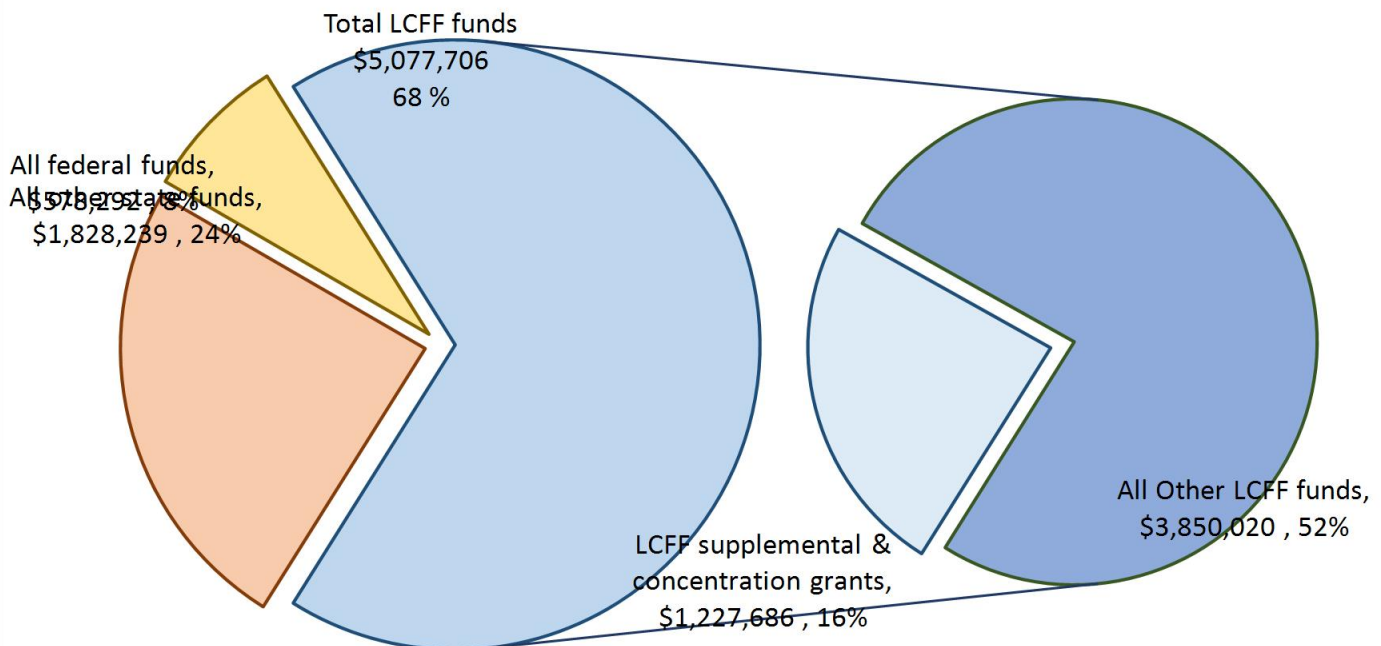# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire APEX Academy

CDS Code: 39686760121541

School Year: 2024-25

LEA contact information:

Larrise Lane

Principal

Larrise.Lane@aspirepublicschools.org; data-contact@aspirepublicschools.org

209-482-7695

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $5,077,706 68 %

All federal funds, $578,292 , 8%

All other state funds, $1,828,239 , 24%

LCFF supplemental & concentration grants, $1,227,686 , 16%

All Other LCFF funds, $3,850,020 , 52%

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

The text description for the above chart is as follows: The total revenue projected for Aspire APEX Academy is $7,484,237, of which $5,077,706 is Local Control Funding Formula (LCFF), $1,828,239 is other state funds, $0 is local funds, and $578,292 is federal funds. Of the $5,077,706 in LCFF Funds, $1,227,686 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.

Budgeted Expenditures in the LCAP
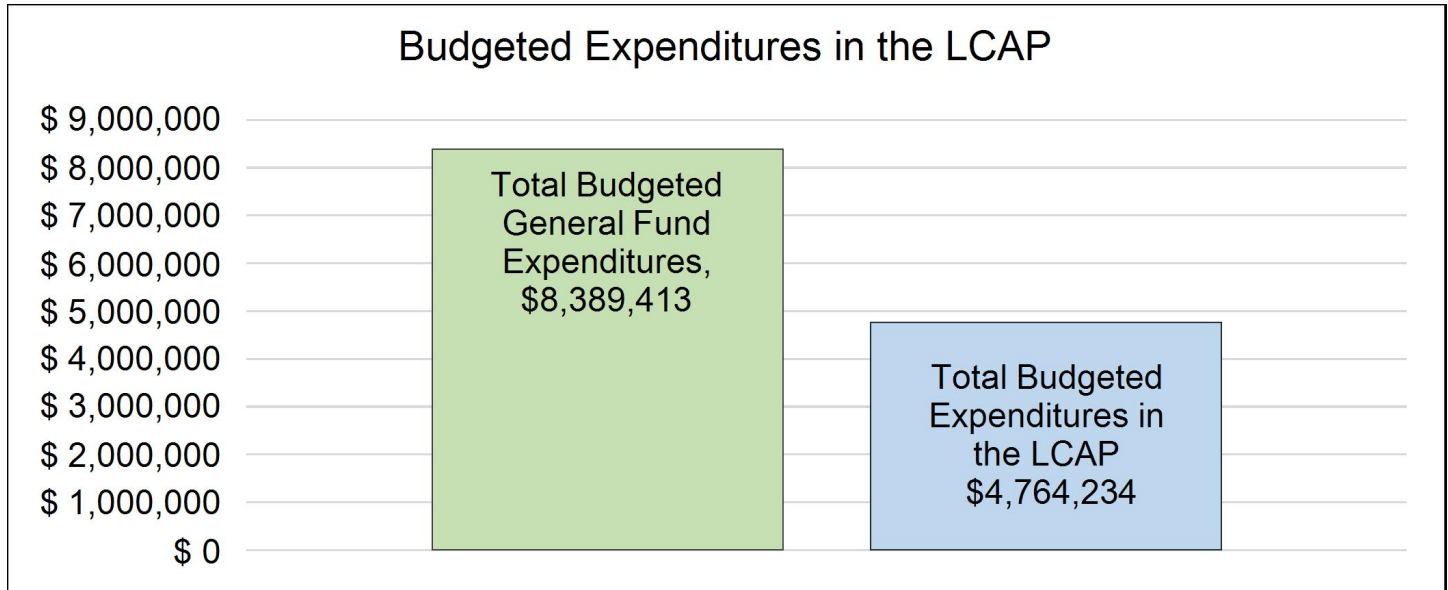
This chart provides a quick summary of how much Aspire APEX Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire APEX Academy plans to spend $8,389,413 for the 2024-25 school year. Of that amount, $4,764,234 is tied to actions/services in the LCAP and $3,625,179 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
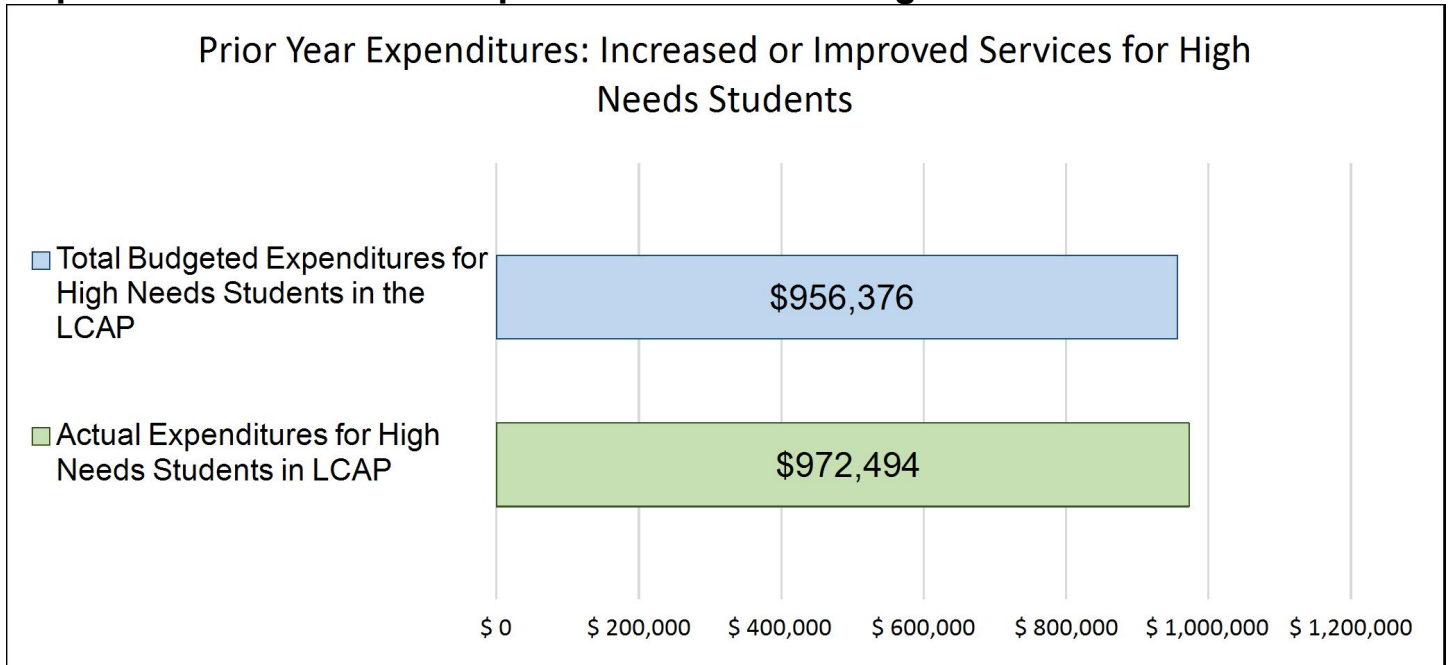

