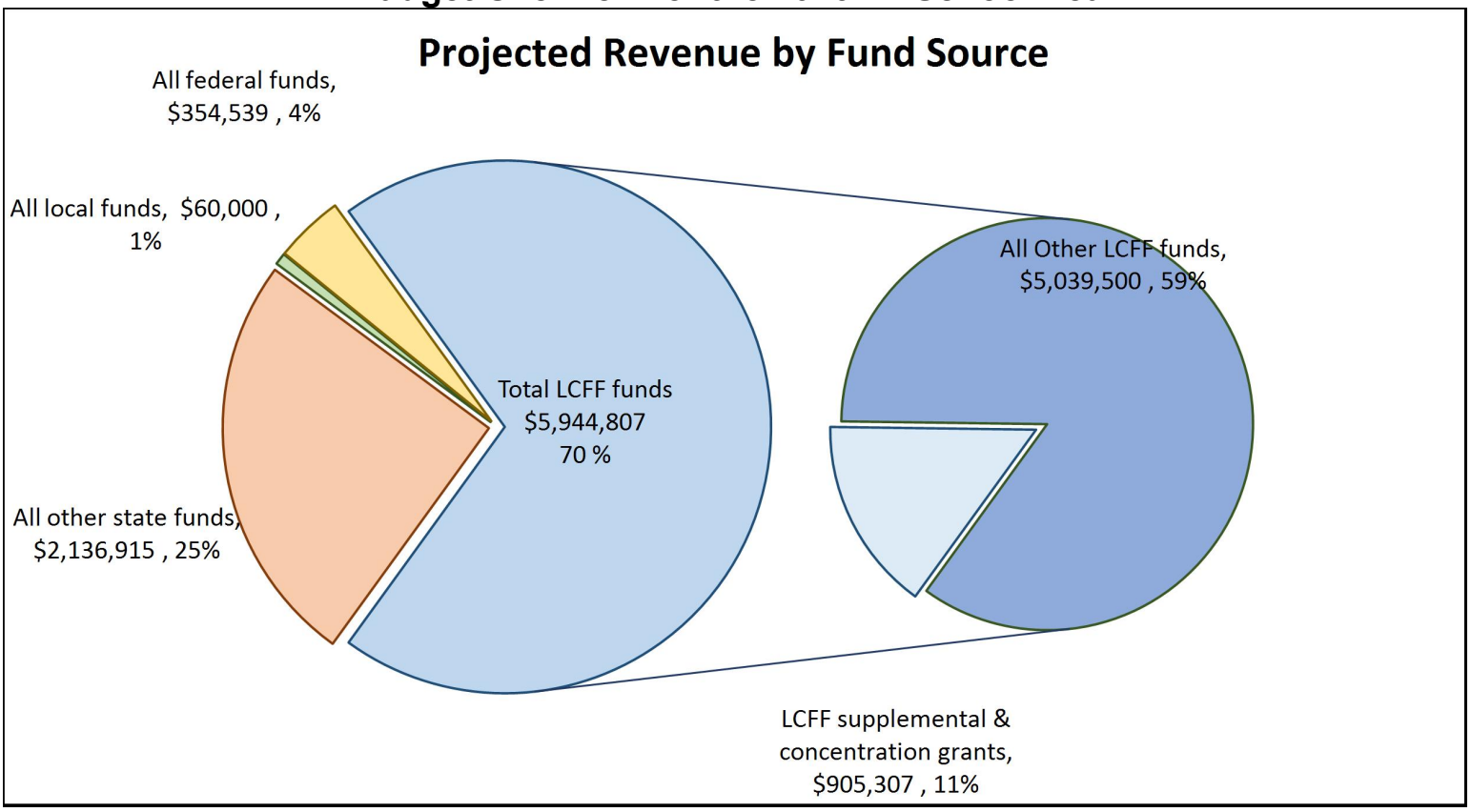
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Vincent Shalvey Academy
CDS Code: 39-68585-6116594
School Year: 2026-27
LEA contact information:
Danessa Partin
Principal
AspireVSA@aspirepublicschools.org
209-931-5399

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

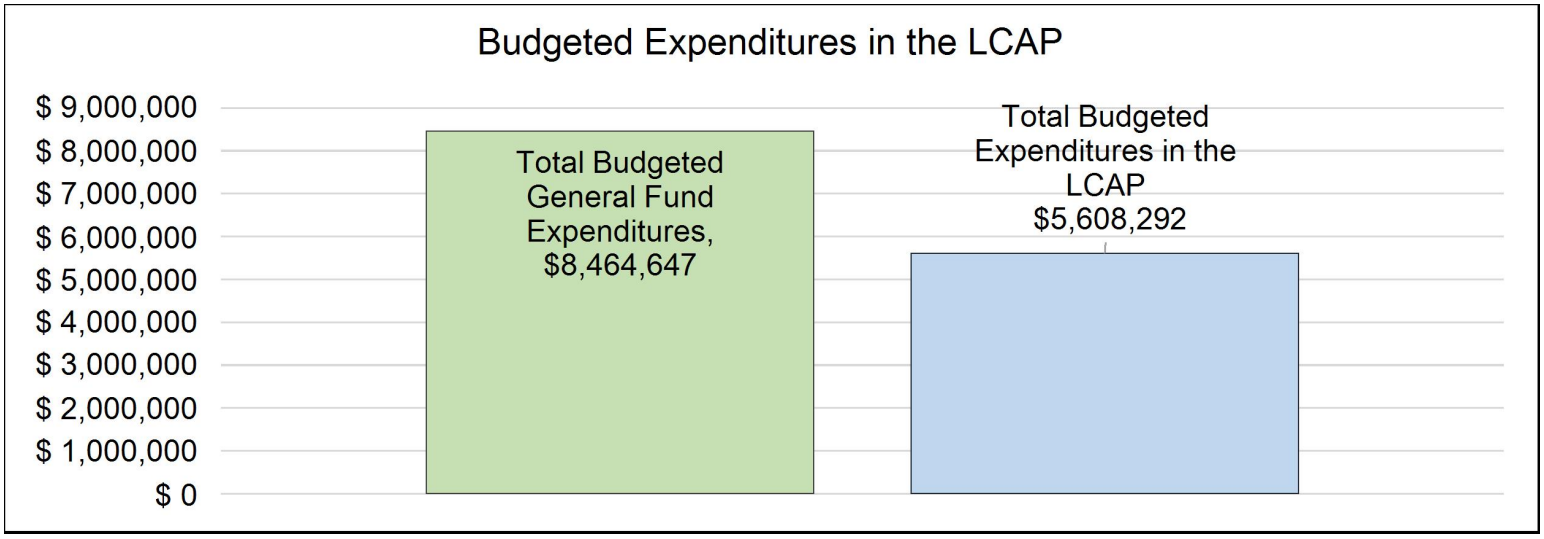


This chart shows the total general purpose revenue Aspire Vincent Shalvey Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Vincent Shalvey Academy is $8,496,261, of which $5,944,807 is Local Control Funding Formula (LCFF), $2,136,915 is other state funds, $60,000 is local funds, and $354,539 is federal funds. Of the $5,944,807 in LCFF Funds, $905,307 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 Vincent Shalvey 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 Vincent Shalvey Academy plans to spend $8,464,647 for the 2026-27 school year. Of that amount, $5,608,292 is tied to actions/services in the LCAP and $2,856,355 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

