



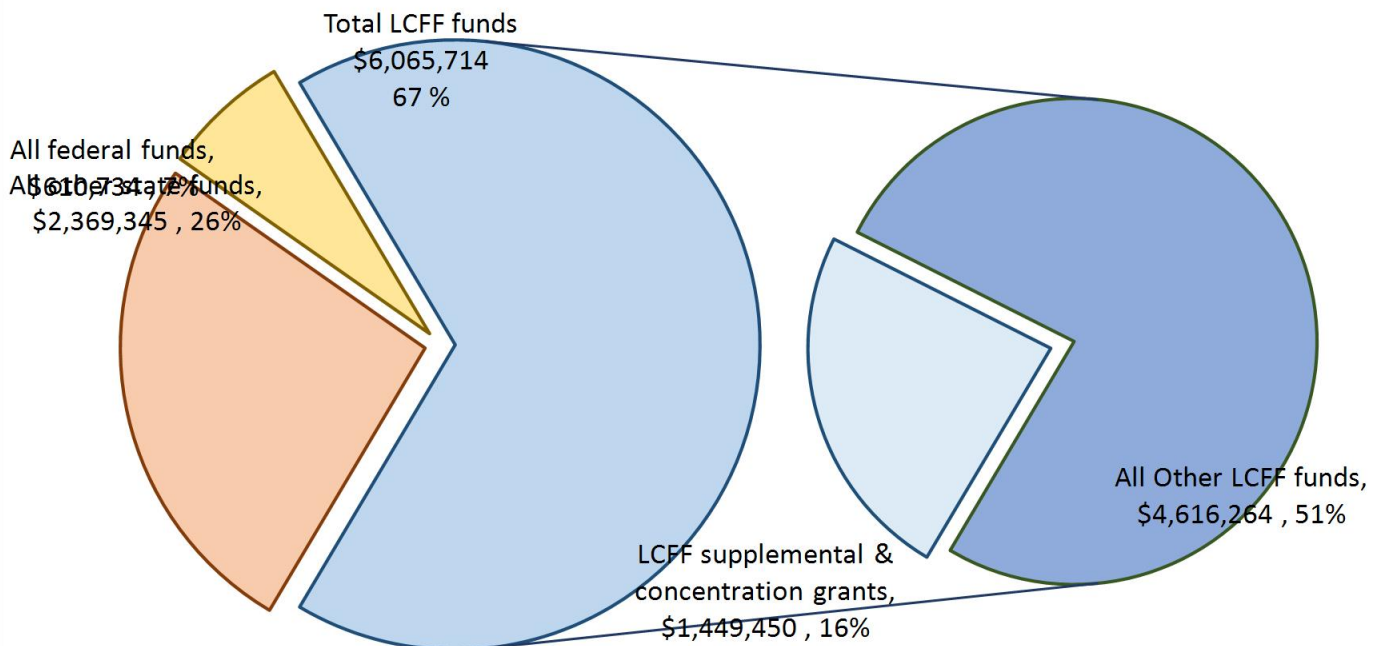
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Port City Academy
CDS Code: 39686760114876
School Year: 2024-25
LEA contact information:
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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

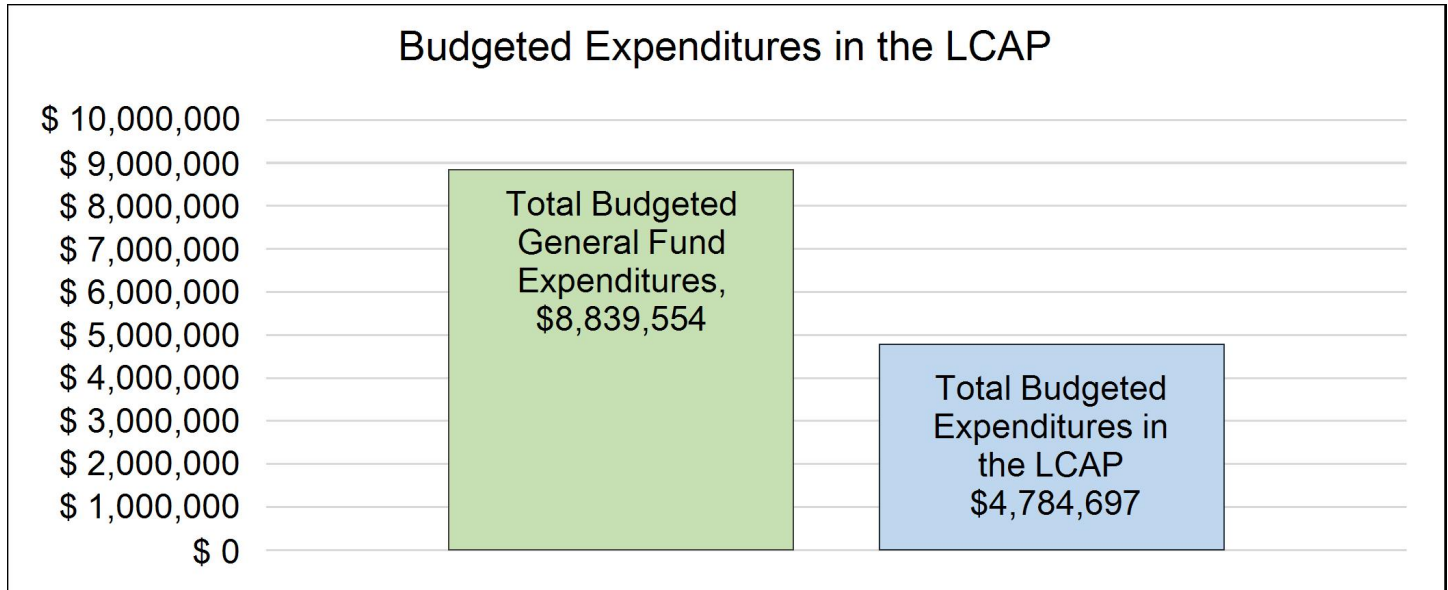


This chart shows the total general purpose revenue Aspire Port City Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Port City Academy is \$9,045,793, of which \$6,065,714 is Local Control Funding Formula (LCFF), \$2,369,345 is other state funds, \$0 is local funds, and \$610,734 is federal funds. Of the \$6,065,714 in LCFF Funds, \$1,449,450 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Port City 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 Port City Academy plans to spend \$8,839,554 for the 2024-25 school year. Of that amount, \$4,784,697 is tied to actions/services in the LCAP and \$4,054,857 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

