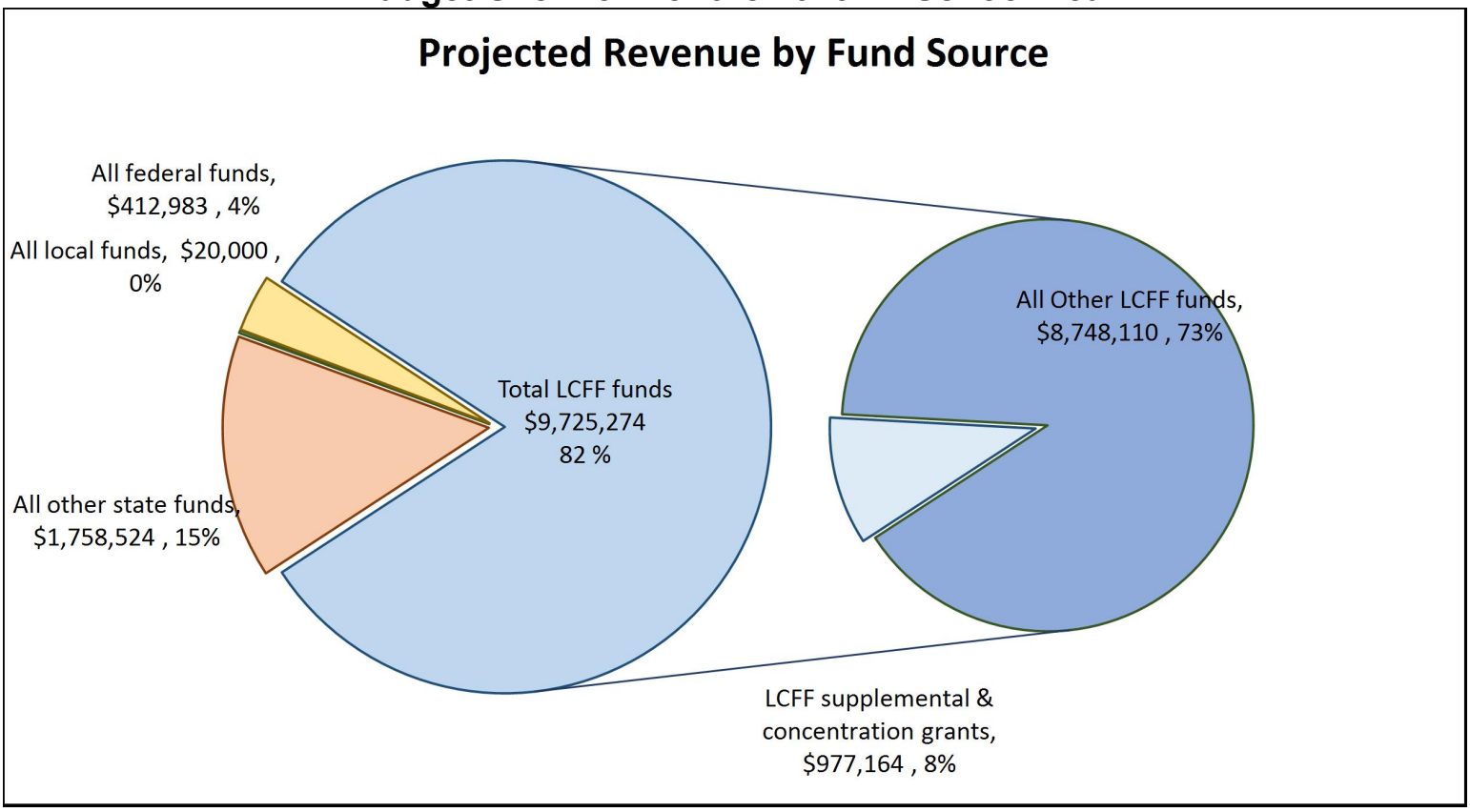
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Benjamin Holt College Preparatory Academy
CDS Code: 39685850101956
School Year: 2026-27
LEA contact information:
Wesley Frakes
Principal
AspireBHA@aspirepublicschools.org
(209) 955-1477

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

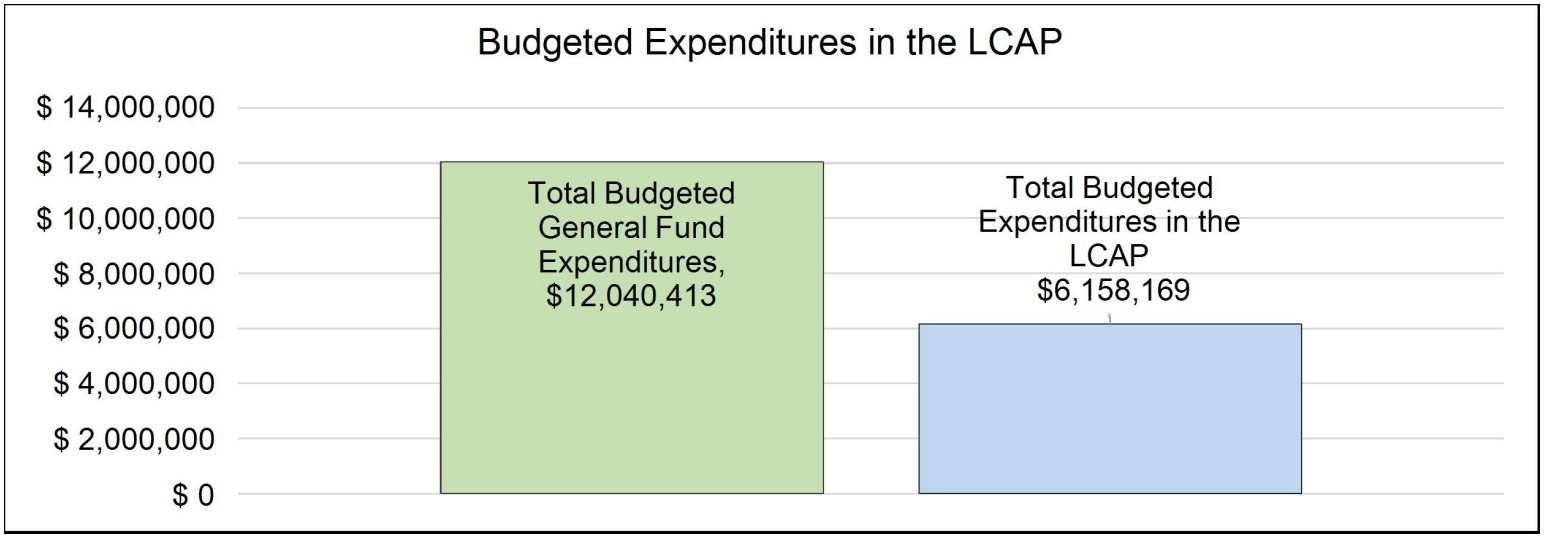


This chart shows the total general purpose revenue Aspire Benjamin Holt College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Benjamin Holt College Preparatory Academy is $11,916,781, of which $9,725,274 is Local Control Funding Formula (LCFF), $1,758,524 is other state funds, $20,000 is local funds, and $412,983 is federal funds. Of the $9,725,274 in LCFF Funds, $977,164 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 Benjamin Holt College Preparatory 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 Benjamin Holt College Preparatory Academy plans to spend $12,040,413 for the 2026-27 school year. Of that amount, $6,158,169 is tied to actions/services in the LCAP and $5,882,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

