully implemented key systems that improved student experience and climate, while recognizing the need to strengthen consistency, clarify roles, and deepen family engagement moving forward.

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

Estimated actual expenditures reflect a variance from budgeted amounts due to a resource reallocation related to the Mental Health Therapist position.

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

The actions implemented under Goal 2 were largely effective in making progress toward the intended outcomes, particularly in improving student attendance, school climate, and overall student experience. Attendance systems and targeted outreach efforts produced clear results, as evidenced by the reduction in chronic absenteeism from 45% to 37.9%, with even stronger gains for English Learners. Similarly, the implementation of behavior systems through No-Nonsense Nurturer, SEL curriculum through School Beat, and the expansion of restorative practices contributed to improved student perception data, including increases in belonging, teacher-student relationships, and school safety. The significant decrease in suspension rates, including movement from red to blue on the California Dashboard, further demonstrates that these actions were effective in creating a more positive and supportive school environment.

Family engagement and outreach efforts were also partially effective. Increased participation in school events and improved family-reported safety indicate that communication and engagement strategies had a positive impact. However, these efforts did not fully achieve the desired level of deep, ongoing family engagement in student learning, suggesting that while participation increased, connection to academic outcomes remains an area for growth. Similarly, efforts to strengthen enrollment and community presence were implemented, but did not yet produce a fully cohesive or impactful shift, indicating a need for clearer messaging and rebranding.

Some actions were only partially effective due to challenges in consistent implementation. While behavior and SEL systems were introduced with fidelity through training and walkthroughs, classroom-level execution varied, particularly in maintaining consistent expectations.

Coaching and data-driven practices also showed strong effectiveness early in the year, with high levels of observation and alignment, but were not sustained at the same level due to competing priorities and capacity constraints.

Key barriers that limited effectiveness included overlapping roles within systems such as the attendance team, which created some confusion, persistent attendance challenges with a small group of families despite extensive supports, and competing initiatives that reduced consistency in coaching and implementation. Overall, the actions under Goal 2 were effective in improving climate, safety, and attendance outcomes, but only partially effective in achieving full consistency and depth of implementation across all systems.

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 current data and implementation outcomes, the school will refine systems to increase consistency, accountability, and overall impact in the 2026–2027 school year. Improvements in chronic absenteeism (45% to 37.9%) and student perception data indicate that core systems are effective and will be sustained, while targeted adjustments will address ongoing gaps.

To strengthen attendance, the school will continue providing essential resources such as food, clothing, and transportation while introducing more consistent, research-based accountability measures for families. A more focused approach will address persistent tardiness and ensure clearer expectations and follow-through.

School climate efforts will be strengthened by ensuring all teachers consistently implement School Beat and No-Nonsense Nurturer strategies, supported by expanded restorative practices training for all staff. MTSS systems will be clarified to ensure alignment and shared understanding across teams, while wellness learning walks will monitor consistency of implementation.

Family engagement and enrollment efforts will be enhanced through a refined marketing and rebranding strategy, increased and improved social media presence, and more intentional, student-centered family events that promote meaningful engagement in learning. Student leadership opportunities will also be expanded to strengthen connection and voice.

Instructional coaching will be streamlined by clearly defining caseloads, strengthening progress monitoring, and incorporating group coaching through PLCs to increase efficiency and impact. Additionally, the school will maintain safe and compliant learning environments by ensuring all spaces are equipped and staff are trained on emergency procedures.

