LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Benjamin Holt College Preparatory Academy

CDS Code: 39685850101956

School Year: 2024-25

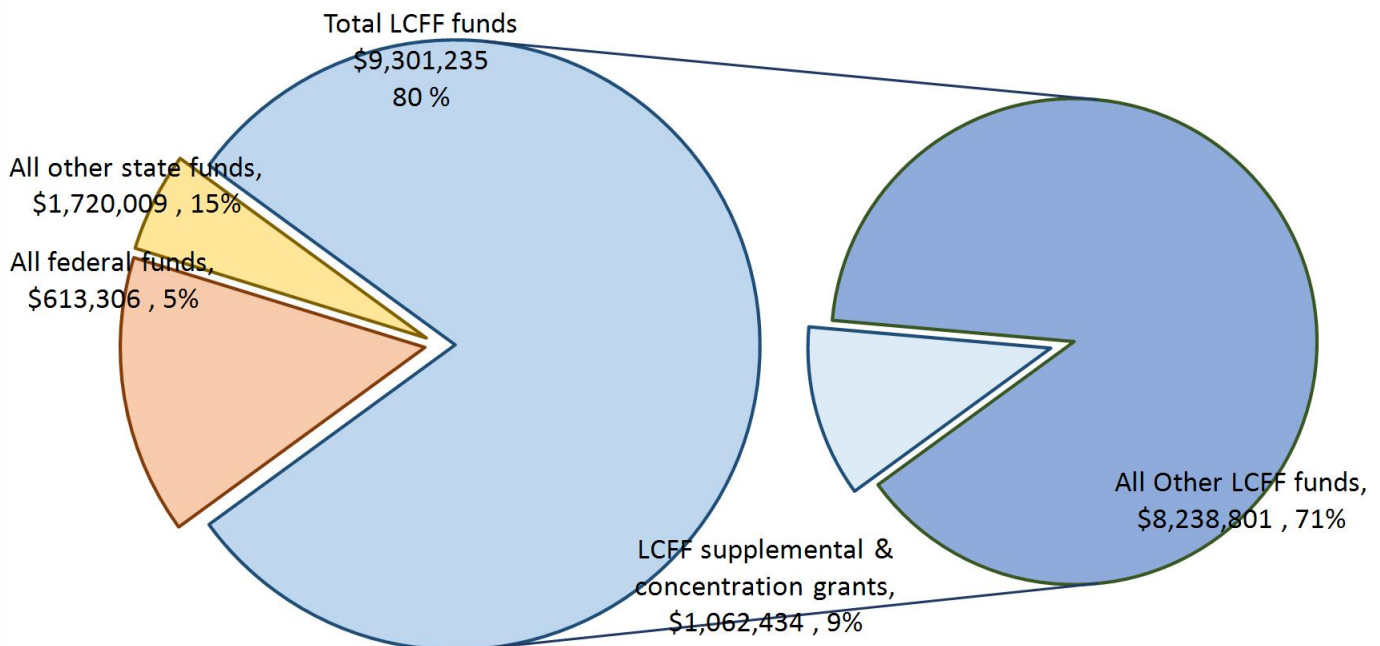LEA contact information:

Wesley Frakes

Principal

Wesley.Frakes@aspirepublicschools.org; data-contact@aspirepublicschools.org

(209) 955-1477

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $9,301,235 80 %

All other state funds, $1,720,009 , 15%

All federal funds, $613,306 , 5%

LCFF supplemental & concentration grants, $1,062,434 , 9%
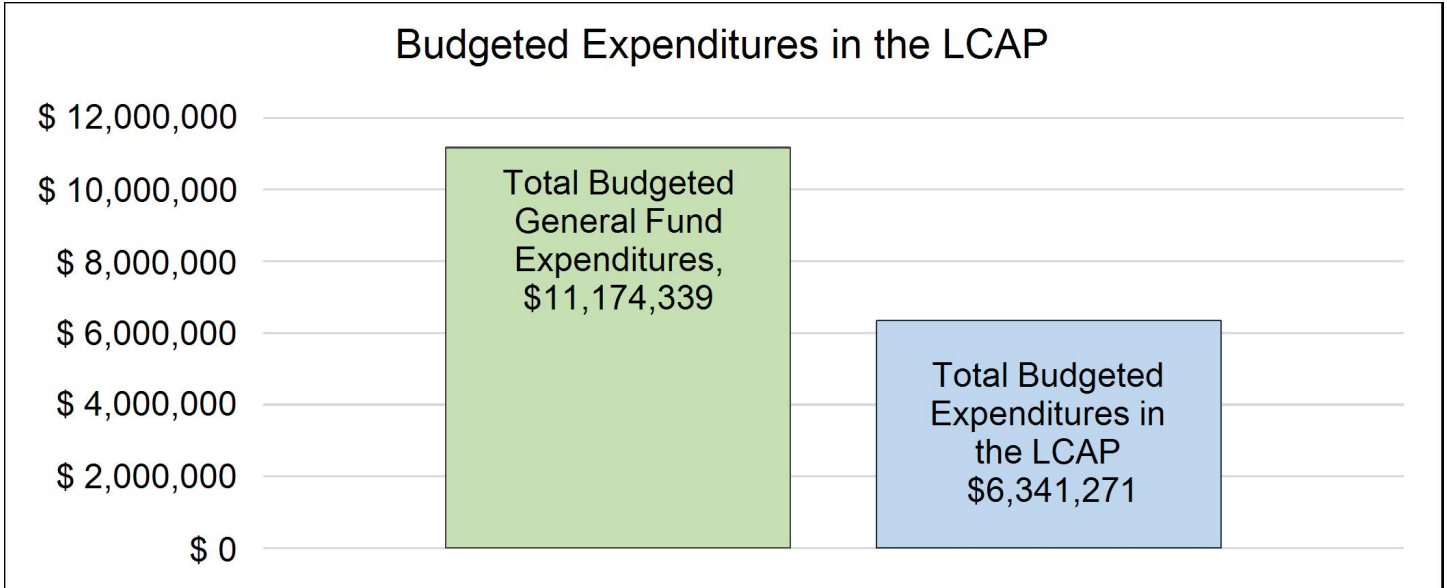
All Other LCFF funds, $8,238,801 , 71%

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

The text description for the above chart is as follows: The total revenue projected for Aspire Benjamin Holt College Preparatory Academy is $11,634,550, of which $9,301,235 is Local Control Funding Formula (LCFF), $1,720,009 is other state funds, $0 is local funds, and $613,306 is federal funds. Of the $9,301,235 in LCFF Funds, $1,062,434 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