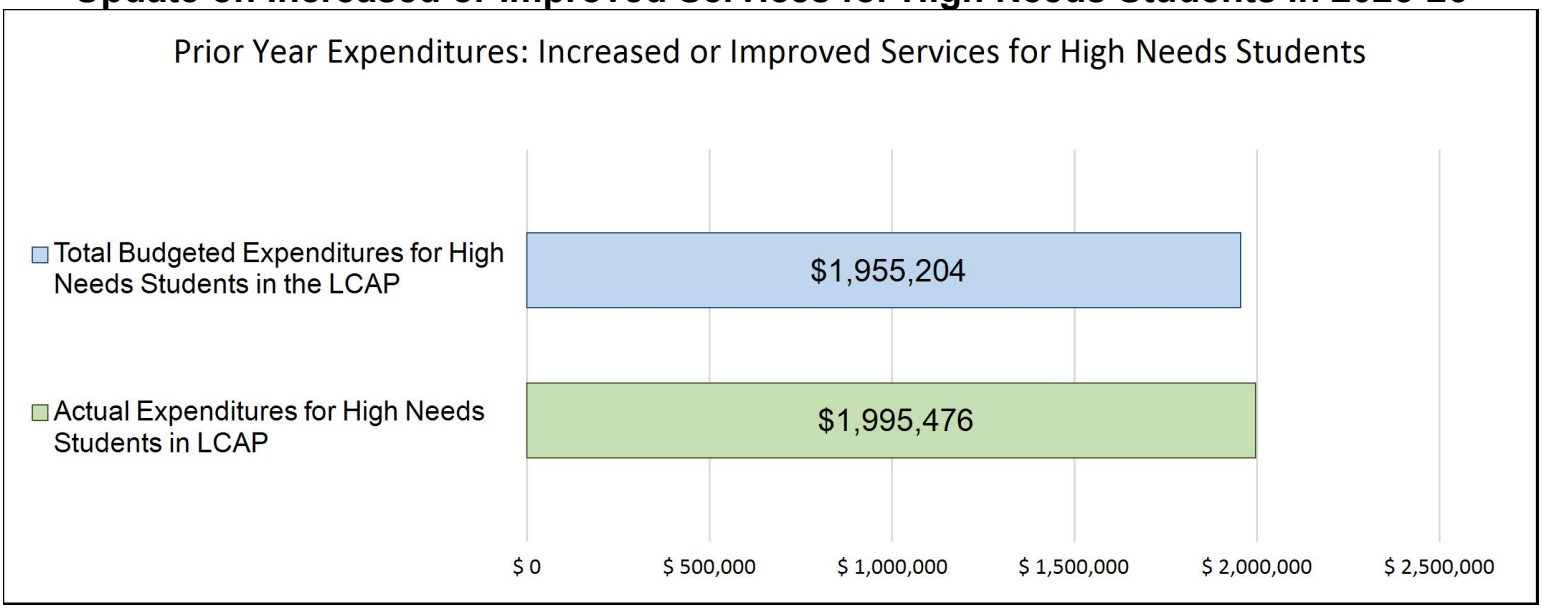
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Benjamin Holt College Preparatory Academy is projecting it will receive $977,164 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Benjamin Holt College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Benjamin Holt College Preparatory Academy plans to spend $1,999,024 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 Benjamin Holt College Preparatory 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 Benjamin Holt College Preparatory 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 Benjamin Holt College Preparatory Academy's LCAP budgeted $1,955,204 for planned actions to increase or improve services for high needs students. Aspire Benjamin Holt College Preparatory Academy actually spent $1,995,476 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 Benjamin Holt College Preparatory Academy	Wesley Frakes Principal	AspireBHA@aspirepublicschools.org (209) 955-1477

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 Benjamin Holt College Preparatory Academy (BHA) is a 9–12 school located in Stockton, California. Since opening in 2003, BHA has been part of the Aspire Public Schools network, providing a rigorous and supportive learning environment designed to prepare students for college and beyond. With a student enrollment of approximately 695, BHA serves a diverse student body, with 49% of students identifying as Hispanic, 26% as Asian-American, 8% as Caucasian, 7% as African-American, and 7% as multiracial. Approximately 37% of students qualify for free or reduced lunch, reflecting the school's commitment to serving students from a wide range of socioeconomic backgrounds. In recognition of its strong academic program and student outcomes, BHA was recently named a California Distinguished School.

Under the leadership of Principal Wesley Frakes, BHA focuses on fostering both academic excellence and an inclusive, student-centered school culture. The staff maintains high expectations for all students while providing targeted supports through a robust Multi-Tiered System of Supports (MTSS), including dedicated teams for instruction, attendance, behavior, and mental health. Collaboration among students, staff, families, and community partners is central to the school's approach, ensuring that students are supported academically and personally throughout their high school experience.

BHA provides a comprehensive academic program designed to develop critical thinking, problem-solving, and leadership skills. Recent investments in standards-aligned curriculum, structured professional learning, and instructional internalization practices have strengthened classroom instruction and contributed to improved student outcomes. The school is also expanding college and career pathways, including partnerships with local colleges and universities, to ensure students graduate prepared for post-secondary success.

The school's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission focuses on providing a joyful and rigorous academic experience that nurtures students' unique talents while addressing systemic barriers that affect historically underserved communities, including Black, Latino/a/x, Indigenous, and other students of color.

As BHA continues to grow and refine its programs, it remains committed to fostering a culture of excellence, inclusivity, and opportunity. Through strong instructional systems, dedicated staff, and meaningful community partnerships, Aspire Benjamin Holt College Preparatory Academy prepares students to succeed in college, career, and life.

