LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Rosa Parks Academy

CDS Code: 39-68676-0108647

School Year: 2024-25

LEA contact information:

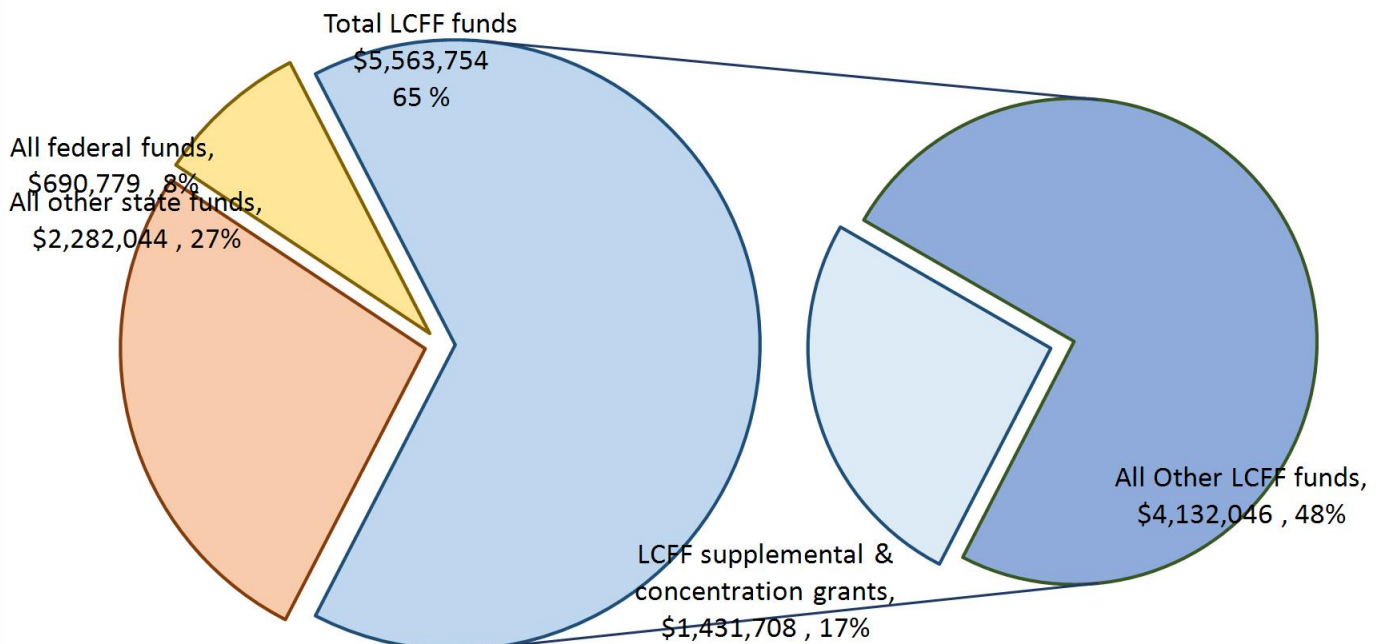Adrina Pulley

Interim Principal

Kimberly.Lewis@aspirepublicschools.org; data-contact@aspirepublicschools.org

209-944-5590

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$5,563,754
65 %

All federal funds,
$690,779 , 8%

All other state funds,
$2,282,044 , 27%

LCFF supplemental &
concentration grants,
$1,431,708 , 17%

All Other LCFF funds,
$4,132,046 , 48%

This chart shows the total general purpose revenue Aspire Rosa Parks 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 Rosa Parks Academy is $8,536,577, of which $5,563,754 is Local Control Funding Formula (LCFF), $2,282,044 is other state funds, $0 is local funds, and $690,779 is federal funds. Of the $5,563,754 in LCFF Funds, $1,431,708 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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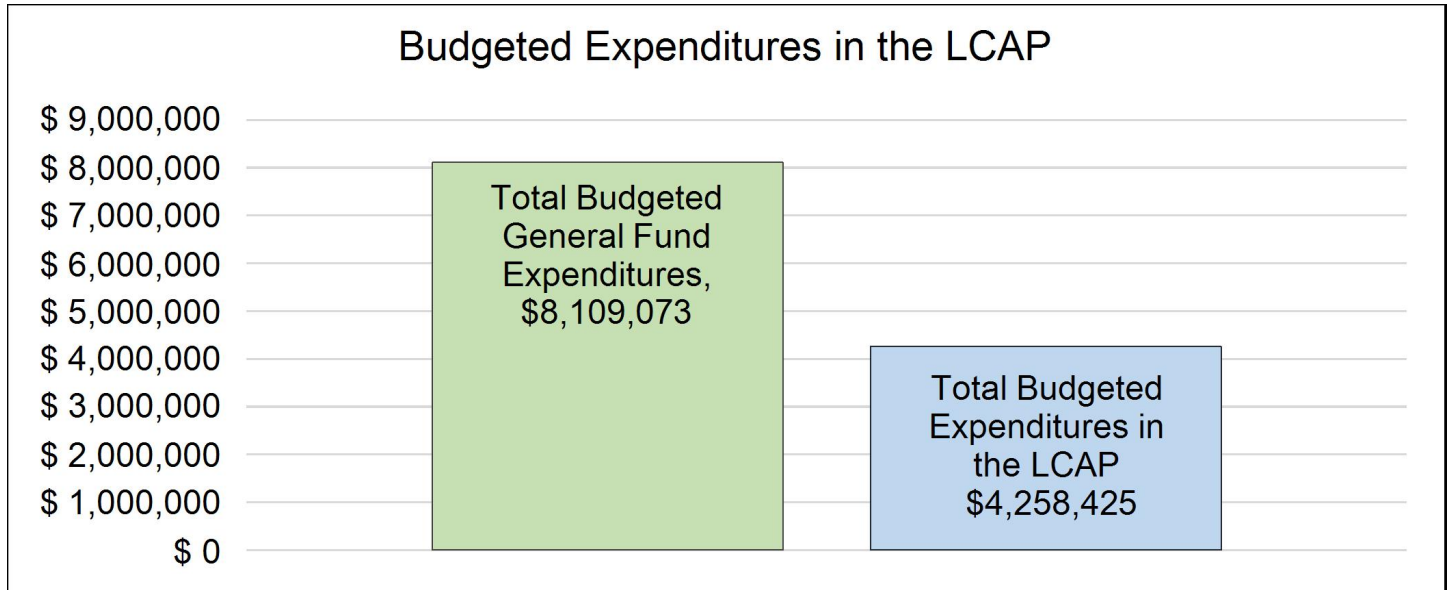
This chart provides a quick summary of how much Aspire Rosa Parks Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Rosa Parks Academy plans to spend $8,109,073 for the 2024-25 school year. Of that amount, $4,258,425 is tied to actions/services in the LCAP and $3,850,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
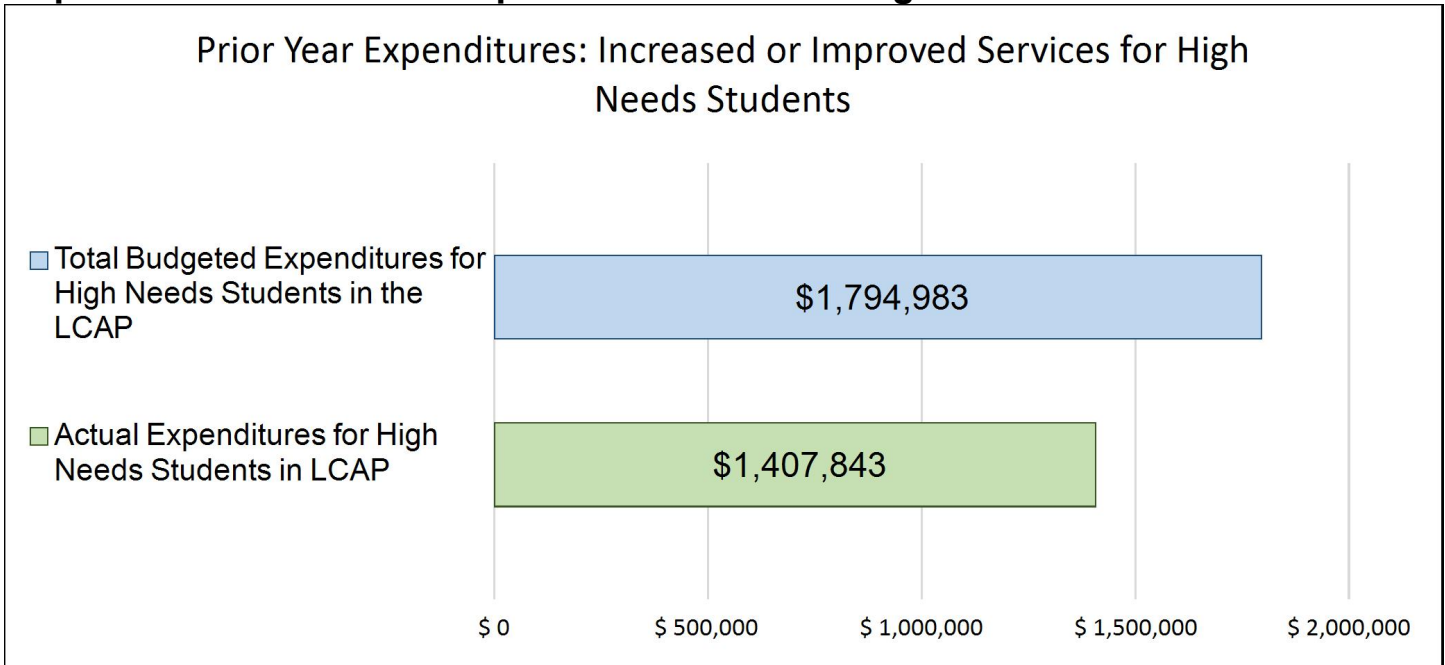
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Rosa Parks Academy is projecting it will receive $1,431,708 based on the enrollment of foster youth, English learner, and low-income students. Aspire Rosa Parks Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Rosa Parks Academy plans to spend $1,483,923 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,794,983
☐ Actual Expenditures for High Needs Students in LCAP	$1,407,843