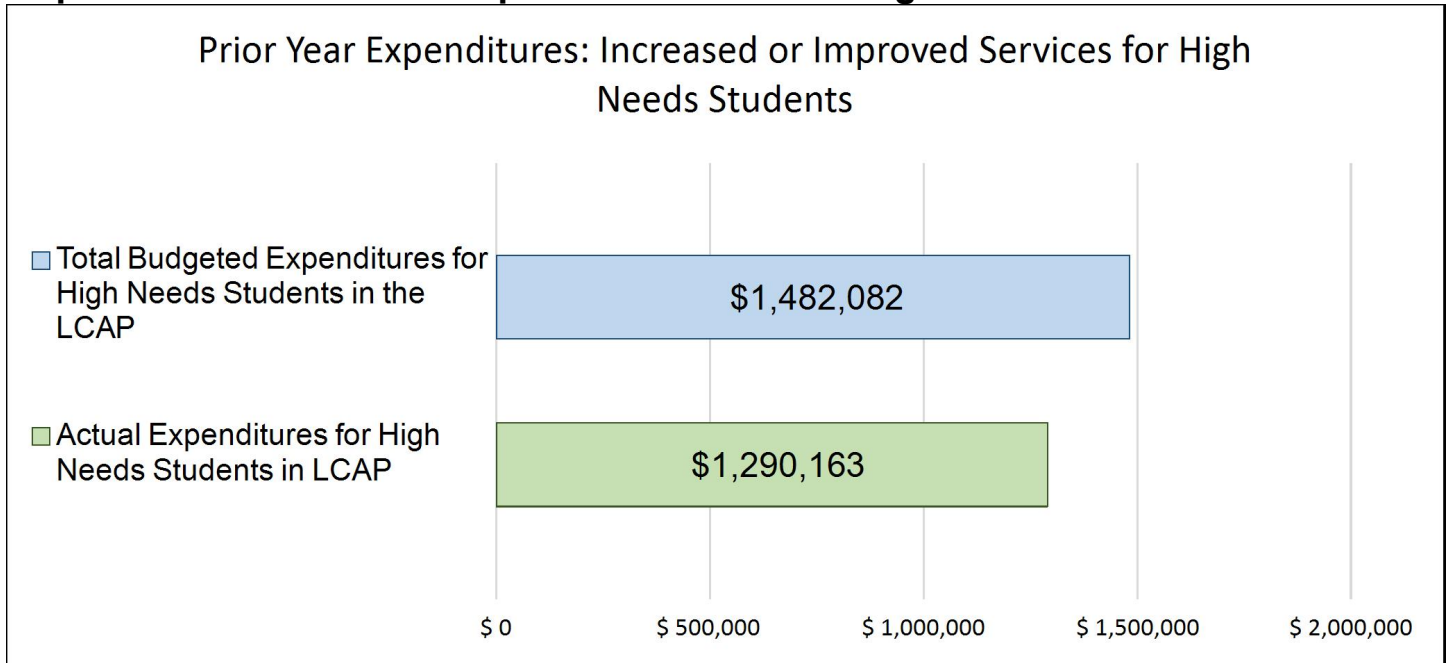
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Port City Academy is projecting it will receive \$1,449,450 based on the enrollment of foster youth, English learner, and low-income students. Aspire Port City Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Port City Academy plans to spend \$1,657,000 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



This chart compares what Aspire Port City 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 Port City 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 Port City Academy's LCAP budgeted \$1,482,082 for planned actions to increase or improve services for high needs students. Aspire Port City Academy actually spent \$1,290,163 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-191,919 had the following impact on Aspire Port City Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 were slightly less than the budgeted expenditures. This discrepancy primarily occurred because we did not fill the onsite sub position, and some expenditures were paid for with funds that cannot be marked as contributing. Despite these adjustments, all planned actions and services were implemented as intended, ensuring continued support for high needs students. Additionally, we are surpassing our Minimum Proportionality Percentage (MPP) requirement for the 2024-25 school year, demonstrating our ongoing commitment to effectively supporting high needs students.



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 Port City Academy	Shelby Schmidt Principal	shelby.schmidt@aspirepublicschools.org (209) 400-8834

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: -18.8 * African American/Black: -57.9 * English Learners: -6 * Socioeconomically disadvantaged: -19.4 * Hispanic/Latinx: -25.5 * Students with Disabilities: -115.2	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: -44 * African American/Black: -44.6 * English Learners: -71.8 * Socioeconomically disadvantaged: -52.7 * Hispanic/Latinx: -50.1 * Students with Disabilities: -90.1	SBAC ELA DFS 2022-2023 CA School Dashboard * All: -51.9 * African American/Black: -50.9 * English Learners: -54.7 * Socioeconomically disadvantaged: -51.9 * Hispanic/Latinx: -57.3 * Students with Disabilities: -117.3	* All: -38 * African American/Black: -38.6 * English Learners: -65.8 * Socioeconomically disadvantaged: -46.7 * Hispanic/Latinx: -44.1 * Students with Disabilities: -84.1
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -13 * African American/Black: -42.3 * English Learners: -10.3	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor	SBAC Math Results (SY 2021-2022) * All: -61.5 * African American/Black: -67.4 * English Learners: -79.9	SBAC Math Results 2022-2023 CA School Dashboard * All: -61.8 * African American/Black: -61.1	* All: -55.5 * African American/Black: -61.4 * English Learners: -73.9 * Socioeconomically disadvantaged: -62.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> * Socioeconomically disadvantaged: -8.2 * Hispanic/Latinx: -17.1 * Students with Disabilities: -129.1 	student academic progress.	<ul style="list-style-type: none"> * Socioeconomically disadvantaged: -68.7 * Hispanic/Latinx: -64.6 * Students with Disabilities: -116 	<ul style="list-style-type: none"> * English Learners: -66 * Socioeconomically disadvantaged: -62.9 * Hispanic/Latinx: -66.1 * Students with Disabilities: -146.3 	<ul style="list-style-type: none"> * Hispanic/Latinx: -58.6 * Students with Disabilities: -110
% of EL students making progress toward ELPAC proficiency	<p>Use 2019 CA School Dashboard EL Progress Indicator as baseline Aspire Port City Academy English Learner Progress</p> <p>All StudentsState</p> <p>32.5% making progress towards English language proficiency</p> <p>Number of EL Students: 40</p> <p>Performance Level Very Low</p>	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 38.6% of ELs making progress towards English language proficiency	2022-2023 ELPI CA School Dashboard 23% of ELs making progress towards English language proficiency	70% of EL Scholars will make progress toward English Language 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: 63% of scholars are making progress toward ELPAC Proficiency.	2022 ELPAC percentages are: Level 1: 10.38% Level 2: 41.51% Level 3: 40.57%	2022-2023 ELPAC percentages are: CDE Dataquest Level 1: 19.13% Level 2: 45.22%	2023 ELPAC percentages are: Level 1: 10% Level 2: 30% Level 3: 35% Level 4: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Level 4: 7.55%	Level 3: 27.83% Level 4: 7.83%	
EL Reclassification Rate	2019-2020 RFEP Rate 4.3%	20-21 RFEP Rate 2.0%	2021-2022 RFEP Rate 15.2%	2022-2023 RFEP Rate MLL Compliance Dashboard 7.60%	Maintain 15% RFEP rate or above
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials	N/A (No available mid-year data) SARC available in February	100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms implement standards aligned curriculum and materials	2021-2022 100% of classrooms implement standards aligned curriculum and materials	2022-2023 CA School Dashboard, Local Indicator 100% of classrooms implement standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 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	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				designated and integrated ELD.	
<p>p. 8 Other academic outcomes (STAR, DIBELS, etc)</p> <p>STAR 20-21 Term 2 2nd grade 9% 3rd grade 36% 4th grade 11% 5th grade 47%</p> <p>DIBELS BOY KINDER Leer Naming Core 23% Phonemic Fluency Core 14%</p> <p>First Leer Naming Core 48% Phonemic Fluency Core 32% Nonsense Sounds Core 41% Nonsense Words Core 63%</p> <p>Second Nonsense Sounds Core 47% Nonsense Words Core 37% Word Fluency</p>	<p>Aspire Data Portal</p> <p>End of Year Data will be entered by June 3, 2021</p> <p>STAR 20-21 Term 2 2nd grade % 3rd grade % 4th grade % 5th grade %</p> <p>DIBELS EOY KINDER Leer Naming Core % Phonemic Fluency Core %</p> <p>First Leer Naming Core % Phonemic Fluency Core %</p> <p>Second Nonsense Sounds Core % Nonsense Words Core %</p>	<p>We no longer administer STAR and will administer iReady instead</p> <p>DIBELS EOY DIBELS EOY Data will be available aer May 20, 2022.</p> <p>Mid Year DIBELS KINDER Phonemic Awareness 20% Leer Sounds 18% Decoding 23% Word Reading 28%</p> <p>First Phonemic Awareness 33% Leer Sounds 16% Decoding 19% Word Reading 26% Reading Fluency 23%</p> <p>Second Leer Sounds 36% Decoding 33% Word Reading 45% Reading Fluency 40%</p>	<p>We no longer administer STAR and will administer iReady instead</p>	<p>We no longer administer STAR and will administer iReady instead</p>	<p>These goals will be set once end of year data is entered by June 3, 2021</p> <p>STAR 20-21 Term 2 2nd grade % 3rd grade % 4th grade % 5th grade %</p> <p>DIBELS EOY KINDER Leer Naming Core % Phonemic Fluency Core %</p> <p>First Leer Naming Core % Phonemic Fluency Core % Nonsense Sounds Core % Nonsense Words Core %</p> <p>Second Nonsense Sounds Core % Nonsense Words Core %</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core 60% Oral Retell Core 51% Oral Reading Fluency Core 38%	Nonsense Words Core % Word Fluency Core % Oral Retell Core % Oral Reading Fluency Core %	Basic Comprehension 37% Third Leer Sounds 40% Decoding 42% Word Reading 39% Reading Fluency 27% Basic Comprehension 42%			Word Fluency Core % Oral Retell Core % Oral Reading Fluency Core %
iReady Reading and Math % of students that met annual typical growth goal	We administered iReady instead of STAR in Fall 2021. Baseline same as year 2 outcome	We administered iReady in Fall 2021	2021-2022 iReady Reading % of students met annual typical growth goal Grade K: 46% Grade 1: 25% Grade 2: 57% Grade 3: 49% Grade 4: 43% Grade 5: 62% iReady Math % of students met annual typical growth goal Grade K: 34% Grade 1: 30% Grade 2: 56% Grade 3: 46% Grade 4: 41% Grade 5: 41%	2023-2024 Data Portal iReady Reading % of students met annual typical growth goal All Students: 45% Grade K: 36% Grade 1: 34% Grade 2: 28% Grade 3: 45% Grade 4: 57% Grade 5: 69% iReady Math % of students met annual typical growth goal All Students: 32% Grade K: 31% Grade 1: 35% Grade 2: 18%	iReady Reading EOY 1st 86% 2nd 75% 3rd 88% 4th 75% 5th 75% iReady Math EOY 1st 75% 2nd 75% 3rd 75% 4th 75% 5th 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 3: 23% Grade 4: 45% Grade 5: 39%	