Total Budgeted General Fund Expenditures, $11,174,339

Total Budgeted Expenditures in the LCAP $6,341,271

This chart provides a quick summary of how much Aspire Benjamin Holt College Preparatory 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 Benjamin Holt College Preparatory Academy plans to spend $11,174,339 for the 2024-25 school year. Of that amount, $6,341,271 is tied to actions/services in the LCAP and $4,833,068 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
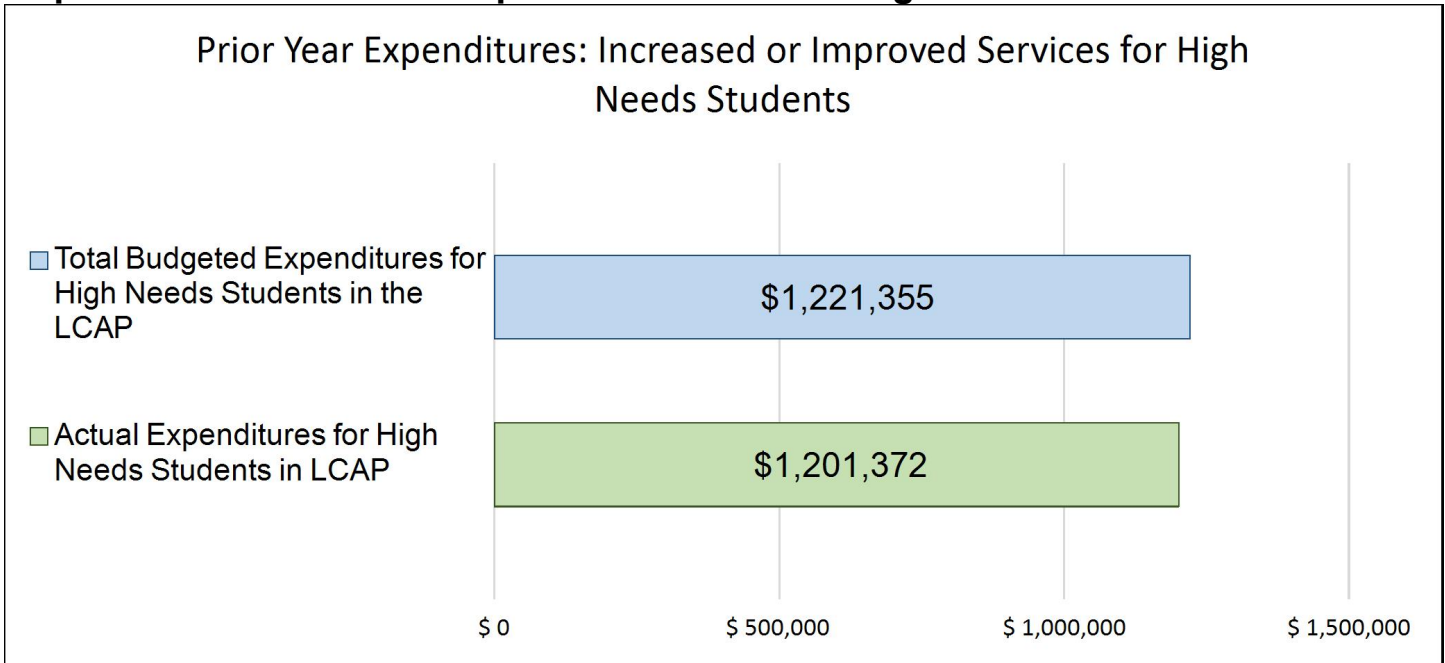
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Benjamin Holt College Preparatory Academy is projecting it will receive $1,062,434 based on the enrollment of foster youth, English learner, and low-income students. Aspire Benjamin Holt College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Benjamin Holt College Preparatory Academy plans to spend $1,978,010 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 $1,221,355

☐ Actual Expenditures for High Needs Students in LCAP $1,201,372

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

The text description of the above chart is as follows: In 2023-24, Aspire Benjamin Holt College Preparatory Academy's LCAP budgeted $1,221,355 for planned actions to increase or improve services for high needs students. Aspire Benjamin Holt College Preparatory Academy actually spent $1,201,372 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-19,983 had the following impact on Aspire Benjamin Holt College Preparatory Academy's ability to increase or improve services for high needs students:

For the 2023-24 school year, while there was a noted discrepancy between the total budgeted and actual expenditures for actions and services aimed at increasing or improving services for high needs students, this variance was not significant enough to materially affect the implementation or outcomes of these actions.

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 Benjamin Holt College Preparatory Academy	Wesley Frakes Principal	wesley.frakes@aspirepbulicschools.org (209) 955-1477