It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, maintenance, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Aspire APEX Academy is projecting it will receive $1,227,686 based on the enrollment of foster youth, English learner, and low-income students. Aspire APEX Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire APEX Academy plans to spend $1,313,729 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $956,376

Actual Expenditures for High Needs Students in LCAP: $972,494

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what Aspire APEX Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire APEX Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Aspire APEX Academy's LCAP budgeted $956,376 for planned actions to increase or improve services for high needs students. Aspire APEX Academy actually spent $972,494 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire APEX Academy	Larrise Lane Principal	larrise.lane@aspirepublicschools.org 209-482-7695

Goals and Actions

Goal

Goal #	Description
1	We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) Distance from Standard (DFS)	SBAC ELA Results (SY 2018-2019) * All: -25.5 * African American/Black: -75.6 * English Learners: -9.3 * Socioeconomically disadvantaged: -32 * Hispanic/Latinx: -29.6 * Students with Disabilities: -63.9	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	2022 SBAC ELA DFS * All: -90.4 * African American/Black: -121.9 * English Learners: -84.1 * Socioeconomically disadvantaged: -108.1 * Hispanic/Latinx: -86.5 * Students with Disabilities: -118.1	2023 SBAC ELA DFS (CA School Dashboard) * All: -83.4 * African American/Black: -90.8 * English Learners: -101.1 * Socioeconomically disadvantaged: -94.5 * Hispanic/Latinx: -85.5 * Students with Disabilities: -162.9	* All: -84.4 * African American/Black: -115.9 * English Learners: -78.1 * Socioeconomically disadvantaged: -102.1 * Hispanic/Latinx: -80.5 * Students with Disabilities: -112.1
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -30.4 * African American/Black: -73.5 * English Learners: -9.6	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor	SBAC Math Results (SY 2021-2022) * All: -119.7 * African American/Black: -169.8	2023 SBAC Math DFS (CA School Dashboard) * All: -92.5 * African American/Black: -108.2	* All: -113.7 * African American/Black: -163.8 * English Learners: -106.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Socioeconomically disadvantaged: -37.2 * Hispanic/Latinx: -33.1 * Students with Disabilities: -68.3	student academic progress.	* English Learners: -112.3 * Socioeconomically disadvantaged: -138.9 * Hispanic/Latinx: -105.3 * Students with Disabilities: -140.5	* English Learners: -103.9 * Socioeconomically disadvantaged: -104.5 * Hispanic/Latinx: -92.3 * Students with Disabilities: -185.5	* Socioeconomically disadvantaged: -132.9 * Hispanic/Latinx: -99.3 * Students with Disabilities: -134.5
% of EL students making progress toward ELPAC proficiency	In 2019 there were 42.9% ELs making progress toward EL proficiency. There were 42 ELs at APEX. In Spring 2021, 17% of population were identified as ELs on California Dashboard	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 22.6% of ELs making progress towards English language proficiency	2023 ELPI (CA School Dashboard) 26.5% of ELs making progress towards English language proficiency	90% of EL scholars will be proficient English Learners, specifically in speaking and listening.
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 17.54% Level 2:31.58% Level 3: 42.11% Level 4:8.77%	2022 ELPAC percentages are: Level 1: 27.08% Level 2: 37.50% Level 3: 31.25% Level 4: 4.17%	2023 ELPAC percentages are: (CDE DataQuest) Level 1: 26.09% Level 2: 41.30% Level 3: 17.39% Level 4: 15.22%	2023 ELPAC percentages are: Level 1: 17% Level 2: 28% Level 3: 40% Level 4: 15%
EL Reclassification Rate	2019-2020 RFEP Rate	20-21: 1.8%	2021-2022 RFEP Rate	2022-2023 RFEP Rate	20% or above RFEP Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	16.1%		9.8%	(MLL Compliance Dashboard) 20.5%	
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials	2022-2023 SARC 100% of students have access to standards aligned curricular materials	100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms use standards aligned curriculum and material	2021-2022 100% of classrooms use standards aligned curriculum and materials	2022-2023 CA School Dashboard, Local Indicator 100% of classrooms use standards aligned curriculum and materials	100% of classrooms use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	2022-2023 CA School Dashboard, Local Indicator 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.
Other academic outcomes (iReady ELA and math data)	SY 2020-2021 iReady Reading EOY	Same as baseline	SY 2021-2022 iReady Reading EOY	SY 2023-2024 Data Portal	iReady Reading EOY 1st: 86% 2nd: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students that met annual typical growth	Grade K: 9% Grade 1: 20% Grade 2: 24% Grade 3: 38% Grade 4: 32% Grade 5: 52% iReady Math EOY Grade K: 19% Grade 1: 18% Grade 2: 23% Grade 3: 19% Grade 4: 17% Grade 5: 32%		Grade K: 41% Grade 1: 18% Grade 2: 19% Grade 3: 39% Grade 4: 45% Grade 5: 58% iReady Math EOY Grade K: 27% Grade 1: 4% Grade 2: 28% Grade 3: 49% Grade 4: 14% Grade 5: 49%	% of Students met annual typical growth iReady Reading All Students: 36% Grade K: 10% Grade 1: 15% Grade 2: 28% Grade 3: 48% Grade 4: 63% Grade 5: 50% iReady Math All Students: 22% Grade K: 14% Grade 1: 15% Grade 2: 17% Grade 3: 20% Grade 4: 20% Grade 5: 38%	3rd: 88% 4th: 75% 5th: 75% iReady Math EOY 1st: 75% 2nd: 75% 3rd: 75% 4th: 75% 5th: 75%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There we no substantive differences between planned actions and the implementation of those actions. Our plan for Aspire APEX during the 23-24 school year included the following actions:

Use data to have thoughtful and meaningful action steps in math, reading, and writing through the vehicle of teacher data chats, leadership meeting data discussions monthly, admin team data conversations, and wellness team data deep dives. Data will be in all APEX does to "keep students first."