Reflections: Annual Performance

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

The BHA's review of Dashboard, and local data reflects meaningful progress in student achievement and school systems, alongside clearly identified areas for continued growth. BHA experienced strong academic gains, most notably in ELA performance, where students demonstrated significant improvement in Distance from Standard, and in college readiness outcomes, with A-G completion rates increasing from 87% to 93.17%. These outcomes are supported by the school's investment in standards-aligned curriculum, structured professional development, and consistent instructional collaboration. Additionally, BHA was recognized as a California Distinguished School, validating the strength of its academic program and overall systems. Improvements in school climate are also evident, with suspension rates decreasing to 1.5% following the implementation of clearer behavior systems and the PowerSchool Incident Management System. These successes are closely tied to the refinement of BHA's Multi-Tiered System of Supports (MTSS), including dedicated teams for instruction, attendance, behavior, and mental health.

At the same time, data analysis highlighted several areas of challenge that are shaping the BHA's next steps. While attendance systems have strengthened, resulting in modest reductions in chronic absenteeism and a slight increase in overall attendance rates, this remains an ongoing priority. More significantly, the BHA identified a need to accelerate progress for specific student groups, particularly English Learners. ELPI outcomes declined from 78.6% to 33.3% of students making progress toward proficiency; however, this metric reflects a very small student population (fewer than 12 students), making the data highly sensitive to individual student performance and year-to-year variation. While this limits broad generalization, it reinforces the need for targeted, individualized support, particularly for long-term English learners. In addition, students with disabilities continue to demonstrate achievement gaps relative to the general population. In response, the BHA is strengthening designated and integrated ELD practices, refining intervention systems within MTSS, and increasing focus on data-driven instruction and progress monitoring. Moving forward, BHA will continue to leverage both Dashboard and local data, along with educational partner input, to refine its approach and ensure that all students experience equitable access to high-quality instruction and support.

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

BHA has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be carried forward into the 2026–27 school year. These funds will continue to support Goal 4, Action 4.1 (ELA) and Goal 4, Action 4.2 (Math). As permitted by the LCAP template, the

rationale for selecting these actions, the alignment of the actions to allowable uses of LREBG funds, and the manner in which the actions address the literacy and mathematics needs identified through the school's needs assessment are described within the action descriptions under Goal 4.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

Process of Engagement

Aspire Benjamin Holt College Preparatory Academy (BHA) engaged educational partners throughout the year using a variety of formal and informal structures. Staff were engaged through regular staff meetings, department and grade-level meetings, and MTSS team meetings, where ongoing feedback was gathered on instruction, student support, and school systems. Students and families provided input through bi-annual Panorama surveys, which offered insight into school climate, belonging, and student experience.

Families were also engaged through quarterly Advisory School Council (ASC) meetings, which served as a forum for discussion, feedback, and shared decision-making. In addition, school leaders gathered input through ongoing informal conversations with students, staff, and families during Student-Led Conferences, on-campus events, and day-to-day interactions. These multiple avenues ensured that feedback was continuously collected from a broad range of stakeholders.

Impact of Educational Partner Input on LCAP Development

Educational partner input played a significant role in shaping BHA’s priorities and focus areas within the LCAP. Feedback from staff and families highlighted the importance of strengthening Tier 1 instructional practices and increasing consistency across classrooms. In response, the school prioritized a stronger focus on instructional coaching, curriculum implementation, and alignment of teaching practices.

Stakeholders also emphasized the need to improve clarity and consistency in student behavior expectations, particularly around schoolwide systems such as tardies and dress code. This input informed the continued development of MTSS behavior systems and the school’s focus on creating more consistent and supportive classroom environments.

At the same time, feedback reinforced the value of BHA’s strong college and career programming. Students and families expressed high levels of satisfaction with pathways, dual enrollment, and real-world learning opportunities. As a result, the school continues to invest in and expand these offerings while also working to ensure equitable access for all students.

Finally, stakeholder feedback, along with student data, highlighted a need to strengthen consistency in student experience, particularly in areas such as belonging and classroom environment. In response, the school is prioritizing increased coherence across systems, including SEL implementation, instructional practices, and student supports, to ensure that all students experience a consistently positive and engaging learning environment.

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: +22.4 African American/Black: -16.3 English Learners: -159 Socioeconomically disadvantaged: -0.4 Hispanic/Latinx: +10.5 Students with Disabilities: -186.6	2023-2024 SBAC ELA DFS All Students: 69.4 English Learner: -44.1 Socioeconomically Disadvantaged: 57.5 Asian: 81.1 Hispanic: 51.8	2024-2025 SBAC ELA DFS All Students: 68.4 Asian: 90.9 English Learner: -4.9 English Only: 61.2 Hispanic: 48.1 Recently Reclassified	2025-2026 SBAC ELA DFS All: +31.40 African American/Black: +25.30 English Learners: -150 Socioeconomically disadvantaged: +8.60	All Students: Increased 46.0 Asian: No Baseline (Year 2: +90.9) English Learner: Increased 154.1 Hispanic: Increased 37.6 Socioeconomically Disadvantaged: Increased 65.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -6.6 White: 53.4	Fluent-English Proficient Only: 26.4 Socioeconomically Disadvantaged: 65.2 Students with Disabilities: -60.9 White: 112.8	Hispanic/Latinx: +19.50 Students with Disabilities: -177.60	Students with Disabilities: Increased 125.7
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -45.6 African American/Black: -56.9 English Learners: -200.2 Socioeconomically disadvantaged: -66.8 Hispanic/Latinx: -68.4 Students with Disabilities: -233.50	2023-2024 SBAC MATH DFS All Students: -8.5 English Learner: -134.3 Socioeconomically Disadvantaged: -40.5 Asian: 15.8 Hispanic: -37.5 Students with Disabilities: -139 White: 10.1	2024-2025 SBAC MATH DFS All Students: -1.9 Asian: 52.8 English Learner: -111.5 English Only: -14.8 Hispanic: -41.7 Recently Reclassified Fluent-English Proficient Only: -72.1 Socioeconomically Disadvantaged: -8.7 Students with Disabilities: -151.4 White: 70.6	2025-2026 SBAC Math DFS All: -36.60 African American/Black: -47.90 English Learners: -191.20 Socioeconomically disadvantaged: -57.80 Hispanic/Latinx: -59.40 Students with Disabilities: -233.50	All Students: Increased 43.7 Asian: No Baseline (Year 2: +52.8) English Learner: Increased 88.7 Hispanic: Increased 26.7 Socioeconomically Disadvantaged: Increased 58.1 Students with Disabilities: Increased 82.1
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 23.08% Met or Exceeded	2023-24 Science Test % Below Standard Black/African American: 25.3 points below	2024-25 Science Points (SPs) All Students: 60.5 science points Asian: 59.8 science points	2025-2026 Science Test 28.08% Met or Exceeded	21.30% Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 9.9 points below Asian: 2.5 points below Hispanic: 14.9 points below Students with Disabilities: 38.6 points below White: 4.5 points below Socioeconomically Disadvantaged: 15 points below 40.54% Met of Exceeded	English Only: 60.2 science points Hispanic: 59.2 science points Socioeconomically Disadvantaged: 59 science points Students with Disabilities: 46.9 science points White: 60.5 science points 44.38% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 78.60% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 33.3% of ELs making progress towards English language proficiency LTEL: 33.3% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 54.5% of ELs making progress towards English language proficiency LTEL: 54.5% of LTELs making progress towards English language proficiency	2025-2026 ELPI 84% of ELs making progress towards English language proficiency	Decreased 24.1%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 27.30%	2023-2024 RFEP Rate: 52.94%	2024-25 RFEP Rate: 62.50%	2025-2026 RFEP Rate Maintain 15% or above	Increased 35.2%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards	2023-24 100% of students have access to	2024-25 100% of students have access to	2025-2026 100% of students have access to	Maintained 100%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		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	(iReady Reading & Math) % Met annual typical growth Baseline data available in 2024-25	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 57% Grade 9: 63% Grade 10: 55% Grade 11: 52% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 58% Grade 9: 58% Grade 10: 60% Grade 11: 57%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 56% Grade 9: 50% Grade 10: 62% Grade 11: 57% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 62% Grade 9: 64% Grade 10: 62% Grade 11: 59%	2026-2027 % of students that met annual typical growth (with 15% increase) (iReady Reading) % of students that met annual typical growth All Students: 66.70% Grade 9: 66.70% Grade 10: 69.00% Grade 11: 65.55% (iReady Math) % of students that met annual typical growth (with 15% increase) All Students: 66.70%	iReady Reading: All Students: Decreased 1% Grade 9: Decreased 13% Grade 10: Increased 7% Grade 11: Increased 5% iReady Math: All Students: Increased 4% Grade 9: Increased 6% Grade 10: Increased 2% Grade 11: Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 9: 66.70% Grade 10: 69.00% Grade 11: 65.55%	
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 97.4%	2023-2024 High School Graduation Rate 94.20%	2024-25 High School Graduation Rate 97%	2025-2026 High School Graduation Rate 99.4%	Decreased 0.4%
1.12	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 49% of students who passed AP with 3 or higher	2023-2024 50% Passed AP with 3 or higher	2024-25 56.00% of students who passed AP with 3 or higher	2025-2026 60% of students who passed AP with 3 or higher	Increased 7.0%
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 62.66% Math: 39.00%	2023-2024 % Met & Exceeded ELA: 77.30% Math: 49.37%	2024-25 % Met & Exceeded ELA: 78.32% Math: 51.20%	2025-2026 % Met & Exceeded ELA: 67.66% Math: 44%	ELA: Increased 15.66% Math: Increased 12.2%