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: +64.3 * African American/Black: data not displayed for privacy * English Learners: data not displayed for privacy * Socioeconomically disadvantaged: +46.2 * Hispanic/Latinx: +50.4 * Students with Disabilities: data not displayed for privacy	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.	SBAC ELA DFS (SY 2021-2022) * All: +55.2 * African American/Black: data not displayed for privacy * English Learners: data not displayed for privacy * Socioeconomically disadvantaged: +7.7 * Hispanic/Latinx: +43 * Students with Disabilities: data not displayed for privacy	SBAC ELA DFS 2022-2023 CA School Dashboard * All: +22.4 * African American/Black: -16.3 * English Learners: -159 * Socioeconomically disadvantaged: -0.4 * Hispanic/Latinx: +10.5 * Students with Disabilities: -186.6	* All: +61.2 * African American/Black: +61.1 * English Learners: +61.2 * Socioeconomically disadvantaged: +13.7 * Hispanic/Latinx: +49 * Students with Disabilities: +61.2
Smarter Balanced Assessment (SBAC) Results in Mathematics	SBAC Math Results (SY 2018-2019) * All: +31.3	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic.	SBAC Math Results (SY 2021-2022) * All: -27.4	SBAC Math DFS 2022-2023 CA School Dashboard * All: -45.6	* All: -21.4 * African American/Black: -21.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard (DFS)	* African American/Black: data not displayed for privacy * English Learners: data not displayed for privacy * Socioeconomically disadvantaged: +4.3 * Hispanic/Latinx: +6.8 * Students with Disabilities: data not displayed for privacy	iReady and other internal assessments were used to monitor student academic progress.	* African American/Black: data not displayed for privacy * English Learners: data not displayed for privacy * Socioeconomically disadvantaged: -67.2 * Hispanic/Latinx: -41.5 * Students with Disabilities: data not displayed for privacy	* African American/Black: -56.9 * English Learners: -200.2 * Socioeconomically disadvantaged: -66.8 * Hispanic/Latinx: -68.4 * Students with Disabilities: -233.5	* English Learners: -21.4 * Socioeconomically disadvantaged: -61.2 * Hispanic/Latinx: -35.5 * Students with Disabilities: -21.4
% of EL students making progress toward ELPAC proficiency	Use 2019 CA School Dashboard EL Progress Indicator as baseline 75% making progress towards English language proficiency	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 53.3% of ELs making progress towards English language proficiency	2023 ELPI 78.6% of ELs making progress towards English language proficiency	BHA's three year outcome would be that 100% of ELD students are making progress towards ELPAC proficiency.
% 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: 6.67% Level 2: 26.67 Level 3: 53.33 Level 4: 13.33%	2022 ELPAC percentages are: Level 1: 0% Level 2: 46.67% Level 3: 26.67% Level 4: 26.67%	2023 ELPAC percentages are: CDE Dataquest Level 1: 14.29% Level 2: 7.14% Level 3: 35.71% Level 4: 42.86%	2023 ELPAC percentages are: Level 1: 10% Level 2: 25% Level 3: 40% Level 4: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	2019-2020 RFEP Rate 52.4%	20-21 RFEP Rate: 9.1% Reclassification Rate (*Testing suspended due to COVID)	2021-2022 RFEP Rate 41.2%	2022-2023 RFEP Rate MLL Compliance Dashboard 27.30%	80% of our students will be reclassified as English Learners
High School Graduation Rate as a Percentage on CA School Dashboard	2019-2020 Graduation Rate 99.1% (four-year adjusted cohort graduation rate, CDE DataQuest; data pulled from DataQuest since graduation rate was not reported on 2020 CA School Dashboard)	2021 Graduation Rate 98.2% (four-year adjusted cohort graduation rate on CDE DataQuest)	2022 Graduation Rate 99.1% (CA School Dashboard)	2022-2023 Graduation Rate CA School Dashboard 97.4%	100% of our students will graduate from BHA.
CA School Dashboard: College and Career Readiness as a percentage	SY 2019-2020 According to the CA Dashboard over 85% of students are considered to be College and Career ready. Our goal for the next year would be to have 90% of our students be College and Career ready by the time they graduate from our school	Data not provided on CA dashboard for 2020-21.	Data not provided on CA dashboard for 2021-22.	2022-2023 College & Career Readiness CA School Dashboard 87.6% Prepared	90% of our students will be College and Career ready by the time they graduate with us.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Access to Standards Aligned Curriculum and Materials As reported on SARC	SY 2019-2020 All courses offered at Ben Holt had Adopted the appropriate curriculum offered by the district and all students have access to these materials. Students also have access to a number of college courses. 80% of our students have the ability to choose which courses they will take each term, and we would like to increase that number to 85% by providing struggling students with support early on that will then afford them the opportunity to take more advanced coursework.	2022 SARC 100% of students will have access to standards aligned curriculum and materials	2022 SARC 100% of students have access to standards aligned curriculum and materials	2022-2023 SARC 100% of students have access to standards aligned curriculum and materials	All courses will continue to use the appropriate curriculum and 90% of our students will have access to all College and AP courses.
Implementation of academic content and performance standards (Local indicator, priority 2 - self-reflection)	2019-2020 100% of classrooms will use standards aligned curriculum and materials. Teachers will also work with Admin to	2020-2021 100% of classrooms use standards aligned curriculum and materials	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 our classrooms continue to use standards aligned curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	adopt a Grading for Equity (Standards Based Grading) approach to their gradebooks				
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, priority 2, self-reflection)	2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD	2021-2022 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 our students will continue to participate in CCSS aligned ELD when needed.
% of pupils who successfully completed A-G	During the 2019 school year 90% of our students were successful with their A-G courses based on our D and F reports. Our goal is that 100% of our students are completing A-G courses.	2020-2021 Based on our current reports 87% of our students are successful in their A-G courses. Our hope is that with the addition of live summer school we will be able to help to improve these numbers.	2021-2022 86.6% of graduates meet A-G requirements	2022-2023 A-G Completion Rates Org Metric Tool 87%	BHA has a goal of ensuring that 90% of our students are proficient in math and reading and that 100% of our students are graduating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who passed AP exam with score of 3 or higher	The data provided for last year's AP tests shows that 86% of our students received a 3 or higher on the AP tests. It is not only our goal to increase this percentage to 90%, but to also increase the number of students taking the AP exams by providing more AP courses for students to take and test prep for those already taking AP courses.	The data provided for last year's AP tests on College Board shows that 42% of our students received a 3 or higher on the AP tests. It is not only our goal to increase this percentage to 90%, but to also increase the number of students taking the AP exams by providing more AP courses for students to take and test prep for those already taking AP courses.	2021-2022 26% of AP tests were passed	2022-2023 % of students who passed AP exam with score of 3 or higher 49%	Our hope is that 90% of our students are passing their AP tests with a score of 3 or higher.
Other academic outcomes (STAR, DIBELS, etc)	STAR REN scores show that 76% of our students are reading at or above grade level. Our hope would be that 80% of our students will be reading at or above grade level by the end of next year.	We no longer administer the STAR REN iReady, instead we are using MAP instead	We no longer administer the STAR REN iReady, instead we are using MAP instead	We no longer administer the STAR REN iReady, instead we are using MAP instead	85% of our students will be reading at or above grade level.
Other academic outcomes NWEA MAP Data	We no longer administer the STAR and use MAP instead MAP assessment to determine student	MAP baseline data is the same Year 2 Outcome	NWEA MAP Average conditional growth index SY 2021-2022	NWEA MAP Average conditional growth index SY 2022-2023	Average conditional growth index (CGI) or 0 or higher to demonstrate that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	growth over the course of a year. Students will be given the opportunity to take this assessment 3 times throughout the year.	MAP assessment to determine student growth over the course of a year. using Conditional Growth Index measure	ELA: -0.26 Math: 0.23	ELA: -0.32 Math: -0.06	students are making a year or more growth

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.

Reflecting on our annual performance as reported on the state dashboard, along with our local data, BHA has observed both areas of success and challenges over the past academic year. Our analysis is aimed at understanding these dynamics to inform targeted improvements and ensure equitable educational opportunities for all our students.

Successes: We offered new and additional AP course (Spanish) to continue to improve our college readiness offerings, as well as offered a new college course (Engineering) through the University of Pacific. The data trends across three years show a clear trend of improvement in the Distance from Standard (DFS) for all students. From the school year 2020-2021 to 2021-2022, the DFS improved by 10 points and from 2021-2022 to 2022-2023, it increased by another 20 points. African American/Black Students: This group also shows a positive trend, with an increase of 10 points from 2020-2021 to 2021-2022 and a significant leap of 21 points from 2021-2022 to 2022-2023.English Learners: Similar to the other groups, English Learners show a substantial improvement, with a 10-point increase followed by a 20-point increase in the subsequent years. These trends suggest that the actions taken are effectively improving the English Language Arts performance across all student groups. The increasing DFS values indicate that students are moving closer to meeting or exceeding the standards. Creating and implementing a designated ELD program/courses have been successful in that we now not only identify students who qualify for ELD, but each of them has specific courses designed to support their learning of the English language. BHA's ELD teacher additionally supports MLLs in their other coursework, including math and science.