The data drives the customization of the resources and curriculum such as Heggerty phonics, EL Education for ELA units, writing planning, Second Step SEL programming, and wrap-around services provided. For our Black, Latinx, SPED, and MLL learners who historically are marginalized and low-performing, having raw conversations, deep diving into their data, and looping back on action steps will be key. Also, working 1-1 with families through wellness check-ins and providing necessary resources by various stakeholders will be a next step in 23-24.

A revised consistent, meaningful coaching program will develop all teammates further in any capacity they serve such as yard duty, teaching staff, cafeteria workers, office, intervention, etc.

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 were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our teacher data chats were planned for a weekly cadence. We moved the meetings to an after-school block where teachers dismissed their scholars with a teacher partner from a different grade level. By the middle of the 2023-2024 school year, it became clear that teachers needed a model of what an effective data chat/stack audit looks like. Therefore, the principal and dean modeled one during a November 2023, Wednesday PD session. Teachers shared how valuable this model of stack audits was to their practice. During that PD, our assistant principal led a session on understanding and aligning grade level work to grade level CCSS. Consequently, lesson plans were consistently turned in, and more purposeful feedback was given to teachers. This enhanced teacher practice and improved student outcomes.

The effectiveness of these actions was measured by several key metrics:

1. Teacher Preparedness and Engagement: The shift to after-school data chats and modeling effective data chats/stack audits led to increased teacher preparedness and engagement. This was evidenced by improved lesson plan submissions and more meaningful teacher feedback.

2. Student Academic Performance: Enhanced teacher practice, as a result of consistent data chats and purposeful feedback, was reflected in student academic performance. Metrics such as student assessment scores and classroom performance showed noticeable improvements.

3. Alignment to Grade Level Standards: The professional development session on aligning grade-level work to CCSS ensured that lesson plans were more effectively aligned with state standards. This alignment was verified through regular reviews of submitted lesson plans and observed classroom instruction.

4. Discussing various types of data has occurred at APEX admin meetings. Topics have included student wellness, family supports, classroom assessment data, and lesson plan observations, among others. However, without a focused cadence of topics, school admin chats may have been ineffective when solely considering instructional data.

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

Within the 23.24 school year, it was analyzed that instructional and SEL supports need to be increased for our multi-language learners. We will focus on the content area of multi-language learners within each stakeholder's meetings/data chats to increase school-wide instructional and SEL supports. Within every data conversation on campus, we will intentionally discuss our SPED and multi-language learner progress. In the past three years, our multi-language learners in the 3rd-5th grades have increased in enrollment. We do celebrate more scholars who have RFEPPed, yet there is a need to ensure in the domains of reading and writing, that our multi-language learners enhance their skills. This will occur as we dedicate our data chat time around designated and integrated English Language Development practices and the collaboration of our SPED department and GE classroom teachers for data chat and planning sessions.

To address these challenges and improve the effectiveness of our actions, the following strategies will be implemented for the 2024-2025 school year:

1. Focused Data Analysis: Each team, particularly teachers and admin, will prioritize 1-2 content areas and follow a set protocol during data analysis, with sacred meeting times. This focused approach aims to improve the depth and impact of data-driven discussions on instructional practices.

2. Consistent Coaching and Support: Each staff member will be assigned either a peer coach or a manager for coaching. Coaching sessions/check-ins will be scheduled weekly or bi-weekly to provide consistent support and professional development.

3. Enhanced Meeting Cadences: For the 2024-2025 school year, APEX will implement new meeting cadences that align with our calendars, new building, staff schedules, and effective staffing techniques.

4. Focus on Multi-Language Learners and SPED Scholars: Stakeholder meetings will focus on the content areas of multi-language learners and SPED scholars to enhance school-wide instructional and SEL supports.

By implementing these strategies and measuring their effectiveness through specific metrics, we aim to achieve our articulated goals and improve transparency for educational partners.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

These changes are informed by our reflections on prior practice and are designed to address the identified challenges effectively.

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.

Goals and Actions

Goal

Goal #	Description
2	We will cultivate communities that foster inclusive, joyful, and safe learning environments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2020-2021 Aspire Student Survey • I feel safe during school: 86% • I feel a sense of belonging: 63%	2021-2022 Aspire Student Survey • I feel safe during school: 86% • I feel a sense of belonging: 57%	2022-2023 Aspire Student Survey • School safety: 40% responded favorably • Sense of belonging: 60% responded favorably	2023-2024 Aspire Student Survey • School safety: 42% responded favorably • Sense of belonging: 50% responded favorably	100% of families and scholars feel safe at school
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) • All Students: 4% • African American/Black: 9.5% • Hispanic/Latinx: 1.6%	2022-2023 Suspension Rate (CA School Dashboard) • All Students: 0.6% • African American/Black: 1%	Suspension rate of 3% or lower with a decline of at least 0.3% from previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			- English Learners: 1.7% - Socioeconomically Disadvantaged: 5% - Students with Disabilities: 5.3%	- Hispanic/Latinx: 0.5% - English Learners: 0% - Socioeconomically Disadvantaged: 0.4% - Students with Disabilities: 2.4%	
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	19-20 Chronic Absenteeism Rates from AsDire Data Portal All: 14.3% African American: English Learners: Latinx: SPED:	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) - All: - African American/Black: - Hispanic/Latinx: - English Learners: - Socioeconomically disadvantaged: - Students with Disabilities:	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) - All: 53.7% - African American/Black: 59.3% - Hispanic/Latinx: 55.9% - English Learners: 48.1% - Socioeconomically disadvantaged: 56% - Students with Disabilities: 57.1%	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) - All: 45% - African American/Black: 43.20% - Hispanic/Latinx: 46.20% - English Learners: 40.40% - Socioeconomically disadvantaged: 46.10% - Students with Disabilities: 46.20%	Maintain less than 10% chronic absenteeism for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	20-21 Family Survey Data on data Dortal 77% of parents responded Strongly Agree or Agree to the family survey question "1 am encouraged to share my opinion and feedback in the school decision making process."	76% of parents responded Strongly Agree or Agree to the family survey question "1 am encouraged to share my opinion and feedback in the school decision making process."	22-23 Aspire Family Survey of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	2023-2024 Aspire Family Survey 67% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	Maintain 85% or above
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth How we will promote parental participation in programs for students with special needs? (LCFF Priority 3)	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	We promoted our monthly Parent Hour, listening sessions, 1-1 family chats, restorative conversations, town hall assemblies, Saturday Schools, etc.	We promoted our monthly Parent Hour, listening sessions, 1-1 family chats, restorative conversations, town hall assemblies, Saturday Schools, etc.	2022-23 CA School Dashboard, Local Indicator We promoted our monthly Parent Hour, listening sessions, 1-1 family chats, restorative conversations, town hall assemblies, Saturday Schools, etc.	Increase opportunities for parents of EL, Low Income, and FY (when applicable) to participate
5.a: School Attendance Rate	19-20: 93.7%	20-21 Attendance Rate 72.4%	21-22 Attendance Rate 86.2%	2023-2024 Attendance Rate (P2) 90.57%	Maintain 96% or above ADA
6.b: Pupil Expulsion Rates	19-20: 0% expulsions	20-21: 0% expulsions	21-22: 0 expulsions	2022-2023 Expulsion Rate	Maintain 0% expulsion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				0%	
6.d: Surveys of parents to measure safety and school connectedness	Pull baseline data from 20-21 Family Survey Data on data Dortal School safety data: The school provides a safe environment for my child: 87% School connectedness and belonging data:	79% of families feel safe in their environment.	2022-2023 Aspire Family Survey 75% responded favorably "The school provides a safe environment for my child(ren)"	2023-2024 Aspire Family Survey 79% responded favorably "The school provides a safe environment for my child(ren)"	school safety:95% school connectedness: 95%
School Facilities in Good Repair	2019 SARC: Good	2020-21 SARC: Good	2021-22 SARC: Good	2022-2023: Good	Maintain Good
7 Broad course of study	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/Music	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/Music	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/Music	2022-23 CA School Dashboard, Local Indicator 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/Music	Maintain 100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