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Aspire Rosa Parks 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 Rosa Parks 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 Rosa Parks Academy's LCAP budgeted $1,794,983 for planned actions to increase or improve services for high needs students. Aspire Rosa Parks Academy actually spent $1,407,843 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-387,140 had the following impact on Aspire Rosa Parks 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 less than the total budgeted expenditures. This discrepancy was mainly due to the staffing shortage, which led to fewer expenditures on certain planned activities and professional development. Despite this, the difference did not negatively impact the overall increased or improved services for high needs students. We maintained our commitment to providing essential support and interventions by reallocating resources and leveraging existing staff efficiently. As a result, all planned actions and services continued to be delivered effectively, ensuring that the needs of high needs students were met throughout the school year. Additionally, we still met our Minimum Proportionality Percentage (MPP) requirement for the 2023-24 school year.

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 Rosa Parks Academy	Adrina Pulley Interim Principal	adrina.pulley@aspirepublicschools.org 209-944-5590

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: -71.1 * African American/Black: -96.4 * English Learners: -78.1 * Socioeconomically disadvantaged: -73.6 * Hispanic/Latinx: -67.2 * Students with Disabilities: -114.9	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	SBAC ELA DFS (SY 2021-2022) * All: -85.8 * African American/Black: -90.5 * English Learners: -95.7 * Socioeconomically disadvantaged: -84.9 * Hispanic/Latinx: -88.3 * Students with Disabilities: -89.9	SBAC ELA DFS 2022-2023 CA School Dashboard * All: -82.2 * African American/Black: -48.7 * English Learners: -91.4 * Socioeconomically disadvantaged: -83.3 * Hispanic/Latinx: -84.3 * Students with Disabilities: -88.8	* All: -79.8 * African American/Black: -84.5 * English Learners: -89.7 * Socioeconomically disadvantaged: -78.9 * Hispanic/Latinx: -82.3 * Students with Disabilities: -83.9
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -76.5 * African American/Black: -102.9	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: -100.5 * African American/Black: -107.9	SBAC Math DFS 2022-2023 CA School Dashboard * All: -86.3 * African American/Black: -58.5	* All: -94.5 * African American/Black: -101.9 * English Learners: -102.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* English Learners: -81.2 * Socioeconomically disadvantaged: -76.4 * Hispanic/Latinx: -74.3 * Students with Disabilities: -120.2	student academic progress.	* English Learners: -108.5 * Socioeconomically disadvantaged: -97.1 * Hispanic/Latinx: -101.5 * Students with Disabilities: -102.8	* English Learners: -98.4 * Socioeconomically disadvantaged: -86.7 * Hispanic/Latinx: -89.2 * Students with Disabilities: -104.4	* Socioeconomically disadvantaged: -91.1 * Hispanic/Latinx: -95.5 * Students with Disabilities: -96.8
% of EL students making progress toward ELPAC proficiency	2019 CA School Dashboard: 40.4% EL students making progress	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 43.7% of ELs making progress towards English language proficiency	2023 ELPI CA School Dashboard 42.1% of ELs making progress towards English language proficiency	55% of EL students will make progress toward ELPAC proficiency
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 23.27% Level 2: 48.43 Level 3: 4.4 Level 4: 23.90%	2022 ELPAC percentages are: Level 1: 23.03% Level 2: 49.70% Level 3: 24.24% Level 4: 3.03%	2022-2023 ELPAC percentages are: CDE Dataquest Level 1: 16.17% Level 2: 43.71% Level 3: 34.73% Level 4: 5.39%	2023 ELPAC percentages are: Level 1: 12% Level 2: 33% Level 3: 35% Level 4: 20%
EL Reclassification Rate	2019-2020 RFEP Rate: 11.2%	2020-2021 RFEP Rate 3.1%	2021-2022 RFEP Rate 5.1%	2022-2023 RFEP Rate MLL Compliance Dashboard 7.8%	Reclassification rate of RPA scholars will be at 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials	2022-2023 SARC 100% of students have access to standards aligned curricular materials	100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms 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 continue to 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 designated and integrated ELD.	100% of English Language Learners will continue to participate in CCSS aligned ELD during designated and integrated ELD
20-21 EOY i-Ready ELA Grades 1-5	All: Tier 1 - 24% Tier 2 - 41% Tier 3 - 35% African American: Tier 1 - 22%	2021 EOY i-Ready ELA Grades 1-5 All: Tier 1 - 21% Tier 2 - 41% Tier 3 - 37%	2022 EOY i-Ready ELA Grades 1-5 All: Tier 1 - 23% Tier 2 - 46% Tier 3 - 31%	2022-2023 EOY i-Ready ELA Grades 1-5 Hoonuit Dashboard Winter All:	Less than 10% of scholars will be included in Tier 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 2 - 46% Tier 3 - 33% English Learners: Tier 1 - 24% Tier 2 - 41% Tier 3 - 35% Latinx: Tier 1 - 24% Tier 2 - 39% Tier 3 - 37% SPED: Tier 1 - 24% Tier 2 - 41% Tier 3 - 35%	African American: Tier 1 - 29% Tier 2 - 45% Tier 3 - 26% English Learners: Tier 1 - 13% Tier 2 - 38% Tier 3 - 49% Latinx: Tier 1 - 19% Tier 2 - 40% Tier 3 - 41% SPED: Tier 1 - 20% Tier 2 - 20% Tier 3 - 60%	African American: Tier 1 - 31% Tier 2 - 48% Tier 3 - 21% English Learners: Tier 1 - 17% Tier 2 - 46% Tier 3 - 37% Latinx: Tier 1 - 21% Tier 2 - 46% Tier 3 - 33% SPED: Tier 1 - 29% Tier 2 - 33% Tier 3 - 38%	Tier 1 - 49.61% Tier 2 - 26.77% Tier 3 - 9.45% African American: Tier 1 - 58.62% Tier 2 - 6.90% Tier 3 - 6.90% English Learners: Tier 1 - 45.95% Tier 2 - 37.84% Tier 3 - 12.61% Latinx: Tier 1 - 47.50% Tier 2 - 30.00% Tier 3 - 10.50% SPED: Tier 1 - 51.85% Tier 2 - 18.52% Tier 3 - 22.22%	
20-21 EOY i-Ready Math Grades K-5	All: Tier 1 - 19% Tier 2 - 50% Tier 3 - 31% African American: Tier 1 - 23% Tier 2 - 46% Tier 3 - 32% English Learners: Tier 1 - 19%	All: Tier 1 - 14% Tier 2 - 62% Tier 3 - 24% African American: Tier 1 - 15% Tier 2 - 67% Tier 3 - 19% English Learners: Tier 1 - 7%	2022 EOY i-Ready Math, Grades 1-5 All: Tier 1 - 18% Tier 2 - 58% Tier 3 - 25% African American: Tier 1 - 25% Tier 2 - 59% Tier 3 - 16%	2022-2023 EOY i-Ready Math Grades 1-5 Hoonuit Dashboard Winter All: Tier 1 - 63.58% Tier 2 - 18.21% Tier 3 - 6.29% African American:	Less than 10% of scholars will be included in Tier 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 2 - 51% Tier 3 - 31% Latinx: Tier 1 - 17% Tier 2 - 52% Tier 3 - 31% SPED: Tier 1 - 19% Tier 2 - 51% Tier 3 - 31%	Tier 2 - 59% Tier 3 - 34% Latinx: Tier 1 - 12% Tier 2 - 61% Tier 3 - 27% SPED: Tier 1 - 23% Tier 2 - 38% Tier 3 - 38%	English Learners: Tier 1 - 11% Tier 2 - 59% Tier 3 - 30% Latinx: Tier 1 - 16% Tier 2 - 58% Tier 3 - 25% SPED: Tier 1 - 12% Tier 2 - 40% Tier 3 - 48%	Tier 1 - 72.22% Tier 2 - 8.33% Tier 3 - 2.78% English Learners: Tier 1 - 56.56% Tier 2 - 29.51% Tier 3 - 7.38% Latinx: Tier 1 - 61.44% Tier 2 - 20.76% Tier 3 - 7.20% SPED: Tier 1 - 48.39% Tier 2 - 19.35% Tier 3 - 16.13%	
20-21 EOY STAR Grades 2-5	All: At/Above GL: 17% Below GL: 44% Sig Below GL: 39% African American: At/Above GL: 16% Below GL: 40% Sig Below GL: 44% English Learners: At/Above GL: 14% Below GL: 43% Sig Below GL: 41% Latinx: At/Above GL: 17%	STAR assessment discontinued	STAR assessment discontinued	STAR assessment discontinued	Reduce the percentage of students in Significantly Below GL for all subgroups to less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Below GL: 45% Sig Below GL: 38% SPED: At/Above GL: 7% Below GL: 43% Sig Below GL: 50%				
21-22 E OY DIBELS Grades K-2 MOY	Baseline 21-22 Grade K: ALL: Well Below BM:84% AA: 75% ELLs: 92% ALL: Below BM: 7% AA: 25% ELLs: 0% ALL: At BM: 7% AA: 0% ELLs: 4% ALL: Above BM: 2% AA: 0% ELLs: 4% Grade 1: ALL: Well Below BM: 73% AA: 71% ELLs: 88% ALL: Below BM: 10% AA: 29% ELLs: 4%	Grade K: ALL: Well Below BM: 84% AA: 75% ELLs: 92% ALL: Below BM: 7% AA: 25% ELLs: 0% ALL: At BM: 7% AA: 0% ELLs: 4% ALL: Above BM: 2% AA: 0% ELLs: 4% Grade 1: ALL: Well Below BM: 73% AA: 71% ELLs: 88% ALL: Below BM: 10% AA: 29% ELLs: 4%	2021-2022 DIBELS % of students that made average to well above average progress in zone of growth Grade K: 41.37% Grade 1: 47.62% Grade 2: 50.8%	2022-2023 DIBELS % of students that made average to well above average progress in zone of growth Grade K: 42% Grade 1: 20% Grade 2: 32%	Reduce the percentage of students in Significantly Below GL for all subgroups to less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL: At BM: 15% AA: 0% ELLs: 8% ALL: Above BM: 2% AA: 0% ELLs: 0% Grade 2: ALL: Well Below BM: 60% AA: 38% ELLs: 75% ALL: Below BM: 6% AA: 0% ELLs: 17% ALL: At BM: 25% AA: 62% ELLs: 14% ALL: Above: 9% AA: 0% ELLs: 7%	ALL: At BM: 15% AA: 0% ELLs: 8% ALL: Above BM: 2% AA: 0% ELLs: 0% Grade 2: ALL: Well Below BM: 60% AA: 38% ELLs: 75% ALL: Below BM: 6% AA: 0% ELLs: 17% ALL: At BM: 25% AA: 62% ELLs: 14% ALL: Above: 9% AA: 0% ELLs: 7%			