These adjustments focus on building coherence across systems, strengthening implementation, and driving measurable growth in attendance, engagement, and school climate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney- Vento, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business. Utilizing social media to share open enrollment information and post stories of school events which occur.	$430,336.00	Yes
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted.		Yes

Action #	Title	Description	Total Funds	Contributing
		MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Continue student leadership clubs, den meetings, morning circles and afternoon zoom huddles Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: Pastries with Parents, Coffee in the Carline, Principal Coffee Chat, talent show, back to school night, Family Lunch Day, etc.) Hold monthly SSC/ELAC meetings where each meeting includes student work displays, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership. Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.		Yes
2.4	School Climate	Provide staff training on PowerSchool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook		Yes

Action #	Title	Description	Total Funds	Contributing
		to include positive reinforcements and major/minor incidents in support of the new PowerSchool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Create a Scope & Sequence centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching; continue partnership with The Teaching Well.		
2.5	Classroom Facilities, and Student Physical Spaces	Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.	$226,134.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates.		No

Action #	Title	Description	Total Funds	Contributing
		Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.		

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)	2021-20223 84% Fully Credentialed	2022-23 71.43% Fully Credentialed	2023-24 63.64% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 20.36%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 53% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Increased 38% Belonging: Increased 28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 60% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 55% responded favorably	School Climate: 80% responded favorably Belonging: 86% responded favorably Well-being: 83% responded favorably Staff-Leadership Relationships: 73% responded favorably Cultural Awareness and Action: 51% responded favorably	School Climate: 91% responded favorably Belonging: 88% responded favorably Well-being: 86% responded favorably Staff-Leadership Relationships: 77% responded favorably Cultural Awareness and Action: 49% responded favorably	School Climate: 73% responded favorably Belonging: 80% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 80% responded favorably Cultural Awareness and Action: 75% responded favorably	Well-being: Increased 39% Staff-Leadership Relationships: Increased 17% Cultural Awareness and Action: Decreased 6%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 82.6%	Retention Rate 69.60%	Retention Rate 92.00%	2026-2027 to 2027-2028 Retention 90% or higher	Increased 9.4%

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.

Implementation of Goal 3 demonstrated strong execution of student-centered learning, staff development, and community engagement efforts. All students participated in project-based learning aligned to EL Education units or teacher-created units connected to science and social studies standards, with some classrooms incorporating identity-based projects. Teachers were supported with ample planning time,

including weekly professional development, Friday planning blocks, and additional planning days, which contributed to the development of these learning experiences.

Family and community engagement efforts were consistently implemented through events such as Back to School Night, Fall Fest, Saturday School, and Student-Led Conferences, alongside ongoing support from outreach and wellness teams. Staff development systems were also in place, with all staff engaging in PLP goal-setting and check-ins, and teachers receiving guidance on credentialing. The school further strengthened its pipeline by securing two resident teachers for future roles.

Some differences between planned and actual implementation impacted the depth of the work. Regional affinity groups were not offered, and administrators were unable to attend the Equity Institute due to budget constraints, limiting access to additional equity-focused professional learning. Additionally, while projects were implemented across classrooms, the depth and consistency of execution, particularly with identity-based work, varied.

Overall, the school successfully implemented key components of the goal, creating meaningful learning experiences and strong community connections, while identifying opportunities to strengthen consistency and expand equity-focused supports moving forward.

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

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

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

The actions implemented under Goal 3 were largely effective in strengthening student engagement, family connection, and staff culture, though they were only partially effective in improving academic outcomes. Project-based learning and identity-centered instruction increased student belonging from 50% to 57% and improved teacher-student relationships from 56% to 65%, indicating stronger engagement and connection. However, SBAC ELA performance declined from -83.4 to -101 DFS, showing that increased engagement did not yet translate into improved academic results.

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 strong improvements in student engagement and staff climate alongside limited impact on academic outcomes, the school will strengthen the connection between project-based learning and standards-aligned instruction. Project design will be more intentionally aligned to grade-level standards, with clear success criteria and integration of literacy and math skills. Professional learning will focus on ensuring that rigorous tasks lead to measurable academic outcomes. Additionally, the school will continue to build staff capacity through targeted coaching and development while increasing efforts to support teacher credentialing through structured pathways, partnerships, and ongoing monitoring.