At APEX in 23-24 we made the following next steps in implementation (planned actions):

- SEL curriculum and teaching happened daily using Second Step by teachers and reinforced by behavioral team. Teachers implemented our Second Step curriculum daily; it was observable that scholars had at least two coping skills and utilization of strategies such as breaks, meta-moments, fidgets, etc.

- Continued to meet as a wellness team every 4-6 weeks and analyzed student climate data such as informal observations, Dojo points,
Rye catcher notes, suspensions, and students' behavioral responses to classroom instructional moves etc. We then action planned according to trends. We made pivots in this area from those wellness meetings.

- We used our revised MTSS system that aligned all stakeholders on universal supports. Our admin team re-created a hierarchy of supports for scholars. This has helped streamline teacher expectations of requiring implementation of universal supports. We have revised our CR-PBIS program yet with the belief that some of our incentives may have not matched the identities of most scholars, especially our newly enrolled scholars. Our dean completed a survey to see what the interests of our scholars were. For the 24-25 school year, we are decreasing our CR-PBIS supports and creating more systems around intrinsic motivation and satisfaction.

- We had a very partial implementation and collaboration with vendor utilized by Community Schools Grant. The vendor was to supposed to provide universal, additional and intensive services to families and children through the means of 1-1 caseload support, pulling small groups and provide resources such as medical, dental and MHT.

- Teachers and other staff were provided supports through The Teaching Well which fostered well-being supports. This initiative was a piece of our enhanced 19-20 mission and vision.

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 were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- SEL curriculum and teaching happened daily using Second Step by teachers and reinforced by behavioral team. Teachers implemented our Second Step curriculum daily; it was observable that scholars had at least two coping skills and utilization of strategies such as breaks, meta-moments, fidgets, etc. This effort was somewhat effective as we saw that about half our population had mastered and used two coping strategies. The other half of our population are still mastering them. We believe with our new Moozoom SEL curriculum, we will be stronger next year and support all scholars. Also we had about 50% effectiveness because our behavioral team was used more as a reactive force than proactive. We want our behavioral aides to be able to teach the SEL lessons, versus "putting out fires."

- Continued to meet as a wellness team every 4-6 weeks and analyzed student climate data such as informal observations, Dojo points,

Ryecatcher notes, suspensions, and students behavioral responses to classroom instructional moves etc. We then action planned according to trends. We made pivots in this area from those wellness meetings. This was a very effective effort as we had the most vital individuals on the team which are action oriented and problem solvers. We usually had next steps from our wellness team that was focused on classes, cohorts, teachers, other staff, etc.

- We used our revised MTSS system that aligned all stakeholders on universal supports. Our admin team re-created a hierarchy of supports for scholars. This has helped streamline teacher expectations of requiring implementation of universal supports. We have revised our CR-PBIS program yet with the belief that some of our incentives may have not matched the identities of most scholars, especially our newly enrolled scholars. Thus our MTSS system was mostly effective, yet our staff did not always follow the hierarchy of supports. Supports were called into classes for tier one behaviors. Admin and wellness team reiterated the steps for the referral system and made requirements very clear. It was hard for staff as the behaviors are in fact impulsive and many happen at the same time. Our dean completed a survey to see what the interests of our scholars were. For the 24-25 school year, we are decreasing our CR-PBIS supports and creating more systems around intrinsic motivation and satisfaction, along with an Aspire-wide discipline system. We believe this will be very helpful. Alignment region-wide is welcomed at APEX.

- We had a very partial implementation and collaboration with vendor utilized by Community Schools Grant. The vendor was to supposed to provide universal, additional and intensive services to families and children through the means of 1-1 caseload support, pulling small groups and provide resources such as medical, dental and MHT.

This was an ineffective vendor/action item for the year due to lack of planning, communication and follow through from the company. Next year, we plan to find other supports.

- Teachers and other staff were provided supports through The Teaching Well which fostered well-being supports. This initiative was a piece of our enhanced 19-20 mission and vision. The Teaching Well has been very effective. They supported our whole staff team with professional development and about 9-10 stakeholders had 1-1 sessions all ranging from admin to after school staff. Employees shared with the principal that this support helped them feel ready for work, understood, heard and valued an outside outlet. Many staff needed validation for stress resiliency- this year's focus.

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

In our MTSS meetings, we will shift our focus to analyze universal systems school-wide and have a laser focus on sped scholars and multi-language learners and families. We will also have an increased action focused team document for notes including sections on attendance, iready scores
Within PBIS our team hopes to foster more activities that are inclusive to MLLs and Sped scholars such as resources that support these scholars in math and reading, for example, math and reading nights. Our incentives should also include the strengths and needs of these two groups.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

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.

Goals and Actions

Goal

Goal #	Description
3	We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and antiracist practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	Pull from the 2019 SARC 20-21 APEX has 4 teachers in year 1 of teaching and 4 teachers in year 2 of teaching (over half of our school teacher population)	88% of teachers are fully credentialed APEX has 2 teachers in year 1 of teaching and 1 teacher in year 2 of teaching (over half of our school teacher population)	50% of teacher staff have a clear credential. 23% have preliminary credential and working on clearing. 23% of teachers are interns and entering their programs. All our intern teachers are "high willed" individuals.	2022-23 84% Fully Credentialed	ALL teachers are retained and in good standing with credentials only 1-2 brand new teachers on site
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data positive working relationships with parents and families— 100% site goals are clear and well-defined- 89%	21-22 positive working relationships with parents and families— 96% I can be my authentic self at work and am comfortable sharing aspects of self- 96% site goals are clear and well defined- 96%	2022-2023 Aspire Teammate Survey Question no longer used on survey. Similar question used to update year 2 outcome. • Belonging: 85% of staff responded	2023-2024 Aspire Teammate Survey • Belonging: 60% Responded Favorably 33% responded favorably to "How often do adults at your school have important conversations about	Maintain 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		My team talks about race or equity frequently- 80%	favorably, 67% of teachers responded favorably • 100% of teachers responded favorably, 85% of staff responded favorably "How often do adults at your school have important conversations about race, even when they might be uncomfortable?"	race, even when they might be uncomfortable?"	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 23-24 school year, our goals and implementation were:

(Action 3.1) Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and Teach Boost); Cost: $100/teacher

- Each teacher had various coaches on campus to support them whether it was a fellow experienced teacher, regional support, or admin.
- School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end-of-year coaching conversations with principals.
- The assistant principal and dean each had goals from the TLF and were able to voice and add any personal goals to their Professional Learning Plans as well.
- All teachers had 1-2 goals around the Aspire Student Learning Framework in their Professional Learning Plan.