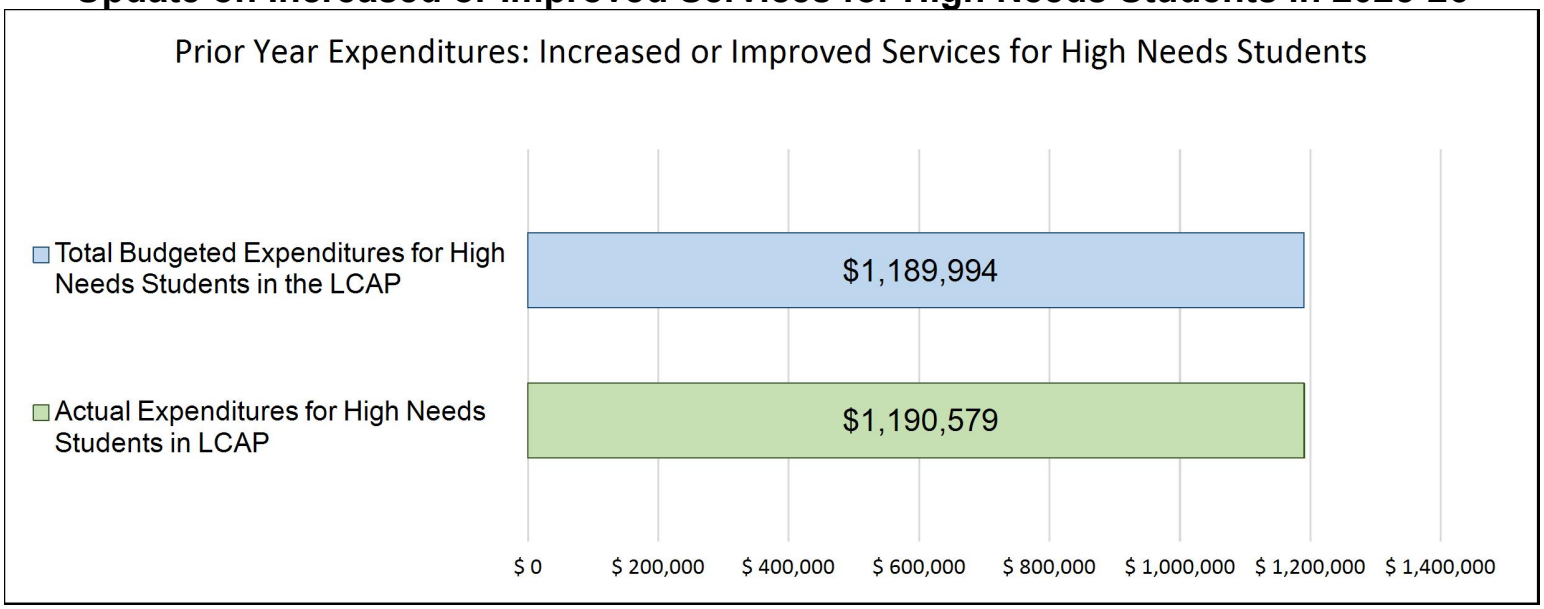
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Vincent Shalvey Academy is projecting it will receive $905,307 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Vincent Shalvey Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Vincent Shalvey Academy plans to spend $938,513 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 Vincent Shalvey 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 Vincent Shalvey 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 Vincent Shalvey Academy's LCAP budgeted $1,189,994 for planned actions to increase or improve services for high needs students. Aspire Vincent Shalvey Academy actually spent $1,190,579 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 Vincent Shalvey Academy	Danessa Partin Principal	AspireVSA@aspirepublicschools.org 209-931-5399

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 Vincent Shalvey Academy (VSA), located in Stockton, CA, serves students in grades TK-5 with an enrollment of 450. As part of the Aspire Public Schools network, VSA is committed to providing students with a rigorous and supportive educational experience. The student body is diverse, consisting of 46% Hispanic, 30% Asian-American, 7% Caucasian, 6% African-American, and 4% multiracial students, with 49% qualifying for free and reduced lunch.

Under the leadership of Principal Danessa Partin, VSA prioritizes academic excellence while fostering a safe, inclusive, and caring environment where students develop into lifelong learners. The school's mission focuses on providing a personalized, rigorous core curriculum supported by extended instructional hours, high expectations, and access to early college-preparatory experiences.

VSA strives to meet the academic, social, and emotional needs of all students, ensuring equitable access and outcomes through well-trained staff and personalized learning opportunities. With a robust afterschool program and a commitment to inclusive, culturally responsive education, Aspire Vincent Shalvey Academy prepares its scholars to excel both in and outside the classroom and thrive in the 21st-century world.

Reflections: Annual Performance

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

Performance Overview:
Based on our analysis of both the California School Dashboard and local data, we have identified the following successes and challenges in our school's performance. This reflection has guided our LCAP planning to address identified needs for our 2026-2027 LCAP planning.

Successes
Overall DFS improved in both ELA (+22.70) and Math (+11.8), with strong gains for English Learners (ELA: +9.1; Math: 9.5) and Hispanic/Latinx students (ELA: +21.1; Math: +1.8). Chronic absenteeism remains steady, with Students with Disabilities (18.20%) and English Learners (9.4%) showing strong attendance. Student and family survey results are equally positive: 76% of students in grades 3–5 responded favorably on teacher–student relationships, and 89% of families reported favorably to barriers to engagement. These outcomes reflect our co-teaching model, push-in/pull-out interventions, PBIS, SEL practices, and ongoing family partnership efforts.

Challenges
Key challenges remain for African American/Black and Students with Disabilities, who show significant declines in both ELA and Math DFS. Socioeconomically Disadvantaged students have a chronic absenteeism rate of 18.2%, and Hispanic/Latinx students are at 18.0%, requiring continued targeted outreach. School safety perceptions (59% favorable) signal room for growth in our PBIS and SEL systems. 40.8 % of our EL students making progress towards English language proficiency and while this reflects a decrease after the prior year’s exceptional 64.9% jump, we continue the instructional practices that drove that growth, targeted to our current students’ needs.

Actions Taken
We continue refining our co-teaching and progress monitoring systems, deepening professional development for support educators, and expanding differentiated instruction for our most underserved students. School-wide data tracking has been strengthened through our MTSS system, and family engagement around attendance has grown through incentive programs and community partnerships. All actions are aligned with our LCAP goals to improve student engagement and academic proficiency equitably.

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:
Chronic Absenteeism: Socioeconomically Disadvantaged
English Learner Progress: English Learner

VSA 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 Teammate Surveys (conducted in fall and spring), monthly Staff Meetings, and weekly Lead Team Meetings, and monthly check ins with administrators. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in weekly Lead Team Meetings, monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and weekly staff Meetings held on Fridays. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), monthly VSACC and ELAC meetings, and quarterly Coffee with the Principal meetings. These sessions captured parent feedback on barriers to engagement, family

Educational Partner(s)	Process for Engagement
	preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, focus groups were held twice per year to dive deeper into their feedback and identify key areas for improvement.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

Through our stakeholder engagement process, we collected input from educational partners via surveys, collaborative meetings, and established engagement structures. Across these interactions, we identified recurring themes around instructional practices, academic and behavioral supports, professional learning, school climate, family engagement, and equitable access to services.
We heard a need to strengthen our Multi-Tiered System of Supports (MTSS), refine curriculum implementation, and broaden professional development opportunities. In response, we prioritized efforts centered on fortifying instructional systems, expanding professional learning, and promoting data-informed instruction.
We also received feedback highlighting the value of fostering positive school culture, deepening student engagement, and advancing social-emotional learning. As a result, we incorporated actions aimed at enhancing student belonging, participation, and overall school climate.
Educational partners underscored the importance of clearer communication and greater opportunities for family involvement. In response, we included actions to strengthen communication systems and broaden family participation through school-based events and activities.
We additionally heard the importance of guaranteeing equitable access to supports for diverse student populations, including English learners and students with disabilities. This led to actions focused on deepening inclusive practices, improving alignment of available supports, and enhancing coordination across services.