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.

To achieve Goal #1, we purchased an additional Phonemic Awareness supplemental curriculum (Heggerty) for use in the core program (TK-2). Every day teachers implement this curriculum, and it has become part of their daily schedule. We have noticed our scholars are extremely

engaged with Heggerty and there has been an increase in foundational skill development for our K-2 scholars. With our older scholars, we have implemented Bridge for Gr 3-5 Intervention in the classroom and have provided training to our learning coaches team to use this curriculum as part of their Tier II intervention small groups.

We purchased additional decodable readers for multiple grade levels to better align student practice with core foundational skills instruction (K-2) and intervention (gr 3-5). With these additional decodables, we had to create a space and system for teachers to access them as needed easily. This space was designated as a shared space with the music teacher.

Although we continued to implement the PBCI curriculum there has been no further professional development for teachers around this curriculum. However, with the CRT strategies teachers are implementing, during walkthroughs, we have observed student engagement and collaboration.

Throughout the year we intended to plan for and calendar 4 days of full release for each (K-5) grade level team to have regular lesson Internalization (planning) time and support so teachers can customize grade-level curriculum (which includes ensuring Culturally Responsive content and activities). As of this current moment, we have only scheduled one full release day for each grade level. As a result, teachers are still finding it difficult to have enough time to internalize GLEAM lessons during their allotted planning time.

We did purchase additional student Chromebooks for 1:1 use and support curriculum access, this is something that also supports our afterschool Ignite tutoring program by making sure we have enough student devices.

At the beginning of the school year, we worked with our regional academic multi-language team members to continue to review EL Achieve implementation integrity and quality and monitor academic data. During this professional development training, we focused on ELD Backwards planning, ELPAC practice test simulation, and establishing language goals for all of our students.

The Principal and Assistant Principal attended the Standards Institute (UnboundEd) in the Summer of 2023. The leadership team also attended a compacted version of Standard Institute to support the implementation of GLEAM. The purpose of this professional development was to teach educational leaders the importance of teaching grade level, engaging, affirming, and meaningful instruction. After each section of GLEAM, the admin team facilitated walkthroughs and focused their look on components of GLEAM in their instruction. The challenge with GLEAMING instruction for teachers is how long it may take to go through one full lesson.

Throughout the school year teachers have continued the use of iReady for intervention in their grade-level small groups and professional development of GLEAM, which is grade-level, engaging, affirming, and meaningful instructional strategies for all teachers. This learning has been applied to Math, EL, ELD, and Amplify Science. The professional development content planned this year was provided by regional directors and program managers while our lead teachers were supported with facilitation.

We provided regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions have focused on CFAs (Common Formative Assessments). In addition, these data discussions have allowed teachers to monitor students receiving additional intervention either in small groups or Tier II intervention.

Currently, we have sent 10 of our teachers to CORE Science of Reading PD ($800/teacher). Once more sessions are open, we plan to offer to the remaining teachers who still need to attend. This professional development has provided our teachers with a better understanding of the foundational skills needed to teach reading to students. As a result, we have seen so many environmental changes in the classroom from their learning.

Although we did not provide monthly professional development on the Science of Reading, we did have professional development directed by our regional department regarding GLEAM. Since GLEAM was so impactful with lesson planning, we organized additional planning time to internalize their lessons with teams. This additional planning time has also helped teachers plan for small group instruction and make data-informed decisions regarding their lesson planning and instruction.

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).

At the beginning of the year, we held a MLL PD discussing assessments for our MLL students using the ELD curriculum. This school year 23-24 students have received designated EL instruction 4 times/week using ELD curriculum without losing access to core content. At the beginning of the year and the middle of the year, classes were structured by proficiency levels.

During our professional development on designated MLL support - we tied the GLEAM strategies to ELD lesson delivery/planning, language objectives, assessment, metacognition, oral language development, and progress monitoring.

Summer 2023 we sent the Lead Team to attend GLAD training for Integrated MLL support.

Although General Education and Education Specialist planning days and times are the same, there has not been a consistent weekly planning time with both teachers. However, there have been other times when teachers are collaborating to meet their students' needs.

Every February our teachers dive into our Pro-Black Curriculum Initiative (which includes the use of alternate texts and activities to highlight black excellence, and reduce anti-black bias) in our SEL, ELA, and Math. This year in addition to teaching this curriculum we added some student projects, and school community events to share our work with our families.

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.

The material difference between budgeted expenditures and estimated actual expenditures for the 2023-24 school year primarily resulted from a staffing shortage at the beginning of the year. This shortage affected our ability to fully implement some planned activities and professional development sessions, leading to lower-than-expected expenditures. However, it is important to note that this difference did not

compromise the quality or scope of the actions and services provided. We adapted by reallocating resources and optimizing the use of available staff to ensure that all critical LCAP actions continued as planned.

This year the data chat cycles were implemented consistently and with fidelity. Data chats have proven to be highly effective for instruction due to their ability to facilitate data-driven decision-making, personalized learning, and collaborative professional development. By engaging in data chats, educators can analyze student data, identify trends and patterns, and tailor instruction to meet the diverse needs of learners. They have been extremely helpful in providing teachers a place and a time to analyze 9-grid student specific supports, small group foundational skills progress monitoring, and formative assessments and exit tickets to identify school-wide trends which has led teams to implement universal supports for all students in the classroom. The purchase of the Heggerty curriculum for all teachers has also improved overall phonemic awareness, specifically for our K-2 students.

- Curriculum/Resources: Through the purchase of Phonemic Awareness supplemental curriculum (Heggerty) for TK-2 and Bridge for Gr 3-5 Intervention, alongside additional decodable readers across multiple grade levels, we aim to strengthen foundational skills instruction and intervention support. We continued the use of iReady for intervention support and personalized learning pathways as needed for students.

- Data Analysis/Small Group Progress Monitoring: We recognize the importance of data discussions in informing instructional practices. To facilitate this, we allocated regular time for collaborative data discussions monthly, focusing on Common Formative Assessments (CFAs), exit tickets, and other student work. This included shared preps, release days with substitutes, or protected time on early release days to promote meaningful dialogue and action team planning. Include the implementation of small group Tier 1 English Language Arts (ELA) instruction four times per week, with each session lasting 60 minutes. This targeted approach to instruction will allow teachers to differentiate learning experiences based on student's individual needs and learning styles. Small group instruction provides opportunities for more personalized attention, tailored feedback, and scaffolded support, ultimately fostering greater student engagement and achievement. During our data chats, we were able to sustain ongoing progress monitoring to assess student growth and inform instructional decisions. Progress monitoring occurred at regular intervals to track students' mastery of key skills and identify areas for additional support or enrichment.