Goal Analysis [2025-26]

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

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

Overall, BHA experienced a very strong year in implementing Goal 1, with focused and intentional effort across all actions. The school approached each component of the goal with urgency and alignment, resulting in high levels of implementation and meaningful progress across multiple areas.

Key successes include a significant improvement in suspension rates, reflecting the impact of strengthened MTSS behavior systems and consistent monitoring of student needs. In addition, BHA made notable progress in refining and executing a strong master schedule that better supports student access to rigorous coursework and pathway alignment. The school also made substantial strides in curriculum adoption, establishing a foundation for greater instructional coherence across content areas. These efforts occurred alongside a successful WASC visit and recognition as a California Distinguished School, underscoring the strength of the school's overall systems and outcomes.

Despite these successes, a primary challenge remains in ensuring consistent instructional practice across all classrooms. As new curriculum is implemented, variability in instructional delivery and the need for tighter coaching and observation cycles have limited full realization of impact. Continued focus on strengthening instructional consistency and coaching systems will be critical to sustaining and building on this year's progress.

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 higher-than-anticipated Special Education substitute costs during the year.

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

The actions associated with Goal 1 have had a positive impact on both student experience and access to high-quality learning opportunities. Improvements in instructional systems and increased attention to classroom practice have contributed to a stronger and more consistent classroom experience for students. In addition, refinements to the master schedule and continued expansion of dual enrollment and pathway opportunities have increased student access to rigorous, college- and career-aligned coursework.

These outcomes are further supported by BHA's recognition as a California Distinguished School, reflecting the strength of the school's overall program and progress toward improving student outcomes.

While these actions have resulted in meaningful gains, the full impact of curriculum adoption is still developing. As new instructional materials continue to be implemented, variability in teacher internalization and execution has limited the consistency of impact across classrooms. Continued focus on deepening curriculum implementation and strengthening instructional coherence will be essential to fully realize the intended outcomes of these actions.

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

In the coming year, BHA will prioritize strengthening instructional consistency across all classrooms by deepening implementation of newly adopted curriculum and ensuring alignment to grade-level standards. The school will focus on improving the quality and consistency of coaching and observation cycles to support teacher practice and increase the impact of Tier 1 instruction.

Additionally, BHA will continue to support staff in building confidence and consistency in curriculum internalization, ensuring that instructional delivery is coherent and effective across content areas. These priorities are designed to build on strong implementation while increasing the overall impact of instruction on student outcomes.

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	BHA will continue to build on the strong implementation of these actions by deepening instructional practice and increasing consistency across all classrooms. The school will focus on strengthening Tier 1 instruction through ongoing coaching cycles, structured collaboration, and continued use of data to inform instructional decisions. Particular attention will be given to ensuring that all students experience grade-level, standards-aligned instruction on a daily basis. In addition, BHA will expand professional learning opportunities, including participation in CORE training and continued support for newly adopted curriculum, to further build staff capacity. The school will also refine existing systems to improve coherence across teams and sustain high levels of implementation. These next steps are designed to maintain momentum while increasing the overall impact of the actions on student outcomes.	$37,426.00	Yes
1.2	Instruction	To strengthen implementation and effectiveness, BHA will prioritize increasing the consistency and quality of weekly observation and feedback cycles across all classrooms. The school will leverage the instructional coach role more fully to support aligned coaching practices and ensure more frequent, actionable feedback for teachers.	$1,196,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, BHA will refine and formalize data discussion structures to improve the use of student data in instructional planning. This will include clearer protocols, regular data cycles, and increased support for teachers in analyzing and responding to student performance data. BHA will also utilize a focus student tracker to guide planning, coaching, and MTSS supports, ensuring that instructional decisions are responsive to the needs of targeted student groups.		
1.3	Academic Program (Master Scheduling)	BHA will continue to refine and strengthen the master scheduling process to ensure sustained alignment with student needs, pathway development, and postsecondary readiness goals. The school will deepen collaboration between counseling, administration, and instructional teams to use student data, course performance, and academic progress to inform future scheduling decisions. In addition, BHA will continue to improve the integration of dual enrollment and pathway-aligned coursework into the master schedule, with a focus on minimizing conflicts and expanding access for students. Ongoing attention will be given to aligning staffing, course sequencing, and student demand to increase flexibility and ensure that all students have access to rigorous, standards-aligned learning opportunities.	$2,972,129.00	No
1.4	MLL	BHA will continue to provide targeted, individualized support for Multilingual Learners, with a specific focus on Long-Term English Learners. The school will maintain close monitoring of student progress and use data to guide instructional decisions, ensuring that supports remain responsive to each student's academic and language development needs.	$2,084.00	No
1.5	SPED	BHA will continue to strengthen co-teaching practices by focusing on increasing the consistency and effectiveness of implementation across all classrooms. The school will prioritize ongoing coaching and professional learning to support co-teaching partners in refining planning, role clarity, and instructional delivery.	$957,144.00	No