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: +13.7 African American/Black: -37.8 English Learners: +1.4 Socioeconomically disadvantaged: +2.3 Hispanic/Latinx: +7.4 Students with Disabilities: -54.7	2023-2024 SBAC ELA DFS All Students: 14.2 English Learner: 16.6 Socioeconomically Disadvantaged: 8.3 Black/African American: -17.2	2024-2025 SBAC ELA DFS All Students: 27.7 Black/African American: -34.3 Asian: 46.9 English Learner: 9.1 English Learners Only: -73.3	2025-2026 SBAC ELA DFS All: +22.70 African American/Black: -28.80 English Learners: +10.40 Socioeconomically disadvantaged: +11.30	All Students: Increased 14.0 Black/African American: Increased 3.5 English Learner: Increased 7.7 Hispanic/Latinx: Increased 13.7 Socioeconomically Disadvantaged: Increased 19.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: 35.4 Hispanic: 7.5 Students with Disabilities: -59.4 White: 26.2	English Only: 30.4 Hispanic: 21.1 Recently Reclassified Fluent-English Proficient Only: 91.4 Socioeconomically Disadvantaged: 21.5 Students with Disabilities: -66.6 White: 40.9	Hispanic/Latinx: +16.40 Students with Disabilities: -45.70	Students with Disabilities: Decreased 11.9
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -1.9 African American/Black: -65.30 English Learners: -5.40 Socioeconomically disadvantaged: -17.10 Hispanic/Latinx: -13 Students with Disabilities: -57.10	2023-2024 SBAC MATH DFS All Students: -7.7 English Learner: -0.3 Socioeconomically Disadvantaged: -20.9 Black/African American: -39.7 Asian: 25.1 Hispanic: -19.2 Students with Disabilities: -82 White: -4	2024-2025 SBAC MATH DFS All Students: 11.8 Black/African American: -53.6 Asian: 47.2 English Learner: 9.5 English Learners Only: -45 English Only: 7.8 Hispanic: 1.8 Recently Reclassified Fluent-English Proficient Only: 64 Socioeconomically Disadvantaged: 12.3 Students with Disabilities: -74.9 White: 19.6	2025-2026 SBAC Math DFS All: +19.10 African American/Black: -44.30 English Learners: +15.60 Socioeconomically disadvantaged: +3.90 Hispanic/Latinx: +8 Students with Disabilities: -36.10	All Students: Increased 13.7 Black/African American: Increased 11.7 English Learner: Increased 14.9 Hispanic/Latinx: Increased 14.8 Socioeconomically Disadvantaged: Increased 29.4 Students with Disabilities: Decreased 17.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 35.38% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 11.7 points below Socioeconomically Disadvantaged: 12.3 points below All Students: 10.5 points below Asian: 9.6 points below Hispanic: 13.2 points below 31.25% Met or Exceeded	2024-25 Science Points (SPs) All Students: 62 science points Asian: 69.5 science points English Learner: 61.1 science points English Only: 60.4 science points Hispanic: 63.9 science points Socioeconomically Disadvantaged: 62.7 science points Students with Disabilities: 44.5 science points 52.17% Met or Exceeded	2025-2026 Science Test 40.38% Met or Exceeded	Increased 16.79%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 31.10% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 64.9% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 40.8% of ELs making progress towards English language proficiency	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Increased 9.7%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 17.10%	2023-2024 RFEP Rate: 33.64%	204-25 RFEP Rate: 7.76%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 9.34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-26 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	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5	2025-26 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Increased to 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): Maintained
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 51% Grade 1: 45% Grade 2: 59% Grade 3: 68% Grade 4: 37% Grade 5: 45% iReady Math % of students that met annual typical growth All Students: 38% Grade K: 44%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 37% Grade 3: 28% Grade 4: 42% Grade 5: 42% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 19% Grade K: 10%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 61% Grade 3: 50% Grade 4: 69% Grade 5: 65% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 62% Grade K: 68% Grade 1: 67% Grade 2: 65%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 66% Grade 1: 60% Grade 2: 74% Grade 3: 83% Grade 4: 52% Grade 5: 60% iReady Math % of students that met annual typical growth	iReady Reading: All Students: Increased 10% Grade 3: Decreased 18% Grade 4: Increased 32% Grade 5: Increased 20% Grades 1, 2: No baseline available in Years 1 and 2 iReady Math: All Students: Increased 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 1: 32% Grade 2: 45% Grade 3: 29% Grade 4: 37% Grade 5: 38%	Grade 1: 18% Grade 2: 19% Grade 3: 7% Grade 4: 24% Grade 5: 39%	Grade 3: 39% Grade 4: 64% Grade 5: 68%	All Students: 53% Grade K: 59% Grade 1: 47% Grade 2: 60% Grade 3: 44% Grade 4: 52% Grade 5: 53%	Grade K: Increased 24% Grade 1: Increased 35% Grade 2: Increased 20% Grade 3: Increased 10% Grade 4: Increased 27% Grade 5: Increased 30%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 50% at & above benchmark	2024-25 54.00% at or above benchmark	2025-26 51.00% at or above benchmark	2026-2027 60% at & above benchmark	Increased 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.

This school year, planned actions were largely implemented across all goal areas, with some notable differences and challenges. Curriculum replacements were completed, and consistent co-planning and professional development (PD) sessions were established, with 85% staff participation covering data discussions, literacy, numeracy, and culturally responsive practices. Leadership maintained weekly observations using the AIC model and TeachBoost to guide coaching and track trends. The master schedule was implemented across all grade levels to ensure equitable access to core content, intervention blocks, and enrichment opportunities, and the after-school program successfully extended services by 30 additional days.

Key differences from planned actions included the inability to hire a Mental Health Therapist due to limited candidates and funding; a Behavior Support Aide was hired instead and has provided meaningful SEL and CRT support. Monthly progress monitoring for Personalized Learning Plans (PLPs) was carried out informally rather than through a formal structure, and biweekly co-planning between General Education and Education Specialist teachers was only partially implemented. Culturally relevant literature and expanded Black history instruction remain in the planning and development stages, with implementation scheduled for the upcoming semester.

Challenges included supporting mid-year new staff onboarding, scheduling conflicts, staffing shortages affecting EL and SWD intervention alignment, inconsistent application of MLL support strategies, and the need for more structured data-driven protocols for students with IEPs.

Successes included high staff participation in PD, consistent leadership observations, strong student engagement in enrichment programs, two completed PLP and SLC cycles, an active Black Student Union, and effective behavioral support through the Behavior Support Aide.

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.

Actions that produced expected results:
Literacy and instructional coaching efforts were effective. Walkthrough data confirmed all teachers applying foundational literacy strategies, 38% of K-2 students met typical annual growth in reading fluency, and Reading DFS improved by 14.2 points. Master scheduling actions produced measurable gains, with math proficiency increasing 8% for ELs and 7% for SWDs. ELPAC completion is on track to meet the 95% target, and timely EL identification and placement into Designated ELD has largely met the 30-day goal. PLPs and Student-Led Conferences effectively increased student agency and ownership, and the Behavior Support Aide contributed to a 2% gain in students feeling safe and a 1% improvement in family survey data on school climate and communication.

Actions that were partially effective:

Numeracy coaching showed limited results, with only 17% of students meeting typical annual growth in iReady Math despite targeted efforts. Co-planning between General Education and Education Specialist teachers fostered some collaboration but lacked consistent data-driven focus, limiting measurable impact on math and ELA outcomes for students with IEPs. EL integrated support strategies were inconsistently implemented, and reclassification rates remain below expectations.

Actions that were ineffective or insufficient:
Actions targeting Black and African American students remain largely in the planning stage, and data reflects declining performance with ELA DFS dropping from -17.2 to -34.3 and Math DFS from -39.7 to -53.6. Students with Disabilities also continue to trend downward in both areas. The absence of fully implemented, targeted interventions for these groups represents the most significant gap in effectiveness this year.