Family and community engagement efforts were effective, contributing to a decrease in chronic absenteeism from 45% to 37.9% and an increase in family-reported safety from 79% to 86%. These outcomes reflect strong relationship-building and access to supports, though deeper academic partnership with families remains an area for growth.

Professional learning systems were highly effective in improving staff experience, with school climate increasing from 53% to 91%, belonging from 60% to 88%, and well-being from 47% to 86%. While these gains strengthened adult culture, alignment to student academic outcomes remains a need. Efforts to improve retention were also effective, with teacher retention at 92%, but credentialing remains a challenge, as fully credentialed staff decreased from 84% to 63.64%.

Overall, the actions were effective in building strong systems for engagement and culture, but only partially effective in achieving consistent academic improvement and ensuring full instructional capacity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support and that are in service of others. Every student completes four identity projects which fosters our school mission and vision on belonging and identity. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress. Partner with community organizations to provide resources to families (food/meals, hygiene products, clothes, toys, haircuts, braids, etc).	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Continue/revitalize affinity groups at school sites.		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year	$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: -83.4 African American/Black: -90.8 English Learners: -101.1 Hispanic/Latinx: -85.5 Socioeconomically Disadvantaged: -94.5 Students with Disabilities: -162.9	2023-2024 SBAC ELA DFS All Students: -91.2 English Learner: -97.4 Socioeconomically Disadvantaged: -96.2 Black/African American: -120.7 Hispanic: -88.2	2024-2025 SBAC ELA DFS All Students: -101 Black/African American: -105.6 English Learner: -92.6 English Learners Only: -126.5 English Only: -106.9 Hispanic: -102.9	2025-2026 SBAC ELA DFS All Students: -62.40 Black/African American: -69.80 English Learners: -80.10 Hispanic/Latinx: -64.50 Socioeconomically Disadvantaged: -73.50	All Students: Decreased 17.6 Black/African American: Decreased 14.8 English Learner: Increased 8.5 Hispanic: Decreased 17.4 Socioeconomically Disadvantaged: Decreased 9.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -129.9	Recently Reclassified Fluent-English Proficient Only: -14.2 Socioeconomically Disadvantaged: -104.3 Students with Disabilities: -154.4	Students with Disabilities: -141.90	Students with Disabilities: Increased 8.5
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -92.5 African American/Black: -108.2 English Learners: -103.9 Hispanic/Latinx: -92.3 Socioeconomically Disadvantaged: -104.5 Students with Disabilities: -185.5	2023-2024 SBAC MATH DFS All Students: -101.3 English Learner: -103.8 Socioeconomically Disadvantaged: -106.2 Black/African American: -120.2 Hispanic: -100.1 Students with Disabilities: -141.3	2024-2025 SBAC MATH DFS All Students: -111.4 Black/African American: -109.1 English Learner: -110.2 English Learners Only: -145.9 English Only: -114.5 Hispanic: -115.7 Recently Reclassified Fluent-English Proficient Only: -27.8 Socioeconomically Disadvantaged: -115.4 Students with Disabilities: -162.9	2025-2026 SBAC Math DFS All: -62.50 African American/Black: -78.20 English Learners: -73.90 Socioeconomically disadvantaged: -74.50 Hispanic/Latinx: -62.30 Students with Disabilities: -155.50	All Students: Decreased 18.9 Black/African American: Decreased 0.9 English Learner: Decreased 6.3 Hispanic: Decreased 23.4 Socioeconomically Disadvantaged: Decreased 10.9 Students with Disabilities: Increased 22.6

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.

Implementation of Goal 4 reflected strong use of data-driven instruction and intervention systems to support student learning. Students consistently engaged with i-Ready MyPath, meeting time-on-task expectations and progressing through lessons, while culturally responsive curricula, including i-Ready Math, were implemented with fidelity.

Intervention practices were aligned to diagnostic data, which guided daily instruction, small group support, and after-school programming. Student groupings and strategies were frequently adjusted based on ongoing data monitoring, and ELP support was aligned to i-Ready to ensure consistency.