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.

Action: Summer School: We held Summer School for two weeks during summer, June 5 -16, 2024. Summer school was offered to incoming first graders through incoming fifth grade students. Summer school was offered in person with a focus on reading.

Action: Program and PD Support for MLLs & Pro-Black Programming: We continued implementation of our Pro-Black Programming Curriculum and received occasional support but did not require the level of implementation support from the previous year. Prior to the beginning of the school year, we offered professional development around utilizing EL Achieve curriculum and the associated assessments to better monitor student progress. Observation and feedback cycles were also performed throughout the year around implementation of our ELD curriculum. We also adjusted our platooning so that students in the upper grades would receive their ELD instruction in smaller settings than the previous year, allowing for more immediate feedback from teacher to students. Additional training for teachers was SIPPS training and sending teachers to six days of CORE training on the Science of Reading.

Action: Data Driven Instruction: We continue to utilize iReady as our universal data system assessing utilizing diagnostics three times per year. We included a final diagnostic to take place in the final weeks of school to have accurate data for family communications in report cards. We also utilized DIEBELS/MClass assessments in our younger grades. ELD embedded assessments were utilized more frequently this year to better progress monitor student growth, and analysis of ELPAC data was utilized for grouping students into appropriate groups for instruction, that analysis was completed prior to the start of the year in order to begin ELD instruction in appropriate groups early in the year. Universal SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) implementation began this year, and we utilized the assessments that are provided within the curriculum to monitor student progress. We did not establish our six-week cycle of inquiry this year but did monitor progress with the assessments noted above.

Action: Ensure equitable services for students with disabilities to meet IEP Requirements, as well as differentiated instructions for RtI students of need. The MTSS Manager, Intervention Teachers and Classroom teachers met independently of each other more commonly than all together and with less frequency than the planned monthly meetings. As a full inclusion school our scholars maintain full access to our curriculum, and we are working toward a co-teaching model which allows scholars with IEPs to remain in the classroom more often and receive support as they learn alongside their peers while the general education teacher and education specialist co-teach lessons. Staff

received training this year in a planning process called GLEAM (Grade Level Engaging Affirming and Meaningful) instruction that also included training in effectively scaffolding lessons so that all scholars can reach academic success.

Action: Personnel: Maintained staffing, replaced intervention teachers for additional student support

Action: Release Time: Teachers were provided release time in grade level teams on a six-week cycle allowing each team to have a full day dedicated to planning every six weeks to plan instruction across content areas.

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.

In reflecting on the overall effectiveness of this LCAP cycle there were a few actions that demonstrated the highest level of efficacy toward meeting goal one of ensuring all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming. Professional development on using assessment to progress monitor our EL progress as well as observation and feedback cycles helped refine practices during ELD instruction helped refine instruction. In addition to the development we restructured our ELD groups in order to more effectively target students and instruct in smaller settings allowing for more immediate feedback from teachers. Inclusion of the Pro-Black Curriculum Initiative across content areas allowed for culturally responsive programming. While release time also proved to be beneficial in supporting teachers to plan lessons more thoroughly, and allowed them the time to assure that scaffolds were included to help every scholar grow academically. The planning process (GLEAM) helped assure that instruction was standards aligned and that students had the scaffolds needed to access the curriculum. Based on internal assessments we are beginning to see the beneficial outcomes of implementing SIPPS (reading program) on filling in the foundational skills gaps created by virtual learning in the early grades. Training around scaffolding assisted teachers in providing scaffolds to meet the needs of students with IEPs, as well as their peers that need additional supports.

Challenges that led to ineffective outcomes were poor summer school attendance.

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.

Lack of cycle of inquiry implementation resulted in inefficacy for this portion of Goal 1. We will continue implementing data driven instruction, however, in the coming year we will seek to improve our implementation of data driven instruction by utilizing consistent (six week) cycles of inquiry in Math and ELA. The Cycle of Inquiry analysis and follow up planning will be built into team meeting planning afternoons. Our MTSS team will also be looking at data across content, behavior and attendance.

We will be implementing iReady math curriculum, in order to effectively roll out the curriculum we are offering professional development for teachers, and also assigning content leads to be the experts on campus.