Challenges:
BHA's data clearly shows that our students with IEPs have learning opportunities in math as their latest data as -21.4; our students who are classified as socio-economically disadvantaged -61.2. Student who qualify for ELD, though showing growth, still performed in the "orange" category on the California School Dashboard in math and ELA

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.

Successful Actions:

To further enhance our college readiness initiatives, we introduced an additional Advanced Placement (AP) course in Spanish, broadening the range of opportunities available to our students (Action 1.3). Furthermore, we expanded our curriculum offerings by partnering with the University of the Pacific to offer a new college-level course in Engineering, providing our students with valuable exposure to STEM fields (Action 1.7). The positive trajectory observed in BHA's overall performance underscores the effectiveness of our strategic actions, including the refinement of grading methodologies, the recruitment of specialized intervention personnel, and a holistic emphasis on enhancing instructional practices (Actions 1.2, 1.7, & 1.10). Notably, our English language learner (ELL) and long-term English learner (LTEL) students have demonstrated consistent improvements year after year, underscoring the efficacy of our targeted initiatives aimed at supporting diverse student populations (Action 1.4).

Ineffective Actions:

While celebrating our achievements, it's essential to acknowledge the challenges we've encountered. Despite our efforts, some initiatives have not yielded the expected outcomes. For instance, the latest data from BHA indicates a concerning trend for students with Individualized Education Programs (IEPs), particularly in math, with a decrease of -21.4 DFS (Action 1.5). Furthermore, the investment in Chromebooks (Action 1.1, Chromebook purchases) did not lead to the desired enhancements in math and English Language Arts (ELA) proficiency for students identified as socioeconomically disadvantaged. These setbacks highlight the need for a more nuanced approach and targeted interventions to address the specific needs of these student populations effectively.

This mixed outcome highlights the importance of continuous evaluation and adaptation of our strategies. While we've seen commendable progress through most of our actions, the insights gained from areas of ineffectiveness will be crucial in refining our approach to ensure all actions contribute effectively toward achieving our LCAP goals.

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.

Based on our analysis of the effectiveness and ineffectiveness of actions taken under our LCAP's Goal 1, several changes are being implemented to refine our approach and enhance outcomes. These adjustments are directed at actions that have not produced the desired impact over the three-year cycle.

Action 1.1 (Curriculum Enrichment - Chromebooks):
Reason for Ineffectiveness: The initiative to provide a 1:1 Chromebook ratio, aimed at facilitating access to grade-level content and enhancing math and ELA scores in our socio economically challenged students, did not yield the expected improvement. We believe this is primarily due to the lack of utilizing technology-based lessons, as would be required for in a PBL approach and BHA's pathway work.
New or Strengthened Approach: We will enhance this action by incorporating PBL approaches to lesson design, ensuring technology is incorporated into the unit plans and ensuring that the technology is being used to its full potential to support student learning.

Action 1.5 (co teaching)
Reason for ineffectiveness: though BHA provided co-teaching professional development for personnel supporting students with IEPs and made scheduling decisions to allow for co teaching opportunities, our team was very new to the profession, making co teaching more challenging.
New or Strengthened Approach: The entire department at BHA has now been fully formed, allowing practitioners to go beyond the new-to-the-profession learning. These staff members are able to lean into the more challenging service of co-teaching. BHA also has strengthened its ability to support professional development of our team and will continue to strengthen professional resources within the region.

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
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 Responses On average over 50% of our students state that they feel safe and have a sense of belonging on our campus based on our student survey. Our hope is that once we get back onto campus and are no longer doing distance learning that percentage will change.	2021-2022 Aspire Student Survey The data from our student survey this year indicates that 67% of our students feel safe and a sense of connectedness on our campus. We have seen a good amount of growth since we have returned to campus, but we still hope to increase that percentage in the coming years. We hope to reach 75% by the end of next year.	2022-2023 Aspire Student Survey Sense of Belonging: No Data Sense of Safety: No Data	2023-2024 Aspire Student Survey Sense of Belonging: 36% Responded Favorably Sense of Safety: 57% Responded Favorably	85% of our students will have a sense of safety and connectedness on our campus.
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard)	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard)	2022-2023 Suspension Rate (CA School Dashboard)	Suspension rate of 6% or lower with a decline of at least 0.5% from the previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No data reported due to Covid-19 pandemic and suspension of reporting of state indicators		- All Students: 2.4% - African American/Black: 5.9% - Hispanic/Latinx: 3.8% - English Learners: 9.5% - Socioeconomically Disadvantaged: 2.9% - Students with Disabilities: 6.5%	- All Students: 1.7% - African American/Black: 4.9% - Hispanic/Latinx: 0.9% - English Learners: 13% - Socioeconomically Disadvantaged: 2.8% - Students with Disabilities: 3.2%	
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	BHA has a Chronic Absenteeism of 1.6% for the 2020-2021 school year and 1.5% for the 2019-2020 school year. All: 9 African American: 0 English Learners: 2 Latinx: 2 SPED:0	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard)	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) - All: 19.1% - African American/Black: 5% - Hispanic/Latinx: 56.7% - English Learners: 4.2% - Socioeconomically disadvantaged: 52.5%	2023-2024 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard) - All: 16.69% - African American/Black: 13% - Hispanic/Latinx: 18% - English Learners: 33.33% - Socioeconomically	1% of our students will be listed under the Chronic Absenteeism category.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• Students with Disabilities: 10.8%	disadvantage d: 18.36% • Students with Disabilities: 26.23%	
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	Pull baseline data from 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."	90%f 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 59% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	85% o our parents will feel that the school is seeking their input for decisions made.
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)	Baseline: 20/21 data Increase number of opportunities for parent/family engagement ELAC meetings (We do not currently have an ELAC team but project to start one in the next 2-3 years.) SSC meetings (4per year)	Year 1 outcome: Number of meetings held in 21/22 • ELAC meetings (We do not currently have an ELAC team but project to start one in the next 2-3 years.)	Year 2 outcome: Number of meetings held in 22/23 • ELAC meetings (We do not currently have an ELAC team but project to start one in the next 2-3 years.)	Year 3 Outcome: • ELAC meetings (We do not currently have an ELAC team but project to start one in the next 2-3 years.) • SSC meetings (4per year)	Desired outcome: ELAC meetings (4 per year.) SSC meetings (5per year) SPED parent meetings (4 per year) Other parent trainings(College Knowledge night, Planned Parenthood, College WOrkshoops, Saturdayschools. Student Lead