(Action 3.2) Quarterly professional development on how to integrate Culturally Responsive Teaching Practices

- Instructional Rounds focused on CRT strategies.
- This year we focused on CRT strategies within the whole school and teacher team contexts.
- One of the most powerful CRT trainings was led by a regional support person who discussed unconscious biases that individuals may hold.
- Our site team was led by the assistant principal, principal, and instructional lead team on GLEAM instruction. (GLEAM is an acronym reinforcing Grade Level content, Engaging, Affirming, Meaningful)

(Action 3.3) Quarterly staff input sessions on school culture/climate

- Provide Quarterly choice time for teachers.
- All teammates write one wellness goal during their Professional Learning Plan.
- Teaching Well contract to support teachers' well-being and sustainability.
- Hiring and retention bonuses to attract and retain high-quality and credentialed staff.
- This year after moving into a new building, it was vital to support school culture and climate. Once we were in one building and not spread between three buildings at our old site, more personalities and disagreements seemed to come to the surface. Thus the team was provided listening session opportunities, restorative conversations, and professional development by the principal.
- Teachers took advantage of their quarterly choice time. This opportunity was held on a Wednesday—many teachers decided to stay on campus and continue to plan or leave an hour and a half early by not using planning time that day. Some teachers usually choose to make their doctor and dentist appointments.
- Teachers were pleased to write a wellness goal and felt that they were being set as a priority to be asked to write a non-instructional goal.

(Action 3.4) Ensure all teammates have the ability to attend regional affinity groups

- Start/continue affinity groups at the school site: Black, Asian, SPED, Latinx, overcomers, independent women, etc.
- During our regional PD days, all APEX teammates engaged in affinity groups. Employees signed up for their affinity group in advance. This year teammates were given more diversity within their choices.

(Action 3.5) 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.)

- Work towards securing 2 Alder Residents.
- Lead teachers and seasoned peer observers were given scheduled release time to observe teachers they were assigned to. They were also assigned to an admin member to discuss coaching techniques.

(Action 3.6) 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

- The home office regional team supported principals by hosting an online professional development, communicated via email about teacher credential updates and needs, and held virtual check-ins.

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 were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

When reflecting on teachers receiving feedback every two weeks using the ASLF, there were highs and lows in this area. The teachers who needed the most supports received supports weekly; there were successful results yielded for those individuals. Other teachers who were doing very well received observation and feedback, yet not every two weeks. These teachers did well yet did to receive the amount of coaching they should have been able to. The beginning of year move and unexpected negative staff culture issues, was taken by surprise and required a high degree of attention of the admin team and lead teachers. We were not effective in the area of coaching and feedback performed every two weeks.

Each admin team member had goals aligned to TLF. Most goals were accomplished as our admin team takes great pride in growth and doing what is best for scholars.

APEX was effective in ensuring teachers and all other staff received purposeful PLP meetings and conversations. There were purposeful conversations that were had in these meetings. There were increases noticed in teacher practice particularly in the area of more detailed and meaningful lesson plans. Teachers began doing the work of the lesson, writing improved lesson objectives, planning more meaningful lessons, analyzing and explaining student misconceptions and planning questions and sentence stems. This was also a result of receiving written comments on lesson plans that were turned in every Monday morning by 7:30 am.

All staff engaged in work with The Teaching Well. The school wide staff focus was based on stress resiliency. Staff engaged in a service of five meetings with a facilitator from vendor which consisted of: mindfulness opening, education of stress and the mind, community building and activities that supports well-being. 10 staff members also engaged in 1-1 sessions with our assigned facilitator, the administration received group coaching and principal engaged in executive coaching. This initiative was very effective and resulted in enhanced staff culture and climate and served as effective well-being support for staff members. Staff well-being work has been in the school vision since 2019/2020 academic year. This has come into fruition and served the community.

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

There have been no major changes. We do have the following revision that already align with actions steps from previous LCAP and action plans.

The most significant change/need is around teacher and staff coaching. All teachers are to have a very clear cadence of observations, co-teaching and feedback for next year. Lead team will be included for visibility. This was very difficult this year, particularly settling into a new building and supporting kids and adults in this space, day to day. There seemed to be fires that happened of which coaches were unable to get to their coachee.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire APEX Academy	Larrise Lane Principal	larrise.lane@aspirepublicschools.org 209-482-7695

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aspire APEX Academy, centrally located in Downtown Stockton, is proud to serve a vibrant community of students from Transitional Kindergarten through 5th grade. Our enrollment stands at 302 students, showcasing a rich tapestry of backgrounds with 59% Hispanic, 28% African American, 4% Asian American, 2% Caucasian, and 3% Multi-racial students, demonstrating our commitment to diversity.

At APEX, we are dedicated to supporting each student's unique journey through a curriculum that emphasizes social-emotional learning, cultural responsiveness, and academic excellence. Our staff is deeply committed to equity and inclusivity, ensuring that all students feel valued and empowered.

As we look forward, we remain focused on enhancing our supportive educational environment and maintaining our high standards, which include keeping wellness, social-emotional learning (SEL), and fostering student identity at the forefront of our educational approach.

Reflections: Annual Performance

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

As stated in our Plan Summary and LCAP in its entirety, our school site staff has committed to student and adult wellness, social emotional learning, identity and culture of belonging, the teaching and learning of foundational skills, critical thinking, customer service and continuing to keep our small family feel at our site. This focus has led to increased attendance rates, increased math achievement, and a large decrease in

suspensions.

Our initial goal was to work on ensuring that scholars want to be at our school. Our scholars definitely love being at APEX and feel they belong. We have done this by:

- -ensuring every scholar and family believes in the school administration and connects to various staff on campus.
- -creating lasting relationships; 1-1 and group check ins
- -revised culturally responsive positive behavior interventions and systems
- -family communication via Parent Square and Classroom Dojo
- -holding listening sessions
- -repairing any harm that has been done within parent relationships
- -holding strong expectations, yet knowing how and when to be flexible
- -purchasing and teaching with our SEL curriculum and resources daily- Yale's RULER and Second Step
- -parent courses with Loving Solutions
- -enhancing our mental health therapist department- 1 full time and 1 part time MHT
- -purchasing of Heggerty curriculum
- -purchasing of Eureka math curriculum
- -purchasing more 2nd Step materials for added on classes in new building
- -access to Amplify science portal within Aspire intranet for teachers
- -EL Achieve curriculum purchased for added on classes in new building
- -family events- first day of school open house, fall festival, winter ball, spring Saturday School/talent show, end of year Project based learning nights, passion projects in grade five and end of year promotions and field day

Here are reflections on annual performance for ELA, mathematics, suspension rates, attendance and English Learner progress:

In our ongoing efforts to address educational equity and performance, it's important to note that our Hispanic students are currently identified in the 'red' category for SBAC ELA on the California School Dashboard.
In 2023 school year, we are ranked in the orange band on the California State Dashboard in the area of English-Language Arts. This year we purchased and used with fidelity the Heggerty phonics program school-wide; K-5th grades. We have also used EL Education since 2018. From 2021 to end of year 2023 we increased 7 points school wide. Our Black scholars grew 31 points from 2021 to end of year 2023. English Learners decreased by 17 points.
Socio-economically disadvantaged scholars grew 13.6 points in ELA from 2021-2023.
Our SPED scholars decreased by 45 points in ELA from 2021-2023 while our Latinx population only grew one point from 2021-2023.

In 2023 school year, we are ranked in the yellow band on the California State Dashboard in the area of mathematics. This year and since 2019 we used with fidelity the Eureka program school-wide; K-5th grades. From 2021 to end of year 2023 we increased 27 points school wide in math. Our Black scholars grew 61 points from 2021 to end of year 2023. English Learners increased by 8 points.
Socio-economically disadvantaged scholars grew 34 points in math from 2021-2023.
Our SPED scholars decreased by 45 points in mathematics from 2021-2023 while our Latinx population only grew 13 points from 2021-2023.