On a positive note, PLPs and Student-Led Conferences have increased student agency and ownership of learning, and the Behavior Support Aide has contributed to a 2% gain in students feeling safe and a 1% improvement in family survey data related to school climate and communication.

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.

Curriculum & Instruction
The new Benchmark curriculum will be implemented, and the Focus Student Tracker will be used to guide planning, coaching, and MTSS supports. Additional targeted intervention will be embedded into the master schedule during core hours to better address EL and SWD needs, reducing dependency on after-school sessions. Staffing allocations will be adjusted to support focused small-group instruction during designated intervention periods, and professional development on differentiated instruction and data-driven interventions will be provided to help teachers use instructional minutes more effectively.

Coaching & Professional Development
An end-of-year review will be conducted to identify teachers needing additional support, followed by targeted coaching and classroom observations. Systematic walkthroughs will be used to monitor PD implementation, and co-teachers will receive additional professional development on leveraging data for instructional decision-making. Planning sessions will include structured data review protocols with formalized time for stepbacks to ensure consistent review of math performance and timely instructional adjustments.

English Learner & Subgroup Support
Teachers will receive real-time reclassification data to accelerate identification of eligible students, and family outreach will be expanded to ensure timely communication on student progress. Subgroup-specific data analysis will be embedded into learning walks to ensure findings directly inform targeted support, particularly for Black and African American students and Students with Disabilities.

PLPs & Family Engagement
Dedicated progress monitoring time will be built into the yearly scope and sequence, with growth recognition opportunities added to celebrate student progress. Regular family communication tied to student goals will be established to keep parents informed and engaged.

Social-Emotional Support
Efforts to secure funding for a Mental Health Therapist will continue. In the meantime, school-wide SEL, CRT, and restorative practices will be deepened through the Dean of Students, Discipline/Behavior Team, and Behavior Support Aide, with the goal of embedding these supports consistently into daily school culture.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum, with annual reviews to identify any gaps or areas for updates. Provide professional development on standards-aligned curriculum (Benchamark). The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Yellow indicators have been identified for English Learners and Students with Disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$98,202.00	Yes
1.2	Instruction	Provide on-going comprehensive professional development for various stakeholder groups aligned to instructional program, strategies and culturally relevant pedagogy and practice, with differentiated tracks for foundational literacy, numeracy, and culturally responsive practices to address varying teacher expertise. Provide access to on-going comprehensive professional development on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.), including targeted coaching for numeracy based on performance data and classroom observations. Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies to the Culture of Learning and	$543,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Essential Content domains, with expanded training sessions to ensure consistent understanding and implementation across sites. Build capacity of stakeholders by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education, leveraging peer-led PD sessions to share best practices.		
1.3	Academic Program (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas, with prioritized intervention blocks for English Learners and Students with Disabilities based on recent performance data, ensuring targeted in-school support. Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills), with expanded small-group instruction and realignment of Tier II and Tier III interventions to in-school schedules as needed.	$3,294,852.00	No
1.4	MLL	Ensure instructional staff to know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL). Integrate this knowledge into lesson planning and assessments with ongoing monitoring. Host RFEP celebrations.	$12,416.00	No
1.5	SPED	Ensure classroom General Education and Education Specialist co-teachers have biweekly shared planning time to support co-teaching, data analysis, and collaboration with a focus on math (our scholars with IEPs are red on the CA dashboard for math). Incorporate structured protocols	$1,189,717.00	No

Action #	Title	Description	Total Funds	Contributing
		for data review and assign responsibilities during planning sessions to monitor progress and adjust instruction as needed. Review current practices to ensure there are data step backs built into your schedule to monitor success and opportunities for improvement of new models and partnerships. Formalize step backs within the planning schedule to ensure timely reflection and actionable adjustments.		
1.6	Black Excellence	Implement the use of culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Prioritize literature selection and integration within the next quarter, ensuring timely implementation. Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide immediate professional development sessions to support robust instruction starting mid-year. Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes and Perceptions that Impact Learning for Black Students. Track participation and effectiveness through post-session feedback and impact on classroom climate. Conduct quarterly learning walks to review the instructional program with a specific focus on Black student academic achievement (inclusive of SEL work) and ensure subgroup-specific findings inform targeted interventions.		No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have dedicated and scheduled time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs, and MLL language goal progress is reviewed and documented during each monitoring cycle.		No

Action #	Title	Description	Total Funds	Contributing
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: Mental Health Therapist, and Behavior Support Aide. 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, including social-emotional learning (SEL), Culturally Responsive Teaching (CRT) strategies, and restorative practices embedded into daily school culture. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, as well as improvements in student and family survey data reflecting school safety, positive climate, and school-to-home communication, 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.	$111,632.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 62% Teacher-student relationships: Grades 3-5: 78%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 66% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 64%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 58% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 58%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 82% Teacher-student relationships:	Sense of belonging Grades 3-5: Decreased 4% Teacher-student relationships: Maintained 78% School Safety: Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 55%			Grades 3-5: 98% School Safety: Grades 3-5: 75%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.9% African American/Black: 0% Hispanic/Latinx: 0.5% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 4.9%	2023-2024 Suspension Rate All Students: 0.90% Black/African American: 0.00% Asian: 0.00% Filipino: 0.00% Hispanic: 0.50% Multiple Races/Two or More: 4.80% Students with Disabilities: 2.60% White: 3.10% English Learner: 0.00% Socioeconomically Disadvantaged: 0.70%	2024-2025 Suspension Rate All Students: 1.40% Black/African American: 7.01% American Indian or Alaska Native: 0.54% Asian: 31.00% English Learner: 0.50% Filipino: 0.00% Hispanic: 46.90% Multiple Races/Two or More: 2.70% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 5.70% White: 5.66%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 4%	All Students: Increased 0.5% Black/African American: Increased 7.01% Hispanic/Latinx: Increased 46.4% English Learners: Increased 0.5% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Increased 0.8%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 22.60% African American/Black: 21.70% Hispanic/Latinx: 25.70%	2023-2024 Chronic Absenteeism Rate All Students: 14.70% English Learner: 11.80%	2024-2025 Chronic Absenteeism Rate All Students: 15.90% Black/African American: 20.00%	2025-2026 Chronic Absenteeism Rate All: 13.60% African American/Black: 12.70%	All Students: Decreased 6.7% Black/African American: Decreased 1.7% Asian: No Baseline (Year 2: 11.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 19.50% Socioeconomically disadvantaged: 29.00% Students with Disabilities: 17.10%	Socioeconomically Disadvantaged: 17.00% Black/African American: 16.70% Asian: 8.80% Filipino: 12.50% Hispanic: 17.90% Multiple Races/Two or More: 14.60% Students with Disabilities: 18.40% White: 12.50%	Asian: 11.90% English Learner: 9.40% Filipino: 11.10% Hispanic: 18.00% Multiple Races/Two or More: 9.80% Socioeconomically Disadvantaged: 18.40% Students with Disabilities: 18.20% White: 22.20%	Hispanic/Latinx: 16.70% English Learners: 10.50% Socioeconomically disadvantaged: 20.00% Students with Disabilities: 8.10%	English Learner: Decreased 10.1% Hispanic/Latinx: Decreased 7.7% Socioeconomically Disadvantaged: Decreased 10.6% Students with Disabilities: Increased 1.1%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 25% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 28% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 29% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 50% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 4%
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	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4	2025-26 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 94.45%	2024-2025 P2 Attendance Rate 91.95%	2025-26 P2 Attendance Rate 92.00%	2026-2027 Attendance Rate (P2) 95.1% or higher	Decreased 2.45%
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 84% responded favorably “The school provides a safe environment for my child.” 81% 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 89% responded favorably "The school provides a safe environment for my child." 84% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	2025-26 Aspire Family Survey 59% responded favorably: ""The school provides a safe environment for my child."" 59% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their	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 25% Comfort with Staff: Decreased 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			teacher(s) and/or other school staff."	teacher(s) and/or other school staff."		
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-26 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained

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.