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPED parent meetings (4 per year) Other parent trainings(College Knowledge night, Planned Parenthood, College WOrkshoops, Saturdayschools. Student Lead Conferences) (8 per year)	• SSC meetings (4per year) • SPED parent meetings (4 per year) • Other parent trainings(College Knowledge night, Planned Parenthood, College Workshops, Saturday schools. Student Lead Conferences) (8 per year)	• SSC meetings (4per year) • SPED parent meetings (4 per year) • Other parent trainings(College Knowledge night, Planned Parenthood, College Workshops, Saturday schools. Student Lead Conferences) (8 per year)	• SPED parent meetings (4 per year) • Other parent trainings (College Knowledge night, Planned Parenthood, College Workshops, Saturday schools. Student Lead Conferences) (8 per year)	Conferences) (10 per year)
5.a: School Attendance Rate	2019-2020 Attendance Rate 97.1%	During the 2020-2021 school year BHA has been able to hold an overall attendance rate of 98%. We are very proud of the work that was done with Virtual learning and the time spent on tracking attendance. We also recognize that this may not be the case when we are back to live learning.	In 2021-2022, we did see a drastic decline in our overall ADA. Our ADA was 93.6% and this is a big shift in what we have seen in years past. Our hope is that as we continue to move towards normal again we will see this percentage go back up.	2023-2024 Attendance Rate (P2) 94.20%	BHA hopes to hold its attendance rate at 98% over the next three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Our goal would be to hold our overall attendance at 97% over the next year.			
Middle and High School Drop Out Rate	BHA currently does not have any students that have dropped out of school. Our Counseling team works very diligently to keep students on track moving towards graduation.	BHA currently does not have any students that have dropped out of school. Our Counseling team works very diligently to keep students on track moving towards graduation	2021-2022 1 high school dropout	2022-2023 Dropout Rate 0.89% (CDE Dataquest, Five-year cohort outcome) (1 out of 112)	BHA hopes to continue to not have any students drop out.
6.b: Pupil Expulsion Rates	BHA did not have any expulsions for the 2019-2020 school year.	BHA had 1 student that was put up for expulsion.	2021-2022 0% expulsion rate	2022-2023 Expulsion Rate CDE Dataquest 0%	BHA hopes to continue to not have any expulsions.
6.d: Surveys of parents to measure safety and school connectedness	Our Family survey shows that 86% of our families feel that their children are connected and safe at school.	Our Family survey shows that 86% of our families feel that their children are connected and safe at school.	2022-2023 Aspire Family Survey • 74% responded favorably "The school provides a safe environment for my child(ren)"	2023-2024 Aspire Family Survey • 74% responded favorably "The school provides a safe environment for my child(ren)"	90% of our families will feel safe and protected.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 53% responded favorably "How much of a sense of belonging does your child feel at his/her school?"	• 53% responded favorably "How much of a sense of belonging does your child feel at his/her school?"	
l.c: School Facilities in Good Repair	BHA Facilities would be categorized as being in good repair. All AC units have been maintained each year and floors have been replaced within the last 3 years.	BHA Facilities would be categorized as being in good repair. All AC units have been maintained each year and floors have been replaced within the last 3 years.	Facilities in good repair	Overall Rating: Good	Maintain Good or Exemplary on SARC
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, 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 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 and Art/Music	2022-2023 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 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.

Reflecting on our annual performance as reported on the state dashboard, along with our local data, BHA has observed both areas of success and challenges over the past academic year. Our analysis is aimed at understanding these dynamics to inform targeted improvements and ensure equitable educational opportunities for all our students.

Successes:

BHA has made a significant improvement to our facilities maintenance program and have invested a great deal in updating facilities to include new drinking fountains, security cameras, and vape sensors. We also have upgraded to a new roofing system and outdoor lighting across the full property. We continue at the time of this writing to have zero expulsions and a small percentage of suspensions. BHA has a strong community-focused culture, and regularly invite families to campus for both celebrations and regularly seek input and feedback about BHA.

Challenges:

BHA still has not recovered our average daily attendance rate to pre-pandemic levels. Currently, our ADA average is about 94%, as opposed to the pre-pandemic rate of 97%. Some of this difference is attributed to students who are chronically absent from school.

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.

Successful Actions:

BHA has made significant strides in enhancing our facilities maintenance program (Action 2.6), demonstrating our commitment to providing a safe and conducive learning environment. Our investment includes the installation of new drinking fountains, security cameras, and vape sensors, as well as the implementation of a modern roofing system and outdoor lighting throughout our campus. Notably, our proactive

approach to discipline management has resulted in zero expulsions and a minimal rate of suspensions, reflecting the effectiveness of our strategies (Actions 2.1, 2.3, and 2.5). Moreover, fostering a strong sense of community is integral to our ethos, as evidenced by our regular engagement with families through campus celebrations and solicitation of feedback (Action 2.4). By prioritizing both physical improvements and community engagement, we are nurturing an environment conducive to holistic student development.

Ineffective Actions:

As noted above, BHA's absenteeism is still recovering post-pandemic (Action 2.2). While part of BHA's MTSS process has a heavy focus on attendance support, chronic absenteeism still persists.

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.

Based on our analysis of the effectiveness and ineffectiveness of actions taken under our LCAP's Goal 2, several changes are being implemented to refine our approach and enhance outcomes. These adjustments are directed at actions that have not produced the desired impact over the three-year cycle.

Action 2.2

Reason for ineffectiveness:
In the wake of the pandemic, both parents and students may perceive regular attendance differently, with some struggling due to evolving beliefs about its importance. Concerns about health and safety, along with shifts in educational delivery models, have prompted reevaluations of traditional attendance norms. Additionally, competing priorities such as remote work, family responsibilities, and mental health considerations may influence perceptions of the value of regular school attendance.

New or Strengthened Approach:
BHA will strengthen its home visit policy, ensuring that our team intervenes sooner in the absence trend. Early release and late start programming, particularly for our 11th and 12th graders will offer more flexible attendance opportunities. Alternative learning options such as work-study programming, internships, and off campus courses will support those facing challenges in attending school regularly.

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.aTeacher Credentials	Aspire Ben Holt is fully compliant with our teacher credentials and all teacher assignments match the appropriate credentials.	96% of teachers are fully credentialed	2021-2022 SARC Information will be updated after CDE updates SARC teacher credentialing information	2021-2022 SARC 84% Fully Credentialed	100% of BHA faculty remains fully complaints with teacher credentials and all teacher assignments match the appropriate credentials
6.e Teacher Sense of Safety and School Connectedness as a Percentage	82% of the BHA staff feel safe and connected at our site. We would like to move that percentage up to 85% by the end of the next school year.	94% of the BHA staff feel that they positively about their safety and connectedness at the school. We are really happy with this growth and hope to maintain it in the years to come.	2022-2023 Aspire Teammate Survey • Belonging: 50% of staff responded favorably	2023-2024 Aspire Teammate Survey Belonging: 74% Responded Favorably	Maintain 85% or higher

Goal Analysis

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

Reflecting on our annual performance as reported on the state dashboard, along with our local data, BHA has observed both areas of success and challenges over the past academic year. Our analysis is aimed at understanding these dynamics to inform targeted improvements and ensure equitable educational opportunities for all our students.
Successes:

To foster teammate retention, BHA implemented various strategies aimed at cultivating a positive and supportive work environment. These included quarterly staff input sessions focused on school culture and climate, providing teachers with quarterly choice time to encourage autonomy and rejuvenation, and integrating wellness goals into each teammate's Professional Learning Plan. Additionally, all teammates actively engaged in regional affinity groups, fostering connections and collaboration across diverse backgrounds. Teachers received ongoing professional development on Culturally Responsive Teaching Practices through quarterly training sessions. Furthermore, during Professional Learning Plan meetings, all teammates set stretch goals aligned with their career aspirations and received dedicated support and development opportunities, including release time for observations and assessments. Notably, maintaining 100% appropriately credentialed teachers on campus ensured alignment with educational standards and minimized disruptions in teaching assignments.