In 2023 school year, we are ranked in the yellow band on the California State Dashboard in the area of absenteeism. Our attendance team

has done intense work to learn attendance operational items along with increasing incentives. From 2021 to end of year 2023 we decreased by 8 points school wide within attendance rates. Our Black scholars decreased 18 points from 2021 to end of year 2023. English Learners decreased by 7 points.
Socio-economically disadvantaged scholars decreased 10 points in math from 2021-2023.
Our SPED scholars decreased by 11 points in mathematics from 2021-2023 while our Latinx population decreased by 10 points from 2021-2023.

In 2023 school year, we are ranked in the blue band on the California State Dashboard in the area of suspension rates. Our school administration and wellness teams created intensified supports including student and family restorative practices, culturally responsive positive behavioral supports and incentives, mental health check ins for students and families, parent classes and school events. From 2021 to end of year 2023 we decreased by 3.4 points school wide within suspension rates. Our Black scholars decreased 9 points from 2021 to end of year 2023. English Learners decreased by 2 points.
Socio-economically disadvantaged scholars decreased 5 points in suspension rate from 2021-2023.
Our SPED scholars decreased by 3 points in suspension rate from 2021-2023 while our Latinx population decreased by 1points from 2021-2023.
The APEX multi-language learner population does very well in the domains of listening and speaking. There is a need to increase performance and support to families in the domains of reading and writing. Each year, we have MLLs RFEP out of MLL status. However, over the past three years there has been shown little growth yet one should consider that our MLL population grows every year in grades three through five.

In year 2023-2024 academic year we successfully broke out of CSI state system due to increased work in attendance measures, decrease in suspensions and an increase in math.

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
Families and Parents (SSC)	This year, families were actively involved through notifications on Classroom Dojo regarding School Site Council (SSC) meetings. One significant outcome from the feedback on safety concerns led to the implementation of the Pikmykid pickup app, enhancing the pickup process's efficiency and safety. For our English Language Advisory Committee (ELAC) meetings, we kept families informed about the curriculum used for integrated and designated English Language Development (ELD). Recognizing the need for more resources in math and ELA, plans are underway to enhance support through initiatives led by our new Community Schools Director and Director of Intervention.
Admin	Held SSC & ELAC meetings, conducted staff listening sessions.
Teachers and Other School Personnel	Staff members had the opportunity to voice their feedback during listening sessions focused on school systems, administration, and desired changes. This input is crucial as we look to enhance communication and respond effectively to staff needs.
Students	In the winter/spring of 2023, we conducted an SEL survey to gauge the cultural and climate perception within the school. The feedback highlighted a desire among students for a stronger sense of belonging, respect from peers, and deeper connections with their teachers. These insights are guiding our efforts to create a more inclusive and supportive school environment.

Educational Partner(s)	Process for Engagement
SELPA (Special Education)	Regular consultations with SELPA to discuss needs and feedback regarding students with special needs, ensuring their perspectives are incorporated into program planning and LCAP development.

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

The feedback received from these engagement efforts significantly influenced the adopted LCAP. For example, the safety concerns raised during SSC meetings led to the implementation of the Pikmykid pickup app to improve the safety and efficiency of the pickup process. ELAC meetings helped families stay informed about the curriculum used for ELD, prompting initiatives to enhance support in math and ELA led by our new directors. The staff listening sessions informed administrative changes to improve communication and meet staff needs more effectively. Student feedback from the SEL survey highlighted the need for a stronger sense of belonging and respect among peers, which is guiding our efforts to create a more inclusive school environment. These inputs have been crucial in revising and refining the LCAP to better meet the needs of our school community, ensuring that all voices are heard and considered in our planning process.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -83.4 African American/Black: -90.8 English Learners: -101.1 Socioeconomically disadvantaged: -94.5 Hispanic/Latinx: -85.5			2025-2026 SBAC ELA DFS All: -62.40 African American/Black: -69.80 English Learners: -80.10 Socioeconomically disadvantaged: -73.50	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -162.9			Hispanic/Latinx: -64.50 Students with Disabilities: -141.90	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -92.5 African American/Black: -108.2 English Learners: -103.9 Socioeconomically disadvantaged: -104.5 Hispanic/Latinx: -92.3 Students with Disabilities: -185.5			2025-2026 SBAC Math DFS All: -62.50 African American/Black: -78.20 English Learners: -73.90 Socioeconomically disadvantaged: -74.50 Hispanic/Latinx: -62.30 Students with Disabilities: -155.50	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 6.52% Met & Exceeded			2025-2026 Science Test 11.52% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 26.50% of ELs making progress towards English language proficiency			2025-2026 ELPI 45% of ELs making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 20.5%			2025-2026 RFEP Rate Maintain 15% or above	
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.			2025-2026 100% of students have access to standards aligned curricular materials.	
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3			2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making			2026-2027 Average Rating: 4 or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4				
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	SY 2023-2024 Data Portal % of Students met annual typical growth iReady Reading All Students: 36% Grade K: 10% Grade 1: 15% Grade 2: 28% Grade 3: 48% Grade 4: 63% Grade 5: 50% iReady Math All Students: 22% Grade K: 14% Grade 1: 15%			SY 2026-2027 Data Portal % of Students met annual typical growth iReady Reading All Students: 51% Grade K: 25% Grade 1: 30% Grade 2: 43% Grade 3: 63% Grade 4: 78% Grade 5: 65% iReady Math All Students: 37% Grade K: 29%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 2: 17% Grade 3: 20% Grade 4: 20% Grade 5: 38%			Grade 1: 30% Grade 2: 32% Grade 3: 35% Grade 4: 35% Grade 5: 53%	
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			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	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 17% at & above benchmark			2026-2027 27% at & above benchmark	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Create and utilize with fidelity a small group instructional model for mathematics and ELA. Purchase another Chrome book program curriculum to use during Blended Learning (iReady, Zearn, Lexia, Amira etc.) Use EL Achieve curriculum during whole school language block. Send new teacher to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning.	$30,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually along with the why students are learning the content. Hispanic students are RED on the CA School Dashboard for SBAC ELA (2022-23) we will provide intentional whole and small group instruction based on data Provide well planned opportunities for scholars to practice language while honoring home languages Ensure that Hispanic/Latinx families receive supports to enhance home learning experiences.	$813,504.00	Yes
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).	$2,588,026.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure school/staff calendar ensures that programming, events, meetings represent MLLs, SPED and unduplicated student needs and strengths. (i.e. math and reading nights, SSC, ELAC, fall fest, winter ball, Pastries with Parents, Principal Coffee Chat, Gentleman's Day, Hygiene Bags give-away, parenting courses, etc.)		
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. We will increase our EL progress by implementing a language block school wide using ELPAC scores. For our unduplicated scholars we will continue to use Heggerty, EL Achieve designated practices and our intervention department to enhance ELA success. The iReady new math curriculum supports designated ELD practices, hands on/exploratory learning opportunities and small group instructional needs.	$5,821.00	No
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching	$715,067.00	No

Action #	Title	Description	Total Funds	Contributing
		With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment		
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards) Conduct field trips for our elementary BSU students within our local Stockton community to celebrate themselves, find joy within Black community events, showcase their skills and learn the importance of giving back to the community Revise Black Family Advisory Council from 21-22 school year- to get input on our school community (costs for food, materials, school supplies)	$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist Mental Health Therapist	$126,059.00	No