Across all goal areas, planned actions were largely carried out as intended. The attendance team maintained weekly data reviews with a subgroup focus, family outreach for every absence, and school-wide incentive programs. SEL implementation followed the NNN framework with walkthroughs, Panorama data reviews, and family education events. Family engagement was strong, with monthly events, SSC/ELAC meetings, and multi-channel communication reaching every family. MTSS/RTI operated on a deliberate four-week cycle, PBIS continued schoolwide, and discipline data was tracked consistently. Facilities walkthroughs, safety training, and classroom checklists were all completed. Coaching cycles ran approximately every two weeks using ASLF and TLF, with peer observations and Instructional Rounds adding a collaborative layer.

Differences from plan: Restorative Practice training was not completed for all staff. Adult SEL professional development started strong but lost momentum mid-year. CPI/de-escalation training lacked structured whole-staff follow-up. NNN incentives and consequences varied across classrooms.
Challenges: Sustaining professional development consistently across the full year; reaching families at a deeper relational level beyond event attendance; a small group of families with chronic unplanned absences.
Successes: Strong MTSS teaming, dramatic reductions in suspensions, every family attending at least one engagement event, consistent coaching infrastructure, and meaningful peer-to-peer learning through Instructional Rounds.

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.

Due to change of custodial services vendor and increase in school custodial supplies.

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

What worked: Suspension rate dropped to 0.7% against a 3.0% target, reflecting the combined impact of PBIS, MTSS teaming, and a communication-forward school culture. Chronic absenteeism fell to 14.9% against a 20% target, directly addressing the California Dashboard yellow indicator for low-income students. ADA reached 94.3%, just below the 95% goal. Every family attended at least one engagement event, demonstrating that the multi-format, multi-channel outreach strategy worked. Coaching cycles and shared instructional frameworks built a consistent professional learning culture.
What needs improvement: Student Belonging (58% vs. 70%) and Family Belonging (28% vs. 40%) fell significantly short of targets, indicating that while operational systems are working, deeper relational connection, for both students and families, has not yet been achieved. School Climate (59% vs. 60%) was a near miss but signals room to grow. Inconsistency in NNN consequences and incentives across classrooms suggests the framework has not yet reached full implementation fidelity.

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.

Attendance: Add proactive outreach before high-absence periods; re-evaluate incentive programs using student input; integrate belonging strategies into attendance planning given low Family Belonging scores.
SEL/NNN: Standardize NNN language, incentives, and consequences schoolwide; build peer coaching observations into the regular schedule; add proactive digital citizenship curriculum for 4th–5th grade; expand family SEL touchpoints using flexible formats.
Family Engagement: Shift focus from event attendance to family belonging, expand two-way engagement opportunities like Coffee and Community; onboard the new SSC committee over the summer; add a school-wide carnival and after-school clubs.
MTSS/PBIS: Update and relaunch the PBIS handbook with training distributed across site PD days; complete Restorative Practice training for all staff; build mid-year CPI follow-up into the calendar; sustain Adult SEL consistently throughout the year.
Coaching: Pre-schedule bi-weekly coaching at the start of the year; formalize the three-point PLP cycle; lock in two Instructional Rounds annually as planned schoolwide events.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, McKinney-Vento, Foster Youth, and low-income students. When reviewing subgroup data, document trends over time and flag any subgroup falling below 94% ADA for immediate follow-up. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) with continued monitoring. For families with a pattern of extended unplanned absences, establish proactive outreach before known high-absence periods (e.g., holidays and school breaks) and communicate independent study timelines and deadlines clearly at the start of the year. School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions). Re-evaluate incentive effectiveness annually by gathering student input to ensure programs are meaningful and engaging. Replace low-participation incentives with alternatives identified by students. Focus on early family education for our TK–2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all McKinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school-wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc., for families with continued needs, providing additional supports and resources. Offer engagement in flexible formats, including virtual sessions, evening events, and take-home materials, to meet families' scheduling needs and reduce barriers to participation.	$135,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Integrate family and student belonging strategies into attendance planning. Use survey data to identify why families feel disconnected and design targeted outreach and engagement opportunities that build genuine school-family connection. Coordinate with wellness and climate teams to align efforts. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Yellow indicators have been identified for low-income students in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. Data from 2024–25 shows Chronic Absenteeism at 14.9% (target: 20%) and ADA at 94.3% (target: 95%), reflecting meaningful progress. Continued focus is needed on family and student belonging, where survey results (Student Belonging: 58% vs. 70% goal; Family Belonging: 28% vs. 40% goal) indicate a significant gap requiring intentional action in the coming year.		
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum. Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Continue walkthroughs using the NNN framework; include peer-to-peer classroom observations to identify and spread effective teacher practices organically. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Build micro-PD sessions into the calendar throughout the year for new staff and teammates needing refreshers on NNN, ensuring consistent implementation across all classrooms. Have learning targets specific to SEL visibly posted. Alongside posted targets, establish precise, shared NNN language schoolwide with clear and consistent expectations for incentives and consequences across all classrooms. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers and conduct frequent walkthroughs.		No

Action #	Title	Description	Total Funds	Contributing
		Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Attendance: Build in monthly family education experiences where students teach family members about our SEL skills and practices. Expand and diversify these touchpoints using flexible formats, virtual sessions, take-home materials, and evening events, to reach families who are harder to engage through traditional school-site events and improve Family Belonging outcomes. Incorporate proactive digital citizenship and online social-emotional skills into the SEL scope and sequence for 4th and 5th grade students, addressing peer conflict and social media issues before they escalate.		
2.3	Family and Community Engagement & Outreach	Hold monthly family engagement events (ex: "Lunch on the Lawn" or Wax Museum Night), inviting families to campus for social and learning events and activities. Continue high-impact events with strong family feedback, including Lunch on the Lawn, Wax Museum, Math Night, and Bingo Night, prioritizing consistency and deepening connection through familiar, trusted experiences. Add a school-wide carnival to expand community celebration and provide an additional accessible touchpoint for all families. Hold monthly SSC/ELAC meetings where each meeting includes snacks, childcare, and translation. With a completely new SSC committee, the admin team will meet with members over the summer to begin building relationships and shared understanding before the school year starts, with a two-year partnership arc in mind. Continue quarterly ELAC meetings with the same welcoming supports. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Maintain the multi-channel communication approach (social media, Class Dojo, paper flyers, and school Messenger) to ensure all families are reached regardless of how they access information. Identify a person or team that will establish meaningful school partnerships. Partner with the after-school program to bring back student clubs, giving students ongoing reasons to be engaged at school and strengthening family ties beyond event nights.		No