Action #	Title	Description	Total Funds	Contributing
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. -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) -Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies)	$0.00	No
1.7	Personalized Learning (students)	Students create Post Secondary Success Plans (PSSP) 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.	$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 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.	$168,338.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 36% Teacher-student relationships: Grades 6-12: 56%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 41% Teacher-student relationships: Grades 6-12: 49% School Safety: Grades 6-12: 56%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 46% Teacher-student relationships: Grades 6-12: 52% School Safety: Grades 6-12: 54%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 56% Teacher-student relationships:	Sense of belonging Grades 6-12: Increased 10% Teacher-student relationships: Decreased 4% School Safety: Decreased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 57%			Grades 6-12: 76% School Safety: Grades 6-12: 77%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 1.7% African American/Black: 4.9% Hispanic/Latinx: 0.9% English Learners: 13% Socioeconomically Disadvantaged: 2.8% Students with Disabilities: 3.2%	2023-2024 Suspension Rate All Students: 4.10% Black/African American: 6.50% Asian: 4.80% Filipino: 0.00% Hispanic: 4.30% Multiple Races/Two or More: 2.00% Students with Disabilities: 7.80% White: 3.50% English Learner: 15.80% Long-Term English Learner: 15.80% Socioeconomically Disadvantaged: 6.30%	2024-2025 Suspension Rate All Students: 3.10% Black/African American: 7.14% Asian: 29.56% English Learner: 0.00% Filipino: 0.00% Foster Youth: 0.00% Hispanic: 47.62% Multiple Races/Two or More: 47.62% Pacific Islander: 0.99% Socioeconomically Disadvantaged: 4.00% Students with Disabilities: 8.50% White: 5.36%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 5% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 1.4% Black/African American: Increased 2.24% Asian: No Baseline (Year 2: 29.56%) English Learner: Decreased 13.0% Hispanic: Increased 46.72% Socioeconomically Disadvantaged: Increased 1.2% Students with Disabilities: Increased 5.3%
2.3	Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard)	2023-2024 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard) All: 16.69%	2024-25 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard)	2025-26 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard)	2026-2027 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard)	Increased .94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All: 16.14%	All: 17.08%	All: 7.69%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 16% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 11% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 86% responded favorably Family Engagement: 10% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 41% responded favorably	Barriers to Engagement: Increased 2% Family Engagement: Decreased 6%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Engagement Planning: 4	Engagement Planning: 5		
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 94.20%	2024-2025 P2 Attendance Rate 94.43%	2025-26 P2 Attendance Rate 95.40%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 1.2%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0.14 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Decreased 0.14%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 75% responded favorably “The school provides a safe environment for my child.” 69% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 76% responded favorably: "The school provides a safe environment for my child." 74% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 62% responded favorably: ""The school provides a safe environment for my child."" 71% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Decreased 13% Comfort with Staff: Increased 2%
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	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income,	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income,	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
2.11	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate 2.61% (4 of 153)	2023-2024 Dropout Rate 3.50%	2024-25 Dropout Rate 3.00%	2025-2026 Dropout Rate 0	Increased 0.39%

Goal Analysis [2025-26]

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

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

Overall, BHA experienced a strong year in implementing Goal 2, with focused effort on building systems that support an inclusive, affirming, and safe learning environment. The school made meaningful progress in strengthening core structures that support student experience and engagement.

Key successes include continued improvement in MTSS behavior systems, which have increased the school's ability to respond to student needs in a structured and supportive way. Attendance systems also improved, contributing to stronger student engagement and connection to the school community. In addition, implementation of SEL practices, including We Do It 4 The Culture (WDI4TC), helped establish a more intentional focus on student belonging, identity, and community.

Despite these successes, a primary challenge remains in ensuring consistency of implementation across all classrooms and systems. While strong structures are in place, variability in execution limits the overall impact. Continued focus on increasing consistency and fidelity will be critical to fully realizing the goals of creating a joyful, inclusive, and affirming school environment.

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.

Students experienced a stronger and more positive school environment as a result of Goal 2 implementation. Improvements in school climate, increased student engagement, and a strengthened sense of belonging and inclusion were evident across the campus. These outcomes were supported by measurable improvements in attendance and suspension rates, reflecting both increased student connection to school and more effective behavioral systems.

While these gains are meaningful, the student experience is not yet fully consistent across all classrooms. Some variability remains in how students experience SEL practices, behavioral supports, and inclusive classroom environments. Continued focus on consistency and fidelity of implementation will be essential to ensure that all students experience a similarly high level of support, belonging, and engagement.

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.

Moving forward, BHA will prioritize strengthening consistency of implementation across all classrooms and systems to ensure that every student experiences a safe, inclusive, and affirming environment. This includes deepening the fidelity of SEL practices, continuing to refine MTSS behavior systems, and expanding staff training in restorative practices and CPI. By focusing on consistent execution of strong existing systems, BHA aims to build on this year's progress and ensure equitable student experiences across the campus.