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 50% Teacher-student relationships: Grades 3-5: 56%			2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 70% Teacher-student relationships:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 42%			Grades 3-5: 76% School Safety: Grades 3-5: 62%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.6% African American/Black: 1% Hispanic/Latinx: 0.5% English Learners: 0% Socioeconomically Disadvantaged: 0.4% Students with Disabilities: 2.4%			2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 45% African American/Black: 43.20% Hispanic/Latinx: 46.20% English Learners: 40.40% Socioeconomically disadvantaged: 46.10% Students with Disabilities: 46.20%			2025-2026 Chronic Absenteeism Rate All: 18.90% African American/Black: 17.10% Hispanic/Latinx: 20.10% English Learners: 14.30% Socioeconomically disadvantaged: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 20.10%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 31% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 56% responded favorably	
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2			2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 90.57%			2026-2027 Attendance Rate (P2) 95.1% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%			2026-2027 Expulsion Rate 0%	
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2026-2027 Aspire Family Survey 79% responded favorably "The school provides a safe environment for my child." 79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."			2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good			2025-2026 Overall Rating: 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,			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math, Science, Social Science, PE, and Art			study including ELA, Math, Science, Social Science, PE, and Art	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney- Vento, Foster Youth, and low-income students.	$214,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business. Utilizing social media to share open enrollment information and post stories of school events which occur.		
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers.	$0.00	Yes

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. Antiracist / Restorative Culture: Continue student leadership clubs, den meetings, morning circles and afternoon zoom huddles Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: Pastries with Parents, Coffee in the Carline, Principal Coffee Chat, talent show, back to school night, Family Lunch Day, etc.) Hold monthly SSC/ELAC meetings where each meeting includes student work displays, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership. Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.	$0.00	Yes
2.4	School Climate	Provide staff training on PowerSchool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook	$177,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to include positive reinforcements and major/minor incidents in support of the new PowerSchool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Create a Scope & Sequence centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching; continue partnership with The Teaching Well.		
2.5	Classroom Facilities, and Student Physical Spaces	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". Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)	$93,214.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-20223 84% Fully Credentialed			2025-2026 100% Fully Credentialed	
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey			2026-2027 Aspire Teammate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 53% responded favorably Belonging: 60% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 55% responded favorably			School Climate: 73% responded favorably Belonging: 80% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 80% responded favorably Cultural Awareness and Action: 75% responded favorably	
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 82.6%			2026-2027 to 2027-2028 Retention 90% or higher	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

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

Action #	Title	Description	Total Funds	Contributing
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.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Continue/revitalize affinity groups at school sites.	$0.00	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. Work towards securing 1-2 Alder Residents and 2 student teachers each year	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,227,686	$144,112

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
31.888%	0.000%	$0.00	31.888%

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:** English Language Arts (ELA): English Learner (EL): There was a decrease in performance with the Distance from Standard (DFS) worsening from -84.10 to -101.10, indicating a decline of 17 points. This group is not represented by a color on the 2022-2023	To bolster Multilingual Learner (MLL) academic achievement, we are adopting EL Achieve for integrated and designated ELD, along with GLAD strategies and the newly introduced iReady math, which incorporates integrated practices. Based on our successful implementation of the Heggerty curriculum in Fall 2023, which focuses on phonemic awareness and foundational literacy skills, we plan to continue its use to improve listening, speaking, and reading outcomes.	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, suggesting a need for targeted instructional support in ELA. Socioeconomically Disadvantaged (SED): This group showed improvement with DFS improving from -108.10 to -94.50, a gain of 13.6 points, yet remains colored orange on the Dashboard, indicating ongoing needs for support in ELA. Mathematics: English Learner (EL): A slight improvement with DFS improving from -112.30 to -103.90, a gain of 8.4 points, but like ELA, it is not represented by a color, pointing towards a need for further analysis and support. Socioeconomically Disadvantaged (SED): Significant improvement noted with DFS improving from -138.90 to -104.50, a gain of 34.4 points, indicated by the orange color on the Dashboard, suggesting that while there's improvement, targeted support in math remains a priority. **Scope:** 　LEA-wide	To enhance family engagement, our ELAC meetings will be structured using our Aspire-wide ELAC toolkit. We aim to increase MLL family participation in ELAC through strategic incentives, accommodating meeting times, and offering virtual options for attendance. Our data highlight specific needs within our Latinx community. In ELA, our Latinx students experienced a slight decrease of 1 point in performance from 2021-2022 to 2022-2023, indicating a need for targeted support in reading and writing. Conversely, in Mathematics, Latinx students showed an improvement of 13 points during the same period, yet they still require support in math fact fluency, number sense, and problem-solving skills. These actions are provided on an LEA-wide and Schoolwide basis due to the pervasive nature of these needs across all schools and to ensure a uniform approach in addressing these gaps, thereby maximizing resource utilization and impact.	
1.2	**Action:** Instruction **Need:** English Learner (EL): There was a decrease in performance with the Distance from Standard (DFS) worsening from -84.10 to -101.10, indicating a decline of 17 points. This group is not represented by a color on the 2022-2023	The actions our LEA has planned directly address the identified needs by creating a structured, data-driven framework for enhancing instruction and engagement. Regular scheduled times for data discussions enable teachers to analyze student performance through Common Formative Assessments (CFAs) and interim assessments, facilitating targeted adjustments in Tier 1 instruction. This approach ensures that instructional strategies are finely tuned to meet the	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, suggesting a need for targeted instructional support in ELA. Socioeconomically Disadvantaged (SED): This group showed improvement with DFS improving from -108.10 to -94.50, a gain of 13.6 points, yet remains colored orange on the Dashboard, indicating ongoing needs for support in ELA. English Learner (EL): A slight improvement with DFS improving from -112.30 to -103.90, a gain of 8.4 points, but like ELA, it is not represented by a color, pointing towards a need for further analysis and support. Socioeconomically Disadvantaged (SED): Significant improvement noted with DFS improving from -138.90 to -104.50, a gain of 34.4 points, indicated by the orange color on the Dashboard, suggesting that while there's improvement, targeted support in math remains a priority. **Scope:** LEA-wide	specific needs of students, particularly those underperforming in ELA. Weekly classroom observations conducted by members of the leadership team help maintain a consistently high standard of teaching and identify both effective practices and areas needing improvement, allowing for real-time instructional guidance. By ensuring learning objectives are clearly communicated and visible in classrooms, we reinforce the relevance and goals of daily lessons, enhancing student engagement and understanding. We are providing these actions on a schoolwide basis to ensure that all students, regardless of their starting point, have access to high-quality education and support systems that address their individual needs while promoting uniformity and equity in educational opportunities across the entire school community.	
2.1	**Action:** Attendance and Enrollment **Need:** English Learner (EL): Reduced chronic absenteeism from 48.1% to 40.4%, a decrease of 7.7 percentage points, colored orange, suggesting effectiveness in engagement strategies yet highlighting the need for ongoing attendance support.	The actions aimed at improving attendance and enrollment are crucial for addressing specific needs within our student populations, particularly for English Learners (EL) and Socioeconomically Disadvantaged (SED) students, who have demonstrated significant challenges with chronic absenteeism. By ensuring the attendance team reviews attendance data weekly with a focus on these subgroups, we can identify and address attendance issues proactively. Increased family communication for every absence and home visits	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED): Also shows a reduction in chronic absenteeism from 56.0% to 46.1%, a decrease of 9.9 percentage points, colored yellow. This suggests some success in reducing absenteeism but still requires targeted interventions to further lower the rates. **Scope:** LEA-wide	for students with chronic absenteeism are essential strategies to engage families and directly tackle the barriers preventing regular attendance. School-wide incentive programs, such as perfect attendance certificates and grade-level competitions, are implemented to foster a positive and competitive spirit towards attendance. Additionally, early family education about the importance of regular attendance, especially targeted at families of TK-2 students, helps set expectations and build habits from an early age. Continual monitoring and updating of special programs in PowerSchool ensure that we accurately track and support our McKinney-Vento and Foster Youth students, who are often at higher risk of absenteeism. Engaging families in understanding school-wide attendance protocols and the importance of regular attendance through various platforms ensures that the entire school community is aligned in its efforts to improve student attendance. These actions are provided on a schoolwide basis to ensure a unified approach across the entire school, fostering a consistent and supportive environment that enables all students, especially those most at risk of absenteeism, to achieve better educational outcomes.	
2.2	**Action:** SEL **Need:** During the 2023-24 school year, we observed a 34% decline in student belonging rates from fall 2023 to winter 2024. Specifically, there were reductions in students feeling understood by others in the classroom and in peer-to-peer respect. By winter 2024, only 50% of	In response to the observed decline in student belonging rates during the 2023-24 school year, we have implemented a comprehensive strategy to strengthen our Social Emotional Learning (SEL) programs across all classrooms. We are ensuring that every classroom is equipped with the latest board-approved SEL curriculum, aligning with the CV Curriculum Overview 24-5. To guarantee effective implementation, we conduct regular	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	responses indicated a sense of belonging among students. This decrease may be attributed to the transition to a new building for the 2023-24 school year, which introduced challenges such as unfamiliarity with the new environment and the integration of new students, potentially impacting students' feelings of belonging and comfort. **Scope:** LEA-wide	learning walks and fidelity checks throughout the school day. We also prioritize professional development for all staff, focusing on enhancing SEL competencies as outlined by CASEL and the CDE. Learning targets specific to SEL are visibly posted in classrooms to continuously reinforce our commitment to these competencies. Additionally, we provide necessary resources under the MTSS Universal Programs and Practices and allocate time for staff to review SEL data, allowing for the adjustment of SEL units to better meet our students' needs. To foster a supportive and inclusive environment, we continue to support student leadership initiatives and family engagement programs, which include monthly educational experiences where students share SEL skills and practices with their families. This schoolwide approach ensures consistent application and reinforces the importance of SEL in building a positive school culture, particularly critical after transitioning to a new building and welcoming new students.	
2.3	**Action:** Family and Community Engagement & Outreach **Need:** Scholars APEX chronic absenteeism rate decreased by 8.7%, yet we are still at 45%. There is a huge opportunity to continue decreasing this rate using measures of family and community engagement and outreach.	Our upcoming family and community outreach efforts will support families and scholars to build relationships, have a greater sense of belonging and safety which will increase attendance rates and academic success.	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey) Metric (2.6) P2 Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Family and community engagement and outreach supports the whole child. We plan to continue our family activities such as Pasties with Parents, Coffee in the Carline, talent show and family lunches. We have noticed that families feel connected with other APEX families and staff thus will want to attend these events. Thus supports retainment of current families during enrollment. It is also important to enhance our ELAC and SSC meetings as they have not been attended well. It is important to provide incentives, dinner, display student work and express the importance attending these events. Social media is a vital means of access to the public and our families thus we will build awareness of our school community and publicize our events to entice positive attendance and support enrollment of new families. One area to enhance our attendance team will be hiring a social work to support chronic absent students by conducting the home visits. These home visits will be lifted off the plate of our administration team. **Scope:** LEA-wide		
2.4	**Action:** School Climate **Need:** Aspire Student Survey reveals that only 50% of students in grades 3-5 feel a sense of	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, 56% perceive positive teacher-student relationships, and just 42% feel safe at school. With 80% of the student population being unduplicated, a significant portion is at a higher risk of facing challenges related to safety and inclusion. **Scope:** LEA-wide	consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to the 2023-2024 Aspire Student Survey, only 42% feel safe at school. In the 2026-2027 Aspire Family Survey, 79% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