Action #	Title	Description	Total Funds	Contributing
		Shift focus toward building family belonging, not just event attendance. Expand two-way engagement opportunities such as "Coffee and Community" sessions where families meet with the principal, participate in classroom walkthroughs, and have a voice as partners in school planning. Given Family Belonging results of 28% against a 40% target, intentional relational touchpoints are a priority for the coming year.		
2.4	School Climate	Provide staff training on PowerSchool Incident. Embed PowerSchool documentation review into recurring discipline team meetings to maintain accountability and ensure consistent use throughout the year. Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior). Maintain the deliberate four-week MTSS/RTI cycle as the backbone of the school's data-driven teaming structure. Each team will continue to meet regularly to review data and reflect on practices. Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new PowerSchool incident management system. Update and relaunch the PBIS discipline handbook with training built into site PD days throughout the year — not as a one-time event — to reinforce expectations consistently for all staff, including those who are new. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal programs. Build in regular learning walks/fidelity checks on school-wide PBIS and restorative practices and review with the coaching team. Provide school-wide Professional Development on CPI and de-escalation techniques and build in possible training times mid-year for review and/or for new teammates. Structure follow-up review sessions into site PD days mid-year to reinforce skills whole-staff, ensuring cohesion across all	$107,886.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teammates regardless of when they attended initial training. No teammate should complete training without a schoolwide integration step. Ensure all teammates have attended Restorative Practice training. This is a carried-over priority. Restorative Practice training will be scheduled deliberately and tracked to completion for all staff, addressed as a planned commitment, not opportunistically. Educator retention & development: Scope & Sequence, centering and integrating Adult SEL in PD, including regular teammate meetings and regularly embedding foundational SEL learnings in PDs/coaching. Adult SEL will be integrated consistently into PD days and coaching cycles from the start of the year through June — not front-loaded and allowed to fade. Regular embedding ensures it remains a living practice sustained throughout the school year.		
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT). School Ratings are at least "Good". Additionally, conduct facilities walkthroughs at the start of the school year and after each major school break to identify and address any issues that arise while the building is unoccupied, before students and staff return. Annually train all teammates on the school comprehensive safety plan. Include safety plan training as a standing agenda item at the beginning-of-year staff kickoff to ensure all teammates, including those who are new, are prepared before students arrive. Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchor charts, etc.). Conduct classroom checklist reviews at the start of the year and after major school breaks, in addition to quarterly walkthroughs, to ensure classrooms are reset to standard following any extended period of closure. The Williams Act continues to serve as a guide for prioritizing facilities updates based on recommendations and available funds. A running log of identified needs and recommended improvements will be maintained to support budget planning and ensure the most critical updates are addressed systematically over time.	$66,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards.		
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost). Pre-schedule coaching sessions for twice a month at the start of the year to reduce variability and ensure all teachers receive equitable access to coaching regardless of individual schedule constraints. School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversations with principals. All teachers set 1–2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan. Contuine the PLP cycle as a three-point structure: a formal beginning-of-year goal-setting conversation, an informal mid-year check-in, and a formal end-of-year reflection and close-out, ensuring every teacher's coaching is connected to their stated goals throughout the year. Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Peer-to-peer observations will continue as a regular, embedded practice, giving staff structured time to observe and reflect on each other's practice using the ASLF. Have lead teachers engage in learning walks and coach teachers on their team. Schedule Instructional Rounds twice during the school year as planned schoolwide touchpoints for cross-grade peer coaching and collaborative reflection. Dates will be set at the start of the year so staff can prepare and participate intentionally.		No

Action #	Title	Description	Total Funds	Contributing

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 88.89% Fully Credentialed	2022-23 83.15% Fully Credentialed	2023-24 72.22% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 16.67%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 42% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 62% responded favorably	School Climate: Increased 12% Belonging: Increased 5% Well-being: Maintained 58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 58% responded favorably Well-being: 58% responded favorably Staff-Leadership Relationships: 42% responded favorably Cultural Awareness and Action: 39% responded favorably	School Climate: 59% responded favorably Belonging: 74% responded favorably Well-being: 71% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 34% responded favorably	School Climate: 54% responded favorably Belonging: 63% responded favorably Well-being: 58% responded favorably Staff-Leadership Relationships: 44% responded favorably Cultural Awareness and Action: 33% responded favorably	Belonging: 78% responded favorably Well-being: 78% responded favorably Staff-Leadership Relationships: 62% responded favorably Cultural Awareness and Action: 59% responded favorably	Staff-Leadership Relationships: Increased 2% Cultural Awareness and Action: Decreased 6%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.1%	Retention Rate 78.40%	Retention Rate 95.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 1.1%

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.

Goal 3 actions were largely implemented as planned across all areas. Project Palooza, a full school family showcase of project-based learning, was completed with all grade levels participating and strong family turnout. Saturday school and family engagement events were held, SLCs ran twice with student-created goals, and community/career partners were brought in tied to grade-level ELA units. PLP meetings

were held for all teammates with formal and informal touchpoints throughout the year. Two of three administrators completed the National Equity Project: Leading for Equity training. Credentialing support for misaligned teachers included weekly check-ins and CV regional team outreach. One Alder resident was secured, with two confirmed for next year.
Differences from plan: Regional affinity groups were not offered through CV this year, leaving that component unimplemented. Community partner visits were limited to select grade levels rather than schoolwide. The third administrator has not yet completed equity leadership training.
Challenges: Building a broader community partner network takes time and intentional outreach. Affinity group access was outside the school's control. December timing for Project Palooza created competition with other school events.
Successes: Project Palooza was a standout success. PLP structures were thorough and well-integrated. Credentialing support was consistent. Alder residency pipeline is growing.

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.

Project Palooza achieved full schoolwide participation and high family turnout, a strong proof of concept for project-based learning as a family engagement lever. PLP touchpoints were consistent and multi-layered, supporting professional growth across all teammates. Credentialing support was effective, with weekly check-ins and regional coordination keeping misaligned teachers on track. Alder residency is growing from one to two, building the long-term teacher pipeline. SLCs ran as planned with student goal-setting in place.

Family Belonging (28% vs. 40%) and Student Belonging (58% vs. 70%) remain significantly below target, indicating that while events and structures are in place, deeper relational connection has not yet been achieved. Community partner visits reached only select grade levels, meaning not all students benefited equally. Affinity groups were unavailable this year. The third administrator has not completed equity leadership training, leaving the leadership team without a fully unified equity foundation.

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.

Project Palooza: Move the event out of December to reduce scheduling conflicts; target two showcases next year with one confirmed, a second contingent on the new ELA curriculum.
Community Partners: Build a planned partner calendar at the start of the year mapped to grade-level units across all grades, and coordinate with the ExL after-school program to expand the partner network.
SLCs: Strengthen goal-setting quality and track family participation rates, using SLCs as a deliberate lever to improve Family Belonging outcomes.

Affinity Groups: Proactively identify alternative affinity group options, external networks or internal spaces
National Equity Project: Complete training for the third administrator to finish the full leadership team's participation.

Credentialing: Maintain weekly check-ins and regional coordination; shift Alder focus to mentorship quality to support long-term retention of the two incoming residents.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. All grade levels will continue to complete at least one project-based learning unit per year, with a second unit added where the new ELA curriculum allows. Schedule Project Palooza outside of December to avoid competition with other school events and maximize family participation. Provide regular time for rigorous project planning and internalization. Protect dedicated collaborative planning time for project-based learning units throughout the year, ensuring project work remains a priority alongside the new ELA curriculum adoption. Create collaborative time to assess final student products for rigorous projects and use protocols to look at the rigorous project data using regionally provided protocols. Continue and expand the Project Palooza family showcase model, which achieved full school participation and strong family turnout in its first year, refining student presentation structures and family feedback protocols to deepen quality. Aim for two showcases per year, with one confirmed and a second contingent on curriculum.		No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year. Invite career & community members in twice a year. Intentionally grow the community partner network by building a planned calendar at the start of the year that maps partner visits to specific units across grade levels, ensuring all students benefit equitably, not just select grades. Coordinate with the ExL after-school program as a shared pipeline for community and career partners to expand reach beyond the school day. Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress. Strengthen the quality of student-led goal-setting and increase family participation rates at both conferences. Given Family Belonging results of 28% against a 40% target, SLCs are a high-leverage		No

Action #	Title	Description	Total Funds	Contributing
		touchpoint for helping families feel like genuine partners in their child's education. Track participation rates and follow up with families who did not attend to ensure every student has a supported conference experience.		
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.). Continue the multi-touchpoint PLP structure, formal scheduled meetings with supervisor and/or coach, plus informal touchpoints through coaching cycles, pre-planning, and debriefs, as a sustained practice for all teammates throughout the year. Ensure all teammates have ability to attend regional affinity groups. Since CV regional affinity groups were not structured this year, proactively identify alternative options, through other regional networks, external organizations, or internally facilitated affinity spaces. Ensure all admins attend National Equity Project: Leading for Equity. Two of three administrators have completed this training. The third administrator will attend in the coming year to complete full leadership team participation and ensure a unified equity lens across all of school administration.		No
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Continue weekly check-ins with coaching support at the school level and coordination with the CV regional team, who will continue to conduct outreach throughout the year to monitor progress and provide an additional layer of accountability. Work towards securing 1–2 Alder Residents each year. The school will host two Alder residents next year, reaching the top of the target range. Focus will shift to ensuring both residents receive strong mentorship and coaching support so the residency experience contributes to long-term teacher retention and staffing stability.		No