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	BHA will continue to strengthen attendance systems by maintaining consistent monitoring and intervention through MTSS structures. The school will focus on increasing the effectiveness of supports by using attendance data to more precisely identify student needs and tailor interventions. In addition, BHA will continue to strengthen family engagement and communication to promote consistent student attendance and connection to the school community. Ongoing efforts will prioritize early identification of attendance concerns and proactive support to ensure that all students have consistent access to a safe, inclusive, and engaging learning environment.	$479,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	SEL	BHA will continue to strengthen implementation of We Do It 4 The Culture (WDI4TC) and antiracist practices by prioritizing consistency and fidelity across all classrooms. The school will establish clearer expectations and monitoring practices to ensure that SEL instruction is delivered regularly and with depth. In addition, BHA will provide ongoing support through professional learning and structured collaboration to build staff capacity and confidence in facilitating identity-centered and community-building practices. These next steps are designed to ensure that all students experience a consistent, inclusive, and affirming learning environment that supports belonging, safety, and engagement.	$0.00	No
2.3	Family and Community Engagement & Outreach	BHA will continue to strengthen family engagement by sustaining high levels of participation and expanding opportunities for meaningful connection between families and the school community. The school will build on the success of existing structures, including the Black Family Advisory group, to further elevate family voice and partnership. In addition, BHA will continue to refine outreach and communication strategies to ensure that all families feel informed, welcomed, and connected. Future efforts will focus on increasing access and representation across diverse family groups, reinforcing a school environment that is inclusive, affirming, and responsive to the needs of the community.	$0.00	No
2.4	School Climate	BHA will continue to strengthen school climate systems by building staff capacity to implement consistent, proactive, and restorative behavior supports. The school will prioritize expanded training in CPI and Restorative Practices to ensure that all staff are equipped to respond effectively to student behavior and support a safe, inclusive environment. In addition, BHA will continue to refine MTSS Behavior Team processes and deepen the use of discipline data to guide interventions and monitor progress. Ongoing efforts will focus on increasing consistency of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		implementation across classrooms, ensuring that behavior supports are applied with fidelity and aligned to student needs.		
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.	$285,017.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	BHA will continue to sustain full implementation of BOY and EOY PLP cycles and observation requirements while focusing on increasing the quality and impact of coaching. The school will prioritize strengthening alignment between coaching, instructional priorities, and student outcomes to ensure that professional learning translates into improved classroom practice. Ongoing monitoring and reflection will be used to refine coaching systems and ensure that all staff receive meaningful, actionable support for continuous growth.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Aspire scholars and staff engage in meaningful work that is rigorous, culturally relevant, and engaging through real-world experiences to demonstrate opportunities that transform future possibilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 84% Fully Credentialed	2022-23 69.26% Fully Credentialed	2023-24 69.63% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 14.37%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 60% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 79% responded favorably	2025-26 Aspire Teammate Survey	2026-20207 Aspire Teammate Survey School Climate: 80% responded favorably	School Climate: Decreased 27% Belonging: Decreased 6% Well-being: Decreased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 74% responded favorably Well-being: 70% responded favorably Staff-Leadership Relationships: 40% responded favorably Cultural Awareness and Action: 49% responded favorably	Belonging: 76% responded favorably Well-being: 78% responded favorably Staff-Leadership Relationships: 59% responded favorably Cultural Awareness and Action: 44% responded favorably	School Climate: 33% responded favorably Belonging: 68% responded favorably Well-being: 57% responded favorably Staff-Leadership Relationships: 53% responded favorably Cultural Awareness and Action: 33% responded favorably	Belonging: 94% responded favorably Well-being: 90% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 69% responded favorably	Staff-Leadership Relationships: Increased 13% Cultural Awareness and Action: Decreased 16%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 3.5%	Retention Rate 90.90%	Retention Rate 89.00%	2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	Increased 85.5%
3.4	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 87.60% Black/African American: Data not displayed English Learner: Data not displayed	2023-2024 College and Career Readiness All Students: 72.50%	All Students: 93.40% Hispanic: 93.50% Socioeconomically Disadvantaged: 92.10% Students with Disabilities: 83.30%	2025-2026 College and Career Readiness All Students: 96.60% Black/African American: Data not displayed	All Students: Increased 5.80% Hispanic: Increased 5.10% Socioeconomically Disadvantaged: Increased 10.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 81.50% Hispanic: 88.40% Students with Disabilities: 41.70%	Socioeconomically Disadvantaged: 71.10% Black/African American: 50.00% Asian: 91.40% Hispanic: 68.50% Students with Disabilities: 38.90% White: 64.70%	Black/African American: Data not displayed English Learner: Data not displayed	English Learner: Data not displayed Socioeconomically Disadvantaged: 90.50% Hispanic: 97.40% Students with Disabilities: 50.70%	Students with Disabilities: Increased 41.60% English Learner: No baseline available Black/African American: No baseline available
3.5	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 87%	2023-24 A-G Completion Rates 93.17%	2024-25 A-G Completion Rates 93.98%	2025-2026 A-G Completion Rates 100%	Increased 6.98%

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.

BHA experienced a particularly strong year in the implementation of Goal 3, with meaningful progress in expanding rigorous, relevant, and engaging learning experiences for students. The school successfully strengthened its pathways work, deepened partnerships with colleges and industry, and ensured that all students developed Post Secondary Success Plans aligned to their future goals. Increased access to dual enrollment, early college opportunities, and real-world experiences such as field trips, guest speakers, and mentorship further enhanced the relevance and purpose of students' academic experiences.

While implementation was strong, a key area for continued growth is ensuring equitable access for all students across these opportunities. Although systems and offerings are well established, the focus moving forward will be on ensuring that all students fully engage in and benefit from these experiences. Strengthening access and participation across student groups will be critical to fully realizing the transformative potential of BHA's college and career pathways work.

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.

Students experienced increased access to meaningful, rigorous, and relevant learning opportunities that connected their academic work to real-world applications and future goals. Through expanded pathways, dual enrollment, and early college opportunities, students were able to engage in coursework that more directly aligned with their college and career aspirations. The development of Post Secondary Success Plans further supported students in identifying and working toward clear goals beyond high school.

These efforts contributed to greater student engagement and a stronger sense of purpose in their learning, as students were able to see the connection between their current coursework and future opportunities. While these impacts are significant, continued focus is needed to ensure that all students consistently access and fully benefit from these opportunities, as participation and experience can still vary across student groups.

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

Moving forward, BHA will prioritize increasing equitable access to pathways, dual enrollment, and real-world learning experiences to ensure that all students fully benefit from these opportunities. The school will continue to strengthen alignment between coursework, pathway experiences, and postsecondary goals, while maintaining and expanding partnerships with colleges, universities, and industry. By focusing on access, coherence, and continued growth of high-quality opportunities, BHA aims to further deepen student engagement and ensure that all scholars are prepared to pursue a wide range of future possibilities.