- Professional Learning: In regard to the GLAD professional training, we did not send 100% teachers this year. However, teachers who were trained supported teachers with strategies in their classrooms. However, we do plan to continue to send teachers to this PD during the 24-25 school year. Professional Development for PBCI educators ensures ongoing growth and proficiency in implementing culturally responsive curricula for all students. To ensure standards-aligned instruction, we provided comprehensive

professional development on curriculum standards such as Eureka, EL, and ELD. This training will be co-planned with regional content directors/program managers to ensure relevance and coherence. To deepen teachers' understanding of the Science of Reading, we sponsored 18 educators to attend CORE Science of Reading PD, investing $800 per teacher. This professional development will equip participants with evidence-based strategies to enhance literacy instruction. An area of growth with all teammates attending Science of Reading Training is to provide monthly professional development sessions on the Science of Reading where sessions will include dedicated time for planning small group, data-informed instruction. We also provided Professional Development on Designated MLL support - lesson delivery/planning, language objectives, assessment, metacognition, oral language development, and progress monitoring to support the implementation of our designated ELD.

- Instructional Planning/Resources development: We facilitated collaborative planning and regular lesson internalization time for grade-level teams to customize the curriculum with a focus on cultural responsiveness. We allocated dedicated time for teacher collaboration and curriculum customization. Specifically, we implemented a plan to provide four days of full release for each grade level team (K-5) throughout the academic year. During these scheduled full-release days, educators will have the opportunity for regular lesson internalization, planning time, and professional support. This structured time will enable teachers to collaboratively reflect on instructional practices, analyze student data, and customize grade-level curriculum to meet the diverse needs of our student population.

- Student Tutoring support: RPA is dedicated to providing comprehensive support and enrichment opportunities to all students beyond the traditional school day. To achieve this, we collaborated closely with the Regional Expanded Learning Program Manager and Afterschool Director to ensure the availability and accessibility of our After-School Program. Our After-School Program will extend the learning experience by operating for an additional 30 days outside of the regular school year, catering to the diverse needs of our student population. This extension aims to provide invaluable homework support, enrichment activities and targeted academic interventions. Specifically, our After-School Program focused on enhancing fluency in key academic areas such as reading fluency, math basic skills, and typing skills. In addition, we continued and expanded our work with Ignite Tutoring to provide tutoring for our most dependent learners in math and ELA serving almost 80 students.

We also were not fully staffed beginning the 23-24 school year starting the year with 3 open positions. However, we have hired a Full-Time P.E. Teacher, offered an open position to an Alder resident, and an offer is pending for a classroom teacher position. We are still looking to hire a full-time TK teacher.

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: • Student sense of belonging: 66% • Student sense of connectedness to adults: 71% • Student sense of connectedness to students: 63% • Student sense of safety:76%	2021-2022 Aspire Student Survey • Student sense of belonging: 79% • Student sense of connectedness to adults: 83% • Student sense of connectedness to students: 87% • Student sense of safety: 89%	2022-2023 Aspire Student Survey • Sense of belonging: 57% of students responded favorably • Teacher-student relationships: 78% of students responded favorably • School safety: 50% of students responded favorably	2023-2024 Aspire Student Survey Sense of belonging: 66% of students responded favorably Teacher-student relationships: 84% of students responded favorably School safety: 47% of students responded favorably	Increase student sense of connectedness to 70% for a 7% increase.
Student Suspension Rates as a	2019-2020 Suspension Rate (CA School Dashboard)	2020-2021	2021-2022 Suspension Rate (CA	2022-2023 Suspension Rate (CA School Dashboard)	Suspension rate of 3% or lower with a decline of at least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage (CA School Dashboard)	No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	No data reported due to Covid-19 and distance learning	School Dashboard) • All Students: 2.9% • African American/Black: 7% • Hispanic/Latinx: 2.8% • English Learners: 2.3% • Socioeconomically Disadvantaged: 2.1% • Students with Disabilities: 6.1%	All Students: 3.6% African American/Black: 4.7% Hispanic/Latinx: 3.1% English Learners: 2.8% Socioeconomically Disadvantaged: 4% Students with Disabilities: 6.4%	0.3% from the previous year
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	According to our 19-20 Chronic Absenteeism rates from Aspire Data Portal All: 4.8% African American: 4.0% English Learners: 3.8% Latinx: 4.1% SPED: 2.5%	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) • All: • African American/Black: • Hispanic/Latinx: • English Learners:	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) • All: 50.9% • African American/Black: 53.8% • Hispanic/Latinx: 51.1% • English Learners: 49.1%	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) All: 40.20% African American/Black: 41.00% Hispanic/Latinx: 41.10% English Learners: 33.30%	The amount of both African American and Latinx will be lowered by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Socioeconomically disadvantaged: • Students with Disabilities:	• Socioeconomically disadvantaged: 54.1% • Students with Disabilities: 53.1%	Socioeconomically disadvantaged: 41.60% Students with Disabilities: 39.10%	
Efforts we make to seek parent input on making decisions (Aspire Family Survey)	According to our baseline data from 19-20 Family Survey Data on data portal 85% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."	According to our baseline data from 20-21 Family Survey Data on data portal 79% of parents responded Strongly Agree or Agree to the family survey question "I am encouraged to share my opinion and feedback in the school decision making process."	22-23 Aspire Family Survey 61% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	2023-2024 Aspire Family Survey 62% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	Increase the percentage of Families input to 90%
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth How we will promote parental participation in programs for students with special needs?	At the current point in me we have no parents who are members of the ELAC.	This year we were able to recruit/convince 2 parents to join our ELAC committee	For the 22-23 school year we recruited several parents to serve on the ELAC and SSC	For the 23-24 school year we recruited several parents to serve on the ELAC and SSC	Representation on the ELAC will include at least one family member from each grade level increasing the number from 0 to 7.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(LCFF Priority 3)					
School Attendance Rate	According to our 19-20 School Attendance rate Use 20-21 pulled from Data Portal (as of May 2021) 96.5%	20-21 Attendance Rate 94.2%	21-22 Attendance Rate 87.4%	2023-2024 Attendance Rate (P2) 92.98%	Attendance rate will be increased by .5% to maintain a 97% Attendance Rate
Pupil Expulsion Rates	According to our 19-20 Expulsion Data as baseline pulled from CDE Data Quest 0.0%	According to our 20-21 Expulsion Data as baseline pulled from CDE Data Quest 0.0%	21-22 0% expulsion	2022-2023 Expulsion Rate CDE Dataquest 0%	Maintain a 0.0% Expulsion Rate.
Surveys of parents to measure safety and school connectedness	According to our baseline data from 20-21 Family Survey Data on data portal Feel Welcomed and Connected: 89% Safe environment for my child: 94%	According to our data from 21-22 Family Survey Data on data portal Feel Welcomed and Connected: 80% Safe environment for my child: 86%	22-23 Aspire Family Survey • 79% of families responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff • 83% of families responded	2023-24 Aspire Family Survey 67% of families responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff 71% of families responded favorably "The school provides a safe environment for my child(ren)"	Increase the percentage of Families feeling welcomed and connected to 94%. This will increase our current rate by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			favorably "The school provides a safe environment for my child(ren)"		
School Facilities in Good Repair	The school is in good condition overall.	The school is in good condition overall.	21-22 SARC The school is in good condition overall	2022-2023 SARC Overall Rating: Good	The school will continue to be maintained and repaired as necessary to remain in good condition
Broad course of study	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	2022-2023 CA School Dashboard, Local Indicator 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music	We will continue to ensure that 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

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.

During the 23-24 School year, we planned to increase students' sense of belonging and safety and provide opportunities for parents to share their thoughts with us through various vehicles such as ELAC, SSC, and Parent Surveys. As a team, we also reviewed SEL data from Panorama and created a scope and sequence for our Mental Health Therapist to provide SEL lessons quarterly in each classroom. We also have engaged our families this year with Parent Coffee Hours, SEL workshops, Back to School Night, Friendship Dance, Hispanic Heritage event, Block Party recognizing Black History Month, and the Color Run. As part of our efforts to improve student's sense of safety and belonging we adopted the SEL Curriculum "Second Step" as a whole school. This is used during the Morning Meeting in every classroom each day with fidelity and allows teachers to check in with students' moods. As a result of this teaching and our new partnership with Mindful Life Project, we have seen less need for students to be removed from the classroom for behavioral needs. Additionally, we continued to celebrate Monthly Attendance awards for Highest Attendance rate for TK-2 and 3-5. Additionally, we have implemented "Brag Tags" for various students' accomplishments: monthly attendance, semester academic growth, & core value winners. Students are excited to be recognized and be able to wear these tags which increases their self-esteem and belongingness. In regards to attendance, we established an attendance team and sent out quarterly/monthly information and resources to support our families in understanding the importance of attendance. This attendance team was also responsible for scheduling regular SART meetings with families, scheduling home visits, and establishing attendance plans for students as needed. This school year we flushed out the development of a new MTSS team that met monthly to look at multiple data sources to progress monitor the universal program, additional supports, and intensified supports. There was no further regional Professional Development offered for MTSS for the 23-24 school year. We completed the Tiered Instruction Matrix in the 22-23 school year however we did not frequently revisit this document, provide PD on this document, or share with the whole school. We made efforts to strengthen our PBIS system to reinforce school-wide expectations and provide student incentives for positive behaviors. This PBIS work also included making modifications to the handbook and introducing our new Pillars of Pride to recognize students from each classroom reflective of that monthly pillar. There were at least 5 additional teammates who attended Restorative Practice training during the 23-24 school year. This school year we opened the Family Resource Center in the portable, the coordinator has provided several different resources and information to the community, such as a monthly produce market, and hygiene/food closet. Our Mental Health Counselor has continued to provide counseling services to GE students as well as deliver parent education regarding SEL practices. Following the Williams Act Requirements regarding facilities, the Business Manager will do quarterly facilities walkthroughs with the building manager using the Facility Inspection Tool (FIT) and ensure School Ratings are at least "Good".