While actions were largely implemented as planned, there was some variation in how consistently data was used across classrooms. Overall, the school established effective systems for targeted intervention and data-driven 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.

The actions implemented under Goal 4 were partially effective in improving student academic outcomes, with stronger results in targeted foundational skill development than in overall grade-level performance. Targeted literacy interventions, including small group instruction, structured literacy programs, and expanded learning opportunities, produced clear and measurable gains. mCLASS proficiency increased from 17% to 36% at/above benchmark, and ELPI improved significantly from 26.5% to 50%, demonstrating that these strategies were effective in accelerating foundational literacy and English language development. Additionally, English Learners showed improvement in SBAC ELA DFS from -101.1 to -92.6, indicating that targeted supports positively impacted priority student groups.

However, these actions did not yet produce the expected results at the overall student level. SBAC ELA DFS for All Students declined from -83.4 to -101, suggesting that while intervention systems were effective for specific groups, they were not consistently translating into grade-level proficiency across all students. Similarly, targeted math interventions and personalized learning supports led to incremental gains in foundational skills, as seen in increased iReady Math growth in early grades, such as Grade 1 (15% to 28%). Despite this progress, SBAC Math DFS for All Students declined from -92.5 to -111.4, indicating that these supports have not yet resulted in consistent mastery of grade-level standards.

However, when you compare mid-year iready typical growth from 24-25 to 25-26 there are significant gains in most subgroups which is promising. We discussed this at charter renewal night in 25-26 school year.

Overall, the actions were effective in building foundational skills and supporting targeted student groups, particularly English Learners, but were only partially effective in achieving broad academic improvement. The primary gap lies in translating strong intervention practices into consistent, rigorous Tier 1 instruction that drives grade-level outcomes for all students.

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.

To drive measurable growth in 2026–2027, the school will implement five high-impact adjustments grounded in data and aligned to organizational priorities. First, MTSS systems will be revised in accordance with regional updates and the organization-wide MTSS model, ensuring clear roles, aligned structures, and consistent progress monitoring across all tiers. Second, Tier 1 instruction will be strengthened to ensure that gains from intervention translate into grade-level mastery, with tighter alignment between curriculum, assessment, and daily instruction. Third, the school will deepen data-driven practices by increasing the frequency and precision of data analysis to inform real-time instructional adjustments and student grouping. Fourth, intervention systems will be streamlined across ELA, math, ELP, and Special Education to ensure coherence, consistent service delivery, and targeted support for priority student groups, including stronger alignment to IEP goals and inclusive practices. Finally, instructional coaching will be sharpened to focus on high-impact strategies, with clear ownership, aligned goals, and consistent monitoring to improve instructional quality across all classrooms.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by:	$23,722.00	No

Action #	Title	Description	Total Funds	Contributing
		Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships." These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.The actions are aligned	$23,722.00	

Action #	Title	Description	Total Funds	Contributing
		with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		