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)	BHA will monitor effectiveness through ongoing review of student work, project outcomes, and engagement data. Leadership and instructional teams will incorporate PBL look-fors into observations and coaching cycles, while also using student feedback and performance data to refine implementation and ensure alignment to college and career readiness expectations.	$0.00	No
3.2	Family Involvement and Community Outreach	BHA will monitor effectiveness through participation data for SLCs and Saturday School, as well as feedback from students and families. Additional indicators, including student academic progress and engagement data, will be used to assess the impact of these efforts and guide ongoing improvements.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Professional Learning (adults)	BHA will monitor effectiveness through PLP completion and quality, observation and coaching data, and alignment to schoolwide instructional priorities. Leadership will also assess the impact of professional learning through changes in classroom practice and student outcomes, ensuring that adult learning translates into improved student experiences.	$0.00	No
3.4	Teacher Credentialing	BHA will monitor effectiveness through regular credential audits, collaboration with the credentialing department, and ongoing verification of teacher assignments to ensure continued compliance with Williams Act requirements.	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options Schools provide financial literacy training for scholars Continue to expand Vision to 2030 pathway work	$0.00	No
3.6	Career pathways	Ensure all high school students (9-12) develop a Post Secondary Success Plan that includes their career, college, and community goals post-graduation, and connects with our graduate profile Each High School will develop a career pathway that includes a college/university partner, to provide courses for our students Identify and develop school site career pathways, with a specific focus on the relationship between early college offerings and career pathways Ensure Master Schedule supports learning opportunities that lead to post-secondary pathway exploration and early college high school. Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand.	$0.00	No

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: +22.4 African American/Black: -16.3 English Learners: -159.0 Hispanic/Latinx: +10.5 Socioeconomically Disadvantaged: -0.4 Students with Disabilities: -186.6	2023-2024 SBAC ELA DFS All Students: 69.4 English Learner: -44.1 Socioeconomically Disadvantaged: 57.5 Asian: 81.1 Hispanic: 51.8 Students with Disabilities: -6.6	2024-2025 SBAC ELA DFS All Students: 68.4 Asian: 90.9 English Learner: -4.9 English Only: 61.2 Hispanic: 48.1 Recently Reclassified Fluent-English	2025-2026 SBAC ELA DFS All Students: +31.40 Black/African American: +25.30 English Learners: -150.00 Hispanic/Latinx: +19.50 Socioeconomically Disadvantaged: +8.60	All Students: Increased 46.0 English Learner: Increased 154.1 Hispanic: Increased 37.6 Socioeconomically Disadvantaged: Increased 65.6 Students with Disabilities: Increased 125.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 53.4	Proficient Only: 26.4 Socioeconomically Disadvantaged: 65.2 Students with Disabilities: -60.9 White: 112.8	Students with Disabilities: -177.60	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -45.6 African American/Black: -56.9 English Learners: -200.2 Hispanic/Latinx: -68.4 Socioeconomically Disadvantaged: -66.8 Students with Disabilities: -224.5	2023-2024 SBAC MATH DFS All Students: -8.5 English Learner: -134.3 Socioeconomically Disadvantaged: -40.5 Asian: 15.8 Hispanic: -37.5 Students with Disabilities: -139 White: 10.1	2024-2025 SBAC MATH DFS All Students: -1.9 Asian: 52.8 English Learner: -111.5 English Only: -14.8 Hispanic: -41.7 Recently Reclassified Fluent-English Proficient Only: -72.1 Socioeconomically Disadvantaged: -8.7 Students with Disabilities: -151.4 White: 70.6	2025-2026 SBAC Math DFS All: -36.60 African American/Black: -47.90 English Learners: -191.20 Socioeconomically disadvantaged: -57.80 Hispanic/Latinx: -59.40 Students with Disabilities: -233.50	All Students: Increased 43.7 English Learner: Increased 88.7 Hispanic: Increased 26.7 Socioeconomically Disadvantaged: Increased 58.1 Students with Disabilities: Increased 73.1

Goal Analysis [2025-26]

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

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

BHA experienced a solid year in the implementation of Goal 4, with strong systems in place to support targeted academic and social-emotional interventions for identified student groups. A key success was the continued strengthening of MTSS processes and the use of

diagnostic data to more effectively identify students in need of additional support. This improved identification allowed the school to increase access to targeted interventions in both ELA and mathematics, as well as expanded learning opportunities for students requiring additional instructional time.

While implementation of supports was strong, a key area for continued growth is ensuring that these interventions consistently accelerate student learning outcomes. Moving forward, BHA will focus on strengthening the impact and coherence of intervention systems, including refining progress monitoring and ensuring consistent implementation across settings to better meet the needs of identified subgroups.

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.

Students benefited from increased access to targeted academic and social-emotional supports aligned to their individual needs. Through improved identification processes and expanded intervention opportunities, students received more personalized instruction in both ELA and mathematics, as well as additional time and resources to support their learning. These efforts helped strengthen student engagement and provided more consistent access to support systems designed to address skill gaps.

While access to supports has improved, the full impact on accelerating student learning is still developing. Continued focus is needed to ensure that interventions consistently lead to measurable gains in student achievement, particularly for identified subgroups, and that all students experience high-quality, effective support.

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.

Moving forward, BHA will prioritize strengthening the impact of targeted interventions to ensure that increased access leads to measurable gains in student achievement. The school will focus on refining progress monitoring systems, strengthening alignment between Tier 1 instruction and intervention supports, and ensuring consistent implementation across all settings. By improving the effectiveness and coherence of intervention systems, BHA aims to accelerate learning outcomes for identified student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.	$29,725.00	No
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions 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.	$29,725.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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
$977,164	$2,624

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
11.170%	0.000%	$0.00	11.170%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students despite strong overall school performance. English Learners scored -4.9 points below standard in ELA in 2024-25, improving significantly from -159.0 at baseline, but	The actions implemented across the LEA are aimed at addressing the needs of socio-economically disadvantaged students and Multilingual Learner (MLL) students, who are indicated by their 'orange' performance on the California School Dashboard. By standardizing the curriculum with board-approved materials that meet high educational standards, we ensure that all students have access to quality education, which is crucial for improving academic outcomes among underperforming groups. Professional	Metric (1.1 & 1.2) SBAC Math & ELA 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
	remaining below standard and identified as No Color on the Dashboard. In Mathematics, English Learners scored -111.5 points below standard in 2024-25, improving from -200.2 at baseline but remaining significantly below standard. Socioeconomically Disadvantaged students scored 65.2 points above standard in ELA and -8.7 in Mathematics in 2024-25, showing strong improvement but indicating continued need for instructional support in Mathematics. ELPI data shows 54.5% of English Learners making progress toward English language proficiency in 2024-25, declining significantly from 78.60% at baseline and indicating continued need for strengthened language development supports for unduplicated pupils. **Scope:** LEA-wide	development tailored to these new curricular standards helps teachers effectively implement these changes, ensuring that instruction is both impactful and consistent across classrooms. Additionally, providing each student with a Chromebook ensures equal access to digital learning resources, critical for reducing the digital divide that often affects disadvantaged students. Customizing curriculum through the UnboundEd Planning Process and GLEAM Framework allows for adaptations that meet the diverse cultural and learning needs of our student body, enhancing engagement and inclusivity. Intervention strategies specifically support students who need additional help, directly targeting areas where disparities in achievement exist. Furthermore, specialized training in the Science of Reading bolsters early literacy, a foundational skill that impacts long-term academic success. Leadership development through the UnboundEd Standards Institute ensures that our school leaders are equipped to sustain these improvements and lead their schools effectively. Implementing these actions across all schools within the LEA ensures that every student, regardless of background, benefits from a high standard of education and support, fostering equity and excellence in our educational offerings.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent academic gaps for English Learners and Socioeconomically Disadvantaged students despite strong overall school performance. English Learners scored -4.9 points below	The action of providing regular time for data discussions to guide Tier 1 instruction through protected time on early release days addresses these needs in several ways. By focusing on Common Formative Assessments (CFAs) and interim assessments during data discussions, teachers can identify specific areas where low-income students and ELs are struggling. This allows for targeted instructional strategies to	Metric (1.1 & 1.2) SBAC Math & ELA Metric (1.4) ELPI