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.

The material difference between budgeted expenditures and estimated actual expenditures for the 2023-24 school year primarily resulted from a staffing shortage at the beginning of the year. This shortage affected our ability to fully implement some planned activities and professional development sessions, leading to lower-than-expected expenditures. However, it is important to note that this difference did not compromise the quality or scope of the actions and services provided. We adapted by reallocating resources and optimizing the use of available staff to ensure that all critical LCAP actions continued as planned.

- MTSS Implementation: All students continued to have access to academic and behavioral support as part of the MTSS process. Continue MTSS team meetings where we will look at multiple data sources to progress and monitor the universal program, additional supports, and intensified supports During bi-monthly meetings, the MTSS team reviewed academic as well as SEL data. This Team will discuss PBIS and supports to put in place to support scholars. This team will also make decisions based on students' growth and academic/behavioral data on whether there is a need for a Student Wellness Meeting. This meeting may determine whether more intensive services are needed to support students' academic/behavioral growth. Full implementation of the MTSS module occurred for the entire school year in the 2023-24 school year.

- Attendance Improvement Team: The use of attendance improvement interventions was still found to be associated with short-term improvements in attendance for individual students. In examining the correlation between implementation and attendance outcomes, it was found that greater implementation was related to an increased attendance rate and a lower chronic absenteeism rate. In the Fall of 2023, we hired a Family Resource Coordinator to join the attendance improvement team and focused on supporting families and students with attendance. This additional role provided a stronger program-to-parent connection and will serve to increase the implementation of attendance improvement actions. We engaged 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. through ELAC/SSC meetings. Provided students school-wide incentives recognizing their attendance (certificates, brag tags, grade level prizes)

- PBIS Implementation: The introduction of a new school-wide behavior matrix called "Pillars of Pride" benefited from visual cues and reminders of polite and respectful behavior. We encouraged and acknowledged our students for demonstrating the following character traits this year, therefore we revised our Life Skills to include Problem-Solving, Resilience, Integrity, Diligence, and Empathy. We collaborated with the Mindful Life Project to teach staff members and scholars about mindfulness. This year, we conducted six Mindfulness PDs during Staff Crew meetings in addition to two student assemblies where we taught mindfulness to all students. The PBIS handbook had some changes, and the administrator organized a PBIS Spring booster for every employee. We still had several outliers in our school-wide PBIS system that were not consistently effective, based on data from teammates and students. To help all children with social-emotional needs, we have created a new procedure for check-in and check-out that applies to the entire school. The reduction in behavior incidents and instructional time lost demonstrated the effectiveness of this technique.

- Mental Health Support and Training: There was training on social-emotional learning, youth mental health first aid, trauma-informed care, and suicide awareness and prevention continue to increase staff understanding and ability to support the mental health needs of students that our Mental Health Therapist and Administrators engaged in this year. Our Mental Health Therapist partnered with our Family Resource Coordinator and was able to host monthly Parent Coffee Hours where families are taught about our SEL skills and practices (CASEL family engagement PD workshop series) and access to local community resources. All teachers continued to facilitate a daily Crew meeting and implemented Second Step as our SEL curriculum to support social-emotional competency for all students.

- Family and Community Engagement: We continued to engage families in continued learning and awareness of school-wide attendance protocols, incentives, and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. through ELAC/SSC meetings. We held Back to School Night and Saturday School to bring families onto campus to become more involved in their scholar's education in addition to several other events for families to come to school to build community and have fun with their students (i.e.: Harvest Faire, Friendship Dance, Color Run, etc.) Our Family Resource Coordinator has also brought several resources to our site including partnering with a local produce organization that provides produce to our families every month.

- Facilities Management: Maintaining an orderly, respectful, safe, and nurturing cafeteria environment promoted student health and nutrition which has a significant correlation to student academic and behavioral performance. Following the Williams Act Requirements regarding facilities, the Business Manager will do quarterly facilities walkthroughs with the Business Manager using the Facility Inspection Tool (FIT) and ensure School Ratings are at least "Good".

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.

Although we completed our Tiered Instruction Matrix; this tool was not properly utilized this school year or shared with staff. As we continue to develop our MTSS team this Matriz will be linked and consistently revisited amongst the MTSS team.
At the beginning of the school year, we began some MLL work with regional academic teammates to provide our teachers with more professional development on ELD implementation. Throughout the school year, our partnerships with the regional team were mainly about GLEAM PD and instructional walkthroughs.
We made some significant changes to our PBIS handbook by including the Pillars of Pride, however, we are still in need of development of a PBIS team to conduct regular walkthroughs and provide teammates with effective feedback.

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 anti-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	Fully Credentialed = 19 Without Full Credentialed = 3	Fully Credentialed = 21 Without Full Credentialed = 1 95% of teachers are fully Credentialed	2021-2022 SARC Information will be updated after CDE updates SARC teacher credentialing information	2021-2022 SARC 71.79% Fully Credentialed	100% of all teachers will be fully Credentialed
6. e Teacher Sense of Safety and School Connectedness as a Percentage	According to the 2021 Teammate survey 100% of Rosa Parks Teammates are satisfied with Aspire as a place to work. Additionally 98% of students plan to work at Aspire Next Year! However only 74% of teaching teammates feel their workload is sustainable	According to the 2022 Teammate survey 83% of Rosa Parks Teammates are satisfied with Aspire as a place to work. Additionally 96% of students plan to work at Aspire Next Year! However only 48% of teaching teammates	2022-2023 Aspire Teammate Survey Survey data now broken down by teaching staff and school staff • "Overall, how satisfied are you with your job right now?" • 50% of staff responded favorably	2023-2024 Aspire Teammate Survey "Overall, how satisfied are you with your job right now?" 67% responded favorably Well-Being: 67% of staff responded favorably	90% of all teachers will feel their workload is sustainable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		feel their workload is sustainable	• 33% of teachers responded favorably • Well-Being: 33% of teachers responded favorably, 50% of staff responded favorably		
Support Staff career path identification and feeling of being able to grow within the role.	According to the Spring 2021 Teammate Survey only 72% of our support staff "see a career path and/or the ability to grow within their role"	According to the Spring 2021 Teammate Survey only 75% of our support staff "see a career path and/or the ability to grow within their role"	2022-2023 Aspire Teammate Survey • 50% of teachers responded favorably "Overall, how supportive has the school been of your growth as a teacher?" ; 60% of staff responded favorably	2023-2024 Aspire Teammate Survey Feedback and Coaching: 76% responded favorably Professional Learning: 71% responded favorably	85% of support staff will positively report through Teammate Survey their ability to see a career path and/or the ability to grow within their role.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Focus on hiring POC who share our scholar's identities and look like them	As of the 20-21 school year our teaching staff is represented by: • Asian - 8/22 (36%) • Black/AA - 4/22(18%) • Caucasian - 4/22 (18%) • Latinx 6/22 (27%)	As of the 21-22 school year our teaching staff is represented by: • Asian - 6/20 (30%) • Black/AA - 3/20 (15%) • Caucasian - 4/20 (20%) • Latinx 7/20 (35%)	As of the 22-23 school year our teaching staff is represented by: • Asian 5/17 (29%) • Black/AA - 1/17 (1%) • Caucasian 5/17 (29%) • Latinx - 7/17 (41%)	As of the 23-24 school year our teaching staff is represented by: • Asian • Black/AA • Caucasian • Latinx	We will continue to focus on hiring POC to our staff especially in positions within the classroom. Our goal is to keep our instructional staff at 90% or greater POC

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 addition to all 3 Admins providing teachers coaching and feedback, this year we trained our Instructional Lead Team to also provide their teammates with constructive instructional feedback. We have consistently used the platform Teach Boost to upload all coaching feedback and conversations. At the beginning of the year, school leadership team members created goals using the Transformational Leadership Framework (TLF) and planned to facilitate all mid-year and end-of-year coaching conversations with the principal or dean of instruction. During Professional Learning Plan (PLP) meetings, all teammates will be asked about their 5 and 10-year plans. If the desire is present to move into another position, teammates will be asked to set a stretch goal to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Each teacher has established 1 goal around the Aspire Student Learning Framework (ex. Essential Content unless Culture of Learning is not proficient then the goal would be in Domain 1) in their Professional Learning Plan. This year's Professional development will include integrated Culturally Responsive Teaching Practices with "think aloud" portions to purposefully model their use with a focus on Instructional Rounds on CRT strategies. Upon returning from Spring Break, we will host staff listening input sessions on school culture/climate and feedback to improve for the upcoming school year. We have provided Quarterly Wellness Wednesday choice time for teachers for their overall well-being in addition to encouraging teammates to write one wellness goal as part of their Professional Learning Plan. Through Regional Professional Development ensure all staff can attend regional affinity groups. We did not have the opportunity to explore affinity groups at our school site this year, but we will continue this work to support our teammates. This year we were able to secure one Alder resident. In accordance with the Williams Act Requirements regarding teacher credentialing, work with credentials department to identify teachers who are misaligned. Work with any teachers who are identified and support them toward getting their credentials/requirements.