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)	20-21 Aspire Student Survey Responses: <ul style="list-style-type: none"> SCHOOL SAFETY: 74% of students feel most or somewhat safe at schools SENSE OF BELONGING : 71% of students feel a sense of belonging at the school 	2021-2022 Aspire Student Survey <ul style="list-style-type: none"> SCHOOL SAFETY: 77% of students feel mostly or somewhat safe at school SENSE OF BELONGING : 73% of students feel most or somewhat safe at school 	2022-2023 Aspire Student Survey <ul style="list-style-type: none"> SCHOOL SAFETY: 52% of students responded favorably SENSE OF BELONGING : 57% of students responded favorably 	2023-2024 Aspire Student Survey <ul style="list-style-type: none"> SCHOOL SAFETY: 36% of students responded favorably SENSE OF BELONGING : 57% of students responded favorably 	Increase by 3% each year. In 3 years increase by 9% (83%)
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 3% or lower with a decline of at least 0.3% 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		<ul style="list-style-type: none"> All Students: 0.5% African American/Black: 0% Hispanic/Latino: 0.3% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0% 	<ul style="list-style-type: none"> All Students: 2% African American/Black: 5.9% Hispanic/Latino: 1.4% English Learners: 1.7% Socioeconomically Disadvantaged: 2% Students with Disabilities: 0% 	
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	Use 19-20 Chronic Absenteeism Rates from Aspire Data Portal All: 3% African American: 2(3.3%) English Learners: 0 Latino: 10(3.7%) SPED: 1(12%) Other: 1(13%)	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) <ul style="list-style-type: none"> All: African American/Black: Hispanic/Latino: English Learners: Socioeconomically disadvantaged: 	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 47.7% African American/Black: 34.7% Hispanic/Latino: 49.7% English Learners: 44.6% Socioeconomically disadvantaged: 49.3% 	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> All: 43.30% African American/Black: 46.00% Hispanic/Latino: 47.80% English Learners: 38.80% Socioeconomically disadvantaged: 44.60% 	Decrease Latin x chronic absenteeism rates 1% each year. In 3 years it will decrease by 3%. Remain below 3% for all subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Students with Disabilities: 	<ul style="list-style-type: none"> Students with Disabilities: 57.1% 	<ul style="list-style-type: none"> Students with Disabilities: 61.40% 	
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	<p>Pull baseline data from 20-21 Family Survey Data on data portal</p> <p>85% of parents responded Strongly Agree or Agree to the family survey ques on “I am encouraged to share my opinion and feedback in the school decision making process.”</p>	<p>Pull baseline data from 20-21 Family Survey Data on data portal</p> <p>79% of parents responded Strongly Agree or Agree to the family survey ques on “I am encouraged to share my opinion and feedback in the school decision making process.”</p>	<p>22-23 Aspire Family Survey</p> <p>75% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”</p>	<p>2023-24 Aspire Family Survey</p> <p>65% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”</p>	Increase by 2% each year. In 3 years increase by 6%
<p>How we will promote parental participation in programs for EL, Low-Income, and Foster Youth</p> <p>How we will promote parental participation in programs for students with special needs?</p> <p>(LCFF Priority 3)</p>	Maintain or increase the number of opportunities for parent engagement and participate on in programs for students with special needs, English Learners, Low-Income, and Foster Youth.	For the 21-22 school year parental participate on opportunities totaled 2, 1 virtual, 1 in person. Limited opportunities due to COVID restrictions.	For the 22-23 school year, we held the following family events: Saturday School BSU’s Family Movie Night BSU’s Family Paint Night Saturday School Spring Fair 3 ELAC and SSC meetings 2 Coffee Chats Student Led Conferences	For the 23-24 school year, we held the following family events: Saturday School BSU’s Family Movie Night BSU’s Family Paint Night Saturday School Spring Fair 3 ELAC and SSC meetings 2 Coffee Chats Student Led Conferences	Maintain or increase the number of opportunities for parent engagement and participate on in programs for students with special needs, English Learners, Low-Income, and Foster Youth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	19-20 Attendance Rate 96.8%	20-21 Attendance Rate 96.2%	21-22 Attendance Rate 88.7%	2023-2024 Attendance Rate (P2) 92.47%	97% or higher school attendance rate
Pupil Expulsion Rates	Use 19-20 expulsion data as baseline pulled from CDE DataQuest 0%	0%	21-22 0%	2022-2023 Expulsion Rate CDE Dataquest 0%	Maintain 0% Expulsion Rate
6.d: Surveys of parents to measure safety and school connectedness	Pull baseline data from 20-21 Family Survey Data on data portal SCHOOL SAFETY 94% (181 / 193) SCHOOL CONNECTEDNESS 89% (173 / 194)	86% of families report that the school provides a safe environment for their scholars.	22-23 Aspire Family Survey 86% of families responded favorably "The school provides a safe environment for my child(ren)"	2023-24 Aspire Family Survey 79% of families responded favorably "The school provides a safe environment for my child(ren)"	Continue to maintain school safety at 94 % or higher.
School Facilities in Good Repair	Pull baseline data from the 2019 SARC 2019 SARC: The school is in good condition overall.	2020-2021 SARC: Overall facility rate is good.	21-22 SARC Overall facility rate is good	2022-2023 SARC Overall Rating: Good	School facilities are in good repair
7 Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with	100% of students, including EL, Low-income, Foster Youth, and students with	100% of students, including EL, Low-income, Foster Youth, and students with	2022-2023 CA School Dashboard, Local indicator	100% of students, including EL, Low-income, Foster Youth, and students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music

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.

The following actions were implemented to create a a sense of community and belonging at Aspire Port City Academy.

Action: Community Connections and Support: This year we hosted Coffee Chats monthly to keep the community apprised of upcoming events and opportunities. We also hosted our School Site Council Meetings and ELAC meetings to garner input from families, offering in person and virtual opportunities. Family events included family nights and Saturday School is hosted in April. We held a family bingo night as a way to bring families together, and "Dinner with a Scientist" was an opportunity for fourth and fifth grade scholars and family to meet real world scientists and learn about their areas of specialty. We also invited a children's book author to present to the school and hosted a coffee time early in the day so that families would have the opportunity to meet the author themselves.

Once again, we supported families who fell into homelessness by providing transportation support and well as referrals to community resources, as well as supporting families through the holiday season via food drives and community resources. In an effort to increase the sense of belonging for our back scholars our Black Student Union held afternoon sessions for students and hosted several family events throughout the year. We invited families on campus to participate in and support several cultural celebrations throughout the year including family game day, and several daytime festivals where scholars learned about other cultures including Hispanic Heritage. In class content was supplemented with cultural presentations in classes that members of the school community helped to cultivate.

Action: Student and Adult Social Emotional Learning: This year we continued to use our social emotional curriculum (RULER) and had a full time counselor to support individual student needs. Because we know it is vital for the adults on our campus to be mentally well to best serve

students, our teachers received social emotional professional development around self efficacy and self care. We continued to focus monthly on core values and celebrated those during townhalls each moth. In addition to the anti-bullying week in October, we held two kindness tours as we noticed some behavioral concerns that centered around student internet access outside of school carrying into relationships on campus. During the tours campus mentors presented in each class and allowed students to dialog about the issues addressed. We utilized the family needs mapper survey to try to determine supports for families in the beginning of the year, however, response rates were low so we will alter how it is offered in coming years.