Challenges: Changes in admin staffing and availability made regular coaching and feedback sessions more inconsistent that BHA's goal stated.

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.

Successful actions:
To support teammate retention, BHA implemented a range of strategies designed to cultivate a positive work environment. These initiatives, including quarterly staff input sessions on school culture and climate, providing teachers with quarterly choice time for autonomy and rejuvenation, and incorporating wellness goals into each teammate's Professional Learning Plan (Actions 3.3, 3.5), aimed to enhance overall job satisfaction. Furthermore, all teammates actively participated in regional affinity groups (Action 3.4), fostering connections and collaboration across diverse backgrounds. Teachers received ongoing professional development on Culturally Responsive Teaching Practices through quarterly training sessions (Action 3.2), contributing to their professional growth and effectiveness in the classroom. Additionally, during Professional Learning Plan meetings (Actions 3.1, 3.5), teammates established stretch goals aligned with their career

aspirations and received tailored support and development opportunities, including release time for observations and assessments. It's noteworthy that maintaining a 100% appropriately credentialed teaching staff on campus ensured compliance with educational standards and upheld the quality of instruction (Action 3.6).
Ineffective actions:
Changes in administrative staffing and availability have led to inconsistencies in the delivery of regular coaching and feedback sessions, deviating from BHA's stated goal (Action 3.1). While efforts were made to provide feedback to all teachers, the frequency fell short of the planned schedule for some, impacting the effectiveness of support and development initiatives. As a result, addressing the challenges related to administrative staffing and availability is crucial to ensuring consistent and timely feedback delivery to all teaching staff.

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.

Action 3.1
Reason for ineffectiveness: Changes in administrative staffing and availability have led to inconsistencies in the delivery of regular coaching and feedback sessions, deviating from BHA's stated goal (Action 3.1). Not every single instructor received every-other week coaching cycles, though every teacher received coaching.
New or Strengthened approach: BHA will incorporate instructional walks into the admin calendar, including inviting home office teammates, onsite teachers, and community members. Admin PLP goals will include every-other-week coaching cycles for all supervised teammates.

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 Benjamin Holt College Preparatory Academy	Wesley Frakes Principal	wesley.frakes@aspirepbulicschools.org (209) 955-1477

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.

Ben Holt Academy is celebrating nearly 20 years of service to the San Joaquin County community and continues to look forward to our ever-changing demographics. Our site serves a little over 570 students and is so proud that we can say there are 17 different languages that are spoken on our campus. The diversity that is on our campus is vast, but at the same time can feel very limited. It has been our goal over the last few years to make a conscious effort to listen to our minority groups and really find out how to make all of our different groups of students and families to feel connected to our school and community. In the past 2 years we have had the opportunity to add three different ethnicity clubs to foster belonging and voice for our smaller ethnic populations.

Along with our growth in diversity in our population, we have also provided equity training to our staff members and encourage curriculum adjustments that will be more inclusive of all students that represent our campus. We are very pleased with the changes that have been made and look forward to adding additional classes like Ethnic Studies and a wide variety of college courses featuring different Ethnicities (Mexican-American History, Asian Studies...). As we continue to grow as a site we strive to continue to grow as professionals, so that we are providing our students with the highest quality of education to all students that step onto our campus.

Moving forward, Ben Holt Academy will be leaning into our Central Valley push toward the Vision to 2030. This will include expanding course sequences to offer pathways, courses of study that will culminate into a a final learning project such as an internship/externship for students. The goal will be to offer students courses and experiences that directly translate into real-world learning opportunities.

Reflections: Annual Performance

BHA's California Dashboard has several indicators worth celebrating, and some worth digging into to for support. Of particular note is BHA's approach to restorative practices, leading to a 'blue' score in our pupil suspension percentage rate in BHA's hispanic community. BHA's overall suspension rate has been reduced, which leads us to believe that our Social Emotional interventions, as well as our restorative practices, have had a positive impact.

Academically, BHA's overall ELA and math scores have been in slow decline, particularly for our socioeconomically disadvantaged and hispanic subgroups. One challenge BHA is facing is our approach to teacher-created curriculum. While allowing for professional agency and autonomy has been a central strategy for our school, we believe this has led to a sporadic curriculum adoption approach. Our school is currently adopting a best-practices approach to curriculum adoption and are investigating high-quality, state-approved adoptions in the subjects of ELA and history by the 2024-2025 school year, with a math adoption soon to follow.

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
Students	Needs Mapper Survey
Parents & Familes	twice annual satisfaction and feedback survey school-wide Survey-LCAP specific feedback on LCAP goals: Goal 1: We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.Goal 2: We will cultivate communities that foster inclusive, joyful, and safe learning environments.Goal 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 an-racist practices. SSC & ELAC Meetings
Teacher and Other School Personnel	Staff wide survey-LCAP specific feedback on LCAP goals: Goal 1: We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.Goal 2: We will cultivate communities that foster inclusive, joyful, and safe learning environments.Goal 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 an-racist practices. SSC & ELAC Meetings
Admin	Held SSC & ELAC meetings

Engaging educational partners in the development of the Local Control and Accountability Plan (LCAP) involves a multifaceted approach aimed at garnering input from various stakeholders. In our process, we utilized both PanoramaEd surveys for families and school-based surveys for all stakeholders to gather comprehensive feedback. These surveys provided invaluable insights into the needs and priorities of our community, guiding our decision-making process. Additionally, we ensured that the LCAP was on the school's Aspire School Council (ASC) agenda, emphasizing transparency and inviting further discussion and input from stakeholders. The feedback received highlighted the commendable efforts of our staff and the positive learning culture they foster, serving as a testament to our commitment to educational excellence.