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
$1,504,060	$179,500

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
32.477%	0.000%	$0.00	32.477%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 92.6 points below standard in 2024-25 (Orange), while Socioeconomically Disadvantaged students scored 104.3 points	To bolster Multilingual Learner (MLL) academic achievement, we are adopting EL Achieve for integrated and designated ELD, along with GLAD strategies and the newly introduced iReady math, which incorporates integrated practices. Based on our successful implementation of the Heggerty curriculum in Fall 2023, which focuses on phonemic awareness and foundational literacy skills, we plan to continue its use to improve listening, speaking, and reading outcomes.	Metric (1.1 & 1.2) SBAC ELA & Math 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
	below standard (Red), declining from baseline. In Mathematics, both English Learners at 110.2 points below standard (Red) and Socioeconomically Disadvantaged students at 115.4 points below standard (Red) show declines from baseline. ELPI data shows 50% of English Learners making progress toward proficiency in 2024-25 (Green), representing significant improvement from baseline, while the RFEP reclassification rate declined from 20.5% at baseline to 1.64% in 2024-25, indicating continued need for strengthened language development supports. **Scope:** LEA-wide	To enhance family engagement, our ELAC meetings will be structured using our Aspire-wide ELAC toolkit. We aim to increase MLL family participation in ELAC through strategic incentives, accommodating meeting times, and offering virtual options for attendance. Our data highlight specific needs within our Latinx community. In ELA, our Latinx students experienced a slight decrease of 1 point in performance from 2021-2022 to 2022-2023, indicating a need for targeted support in reading and writing. Conversely, in Mathematics, Latinx students showed an improvement of 13 points during the same period, yet they still require support in math fact fluency, number sense, and problem-solving skills. These actions are provided on an LEA-wide and Schoolwide basis due to the pervasive nature of these needs across all schools and to ensure a uniform approach in addressing these gaps, thereby maximizing resource utilization and impact.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 92.6 points below standard in 2024-25 (Orange), while Socioeconomically Disadvantaged students scored 104.3 points below standard (Red), declining from baseline.	The actions our LEA has planned directly address the identified needs by creating a structured, data-driven framework for enhancing instruction and engagement. Regular scheduled times for data discussions enable teachers to analyze student performance through Common Formative Assessments (CFAs) and interim assessments, facilitating targeted adjustments in Tier 1 instruction. This approach ensures that instructional strategies are finely tuned to meet the specific needs of students, particularly those underperforming in ELA. Weekly classroom	Metric (1.1 & 1.2) SBAC ELA & Math 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
	Hispanic students scored 102.9 points below standard in ELA in 2024-25 (Red), declining from 85.5 at baseline. In Mathematics, English Learners scored 110.2 points below standard (Red) and Socioeconomically Disadvantaged students scored 115.4 points below standard (Red), both declining from baseline. ELPI data shows 50% of English Learners making progress toward proficiency in 2024-25 (Green), representing significant improvement from baseline, indicating continued need for structured language development supports across all content areas. **Scope:** LEA-wide	observations conducted by members of the leadership team help maintain a consistently high standard of teaching and identify both effective practices and areas needing improvement, allowing for real-time instructional guidance. By ensuring learning objectives are clearly communicated and visible in classrooms, we reinforce the relevance and goals of daily lessons, enhancing student engagement and understanding. We are providing these actions on a schoolwide basis to ensure that all students, regardless of their starting point, have access to high-quality education and support systems that address their individual needs while promoting uniformity and equity in educational opportunities across the entire school community.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent and critically high chronic absenteeism rates for English Learners and Socioeconomically Disadvantaged students. After declining significantly in 2023-24, chronic absenteeism has trended back upward for most groups. English Learners recorded 22.10% in 2023-24, increasing to 29.70% in 2024-25, identified as Red on the Dashboard. Socioeconomically Disadvantaged students recorded 36.30% in 2023-24, increasing to 42.20% in 2024-25, identified as Red and remaining significantly elevated above acceptable levels. Black/African American students recorded 43.50% in 2023-24, increasing to 49.50% in	The actions aimed at improving attendance and enrollment are crucial for addressing specific needs within our student populations, particularly for English Learners (EL) and Socioeconomically Disadvantaged (SED) students, who have demonstrated significant challenges with chronic absenteeism. By ensuring the attendance team reviews attendance data weekly with a focus on these subgroups, we can identify and address attendance issues proactively. Increased family communication for every absence and home visits for students with chronic absenteeism are essential strategies to engage families and directly tackle the barriers preventing regular attendance. School-wide incentive programs, such as perfect attendance certificates and grade-level competitions, are implemented to foster a positive and competitive spirit towards attendance. Additionally, early family education about the	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-25, identified as Red and trending upward from the 43.20% baseline. Overall school attendance stood at 91.44% in 2025-26, indicating continued need for strengthened attendance intervention and family outreach systems across the school. **Scope:** LEA-wide	importance of regular attendance, especially targeted at families of TK-2 students, helps set expectations and build habits from an early age. Continual monitoring and updating of special programs in PowerSchool ensure that we accurately track and support our McKinney-Vento and Foster Youth students, who are often at higher risk of absenteeism. Engaging families in understanding school-wide attendance protocols and the importance of regular attendance through various platforms ensures that the entire school community is aligned in its efforts to improve student attendance. These actions are provided on a schoolwide basis to ensure a unified approach across the entire school, fostering a consistent and supportive environment that enables all students, especially those most at risk of absenteeism, to achieve better educational outcomes.	
2.2	**Action:** SEL **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions and sense of belonging for English Learners and Socioeconomically Disadvantaged students. Student survey data shows 50% of students responded favorably to school safety questions in Year 2, up from 42% at baseline but still indicating that half of students, including unduplicated pupils, do not consistently feel safe at school. Sense of belonging stood at 58% in Year 2, up from 50% at baseline, indicating continued need for strengthened belonging and connectedness supports. Local Aspire Family Survey data	In response to the observed decline in student belonging rates during the 2023-24 school year, we have implemented a comprehensive strategy to strengthen our Social Emotional Learning (SEL) programs across all classrooms. We are ensuring that every classroom is equipped with the latest board-approved SEL curriculum, aligning with the CV Curriculum Overview 24-5. To guarantee effective implementation, we conduct regular learning walks and fidelity checks throughout the school day. We also prioritize professional development for all staff, focusing on enhancing SEL competencies as outlined by CASEL and the CDE. Learning targets specific to SEL are visibly posted in classrooms to continuously reinforce our commitment to these competencies. Additionally, we provide necessary	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey)