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.

The material difference between budgeted expenditures and estimated actual expenditures for the 2023-24 school year primarily resulted from a staffing shortage at the beginning of the year. This shortage affected our ability to fully implement some planned activities and professional development sessions, leading to lower-than-expected expenditures. However, it is important to note that this difference did not compromise the quality or scope of the actions and services provided. We adapted by reallocating resources and optimizing the use of available staff to ensure that all critical LCAP actions continued as planned.

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

- Evaluation Support: We prioritized the implementation of coaching and feedback sessions for all teachers, leveraging the Aspire Student Learning Framework and Teach Boost platform. These sessions, conducted every two weeks, will provide educators with personalized support and guidance to enhance their instructional practices. The cost of this initiative is estimated at $100 per teacher, with a total of 19 teachers participating. All teachers will be tasked with setting at least one goal aligned with the Aspire Student Learning Framework in their Professional Learning Plan. This goal will focus on essential content unless proficiency in the Culture of Learning domain is lacking, in which case the goal will be directed towards improving proficiency in Domain 1. During Professional Learning Plan (PLP) meetings, all teammates will be encouraged to reflect on their 5 and 10 year career plans. If any teammate expresses a desire to transition into another position within or outside the organization, they will be encouraged to set a stretch goal to develop skills and competencies relevant to their future career goals. To support teammates in reaching their stretch goals, we provided various forms of support and development opportunities. This may include offering release time for observations, assessments, or training sessions, as well as providing access to relevant resources and mentorship. Our school leadership team members engaged in goal-setting activities using the Transformational Leadership Framework (TLF). These goals served as a roadmap for leadership development and will be revisited through end-of-year coaching conversations with the assistant principal or dean of instruction.

- Teammate Well-Being: Although we did not adhere to the listening sessions due to staffing capacity, we kept our quarterly Wellness Wednesday choice time for teachers, offering them dedicated opportunities to engage in activities that promote self-care and wellness. These sessions aim to reduce stress, increase morale, and support the holistic well-being of our educators. Furthermore, we incorporated wellness objectives into each teammate's Professional Learning Plan as part of the PLP process for all teammates, promoting introspection and the importance of personal wellness. Staff members can proactively manage their personal well-being and provide an example of healthy habits for kids by establishing wellness goals. The organization was able to sustain the implementation of hiring and retention bonuses to attract and retain high-quality, credentialed staff members. By providing financial incentives, we aim to recognize and reward the dedication and expertise of our educators, ultimately contributing to the overall success of our school community. We prioritized organizational initiatives to support the participation of all teammates in regional affinity groups. These groups provide valuable opportunities for staff members to connect, share experiences, and collaborate with colleagues who share common backgrounds, interests, or identities. Additionally, we will actively explore staff interest in establishing

affinity groups at our school site. These groups will provide a space for staff members to further build community, cultivate understanding, and support one another in a safe and affirming environment.

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.

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 Rosa Parks Academy	Adrina Pulley Interim Principal	adrina.pulley@aspirepublicschools.org 209-944-5590

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 Rosa Parks Academy is a direct-funded countywide benefit charter school in San Joaquin County. It is chartered through the Stockton Unified School District. The school is designed to serve approximately 400 students from grades TK to 5. The school's demographic profile is 78% Latino, 11% African American, 5% Asian, 1% multi-racial, 0.3% Native American, and 0.8% Caucasian with 80% of the student body eligible for the free and reduced-priced meals program. 38% of the students have English as a second language, foster youth @ 1% with 10% of our students having IEPs.

Rosa Parks Academy opened in August of 2005 and is celebrating its 19th year this school year.

Our focus this year will include:
- Implement designated ELD 4 days per week as well as integrated ELD focusing Language Routines throughout content areas, to help bolster our scholars understanding
- Continue to implement rigorous instruction with a focus on data collection on student learning; and using the data to drive future instruction for student learning.
- Continued focus on the social-emotional learning of all scholars with Ms. Kanyika (our Mental Health Therapist) leading the work with students and staff and deepening this work through partnership with Mindful Life Project and SEL adult learning through Parent classes.
- Expanding our Family and Community engagement opportunities by maintaining our Family Resource Coordinator and growing our program and resources for the community.

- Expansion and deepening of our Multi-Tiered Systems of Support to support scholars in areas of academia and social-emotional learning.
- Recruiting family members to volunteer. To include (but not limited to) the School Site Council (SSC), English Language Advisory Committee (ELAC), and classroom coordinator for each classroom.

Reflections: Annual Performance

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

The 2023 Dashboard results indicate Aspire Rosa Parks Academy saw success in several indicators:

- Increased performance in ELA by 3.6 points (orange band)
- Increased performance in Math by 14.2 points (yellow band)
- Decrease in chronic absenteeism by 10.7 points (yellow band). In the area of chronic absenteeism, we have decreased for all students by 10% with our English Learners reflecting the highest decrease at 16%
- Reflecting on annual performance data, our Black students' DFS has increased in ELA and Math. In ELA, our Black scholars improved their DFS by 41.8 points, and in Math by 49.4 points

Aspire Rosa Parks will continue to focus on the three LCAP goals, as well as the actions/services within the LCAP to improve the performance of English learners, low-income students, and Foster Youth. We will also focus on improving the ELA performance of our socioeconomically disadvantaged students who are currently showing -83.30 on the CA dashboard (red band), as well as our suspension rates for students with disabilities who are currently showing 6.4% on the CA dashboard (red band).

Some next steps to consider are our Tier II ELA intervention for all students, specifically our socioeconomically disadvantaged students. Another next step is to collaborate with our SPED teammate to ensure services and interventions are effectively in place to support our students with disabilities. This can encourage their safety and overall well-being on campus and decrease their suspension rate. Our social-emotional counselor is also teaching social-emotional lessons in every classroom at least once a month and is conducting 1:1 plus group counseling sessions.

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 Rosa Parks Academy
Student Group(s): 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.

We developed a theory of action to support our targeted student groups (students with disabilities, Hispanic, socioeconomically disadvantaged, and African American) in the areas of chronic absenteeism, suspension rates, and academic achievement after performing a needs assessment, root cause analysis, engaging with our educational partners, and studying evidence-based practices. We believe that every student deserves an equal opportunity to thrive academically, socially, and emotionally. With this commitment in mind, we are dedicated to providing comprehensive support to students with disabilities, ensuring they receive the resources and accommodations necessary for their success. We will collaborate closely with students, parents, teachers, and specialists to create personalized IEPs tailored to each student's unique needs. Additionally, we provide assistive technologies and learning tools to enhance accessibility and facilitate learning for students with diverse abilities. Our team includes experienced special education teachers, counselors, and support staff who are trained to work with students with disabilities. We are committed to fostering an inclusive and supportive environment where all students can thrive and reach their full potential, improving their academic ability, improving attendance rates and decreasing suspension rates.

Monitoring and Evaluating Effectiveness

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

- Special Education department: We are dedicated to maintaining high standards of excellence in our Special Education (SPED) program, ensuring that every student receives the support and resources they need to thrive. This will be accomplished with Data Collection and Analysis, IEP Reviews and Progress Monitoring, Parent and Student Feedback, and Collaboration and Professional Development for all teammates. We will conduct regular reviews of students' Individualized Education Plans (IEPs) to ensure that they are aligned with students' current needs, goals, and progress. Progress towards IEP goals is monitored systematically, with frequent checkpoints and adjustments made as needed to support student growth and achievement. We want to promote a culture of collaboration and professional growth among SPED staff, providing ongoing training, professional development opportunities, and collaborative planning sessions. This ensures that our staff remains up-to-date on best practices and equipped to address the evolving needs of students with disabilities.

- Progress on high-quality instructional practices: Professional development on SEL and culturally responsive instructional strategies, review of materials used, staff participation in professional development opportunities, classroom observations, and calibrated walkthroughs, with aggregated observation data on instructional practices and student engagement.

- Attendance and chronic absenteeism progress: Reasons for absences, family outreach, and communications.

- Targeted academic support for students: Percentage of targeted students receiving services, formative assessment/progress monitoring of students, analysis of academic measures, and discussion of next steps for instructional support. MTSS implementation and progress of 6-8 week small group intervention model.