Moving forward, our focus extends beyond current achievements to address future needs identified through the engagement process. We recognize the importance of workforce training, intern opportunities, and the exploration of Career Technical Education (CTE) pathways to better prepare our students for success in a rapidly evolving job market. By incorporating these priorities into our LCAP, we aim to create a more inclusive and comprehensive educational experience that empowers students to thrive in both academic and professional realms.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: +22.4 African American/Black: -16.3 English Learners: -159 Socioeconomically disadvantaged: -0.4 Hispanic/Latinx: +10.5 Students with Disabilities: -186.6			2025-2026 SBAC ELA DFS All: +31.40 African American/Black: +25.30 English Learners: -150 Socioeconomically disadvantaged: +8.60	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latinx: +19.50 Students with Disabilities: -177.60	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -45.6 African American/Black: -56.9 English Learners: -200.2 Socioeconomically disadvantaged: -66.8 Hispanic/Latinx: -68.4 Students with Disabilities: -224.50			2025-2026 SBAC Math DFS All: -36.60 African American/Black: -47.90 English Learners: -191.20 Socioeconomically disadvantaged: -57.80 Hispanic/Latinx: -59.40 Students with Disabilities: -233.50	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 23.08% Met or Exceeded			2025-2026 Science Test 28.08% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 78.60% of ELs making progress towards English language proficiency			2025-2026 ELPI 84% 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 27.30%			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 instructional materials that are aligned to ELA and ELD: 5			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
		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	(iReady Reading & Math) % Met annual typical growth Baseline data available in 2024-25			2026-2027 (iReady Reading & Math) % Met annual typical growthOutcome Target will be updated when Baseline data is available	
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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Science, PE, and Art	
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 97.4%			2025-2026 High School Graduation Rate 99.4%	
1.12	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 49% of students who passed AP with 3 or higher			2025-2026 60% of students who passed AP with 3 or higher	
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 62.66% Math: 39.00%			2025-2026 % Met & Exceeded ELA: 67.66% Math: 44%	

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. Co-plan and facilitate PD with regional content directors/program managers. Purchase chromebooks 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. Purchase intervention curriculum (iReady, Zearn, Lexia, Amira etc.) Send 6 teammates to and employ CORE Science of Reading for early literacy. Send AP and leadership team to UnboundEd Standards Institute for GLEAM professional learning.	$14,200.00	Yes
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction through 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	$1,193,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes 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.	$3,398,787.00	No
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.	$2,105.00	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 With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment	$864,023.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality. Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards) Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies) +	$0.00	No
1.7	Personalized Learning (students)	Students create Post Secondary Success Plans (PSSP) and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans.	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$98,346.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 57%			Grades 6-12: 76% School Safety: Grades 6-12: 77%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 1.7% African American/Black: 4.9% Hispanic/Latinx: 0.9% English Learners: 13% Socioeconomically Disadvantaged: 2.8% Students with Disabilities: 3.2%			2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 5% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	
2.3	Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard)	2023-2024 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard) All: 16.69% African American/Black: 13% Hispanic/Latinx: 18% English Learners: 33.33% Socioeconomically disadvantaged: 18.36%			2026-2027 Chronic Absenteeism Hoonuit Dashboard (Not displayed on CA School Dashboard) All: 7.69% African American/Black: 4% Hispanic/Latinx: 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 26.23%			English Learners: 24.33% Socioeconomically disadvantaged: 0% Students with Disabilities: 0.4%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 16% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 41% 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 94.20%			2026-2027 Attendance Rate (P2) 95.1% or higher	
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)	2023-2024 Aspire Family Survey 75% responded favorably "The school provides a safe environment for my child." 69% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."			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			2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and	

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

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. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students.	$526,936.00	Yes
2.2	SEL	Purchase needed We Do It 4 The Culture curriculum to replace old materials, to ensure that all classrooms have SEL board-approved curriculum Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Have learning targets specific to SEL, We Do It 4 The Culture, visibly posted. 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: Start student leadership clubs and service clubs such as Connect Crew 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	$0.00	No
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: "Lunch with a Loved One" or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold monthly ASC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Coordinate and contribute to the CVRO 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.		
2.4	School Climate	Provide staff training on Powerschool Incident Continue refining BHA's MTSS team (which includes members of GE teaching, intervention, Special Education, and Mental Health) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Revise school-wide behavior management handbook 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 Provide school-wide Professional Development on CPI and de-escalation techniques; groups of educators will participate in trainings in rotational basis. Ensure all teammates have attended Restorative Practice training; groups of educators will participate in trainings in rotational basis.	$0.00	No
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)	$243,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. Begin having teachers join weekly admin learning walks to create school alignment with school priorities.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 84% Fully Credentialed			2025-2026 100% Fully Credentialed	
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 60% responded favorably			2026-20207 Aspire Teammate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 74% responded favorably Well-being: 70% responded favorably Staff-Leadership Relationships: 40% responded favorably Cultural Awareness and Action: 49% responded favorably			School Climate: 80% responded favorably Belonging: 94% responded favorably Well-being: 90% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 69% responded favorably	
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 3.5%			2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	
3.4	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 87.60% Black/African American: Data not displayed English Learner: Data not displayed Socioeconomically Disadvantaged: 81.50%			2025-2026 College and Career Readiness All Students: 96.60% Black/African American: Data not displayed English Learner: Data not displayed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 88.40% Students with Disabilities: 41.70%			Socioeconomically Disadvantaged: 90.50% Hispanic: 97.40% Students with Disabilities: 50.70%	
3.5	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 87%			2025-2026 A-G Completion Rates 100%	

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. 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.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive 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; groups of educators will participate in trainings in rotational basis	$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 per year	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Schools provide financial literacy training for scholars Continue to expand Vision to 2030 pathway work		
3.6	Career pathways	Ensure all high school students (9-12) develop a Post Secondary Success Plan that includes their career, college, and community goals post-graduation, and connects with our graduate profile Each High School will develop a career pathway that includes a college/university partner, to provide courses for our students Identify and develop school site career pathways, with a specific focus on the relationship between early college offerings and career pathways Ensure Master Schedule supports learning opportunities that lead to post-secondary pathway exploration and early college high school.	$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
$1,062,434	$27,558

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
12.895%	0.000%	$0.00	12.895%