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
	shows Family Engagement favorable responses declined from 31% at baseline to 27% in Year 2, indicating that the majority of unduplicated pupil families do not consistently report meaningful engagement with the school despite low reported barriers to engagement at 89%. **Scope:** LEA-wide	resources under the MTSS Universal Programs and Practices and allocate time for staff to review SEL data, allowing for the adjustment of SEL units to better meet our students' needs. To foster a supportive and inclusive environment, we continue to support student leadership initiatives and family engagement programs, which include monthly educational experiences where students share SEL skills and practices with their families. This schoolwide approach ensures consistent application and reinforces the importance of SEL in building a positive school culture, particularly critical after transitioning to a new building and welcoming new students.	
2.3	**Action:** Family and Community Engagement & Outreach **Need:** Local Aspire Family Survey data indicates persistent need for strengthened family engagement for English Learner and Socioeconomically Disadvantaged families. Family Engagement favorable responses declined from 31% at baseline to 21% in 2024-25 before partially recovering to 27% in Year 2, indicating that the majority of families, including unduplicated pupil families, do not consistently report meaningful engagement with the school despite low reported barriers to engagement at 89%. Chronic absenteeism remains critically high for Socioeconomically Disadvantaged students at 42.20% and Black/African American students at 49.50% in 2024-25, both identified as Red, indicating	Our upcoming family and community outreach efforts will support families and scholars to build relationships, have a greater sense of belonging and safety which will increase attendance rates and academic success.	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey) Metric (2.6) P2 Attendance Rate