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Students	Using questions intended to record their experiences in the classroom and sense of belonging, they participated in the Annual Student Survey, which was given out in the winter of 2023 and focused on classroom climate and belonging. In addition, students participated in a Mindfulness survey that also focused on their social-emotional competencies and whether the Mindful Life project and sessions have improved those skills.
Parents/Families (English Language Advisory Committee, SSC, Coffee Chats)	Participated in monthly Coffee with the Family Resource Coordinator and Mental Health Therapist sessions, quarterly meetings for SSC and ELAC, and the Annual Family Survey in the winter of 2023. Feedback on LCAP goals, family engagement opportunities, and engagement barriers were all revealed by these interactions. Survey was distributed March of 2024 to gather feedback from families and teammates. Some new listed concerns were: increase professionalism in the attire of the staff and include parents participation in after school meetings, give an option for kids to learn about their religion, math supports at home, homework assistance and more coaching and feedback for teachers.
Teachers, Admin, Other School Personnel	Engaged through bimonthly staff meetings, weekly lead team meetings, and annual teammate surveys that take place throughout the 23-24 school year. Feedback on the work environment, professional learning, cultural awareness, and sense of belonging was obtained through these forums. Survey was distributed March of 2024 to gather feedback from families and teammates. Some new listed concerns were: increase professionalism in the attire of the staff

Educational Partner(s)	Process for Engagement
	and include parents participation in after school meetings, give an option for kids to learn about their religion, math supports at home, homework assistance and more coaching and feedback for teachers.
SELPA (Special Education)	Regular consultations with SELPA to discuss needs and feedback regarding students with special needs, ensuring their perspectives are incorporated into program planning and LCAP development.

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

Through staff LCAP input meetings, it became evident that our focus for the upcoming year must include an emphasis on Social Emotional Learning (SEL) in addition to enhancing Foundational Literacy Skills for both our MLLs and non-MLLs.

Feedback from these meetings highlighted several key areas that will shape our LCAP actions and services. One significant priority is the integration of SEL into classroom instruction. This approach supports the holistic development and well-being of our students, ensuring they are equipped with the social and emotional skills necessary for success both inside and outside the classroom.

Another critical area identified was the need to create welcoming classroom environments. We are committed to fostering inclusive and supportive spaces where students feel comfortable asking questions and actively participating in their learning. This initiative aligns with our goal of ensuring that all students feel valued and engaged.

The importance of maintaining clean, well-maintained, and welcoming school facilities was also emphasized. By providing a conducive learning environment, we can enhance student focus and motivation. Additionally, staff feedback underscored the necessity of allocating dedicated time for teacher collaboration and planning. This will enhance instructional effectiveness and coherence across all grade levels.

To reinforce learning outside the classroom, we plan to provide additional resources and support for homework completion and tutoring assistance. Regular communication between the school, teachers, and families was identified as crucial for fostering positive relationships and engagement. We will continue to utilize various communication channels to keep our school community informed and connected.

Bullying prevention emerged as a vital concern. We will implement programs and activities to raise awareness about bullying, its impact, and strategies for prevention. This includes educating students, staff, and parents on recognizing, reporting, and responding to bullying behavior.

Ensuring communication with parents is accessible and conducted in their home language is another priority. This will promote better engagement and understanding, making parents feel more involved in their children's education.

Reliable transportation was identified as a necessity to access educational opportunities. We strive to provide accessible transportation options for our students to ensure they can attend school regularly and on time.

The continuation of specialty classes and programs, such as art, music, PE, Garden Club, Chess Club, and Soccer Club, was also highlighted. These programs are essential for providing a well-rounded education and fostering students' interests and talents. Additionally, we aim to offer more opportunities for advanced students, challenging them and furthering their academic growth.

Through this comprehensive feedback process, we have tailored our LCAP to address the specific needs and priorities of our educational partners. By focusing on these areas, we aim to create a supportive, engaging, and effective learning environment for all our students.

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: -82.2 African American/Black: -48.7 English Learners: -91.4 Socioeconomically disadvantaged: -83.3 Hispanic/Latinx: -84.3			2025-2026 SBAC ELA DFS All: -67.20 African American/Black: -33.70 English Learners: -76.40	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -88.8			Socioeconomically disadvantaged: -68.30 Hispanic/Latinx: -69.30 Students with Disabilities: -73.80	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -86.3 African American/Black: -58.5 English Learners: -98.4 Socioeconomically disadvantaged: -86.7 Hispanic/Latinx: -89.2 Students with Disabilities: -104.4			2025-2026 SBAC Math DFS All: -56.30 African American/Black: -28.50 English Learners: -68.40 Socioeconomically disadvantaged: -56.70 Hispanic/Latinx: -59.20 Students with Disabilities: -74.40	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 5.66% Met & Exceeded			2025-2026 Science Test 10.66% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 42.10% of ELs making progress towards English language proficiency			2025-2026 ELPI 48% 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 7.8%			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			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
		that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4				
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth 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 that met annual typical growth All Students: 32% Grade K: 31% Grade 1: 35% Grade 2: 18% Grade 3: 23%			2026-2027 iReady Reading % of students that met annual typical growth All Students: 60% Grade K: 51% Grade 1: 49% Grade 2: 43% Grade 3: 60% Grade 4: 72% Grade 5: 84% iReady Math % of students that met annual typical growth All Students: 47% Grade K: 46% Grade 1: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4: 45% Grade 5: 39%			Grade 2: 33% 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 25% at & above benchmark			2026-2027 35% at & above benchmark	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have the standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. Purchase Chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade-level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Purchase intervention curriculum (Heggerty, Decodables, iReady, Voyager Passport, Reflex) Send teammates to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning. 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 low-income students in SBAC ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk	$20,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually 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 low-income students in SBAC ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$905,277.00	Yes
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).	$2,223,163.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities.	$21,178.00	No
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment According to SBAC results, our special education students did not perform at the same levels of proficiency in math and English as students who are not in special education. 34.62% of students were able to meet standards on the SBAC in Math, while only 13.05% of students in special education met standards on Math SBAC. 46.66% of students were able to meet standards on the SBAC in ELA, while only 17.39% of students in special education met standards on ELA SBAC. We are making Instructional Assistant's roles permanent (rather than temporary) and these staff members will be providing Tier 2 interventions to unduplicated students who are one or more grade levels behind academically. Co-teaching is particularly beneficial for students with diverse learning needs, including students with disabilities.	$382,079.00	No

Action #	Title	Description	Total Funds	Contributing
		Measured by: Iready ELA and Math assessments 3 times a year, SBAC, and DIBELS with progress monitoring, observation cycles in teach boost		
1.6	Black Excellence	Black excellence instruction makes sure that Black people's experiences, accomplishments, and contributions are honored and incorporated into the curriculum. Providing positive role models and showcasing the rich history, culture, and accomplishments of Black people, helps kids feel proud of who they are and gives them a feeling of belonging. Black excellence education is a vital part of a socially just and equitable educational system. It affirms Black kids' worth, dignity, and right to equal opportunities and resources, thereby addressing the systemic injustices and inequalities that have traditionally harmed Black communities and students. Students are motivated to strive for excellence, overcome obstacles, and achieve their goals by learning about Black excellence, regardless of their race or ethnicity. By presenting the accomplishments of Black leaders, artists, scholars, activists, and innovators, educators, and students get the confidence to see their potential and opportunities for success. The establishment of BSU and the Black Family Advisory Committee will support the commitment to this work. Implement the Pro-Black Curriculum Initiative (which includes the use of alternate texts and activities to highlight black excellence, and reduce anti-black bias) in our SEL, ELA, and Math. Work with the 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) Develop a Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies) Measured By: Observation cycles in teach boost, walkthrough observations of PBCI implementation, student and family engagement		
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans.	$0.00	Yes
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Dean of Instruction Instructional Assistant Mental Health Therapist 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.	$127,539.00	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: 66% Teacher-student relationships: Grades 3-5: 84%			2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 86% 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: 47%			Grades 3-5: 100% School Safety: Grades 3-5: 67%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 3.6% African American/Black: 4.7% Hispanic/Latinx: 3.1% English Learners: 2.8% Socioeconomically Disadvantaged: 4% Students with Disabilities: 6.4%			2025-2026 Suspension Rate All Students: 2.7% African American/Black: 3.8% Hispanic/Latinx: 2.2% English Learners: 1.9% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 5.5%	
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 40.20% African American/Black: 41.00% Hispanic/Latinx: 41.10% English Learners: 33.30% Socioeconomically disadvantaged: 41.60% Students with Disabilities: 39.10%			2025-2026 Chronic Absenteeism Rate All: 40.20% African American/Black: 41.00% Hispanic/Latinx: 41.10% English Learners: 33.30% Socioeconomically disadvantaged: 41.60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 39.10%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 12% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 37% 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 92.98%			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 71% responded favorably "The school provides a safe environment for my child." 67% 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) 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)	$340,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Focus on early family education for our TK-2 grade families by providing monthly reminders/information on the importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool to recognize all Mckinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school-wide attendance protocols, incentives, and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meetings, review enrollment targets and make plans for ways to meet enrolment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, and dropping flyers at local preschools, grocery stores, and businesses. Utilizing social media to share open enrollment information and post stories of school events which occur.		
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Implement new curriculum Moozoom to all grades Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross-grade level groups.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: "Lunch with a Loved One" or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes. Create a Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnerships, this will be maintained with our current role of Family Resource Coordinator. Stronger Connections 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.	$0.00	No
2.4	School Climate	Provide staff training on PowerSchool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) that will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) or working group within the ILT that will support schoolwide PBIS initiatives. Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise the school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new PowerSchool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices.	$91,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. 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 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 students with disabilities in the suspension indicator. These actions ensure that while all students receive support, there is focused intervention to support those most at risk		
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility. Inspection Tool (FIT) School Ratings are at least "Good". Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)	$146,175.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 71.79% 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: 67% 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
		Belonging: 76% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 48% responded favorably Cultural Awareness and Action: 44% responded favorably			School Climate: 87% responded favorably Belonging: 95% responded favorably Well-being: 87% responded favorably Staff-Leadership Relationships: 68% responded favorably Cultural Awareness and Action: 64% responded favorably	
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.2%			2026-2027 to 2027-2028 Retention Maintain 90% or higher	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure all admins attend National Equity Project: Leading for Equity Start/continue affinity group		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year from __ University.	$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
$1,431,708	$165,464