Action #	Title	Description	Total Funds	Contributing

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: +13.7 African American/Black: -37.8 English Learners: +1.4 Hispanic/Latinx: +7.4 Socioeconomically Disadvantaged: +2.3 Students with Disabilities: -54.7	2023-2024 SBAC ELA DFS All Students: 14.2 English Learner: 16.6 Socioeconomically Disadvantaged: 8.3 Black/African American: -17.2 Asian: 35.4 Hispanic: 7.5	2024-2025 SBAC ELA DFS All Students: 27.7 Black/African American: -34.3 Asian: 46.9 English Learner: 9.1 English Learners Only: -73.3 English Only: 30.4 Hispanic: 21.1	2025-2026 SBAC ELA DFS All: +22.70 African American/Black: -28.80 English Learners: +10.40 Socioeconomically disadvantaged: +11.30 Hispanic/Latinx: +16.40 Students with Disabilities: -45.70	All Students: Increased 14.0 Black/African American: Increased 3.5 Asian: No Baseline (Year 2: 46.9) English Learner: Increased 7.7 Hispanic/Latinx: Increased 13.7 Socioeconomically Disadvantaged: Increased 19.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -59.4 White: 26.2	Recently Reclassified Fluent-English Proficient Only: 91.4 Socioeconomically Disadvantaged: 21.5 Students with Disabilities: -66.6 White: 40.9		Students with Disabilities: Decreased 11.9
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -1.9 African American/Black: -65.3 English Learners: -5.4 Hispanic/Latinx: -13.0 Socioeconomically Disadvantaged: -17.1 Students with Disabilities: -57.1	2023-2024 SBAC MATH DFS All Students: -7.7 English Learner: -0.3 Socioeconomically Disadvantaged: -20.9 Black/African American: -39.7 Asian: 25.1 Hispanic: -19.2 Students with Disabilities: -82 White: -4	2024-2025 SBAC MATH DFS All Students: 11.8 Black/African American: -53.6 Asian: 47.2 English Learner: 9.5 English Learners Only: -45 English Only: 7.8 Hispanic: 1.8 Recently Reclassified Fluent-English Proficient Only: 64 Socioeconomically Disadvantaged: 12.3 Students with Disabilities: -74.9 White: 19.6	2025-2026 SBAC Math DFS All: +19.10 African American/Black: -44.30 English Learners: +15.60 Socioeconomically disadvantaged: +3.90 Hispanic/Latinx: +8 Students with Disabilities: -36.10	All Students: Increased 13.7 Black/African American: Increased 11.7 Asian: No Baseline (Year 2: 47.2) English Learner: Increased 14.9 Hispanic/Latinx: Increased 14.8 Socioeconomically Disadvantaged: Increased 29.4 Students with Disabilities: Decreased 17.8 White: No Baseline (Year 2: 19.6)

Goal Analysis [2025-26]

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

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

Core literacy intervention systems are functioning across all grade levels. Small-group instruction and MyPath personalized interventions are running schoolwide with support staff, using data-driven groupings that adjust based on student progress. Family outreach occurred through ELAC and shared resources. Differences from plan: The after-school program experienced significant staff turnover, delaying small-group reading intervention beyond the school day, this component was still in planning at year's end. Family literacy workshops and structured take-home materials were not implemented; outreach remained at the level of ELAC participation and general resource sharing. Challenges: After-school staff instability was the primary barrier. Structured family literacy engagement did not reach the depth intended. Successes: Schoolwide small-group instruction and MyPath are solid, data-responsive, and functioning well.

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.

In-school literacy interventions were effective. Diagnostic-based small-group instruction and MyPath are targeting skill gaps across all grades with flexible groupings, directly aligned to the plan's intent and operating with fidelity.
Extended learning supports were ineffective this year. After-school small groups did not launch due to staff changes, meaning students needing the most additional instructional time did not consistently receive it outside the classroom.
Family engagement was partially effective. ELAC outreach and resource sharing reached some families, but without structured workshops or take-home materials, the family reinforcement layer was underutilized. This is a missed opportunity, particularly given Family Belonging at 28% vs. a 40% target.

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.

Launch After-School Small Groups from Day One. With planning now underway, after-school literacy intervention will be a focused priority. Staff will be trained and systems established before students arrive so small groups begin immediately and run consistently all year.
Add Structured Family Literacy Engagement. Move beyond ELAC outreach to structured literacy workshops and take-home reading materials for all grade levels, giving every family tools to support reading at home and strengthening the family connection the data shows is needed.
Maintain Classroom Intervention Systems. Small-group instruction and MyPath will continue unchanged

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 Math Interventions – Small-group instruction and personalized math interventions (MyPath) based on diagnostics. Continue data-driven small-group instruction and MyPath personalized intervention schoolwide, with flexible groupings that adjust based on ongoing student progress data throughout the year. Expanded Learning Supports – After-school math intervention, and adaptive technology tools. Re-establish ExL after-school program training, systems, and procedures with new leadership at the start of the year, to ensure consistent, high-fidelity math intervention from day one. Culturally Responsive Instruction-Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools. Family Engagement- Math workshops, take-home math activities, and community partnerships. Expand math family engagement to all grade levels by incorporating math workshops and take-home resources into Back to School Night or Saturday School, rather than limiting to select grades. Every family should have access to strategies for supporting math at home.	$24,241.00	No
4.2	Math	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Continue data-driven small-group instruction and MyPath personalized intervention schoolwide, with flexible groupings that adjust based on ongoing student progress data throughout the year. Expanded Learning Supports – After-school reading intervention, summer literacy programs, and adaptive technology tools. Establish after-school small-group literacy intervention as a focused priority for next year. Staff training, systems, and procedures will be in place before students arrive so intervention begins immediately and runs with consistency and fidelity throughout the year. 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. Expand family literacy engagement beyond	$24,241.00	No

Action #	Title	Description	Total Funds	Contributing
		ELAC outreach and resource sharing to include structured literacy workshops and take-home reading materials for all grade levels, giving every family concrete tools to reinforce reading skills at home.		

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
$905,307	$63,990

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
17.964%	0.000%	$0.00	17.964%