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
	standard in ELA in 2024-25, improving significantly from -159.0 at baseline, and -111.5 points below standard in Mathematics, improving from -200.2 at baseline but remaining significantly below standard. Socioeconomically Disadvantaged students scored -8.7 in Mathematics in 2024-25, indicating continued need for data-driven instructional supports in Mathematics. ELPI data shows 54.5% of English Learners making progress toward English language proficiency in 2024-25, declining from 78.60% at baseline, indicating continued need for strengthened language development supports for unduplicated pupils. **Scope:** LEA-wide	address these gaps. Regular data discussions enable teachers to quickly implement interventions for students who are not meeting academic benchmarks, ensuring that support is timely and relevant. Weekly observations by leadership and admin teams help monitor the implementation of instructional programs, ensuring that strategies are being effectively executed and allowing for the identification of successful practices that can be scaled. This action is provided on a school-wide basis to ensure that all students benefit from a cohesive and comprehensive instructional approach. By implementing these strategies across the entire school, every student, regardless of their background, has access to high-quality instruction and support.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard and local school data indicate persistent attendance and engagement needs for English Learners and Socioeconomically Disadvantaged students. Local Hoonuit Dashboard data shows chronic absenteeism at 16.14% in 2024-25, increasing slightly to 17.08% in Year 2, indicating a continued upward trend requiring strengthened attendance intervention systems. Local Aspire Family Survey data shows Family Engagement favorable responses declining from 16% at baseline to 10% in Year 2, indicating continued need for strengthened	Ensuring that the attendance team conducts weekly data reviews focused on specific subgroups will provide timely insights into attendance trends, enabling targeted interventions to proactively address chronic absenteeism and attendance challenges, particularly for unduplicated students. Increasing family communication when students are absent and conducting home visits for those with chronic absenteeism will strengthen relationships with families and identify barriers to regular attendance. Personal communication and home visits will help families understand the importance of consistent attendance while uncovering challenges that school support services can address. By continuously monitoring and updating special programs for students in PowerSchool, the team	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	family engagement structures for unduplicated pupil families. Parent safety perceptions declined from 76% in 2024-25 to 62% in Year 2, indicating continued need for strengthened family communication and school connectedness efforts for unduplicated pupils. **Scope:** LEA-wide	will ensure accurate identification and support of McKinney-Vento and foster youth students, who often face additional barriers contributing to absenteeism. Providing these actions on a schoolwide basis ensures consistent attendance policies and expectations are maintained across all classrooms, reinforcing equitable support for every student. By using a comprehensive and systematic approach to address chronic absenteeism, we can provide unduplicated students with the necessary resources to attend school regularly and succeed academically	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Student survey data shows 54% of students responded favorably to school safety questions in Year 2, declining from 57% at baseline, indicating that nearly half of students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions declined significantly from 76% in 2024-25 to 62% in Year 2, now below the 75% baseline, indicating continued need for sustained safety investments to address declining family safety perceptions. **Scope:** LEA-wide	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	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	8,748,110	977,164	11.170%	0.000%	11.170%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,867,587.00	$1,002,862.00	$0.00	$287,720.00	$6,158,169.00	$5,979,533.00	$178,636.00

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	$37,426.00	$37,426.00				$37,426.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,196,935.00	$0.00	$1,196,935.00				$1,196,935.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,972,129.00	$0.00	$2,868,563.00	$103,566.00			$2,972,129.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$2,084.00				$2,084.00	$2,084.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$877,468.00	$79,676.00		$839,846.00		$117,298.00	$957,144.00	
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	$168,338.00	$0.00				$168,338.00	$168,338.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$479,646.00	$0.00	$479,646.00				$479,646.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$285,017.00	$0.00	$285,017.00				$285,017.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Career pathways	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$29,725.00		$29,725.00			$29,725.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$29,725.00		$29,725.00			$29,725.00	

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
8,748,110	977,164	11.170%	0.000%	11.170%	$1,999,024.00	0.000%	22.851 %	**Total:**	$1,999,024.00
								LEA-wide Total:	$1,999,024.00
								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	$37,426.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,196,935.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$479,646.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$285,017.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,039,632.00	$6,100,428.00

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	$14,484.00	14,484
1	**1.2**	Instruction	Yes	$1,193,493.00	1,211,013
1	**1.3**	Academic Program (Master Scheduling)	No	$2,989,525.00	2,943,689
1	**1.4**	MLL	No	$2,084.00	2,084
1	**1.5**	SPED	No	$822,859.00	945,147
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	$240,408.00	224,480
2	**2.1**	Attendance and Enrollment	Yes	$472,041.00	454,253
2	**2.2**	SEL	No	$0.00	0.00
2	**2.3**	Family and Community Engagement & Outreach	No	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Climate	No	$0.00	0.00
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$275,186.00	275,726
2	2.6	Regular Coaching (using ASLF & TLF)	No	$0.00	0.00
3	3.1	Rigorous Projects (Project-Based learning)	No	$0.00	0.00
3	3.2	Family Involvement and Community Outreach	No	$0.00	0.00
3	3.3	Professional Learning (adults)	No	$0.00	0.00
3	3.4	Teacher Credentialing	No	$0.00	0.00
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	No	$0.00	0.00
3	3.6	Career pathways	No	$0.00	0.00
4	4.1	ELA	No	$14,776.00	14,776
4	4.2	Math	No	$14,776.00	14,776

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)
990,834	$1,955,204.00	$1,955,476.00	($272.00)	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	$14,484.00	14,484		
1	1.2	Instruction	Yes	$1,193,493.00	1,211,013		
2	2.1	Attendance and Enrollment	Yes	$472,041.00	454,253		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$275,186.00	275,726		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,337,541	990,834	0.000%	11.884%	$1,955,476.00	0.000%	23.454%	$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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