Action: Attendance: Our attendance committee meets consistently and outreach for families has helped increase attendance from year prior. Overall our chronic absenteeism remains high, but is steadily declining as noted in our most recent data pull from Hoonuit (Powerschool). The Attendance Incentive Program focused on a quarterly basis and focused on grade level celebrations. Parent education regarding attendance was limited to presentations at meetings, and during calls with families to determine how we could support better attendance.

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.

Specific actions that made progress toward cultivating communities that foster inclusive, joyful, and safe learning environments included increased opportunities for families to interact together has been effective in developing a stronger sense of community and positive survey results around communication. Student surveys revealed that student sense of belonging remained stagnate, however there was a positive increase of five percent in students sense of the teacher student relationships. While we still have high chronic absenteeism, our attendance rates in becoming increasingly better across demographics, including African American scholars and scholars with disabilities. Our suspension rates remained under the goal of 3% being 2%, however, did not decrease in the last school year, and the number of African American suspensions was disproportionate.

We continued to have whole school celebrations to honor the inclusive environment. Activities included Hispanic Heritage Month and fair, Black History Month and projects presentations, Autism Awareness, Cerebral Palsy Awareness and the in class cultural presentations cultivated by staff and families, these included Ramadan, and Asian New Year, Diwalli and Indigenous American information.

While we continue to see improvement in attendance rates across the board, changes to our attendance incentive program in the coming year will to make the celebration cycles shorter, including incentive for every week of perfect attendance in an effort to motivate scholars who may have had a single absence to continue their good attendance efforts. The parent education on attendance initiative was less in its

implementation based on the limited numbers it reached and we will alter the plan for parent education regarding attendance for the next year.

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.

Our internal metrics for student sense of belonging and sense of safety remained stagnate for the current school year. We will be transitioning to a new social emotional curriculum, Moozoom, for the coming year. Implementation will include teacher training, as well as having Moozoom SEL leads, who will receive additional training and serve as experts on campus, and to help with the overall implementation of the curriculum. We will also host a family event, either stand alone, or during a school event, to introduce families to the tool which is available to support students at home. This will hopefully support scholars through consistent vocabulary around student SEL between school and home. The measurable goal is for students to feel a sense of self efficacy regarding their emotional health, and for students to have a greater sense of belonging at school.

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 an-racist practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a Teacher Credentials	Pull from the 2019 SARC 19 Fully credentialed teachers 3 Teachers without full credentials	95% of teachers are fully credentialed 21 Fully credentialed teachers 1 Teachers without full credentials	2021-2022 SARC Information will be updated after CDE updates SARC teacher credentialing information	2021-2022 SARC 74.58%	100% of teachers are fully credentialed.
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data According to the 2021 Teammate Survey Data 89% of teaching staff feel satisfied with Aspire as a workplace. 83% of teachers plan to return to work for Aspire Public schools next year. 65% of teachers felt their workload was sustainable, with 59%	According to the 2022 Teammate Survey Data 100% of teaching staff feel satisfied with Aspire as a workplace. 100% of teachers plan to return to work for Aspire Public schools next year. 67% of teachers felt their workload was sustainable, with 72% feeling like Aspire as an organization is making improvements	2022-2023 Aspire Teammate Survey <ul style="list-style-type: none"> Satisfied with Aspire as a place to work: 60% of staff responded favorably Well-being: 60% of staff responded favorably 	2023-24 Aspire Teammate Survey <ul style="list-style-type: none"> Satisfied with Aspire as a place to work: 72% of staff responded favorably Well-being: 70% of staff responded favorably 	Teammates: Satisfied with Aspire as a workplace: 95% Feel workload is sustainable: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	feeling like Aspire as an organization is making improvements in workload sustainability	in workload sustainability.			
Support Staff career path identification and feeling of being able to grow within the role	According to the Spring 2021 Teammate Survey 87% of our support staff “see a career path and/or the ability to grow within their role.”	According to the Spring 2022 Teammate Survey 95% of our support staff “see a career path and/or the ability to grow within their role.”	2022-2023 Aspire Teammate Survey Question changed from previous year. Similar question used for year 2 outcome <ul style="list-style-type: none"> 60% of staff responded favorably "Overall, how supportive has the school been of your professional growth?" 	2023-24 Aspire Teammate Survey <ul style="list-style-type: none"> 75% of staff responded favorably "Overall, how supportive has the school been of your professional growth?" 	100% of support staff see a career path and/or the ability to grow within their role.
Focus on hiring POC who share our scholars identities.	As of the 20-21 School year our teaching staff is represented as follows:	We will no longer be utilizing this metric.	We will no longer be utilizing this metric.	We will no longer be utilizing this metric.	Hiring practices are based in equity and an-racist practices. Overall increase in the number of POC on staff. (retention rates will determine actual outcome numbers.)

Goal Analysis

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

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

In order to meet the goal of ensuring 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 we took several actions. At the beginning of the year sessions include Equity Development in understanding our Aspire wide Equity Commitments and how they apply to our work. Throughout the year staff attended Aspire-wide Affinity Groups and Equity sessions. Staff training included professional development on scaffolding instruction to meet the needs of students with special needs, Multi Language Learners, and scholars challenged by the content. In additional professional development was provided regarding effective use of assessments to monitor the progress of our English Language Learners.

Our Equity Working Group was put on hold this year as the dedicated employee spearheading the work left in the first month of school to take a position of leadership within the organization. This role was unfilled due to several unforeseen circumstances for our administration on site. While we continue to focus on equitable practices, particularly during data analysis, and planning, our formal Equity Working Group will be reestablished in the coming year.

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.

The most effective practice this year to meet goal three was the professional development series on planning. This planning assured students would receive grade level content that is engaging affirming and meaningful, and included training on including scaffolds for students when planning. The planning process helped educators to feel a greater sense of efficacy in their teaching. Also effective was our professional development on utilizing assessments embedded in our ELD curriculum to better monitor the progress of our scholars. Our Equity Working Group initiative was ineffective this year due to lack of implementation due to unforeseen circumstances on campus. We will begin rebuilding the Equity Working Group for the coming year in order to dive more deeply into practices that prepare teachers to work in our diverse community.

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

Equity Working Group implementation was ineffective this year due to a lack of implementation as the staff member leading the work moved to another position within the organization, and due to unforeseen circumstances on campus during the first half of the school year. In the coming year, the goal will be to reestablish the equity working group as a Leadership Team on campus to more formalize the work and assure that we are preparing and implementing equitable practices across content areas, as well as a part of the overall school culture.

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 Port City Academy	Shelby Schmidt Principal	shelby.schmidt@aspirepublicschools.org (209) 400-8834

Plan Summary [2024-25]

General Information

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

Aspire Port City Academy is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through Stockton Unified School District. The school currently serves 448 students from grades TK to 5. The school’s demographic profile is 66.29% Latino, 11.16% African American, 11.38% Asian, 2.46% Caucasian, and 4.46% multi-racial with 75.89% of the student body eligible for the free and reduced priced meals program and 25.89% of the students having English as a second language. The Special Education population is 9%.