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:** Socio-economically disadvantaged students scored in the orange on California School Dashboard. A majority of our MLL students fall into this category as well. **Scope:**	The actions implemented across the LEA are aimed at addressing the needs of socio-economically disadvantaged students and Multilingual Learner (MLL) students, who are indicated by their 'orange' performance on the California School Dashboard. By standardizing the curriculum with board-approved materials that meet high educational standards, we ensure that all students have access to quality education, which is crucial for improving academic outcomes among underperforming groups. Professional	Metric (1.1 & 1.2) SBAC Math & ELA Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	development tailored to these new curricular standards helps teachers effectively implement these changes, ensuring that instruction is both impactful and consistent across classrooms. Additionally, providing each student with a Chromebook ensures equal access to digital learning resources, critical for reducing the digital divide that often affects disadvantaged students. Customizing curriculum through the UnboundEd Planning Process and GLEAM Framework allows for adaptations that meet the diverse cultural and learning needs of our student body, enhancing engagement and inclusivity. Intervention strategies specifically support students who need additional help, directly targeting areas where disparities in achievement exist. Furthermore, specialized training in the Science of Reading bolsters early literacy, a foundational skill that impacts long-term academic success. Leadership development through the UnboundEd Standards Institute ensures that our school leaders are equipped to sustain these improvements and lead their schools effectively. Implementing these actions across all schools within the LEA ensures that every student, regardless of background, benefits from a high standard of education and support, fostering equity and excellence in our educational offerings.	
1.2	**Action:** Instruction **Need:** The data from the California School Dashboard highlights several critical areas where low-income students and English learners (ELs) face significant challenges. Both groups are performing below the desired	The action of providing regular time for data discussions to guide Tier 1 instruction through protected time on early release days addresses these needs in several ways. By focusing on Common Formative Assessments (CFAs) and interim assessments during data discussions, teachers can identify specific areas where low-income students and ELs are struggling. This allows for targeted instructional strategies to	Metric (1.1 & 1.2) SBAC Math & ELA Metric (1.4) ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels, as indicated by the SBAC results. For instance, English learners have a status of -159 in ELA and -200.20 in Math, while socioeconomically disadvantaged students show a status of -0.40 in ELA and -66.80 in Math. These scores indicate substantial gaps in academic achievement. Moreover, while 78.60% of English learners are making progress towards English language proficiency, there remains a need for sustained improvement and support to maintain and enhance this progress. **Scope:** LEA-wide	address these gaps. Regular data discussions enable teachers to quickly implement interventions for students who are not meeting academic benchmarks, ensuring that support is timely and relevant. Weekly observations by leadership and admin teams help monitor the implementation of instructional programs, ensuring that strategies are being effectively executed and allowing for the identification of successful practices that can be scaled. This action is provided on a school-wide basis to ensure that all students benefit from a cohesive and comprehensive instructional approach. By implementing these strategies across the entire school, every student, regardless of their background, has access to high-quality instruction and support.	
2.1	**Action:** Attendance and Enrollment **Need:** The 2023-2024 chronic absenteeism data reveals significant challenges for specific student groups: English learners (33.33%) and socioeconomically disadvantaged students (18.36%) have disproportionately high absenteeism rates compared to the overall student population (16.69%). Furthermore, the 2023-2024 P2 attendance rate is 94.20%, which, while relatively high, suggests room for improvement, particularly for unduplicated students such as English learners, McKinney-Vento, foster youth, and low-income students. **Scope:**	Ensuring that the attendance team conducts weekly data reviews focused on specific subgroups will provide timely insights into attendance trends, enabling targeted interventions to proactively address chronic absenteeism and attendance challenges, particularly for unduplicated students. Increasing family communication when students are absent and conducting home visits for those with chronic absenteeism will strengthen relationships with families and identify barriers to regular attendance. Personal communication and home visits will help families understand the importance of consistent attendance while uncovering challenges that school support services can address. By continuously monitoring and updating special programs for students in PowerSchool, the team will ensure accurate identification and support of McKinney-Vento and foster youth students, who often face additional barriers contributing to	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	absenteeism. Providing these actions on a schoolwide basis ensures consistent attendance policies and expectations are maintained across all classrooms, reinforcing equitable support for every student. By using a comprehensive and systematic approach to address chronic absenteeism, we can provide unduplicated students with the necessary resources to attend school regularly and succeed academically	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to the 2023-2024 Aspire Student Survey, 57% feel safe at school. In the 2026-2027 Aspire Family Survey, 75% of families believe the school provides a safe environment for their children. Creating a safe and supportive learning environment is integral to the success of unduplicated students. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

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	8,238,801	1,062,434	12.895%	0.000%	12.895%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,251,249.00	$793,822.00		$296,200.00	$6,341,271.00	$6,277,762.00	$63,509.00

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	$14,200.00	$14,200.00				$14,200.00	
1	1.2	Instruction	English Learners Low Income		Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,193,731.00	$0.00	$1,193,731.00				$1,193,731.00	
1	1.3	Academic Program (Master Scheduling)	All		No				Ongoing	$3,398,787.00	$0.00	$3,273,239.00	$125,548.00			$3,398,787.00	
1	1.4	MLL	All		No				Ongoing	$0.00	$2,105.00				$2,105.00	$2,105.00	
1	1.5	SPED	Students with Disabilities		No				Ongoing	$816,819.00	$47,204.00		$668,274.00		$195,749.00	$864,023.00	
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	$98,346.00	$0.00				$98,346.00	$98,346.00	
2	2.1	Attendance and Enrollment	English Learners Low Income		Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$526,936.00	$0.00	$526,936.00				$526,936.00	
2	2.2	SEL	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	All		No				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	2.5	Classroom Facilities, and Student Physical Spaces	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$243,143.00	$0.00	$243,143.00				$243,143.00	
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	
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Career pathways	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
8,238,801	1,062,434	12.895%	0.000%	12.895%	$1,978,010.00	0.000%	24.008 %	**Total:**	$1,978,010.00
								LEA-wide Total:	$1,978,010.00
								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	$14,200.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,193,731.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$526,936.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$243,143.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,348,712.00	$1,371,003.00

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			
1	1.2	Instruction			
1	1.3	Academic Program (Master Scheduling)			
1	1.4	Multi-Lingual Learners (MLL - encompasses English Learners)			
1	1.5	SPED & co-teaching			
1	1.6	Black Excellence			
1	1.7	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)			
1	1.8	Title I	No	$125,230.00	$167,526
1	1.9	Title III	No	$2,127.00	$2,105
1	1.10	Personnel	Yes	$714,802.00	$692,007
2	2.1	MTSS			
2	2.2	Attendance			
2	2.3	SEL			
2	2.4	Family and Community Engagement & Outreach			
2	2.5	Restorative Practices & Increasing time in Class			
2	2.6	Classrooms, Facilities, and Student Physical Spaces			
2	2.7	Personnel	Yes	$506,553.00	$509,365

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)
3	3.1	Regular Coaching (using ASLF & TLF			
3	3.2	Culturally Responsive Teaching (CRT) Professional Development			
3	3.3	Teammate Retention			
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)
$1,034,024	$1,221,355.00	$1,201,372.00	$19,983.00	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	1.10	Personnel	Yes	$714,802.00	$692,007	0.00%	0.00%
2	2.7	Personnel	Yes	$506,553.00	$509,365	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)
$8,058,776	$1,034,024	1.17%	14.001%	$1,201,372.00	0.000%	14.908%	$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.

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

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- 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.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

-     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).

California Department of Education
November 2023