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
34.649%	0.950%	$37,633.39	35.599%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** The data from the California Dashboard clearly shows significant academic challenges for English Learners (ELs) and Socioeconomically Disadvantaged students. English Learners exhibited marginal improvement in ELA scores but remain in the orange tier with a drop of -91.40 from the previous year, indicating	With the implementation of Heggerty phonemic awareness, possibly adding Bridges as supplemental intervention and increased Tier II Intervention we will increase all student's ELA performance. Our move towards designated ELD was purposeful to provide students with skill-based instruction at their level to develop their English language skills. Additionally, we are adopting a new research-based Math curriculum next year to provide more hands-on instruction and academic discourse.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued underperformance. In Math, while there has been some progress, ELs' scores are still in the orange tier, demonstrating a persistent achievement gap. Socioeconomically Disadvantaged students are showing similarly concerning trends with only slight improvements in ELA and remaining in the red tier, along with small gains in Math that place them in the yellow tier. **Scope:** LEA-wide		
1.2	**Action:** Instruction **Need:** The data from the California Dashboard clearly shows significant academic challenges for English Learners (ELs) and Socioeconomically Disadvantaged students. English Learners exhibited marginal improvement in ELA scores but remain in the orange tier with a drop of -91.40 from the previous year, indicating continued underperformance. In Math, while there has been some progress, ELs' scores are still in the orange tier, demonstrating a persistent achievement gap. Socioeconomically Disadvantaged students are showing similarly concerning trends with only slight improvements in ELA and remaining in the red tier, along with small gains in Math that place them in the yellow tier.	By engaging teachers in Science of Reading Training as well as GLAD their effectiveness will increase which will help to move these scholars quickly towards grade-level proficiency. English learning can be overrepresented in our population of students with IEPs, so it was important to us to ensure that was not occurring at our site and if it was, to address it with data.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Personalized Learning (students) **Need:** The student body is 91.47% unduplicated students; therefore the needs of English learners and low-income students comprise the needs of the majority of our students and represent the focus of our actions. Students are scoring 82.2 below standard in ELA and 86.30 below standard in Math. While there was progress in ELA and huge gains in Math, we recognize there is still a need to increase our ELA and Math scores. **Scope:** LEA-wide	Students take charge of their educational path when they design their own personalized learning plans. Students are more involved in the learning process and driven to succeed when they create goals based on their interests, strengths, and areas for improvement. During student-led conferences, PLP sharing with families encourages improved communication and cooperation between the home and the school. It enables parents to be aware of their child's needs, learning objectives, and progress so they can assist, encourage, and guide them at home.	Metric (1.1 & 1.2) SBAC Metric (1.9) iReady
2.1	**Action:** Attendance and Enrollment **Need:** Daily chronic absenteeism rates at Rosa Parks Academy for 2022-23 was overall 40% which was a decrease from 2021-22 school year at 51%. Rates are particularly high for students experiencing low-income (42%), African American students (41%) and our Hispanic students (41%). Currently, rates for English Learners, and Students with Disabilities range from 3%-39%.	Daily chronic absenteeism rates at Rosa Parks Academy for 2022-23 was overall 40% which was a decrease from 2021-22 school year at 51%. Student learning results are directly impacted by persistent absenteeism. Frequent absences from school causes students to lose out on critical teaching and fall behind academically. Test scores, graduation rates, and general academic achievement may all suffer as a result of this. Regular attendance increases a student's chances of graduating from high school, going on to pursue postsecondary education or employment, and contributing positively to society.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** School Climate **Need:** Aspire Student Survey reveals that 66% of students feel a sense of belonging, 84% perceive positive teacher-student relationships, and 87% feel safe at school. With 91% of the student population being unduplicated, a significant portion is at a higher risk of facing challenges related to safety and inclusion. **Scope:** LEA-wide	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:**	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	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	According to survey data, 47% feel safe at school and 71% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	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.	
3.3	**Action:** Professional Learning (adults) **Need:** Ongoing professional development is needed for both certificated and classified staff to deepen implementation of the school site's student assessment system and ensure all students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment. **Scope:** LEA-wide	During Professional Learning Plan (PLP) meetings, all teammates will be asked about their 5 and 10 year plans. If desire is present to move into another position, teammates will be asked to set a stretch goal to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Equip staff with supplemental resources, professional development and targeted instructional materials to provide all students including English learners, Unduplicated, and students with exceptional needs high-quality first instruction.	Metric (3.2) Teacher Sense of Safety and School Connectedness

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,132,046	1,431,708	34.649%	0.950%	35.599%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,107,539.00	$946,514.00		$204,372.00	$4,258,425.00	$4,169,217.00	$89,208.00

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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,543.00		$20,543.00			$20,543.00	
1	1.2	Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$905,277.00	$0.00	$905,277.00				$905,277.00	
1	1.3	Academic Program (Master Scheduling)	All		No				Ongoing	$2,223,163.00	$0.00	$1,623,616.00	$599,547.00			$2,223,163.00	
1	1.4	MLL	All		No				Ongoing	$0.00	$21,178.00				$21,178.00	$21,178.00	
1	1.5	SPED	Students Disabilities	with	No				Ongoing	$334,592.00	$47,487.00		$326,424.00		$55,655.00	$382,079.00	
1	1.6	Black Excellence	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All		No				Ongoing	$127,539.00	$0.00				$127,539.00	$127,539.00	
1	1.10								Ongoing								
2	2.1	Attendance and Enrollment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$340,706.00	$0.00	$340,706.00				$340,706.00	
2	2.2	SEL	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Family and Community Engagement & Outreach	All		No				Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$91,765.00	$0.00	$91,765.00				$91,765.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$146,175.00	$0.00	$146,175.00				$146,175.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All		No			All Schools	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)	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	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
4,132,046	1,431,708	34.649%	0.950%	35.599%	$1,483,923.00	0.000%	35.913 %	**Total:**	$1,483,923.00
								LEA-wide Total:	$1,483,923.00
								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 Foster Youth Low Income	All Schools		
1	1.2	Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$905,277.00	
1	1.7	Personalized Learning (students)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,706.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$91,765.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$146,175.00	
2	2.6	Regular Coaching (using ASLF & TLF)				All Schools	$0.00	
3	3.3	Professional Learning (adults)	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,980,364.00	$1,569,175.00

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	Curriculum			
1	1.2	Instruction			
1	1.3	Academic Programming			
1	1.4	Multi-Language Learners			
1	1.5	SPED			
1	1.6	Black Excellence			
1	1.7	Title I	No	$164,489.00	$140,154
1	1.8	Title III	No	$20,892.00	$21,178
1	1.9	Personnel	Yes	$1,305,199.00	$819,041
2	2.1	MTSS			
2	2.2	Attendance			
2	2.3	SEL			
2	2.4	Family and Community Outreach			
2	2.5	Restorative Practices and PBIS			
2	2.6	Classroom, Facilities, and Student Physical Spaces			
2	2.7	Personnel	Yes	$447,609.00	$513,502
3	3.1	Regular Coaching (using ASLF & TLF)			
3	3.2	Culturally Responsive Teaching & Professional Development			

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	3.3	Teammate Retention	Yes	$42,175.00	$75,300
3	3.4	Affinity Groups			
3	3.5	Pipeline Development			
3	3.6	Teacher Credentialing			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,412,996	$1,794,983.00	$1,407,843.00	$387,140.00	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	1.9	Personnel	Yes	$1,305,199.00	$819,041	0.00%	0.00%
2	2.7	Personnel	Yes	$447,609.00	$513,502	0.00%	0.00%
3	3.3	Teammate Retention	Yes	$42,175.00	$75,300	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)
$3,961,023	1,412,996	0.82%	36.493%	$1,407,843.00	0.000%	35.542%	$37,633.39	0.950%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - 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.

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o   Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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