Reflections: Annual Performance

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

The following is a review and reflection of the areas addressed by the California School Dashboard for the 22/23 school year. English Language Arts SBAC results demonstrated an overall drop in performance for all students (-7.90 change) and for subgroups as follows; black scholars (-6.30 change), Hispanic Scholars (-7.20 change) and Students with Disabilities (-27.20 change). Subgroups showing improvement for the English Language Arts SBAC are as follows English Learners (+17.10 change) Socioeconomically Disadvantaged (+0.80 change).

Math SBAC results demonstrated a small drop in performance for all students (-0.30 change); and for subgroups as follows; Hispanic scholars (-1.50 change) Students with Disabilities (-30.30 change). Subgroups showing improvement for the Math SBAC are as follows English Learners (+14 change) Socioeconomically Disadvantaged (+5.8 change)

The dashboard reflects that only 23% of English Learners made progress toward English Language Proficiency, which is a decline of 15.6%, landing this subgroup in the Red for ELPI. We are hopeful that because we saw increases in both Math and ELA for our English Learners, and because we altered our instructional practice for designated ELD, that we will see improvement in the growth for the school year.

Chronic Absenteeism remains a struggle for the school, and in particular for our African American Scholars (+11.3 with 46% being Chronically Absent) and Students with Disabilities (+4.2 with 61.4% being Chronically Absent) and both student groups currently in the red on the dashboard. See Comprehensive Support and Improvement section for information regarding current status and plans to improve outcomes for the 24-25 school year. We have seen an improvement in chronic absenteeism so far this year, which will be addressed in the Annual Performance reflection.

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.

ATSI
Aspire Port City Academy
Student Group(s): African American, Students with Disabilities

Support for Identified Schools

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

In order to address Chronic absenteeism our attendance team met biweekly to monitor attendance and conduct outreach to families with chronically absent scholars. We also initiated attendance incentive programs using a house system to reward grade level for the best attendance. During student led conferences teaching staff also communicated regarding the importance of attendance particularly if we were seeing a deficit in student learning that was linked to poor attendance and tardiness. At the point of creating this document the attendance of our African American scholars are running at a rate of 28% chronically absent, which is a sharp decline from the previous year. Our students with disabilities are demonstrating a current rate of chronic absenteeism of 36.59%, which is also a decline from our previous school year.

In the coming year alterations to our attendance plan will include shortening the window for our incentive programs so that students do not feel defeated by a single absence and feel they have a fresh start for solid attendance each week. We will also conduct an attendance

campaign utilizing tools from Attendance Works. We will begin to research such implementation as we wrap up the 23-24 school year so that we can begin with the campaign early in the 24-25 school year in an effort to support improved student attendance. Communication with families demonstrating overall chronic absenteeism and identifying individual needs for support will be part of the work conducted by the attendance committee.

Monitoring and Evaluating Effectiveness

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

The attendance committee will continue to meet biweekly, and monthly will identify families for additional outreach. Individual and class attendance incentives will be monitored on a weekly basis, with formal attendance screening conducted monthly.

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
Administrators, Teachers, Non-instructional Staff Members	Engaged through Annual Teammate Surveys conducted in September 2023 and January 2024, Staff Meetings held bi-monthly, and Lead Team Meetings conducted weekly. These forums gathered feedback on belonging, cultural awareness, professional learning, and workplace environment. In addition a specific LCAP feedback session was held with the entire staff on April 3, 2024.
Students (Grades 3-5)	Engaged through the Annual Student Survey administered September 2023 and January 2024, focusing on classroom climate and belonging, with questions designed to capture their classroom experiences and sense of belonging.
Parents (SSC and ELAC Members, Other Parents)	Engaged through the Annual Family Survey in September 2023 and January 2024, SSC and ELAC meetings in person and on ZOOM, and monthly Coffee Chats with the Principal/Admin sessions. These engagements provided insights into barriers to engagement, family engagement preferences, and feedback on LCAP goals. SSC: 9/11/24; 11/6/24; 1/8/24; 2/5/24; 3/4/24; 4/15/24 ELAC: 9/6/24; 10/18/24; 11/1/24; 1/10/24; 2/8/24
SELPA (Special Education)	Regular consultations with SELPA to discuss needs and feedback regarding students with special needs, ensuring their perspectives are incorporated into program planning and LCAP development. Assistant Principal oversees our SPED program and both the AP and a SPED representative also sit on our school wide leadership team.

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

Family input will result in increased and more timely communication regarding family events in order to increase the attendance by members of our community, there was also a theme regarding desiring consistent communication regarding what scholars are learning throughout the year, with less variance of communication depending on grade level. There was also a desire for increased community partnerships (for example the public library, etc.) Families requested that we continue to have inclusion events throughout the year, and family education sessions. Because staff also felt it was important to garner family voice in the creation of family learning sessions, surveys regarding desired parent education sessions will be sent out twice per year, once at the end of the year to prepare for the upcoming school year, and again at the beginning of the year to garner input from incoming families new to the school.

Staff input showed a desire for staff surveys around the topics to be covered during training on implementation of both designated and integrated ELD so they could feel a greater sense of efficacy in their areas of need for instructional growth. There was a request for more common planning times, which is reflected in our annual calendar changes. Staff also desired more opportunities to conduct peer observations and more consistency in learning walks so they have consistent feedback on their professional growth.

Based on student surveys we will continue to build in field trip opportunities into our student learning experiences, and continue to hold cultural celebrations and events at school. Students felt that the house system created in the 23-24 school year was a positive way to build school culture and showed a desire for that system to continue.