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 9.10 points above standard in ELA in 2024-25, identified as Yellow and declining from 16.60 in 2023-24.	Purchasing standards-based, board-approved curriculum ensures consistent, high-quality instruction. Professional development on standards-aligned curriculum (iReady, EL, Amplify) equips teachers with effective teaching strategies. Providing Chromebooks ensures all students, including ELs and low-income students, have 1:1 access to digital learning resources. Regular lesson internalization time using the UnboundEd Planning Process allows teachers to customize the curriculum with culturally responsive teaching	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities scored -66.60 in ELA and -74.90 in Mathematics in 2024-25, both declining from baseline and indicating continued need for strengthened curriculum supports for unduplicated pupils. ELPI data shows only 40.80% of English Learners making progress toward English language proficiency in 2024-25, identified as Red and declining sharply from 64.90% in 2023-24, indicating critical need for strengthened language development supports. **Scope:** LEA-wide	practices, making lessons more relevant and engaging for these students. These actions, implemented schoolwide, provide all students, especially ELs and low-income students, with equitable access to high-quality education and necessary resources to improve their academic performance.	
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 9.10 points above standard in ELA in 2024-25, identified as Yellow and declining from 16.60 in 2023-24, and ELPI data shows only 40.80% making progress toward English language proficiency, identified as Red and declining sharply from 64.90% in 2023-24. Students with Disabilities scored -66.60 in ELA and -74.90 in Mathematics in 2024-25, both declining from baseline, indicating continued need for strengthened instructional capacity and coaching supports for unduplicated pupils.	Providing regular time for data discussions to guide Tier 1 instruction through shared preps, release days with substitutes, or protected time on early release days allows teachers to consistently review CFA (Common Formative Assessments) and interim data with a focus on English Learners (ELs) and low-income students. This practice enables teachers to track individual and group progress over time, identify areas of strength and weakness, and adjust instruction accordingly. Weekly observations by members of the leadership/admin team help monitor the instructional program, identifying bright spots, trends, and areas that need guidance, further informing instructional adjustments. Ensuring that learning targets and objectives are clearly communicated with students, both verbally and visually, helps make learning goals explicit, promoting better understanding and engagement. Providing these actions on a schoolwide basis ensures that all students benefit from a cohesive,	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	data-driven approach to instruction. This consistent implementation fosters an inclusive environment where every student, especially those who are most at risk, receives the support they need to succeed academically.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students despite improvement from baseline. Socioeconomically Disadvantaged students recorded 18.40% chronic absenteeism in 2024-25, identified as Orange and increasing from 17.00% in 2023-24. Black/African American students recorded 20.00% in 2024-25, identified as Orange and worsening from 16.70% in 2023-24. Hispanic students recorded 18.00% in 2024-25, identified as Orange. Overall school attendance stood below the 95.1% target, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils. **Scope:** LEA-wide	Weekly attendance team meetings with specific focus on English Learners, McKinney-Vento, Foster Youth, and low-income students create a recurring structured opportunity to review disaggregated attendance data and flag subgroups falling below 94% ADA for immediate follow-up. Personal family communication for every absence, home visits for chronically absent students, and proactive outreach before high-absence periods create direct communication with families of absent students, providing a structured early intervention mechanism for unduplicated pupil families. Monthly family education for TK-2 families on the importance of attendance creates a structured communication channel between the school and unduplicated pupil families during the earliest grades. Schoolwide attendance incentives refined through annual student input create structured opportunities for students to build positive attendance habits across all grade levels. Ongoing family engagement around attendance protocols, the distinction between chronic absenteeism and truancy, and flexible engagement formats including virtual sessions and take-home materials reduce participation barriers for unduplicated pupil families. Belonging strategies integrated into attendance planning using survey data create targeted	Metric 2.3 — Chronic Absenteeism Rate (English Learners, Socioeconomically Disadvantaged) Metric 2.6 — School Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		outreach for families who feel disconnected, coordinated with wellness and climate teams to address root causes of absenteeism for unduplicated pupils. These actions are provided schoolwide because attendance monitoring systems, family communication practices, attendance incentives, and enrollment processes operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from early identification and consistent intervention, these systems must function across the entire school community.	
2.4	**Action:** School Climate **Need:** California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students despite improvement from baseline. Socioeconomically Disadvantaged students recorded 18.40% chronic absenteeism in 2024-25, identified as Orange and increasing from 17.00% in 2023-24. Black/African American students recorded 20.00% in 2024-25, identified as Orange and worsening from 16.70% in 2023-24. Hispanic students recorded 18.00% in 2024-25, identified as Orange. Overall school attendance stood below the 95.1% target, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils.	Weekly attendance team meetings with specific focus on English Learners, McKinney-Vento, Foster Youth, and low-income students create a recurring structured opportunity to review disaggregated attendance data and flag subgroups falling below 94% ADA for immediate follow-up. Personal family communication for every absence, home visits for chronically absent students, and proactive outreach before high-absence periods create direct communication with families of absent students, providing a structured early intervention mechanism for unduplicated pupil families. Monthly family education for TK-2 families on the importance of attendance creates a structured communication channel between the school and unduplicated pupil families during the earliest grades. Schoolwide attendance incentives refined through annual student input create structured	Metric 2.3 — Chronic Absenteeism Rate (English Learners, Socioeconomically Disadvantaged) Metric 2.6 — School Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	opportunities for students to build positive attendance habits across all grade levels. Ongoing family engagement around attendance protocols, the distinction between chronic absenteeism and truancy, and flexible engagement formats including virtual sessions and take-home materials reduce participation barriers for unduplicated pupil families. Belonging strategies integrated into attendance planning using survey data create targeted outreach for families who feel disconnected, coordinated with wellness and climate teams to address root causes of absenteeism for unduplicated pupils. These actions are provided schoolwide because attendance monitoring systems, family communication practices, attendance incentives, and enrollment processes operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from early identification and consistent intervention, these systems must function across the entire school community.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local survey data indicates persistent school safety perception needs for English Learners and Socioeconomically Disadvantaged students. Student belonging survey data shows only 58% of students responding favorably against a 70% goal, and family belonging at 28% against a 40% goal,	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces.	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicating that unduplicated pupils and their families do not consistently feel safe and connected at school. Suspension rates for Black/African American students increased from 0.00% at baseline to 7.01% in 2024-25 and Students with Disabilities increased from 4.90% to 5.70%, indicating continued need for sustained safety investments for unduplicated pupil families. **Scope:** LEA-wide	These actions are provided schoolwide because campus safety infrastructure and contracted safety services operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,039,500	905,307	17.964%	0.000%	17.964%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,197,473.00	$2,214,766.00	$0.00	$196,054.00	$5,608,293.00	$5,065,255.00	$543,038.00

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	$98,202.00	$85,521.00	$12,681.00			$98,202.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$543,167.00	$0.00	$543,167.00				$543,167.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$3,042,596.00	$252,256.00	$2,258,960.00	$1,035,892.00			$3,294,852.00	
1	1.4	MLL	All	No			All Schools	Ongoing	$0.00	$12,416.00				$12,416.00	$12,416.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,058,035.00	$131,682.00		$1,117,711.00		$72,006.00	$1,189,717.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing								
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$111,632.00	$0.00				$111,632.00	$111,632.00	
1	1.9							Ongoing								
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$135,266.00	$0.00	$135,266.00				$135,266.00	
2	2.2	SEL	All	No			All Schools	Ongoing								
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$107,886.00	$0.00	$107,886.00				$107,886.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$66,673.00	$0.00	$66,673.00				$66,673.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing								
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing								
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing								
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing								
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing								
3	3.5							Ongoing								
3	3.6							Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$24,241.00		$24,241.00			$24,241.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$24,241.00		$24,241.00			$24,241.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,039,500	905,307	17.964%	0.000%	17.964%	$938,513.00	0.000%	18.623 %	**Total:**	$938,513.00
								LEA-wide Total:	$938,513.00
								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	$85,521.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$543,167.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income		$135,266.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income		$107,886.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$66,673.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,820,322.00	$4,943,341.00

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	$20,681.00	20,681
1	**1.2**	Instruction	Yes	$951,744.00	948,744
1	**1.3**	Academic Program (Master Scheduling)	No	$2,483,800.00	2,552,336
1	**1.4**	MLL	No	$15,109.00	15,109
1	**1.5**	SPED	No	$1,033,083.00	1,092,831
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	$74,236.00	68,446
2	**2.1**	Attendance and Enrollment	No	$0.00	$0.00
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	$217,569.00	221,094
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	ELA	No	$12,050.00	12,050
4	**4.2**	Math	No	$12,050.00	12,050

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)
910,890	$1,189,994.00	$1,190,579.00	($585.00)	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	$20,681.00	20,681		
1	1.2	Instruction	Yes	$951,744.00	948,804		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$217,569.00	221,094		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,757,338	910,890	0.00	19.147%	$1,190,579.00	0.000%	25.026%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024