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
	stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide		

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

2024-25 Total 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	3,850,020	1,227,686	31.888%	0.000%	31.888%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,015,247.00	$1,305,606.00		$443,381.00	$4,764,234.00	$4,134,886.00	$629,348.00

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	$30,532.00	$15,000.00	$15,532.00			$30,532.00	
1	1.2	Instruction	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$813,504.00	$0.00	$813,504.00				$813,504.00	
1	1.3	Academic Program (Master Scheduling)	All		No				Ongoing	$2,243,739.00	$344,287.00	$1,668,732.00	$575,007.00		$344,287.00	$2,588,026.00	
1	1.4	MLL	All		No				Ongoing	$0.00	$5,821.00				$5,821.00	$5,821.00	
1	1.5	SPED	Students with Disabilities		No				Ongoing	$466,359.00	$248,708.00		$715,067.00			$715,067.00	
1	1.6	Black Excellence	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All		No				Ongoing	$126,059.00	$0.00	$32,786.00			$93,273.00	$126,059.00	
2	2.1	Attendance and Enrollment	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$214,017.00	$0.00	$214,017.00				$214,017.00	
2	2.2	SEL	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Climate	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$177,994.00	$0.00	$177,994.00				$177,994.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners	Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$93,214.00	$0.00	$93,214.00				$93,214.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	

2024-25 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
3,850,020	1,227,686	31.888%	0.000%	31.888%	$1,313,729.00	0.000%	34.123 %	**Total:**	$1,313,729.00
								LEA-wide Total:	$1,313,729.00
								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	$15,000.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$813,504.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$214,017.00	
2	2.2	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	2.3	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$177,994.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$93,214.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,085,734.00	$1,099,552.00

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	$65,000.00	$77,800
1	**1.2**	Instruction	Yes	$10,000.00	$11,527
1	**1.3**	Academic Program			
1	**1.4**	Multi-lingual Learners	Yes	$10,000.00	$10,000
1	**1.5**	SPED and Co-teaching			
1	**1.6**	Black Excellence			
1	**1.7**	Title I	No	$123,854.00	$121,237
1	**1.8**	Title III	No	$5,504.00	$5,821
1	**1.9**	Personnel	Yes	$544,100.00	$519,668
2	**2.1**	MTSS			
2	**2.2**	Attendance			
2	**2.3**	Social Emotional Learning			
2	**2.4**	Family and Community Engagement and Outreach	Yes	$5,000.00	$5,000
2	**2.5**	Restorative Practices and Increasing Time in Class			

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	2.6	Classroom Facilities and Student Spaces			
2	2.7	Personnel	Yes	$282,800.00	$297,299
3	3.1	Regular Coaching			
3	3.2	Culturally Responsive Teaching and PD			
3	3.3	Teammate Retention	Yes	$39,476.00	$51,200
3	3.4	Affinity Groups			
3	3.5	Pipeline Development			
3	3.6	Teacher Credentialing			

2023-24 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)
$942,172	$956,376.00	$972,494.00	($16,118.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$65,000.00	$77,800	0.00%	0.00%
1	1.2	Instruction	Yes	$10,000.00	$11,527	0.00%	0.00%
1	1.4	Multi-lingual Learners	Yes	$10,000.00	$10,000	0.00%	0.00%
1	1.9	Personnel	Yes	$544,100.00	$519,668	0.00%	0.00%
2	2.4	Family and Community Engagement and Outreach	Yes	$5,000.00	$5,000	0.00%	0.00%
2	2.7	Personnel	Yes	$282,800.00	$297,299	0.00%	0.00%
3	3.3	Teammate Retention	Yes	$39,476.00	$51,200	0.00%	0.00%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$3,054,293	$942,172	0.00%	30.847%	$972,494.00	0.000%	31.840%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o   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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   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**

    o   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)**

    o   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 (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   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)**

    o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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