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: -51.9 African American/Black: -50.9 English Learners: -54.7 Socioeconomically disadvantaged: -51.9 Hispanic/Latinx: -57.3 Students with Disabilities: -117.3			2025-2026 SBAC ELA DFS All: -42.90 African American/Black: -41.90 English Learners: -45.70 Socioeconomically disadvantaged: -42.90	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latinx: -48.30 Students with Disabilities: -108.30	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -61.8 African American/Black: -61.1 English Learners: -66 Socioeconomically disadvantaged: -62.9 Hispanic/Latinx: -66.1 Students with Disabilities: -146.3			2025-2026 SBAC Math DFS All: -52.80 African American/Black: -52.10 English Learners: -57 Socioeconomically disadvantaged: -53.90 Hispanic/Latinx: -57.10 Students with Disabilities: -137.30	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 23.33% Met & Exceeded			2025-2026 Science Test 28.33% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 23% of ELs making progress towards English language proficiency			2025-2026 ELPI 45% of ELs making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 7.60%			2025-2026 RFEP Rate 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	<p>2023-2024</p> <p>iReady Reading % of students that met annual typical growth</p> <p>All Students: 45% Grade K: 36% Grade 1: 34% Grade 2: 28% Grade 3: 45% Grade 4: 57% Grade 5: 69%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 32% Grade K: 31% Grade 1: 35% Grade 2: 18% Grade 3: 23% Grade 4: 45%</p>			<p>2026-2027</p> <p>iReady Reading % of students that met annual typical growth</p> <p>All Students: 60% Grade K: 51% Grade 1: 49% Grade 2: 43% Grade 3: 60% Grade 4: 72% Grade 5: 84%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 47% Grade K: 46% Grade 1: 50% Grade 2: 33%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 39%			Grade 3: 38% Grade 4: 60% Grade 5: 54% ?	
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art			2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 22% at & above benchmark			2026-2027 32% at & above benchmark	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	<p>Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum.</p> <p>Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers.</p> <p>Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences.</p> <p>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.</p> <p>Send new teammates to and employ CORE Science of Reading for early literacy.</p> <p>Send new Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning if they have not received the training previously. (position being filled)</p>	\$115,823.00	Yes
1.2	Instruction	<p>Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims</p> <p>Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction)</p> <p>Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually</p>	\$897,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	<p>School MTSS team uses data to inform access to interventions and supports through established processes, cycles are scheduled on a six week basis.</p> <p>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</p> <p>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 that does not limit access to enrichment</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).</p>	\$2,426,961.00	No
1.4	MLL	<p>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.</p> <p>Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities.</p> <p>The actions outlined above are designed to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners in the ELPI indicator. These actions ensure that there is focused intervention to close the achievement gaps for those most at risk.</p>	\$14,243.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	SPED	<p>Education Specialists are observed and given feedback (approx every 2 weeks)</p> <p>Education Specialists are included in all curriculum professional training to support with co-teaching</p> <p>Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning</p> <p>Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching</p> <p>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</p>	\$517,168.00	No
1.6	Black Excellence	<p>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.</p> <p>Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements)</p> <p>Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.)</p> <p>Participation in Black Excellence awards ceremony (costs for awards)</p> <p>Conduct field trips for our BSU students to Historically Black Colleges and Universities</p> <p>Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies)</p>	\$0.00	No
1.7	Personalized Learning (students)	<p>Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Multi Language Learners include language goals into their PLPs		
1.8	Title I	<p>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:</p> <p>Dean of Instruction Instructional Coach</p> <p>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.</p>	\$146,539.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 57% Teacher-student relationships: Grades 3-5: 72%			2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 77% Teacher-student relationships:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 36%			Grades 3-5: 92% School Safety: Grades 3-5: 56%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 2% African American/Black: 5.9% Hispanic/Latinx: 1.4% English Learners: 1.7% Socioeconomically Disadvantaged: 2% Students with Disabilities: 0%			2025-2026 Suspension Rate All Students: 1.1% African American/Black: 5% Hispanic/Latinx: 0.5% English Learners: 0.8% Socioeconomically Disadvantaged: 1.1% Students with Disabilities: 0%	
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 43.30% African American/Black: 46.00% Hispanic/Latinx: 47.80% English Learners: 38.80% Socioeconomically disadvantaged: 44.60% Students with Disabilities: 61.40%			2025-2026 Chronic Absenteeism Rate All: 34.30% African American/Black: 37.00% Hispanic/Latinx: 38.80% English Learners: 29.80% Socioeconomically disadvantaged: 35.60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 52.40%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 25% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 50% responded favorably	
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5))	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2			2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.47%			2026-2027 Attendance Rate (P2) 95.1% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%			2026-2027 Expulsion Rate 0%	
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 79% responded favorably "The school provides a safe environment for my child." 79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."			2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good			2025-2026 Overall Rating: Good	
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art			2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Science, PE, and Art	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney-Vento, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions). The windows for these	\$293,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>incentives will be shortened so that students do not give up on attendance rewards after one or two absences.</p> <p>Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Engage all families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc.</p> <p>Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students.</p> <p>Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets if necessary.</p> <p>The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for African American students and Students with Disabilities. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.</p>		
2.2	SEL	<p>Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs)</p> <p>Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day.</p> <p>Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies.</p> <p>Train and develop all teammates on SEL competencies from CDE.</p> <p>Have learning targets specific to SEL visibly posted.</p> <p>MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers.</p> <p>Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Antiracist / Restorative Culture: Start student leadership clubs, for example: service crew, environment crew, safety crew, den meetings *cross grade level groups.		
2.3	Family and Community Engagement & Outreach	<p>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.</p> <p>Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes.</p> <p>Create Black Family Advisory group for family members of black students to provide input on our school culture and climate.</p> <p>Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school.</p> <p>Identify a person or team that will establish meaningful school partnership.</p> <p>Stronger Connection Grant: Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.</p>	\$0.00	Yes
2.4	School Climate	<p>Provide staff training on Powerschool Incident</p> <p>Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior)</p> <p>Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team.</p> <p>Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system.</p> <p>Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program</p>	\$117,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices.</p> <p>Provide school-wide Professional Development on CPI and de-escalation techniques.</p> <p>Ensure all teammates have attended Restorative Practice training.</p> <p>Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching</p>		
2.5	Classroom Facilities, and Student Physical Spaces	<p>In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility.</p> <p>Inspection Tool (FIT) School Ratings are at least “Good”.</p> <p>Annually train all teammates on the school comprehensive safety plan</p> <p>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)</p>	\$255,173.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	<p>Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost)</p> <p>School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals</p> <p>All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan</p> <p>Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates.</p> <p>Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings.</p> <p>Begin to have lead teachers engage in learning walks and coach teachers on their team.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 74.58% 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: 72% responded favorably			2026-2027 Aspire Teammate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Belonging: 78% responded favorably</p> <p>Well-being: 70% responded favorably</p> <p>Staff-Leadership Relationships: 53% responded favorably</p> <p>Cultural Awareness and Action: 54% responded favorably</p>			<p>School Climate: 92% responded favorably</p> <p>Belonging: 95% responded favorably</p> <p>Well-being: 90% responded favorably</p> <p>Staff-Leadership Relationships: 73% responded favorably</p> <p>Cultural Awareness and Action: 74% responded favorably</p>	
3.3	Teammate Retention Rate (Data Portal)	<p>2023-2024 to 2024-2025 Retention Rate</p> <p>98.3%</p>			<p>2026-2027 to 2027-2028 Retention</p> <p>Maintain 90% or higher</p>	

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. Quarterly family education opportunities on topics determined via family and staff surveys. (At least one event per year will be specific to our MLL and Sped Scholars)	\$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>support/development in those areas (which may include release time for observations, tests, etc.)</p> <p>Ensure all teammates have ability to attend regional affinity groups.</p> <p>Ensure all admins attend National Equity Project: Leading for Equity</p>		
3.4	Teacher Credentialing	<p>In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year</p>	\$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
\$1,449,450	\$167,516

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.399%	3.965%	\$176,293.89	35.364%

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	<p>Action: Grade Level Curriculum</p> <p>Need: Internal data and School Dashboard demonstrate that EL and Low Income youth are making progress in mathematics, and ELA, however they continue to lag behind their peers. Additionally the California Dashboard indicates that EL scholars were not making adequate progress toward mastering ELD.</p>	<p>These actions were selected as iReady math supports strong academic discourse which will support our EL population. Assuring adequate team planning and utilization of the GLEAM planning process will assure that lessons address grade level standards, and that scaffolds are provided to assure success for our EL and SPED Populations. On going professional development will assist educators in focusing on supporting our EL population during implementation. It is provided on a schoolwide basis as it is believed</p>	<p>Metric (1.1 & 1.2) SBAC</p>