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
	continued need for strengthened family outreach and community partnerships to support attendance and engagement for unduplicated pupils **Scope:** LEA-wide		
2.4	**Action:** School Climate **Need:** California Dashboard data shows significant increases in suspension rates for English Learners and Socioeconomically Disadvantaged students. English Learners recorded a suspension rate of 0.00% at baseline, increasing to 0.00% in 2023-24 before rising significantly in 2024-25, identified on the Dashboard. Students with Disabilities recorded 2.4% at baseline, increasing to 6.10% in 2023-24 and further to 17.40% in 2024-25. Overall suspension rates increased from 0.60% at baseline to 8.30% in 2024-25, indicating a significant and concerning upward trend requiring strengthened and consistent behavior systems schoolwide. Local Aspire Student Survey data shows only 50% of students responded favorably to school safety questions in Year 2, up from 42% at baseline but still indicating that half of students, including unduplicated pupils, do not consistently feel safe at school. Sense of belonging stood at 58% in Year 2, up from 50% at baseline, indicating continued need for	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	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
	strengthened climate and connectedness supports for unduplicated pupils. **Scope:** LEA-wide		
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions for English Learners and Socioeconomically Disadvantaged students. Student survey data shows only 50% of students responded favorably to school safety questions in Year 2, up from 42% at baseline but still indicating that half of students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions at 86% favorable in Year 2, up from 79% at baseline, indicating positive momentum that the school seeks to sustain through ongoing safety investments. **Scope:** LEA-wide	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. Substitute coverage through Scoot ensures classrooms and office functions remain consistently staffed, reducing instructional disruptions across all grade levels. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and staffing supports operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,631,126	1,504,060	32.477%	0.000%	32.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,358,490.00	$2,155,644.00	$0.00	$184,297.00	$5,698,431.00	$4,803,584.00	$894,847.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$212,195.00	$212,195.00				$212,195.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$654,229.00	$0.00	$654,229.00				$654,229.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,234,055.00	$94,456.00	$1,835,596.00	$492,915.00			$2,328,511.00	
1	1.4	MLL	All	No			All Schools	Ongoing								
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,260,838.00	$418,352.00		$1,615,285.00		$63,905.00	$1,679,190.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$120,392.00	$0.00				$120,392.00	$120,392.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$430,336.00	$0.00	$430,336.00				$430,336.00	
2	2.2	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing								
2	2.3	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing								
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$103,734.00	$122,400.00	$226,134.00				$226,134.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$23,722.00		$23,722.00			$23,722.00	
4	4.2	Math						2025-26	$0.00	$23,722.00		$23,722.00			$23,722.00	

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
4,631,126	1,504,060	32.477%	0.000%	32.477%	$1,522,894.00	0.000%	32.884 %	**Total:**	$1,522,894.00
								LEA-wide Total:	$1,522,894.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$212,195.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$654,229.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$430,336.00	
2	**2.2**	SEL	Yes	LEA-wide	English Learners Low Income	All Schools		
2	**2.3**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools		
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools		
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$226,134.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,092,053.00	$5,670,527.00

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	$292,692.00	310,824
1	**1.2**	Instruction	Yes	$892,061.00	889,527
1	**1.3**	Academic Program (Master Scheduling)	No	$2,518,450.00	2,557,823
1	**1.4**	MLL	No	0.00	0.00
1	**1.5**	SPED	No	$1,233,506.00	1,126,625
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$533,710.00	179,096
2	**2.1**	Attendance and Enrollment	Yes	$265,411.00	302,079
2	**2.2**	SEL	Yes	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	Yes	$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	$234,930.00	180,987
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$97,710.00	99,983
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	ELA	No	$11,791.00	$11,791.00
4	**4.2**	Math		$11,792.00	$11,792.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,349,053	$1,782,804.00	$1,783,400.00	($596.00)	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	$292,692.00	310,824		
1	1.2	Instruction	Yes	$892,061.00	889,527		
2	2.1	Attendance and Enrollment	Yes	$265,411.00	302,079		
2	2.2	SEL	Yes	$0.00	$0.00		
2	2.3	Family and Community Engagement & Outreach	Yes	$0.00	$0.00		
2	2.4	School Climate	Yes	$234,930.00	180,987		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$97,710.00	99,983		

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)
4,207,346	1,349,053	0.000%	32.064%	$1,783,400.00	0.000%	42.388%	$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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