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
	<p>Scope: LEA-wide</p>	<p>the actions focused on our EL population will also benefit the general populations of scholars as well.</p>	
<p>1.2</p>	<p>Action: Instruction</p> <p>Need: Internal data and School Dashboard demonstrate that EL and Low Income youth are making progress in mathematics, and ELA, however they continue to lag behind their peers. Additionally the California Dashboard indicates that EL scholars were not making adequate progress toward mastering ELD.</p> <p>Scope: LEA-wide</p>	<p>Providing specific time for ongoing data analysis which considers our subgroups of students will enable to more closely monitor the progress of our EL and Low-Income scholars. The analysis will be regarding whole school, then broken down by subgroups for comparative reasons, thus it will be conducted on a schoolwide basis. Observations by admin and leadership teams will enable feedback for scaffolds planned within lessons to increase teacher efficacy in supporting EL scholars and monitor for embedded ELD instruction. Since students are taught in a whole school setting his action is provided on a schoolwide basis. Learning targets being clearly posted and articulated to scholars will help focus instruction and allow students to attend to the learning target at hand. Providing such clarity for EL scholars also benefits the general population of scholars; thus, it is being proved on a schoolwide basis.</p>	<p>Metric (1.1 & 1.2) SBAC</p>
<p>2.1</p>	<p>Action: Attendance and Enrollment</p> <p>Need: 43.3% of scholars were chronically absent, the dashboard shows a decline of 4.5%. While our year to date demonstrates improvement in all subgroups, we continue to demonstrate concerning levels of chronic absenteeism.</p> <p>Scope:</p>	<p>Educating students and families on the importance and impact of student attendance, and providing incentives for consistent attendance is provided schoolwide in an effort to increase attendance overall. In addition to these actions, our attendance team will consistently monitor attendance increase communication with chronically absent families in order to determine root causes and potential supports. We will move toward more frequent in person contact with chronically absent families in order to educate them on potential supports once we identify</p>	<p>Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance</p>

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	causes of absenteeism. Improved overall attendance should result in increased academic growth for scholars that have historically been chronically absent.	
2.3	<p>Action: Family and Community Engagement & Outreach</p> <p>Need: Attendance at our School Site Council and English Language Advisory Council has been consistently lower than desired on a consistent basis. Because we know that partnership with our families is crucial for the success of our scholars we want to increase involvement. During input sessions families of MLL scholars and members of SSC all voiced a desire for education on how to better support scholar learning at home. They also have a desire for increased communication and community culture building events at the school.</p> <p>Scope: LEA-wide</p>	By increasing the number of events both social/celebratory and educational events we will continue to cultivate a stronger school community as a whole. This will increase communication opportunities and the sense of belonging for all members of our school community. Ultimately, increasing the strength of relationships between the adults in the community will result on positive outcomes for our scholars. Increased attendance at SSC and ELAC will increase opportunity for family voice in the development of our school over time.	Metric (2.4) Efforts we make to seek parent input
2.4	<p>Action: School Climate</p> <p>Need: Student survey results reflect positive responses in the following areas: Classroom Climate: 59% Classroom Belonging: 71% School Climate: 54% School Safety: 36%</p>	Student and staff surveys demonstrate the need to increase the overall school climate and culture. By consistently having our team review data across sources and assuring training in restorative practices and CPI we will see an increase in attendance and increase feelings of a positive school climate and overall well-being of staff and students.	Metric (2.1) Student sense of safety and connectedness

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
	<p>Sense of Belonging: 57% Teacher Student Relationships: 72%</p> <p>Teammate survey results reflect positive responses in the following areas: Belonging: 78% Wellbeing: 10% School Climate: 72% Staff Leadership Relations: 53%</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Classroom Facilities, and Student Physical Spaces</p> <p>Need: In order to maintain a positive school climate school safety needs to be a first priority. Compliance with all areas of the Williams Act is a necessary part of maintaining school safety. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety</p>

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
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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	4,616,264	1,449,450	31.399%	3.965%	35.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,477,327.00	\$1,179,710.00		\$127,660.00	\$4,784,697.00	\$4,614,811.00	\$169,886.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$115,823.00	\$93,037.00	\$22,786.00			\$115,823.00	
1	1.2	Instruction	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$897,545.00	\$0.00	\$897,545.00				\$897,545.00	
1	1.3	Academic Program (Master Scheduling)	All	No				Ongoing	\$2,426,961.00	\$0.00	\$1,787,205.00	\$639,756.00			\$2,426,961.00	
1	1.4	MLL	All	No				Ongoing	\$0.00	\$14,243.00				\$14,243.00	\$14,243.00	
1	1.5	SPED	Students with Disabilities	No				Ongoing	\$477,348.00	\$39,820.00		\$517,168.00			\$517,168.00	
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	\$146,539.00	\$0.00	\$33,122.00			\$113,417.00	\$146,539.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$293,887.00	\$0.00	\$293,887.00				\$293,887.00	
2	2.2	SEL	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Family and Community Engagement & Outreach	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Climate	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$117,358.00	\$0.00	\$117,358.00				\$117,358.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$255,173.00	\$0.00	\$255,173.00				\$255,173.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All		No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7								Ongoing								
2	2.8								Ongoing								
2	2.9								Ongoing								
2	2.10								Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All		No				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								Ongoing								
3	3.6								Ongoing								
3	3.7								Ongoing								
3	3.8								Ongoing								
3	3.9								Ongoing								
3	3.10								Ongoing								

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
4,616,264	1,449,450	31.399%	3.965%	35.364%	\$1,657,000.00	0.000%	35.895 %	Total:	\$1,657,000.00
								LEA-wide Total:	\$1,657,000.00
								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	\$93,037.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$897,545.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	\$293,887.00	
2	2.3	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	\$117,358.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	\$255,173.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,634,580.00	\$1,409,091.00

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	Summer School			
1	1.2	Program and PD Support for MLLs & ProBlack Programming	Yes	\$25,000.00	\$68,278
1	1.3	Data Driven Instruction	Yes	\$108,403.00	\$16,576
1	1.4	Ensure equitable services for students with disabilities to meet IEP requirements, as well as differentiated instructions for Rtl students of need			
1	1.5	Personnel	Yes	\$882,646.00	\$476,454
1	1.6	Title I	No	\$139,362.00	\$104,685
1	1.7	Title III		\$13,136.00	\$14,243
2	2.1	Community Connections and Support	Yes	\$5,200.00	\$3,000
2	2.2	Student and Adult Social Emotional Learning			
2	2.3	Personnel	Yes	\$352,373.00	\$644,555
2	2.4	Attendance			

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	Aspire Port City Academy Equity Working Group			
3	3.2	Professional Development			
3	3.3	Personnel	Yes	\$108,460.00	\$81,300

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)
\$1,316,156	\$1,482,082.00	\$1,290,163.00	\$191,919.00	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	1.2	Program and PD Support for MLLs & ProBlack Programming	Yes	\$25,000.00	\$68,278	0.00%	0.00%
1	1.3	Data Driven Instruction	Yes	\$108,403.00	\$16,576	0.00%	0.00%
1	1.5	Personnel	Yes	\$882,646.00	\$476,454	0.00%	0.00%
2	2.1	Community Connections and Support	Yes	\$5,200.00	\$3,000	0.00%	0.00%
2	2.3	Personnel	Yes	\$352,373.00	\$644,555	0.00%	0.00%
3	3.3	Personnel	Yes	\$108,460.00	\$81,300	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)
\$4,446,772	\$1,316,156	3.38%	32.978%	\$1,290,163.00	0.000%	29.013%	\$176,293.89	3.965%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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