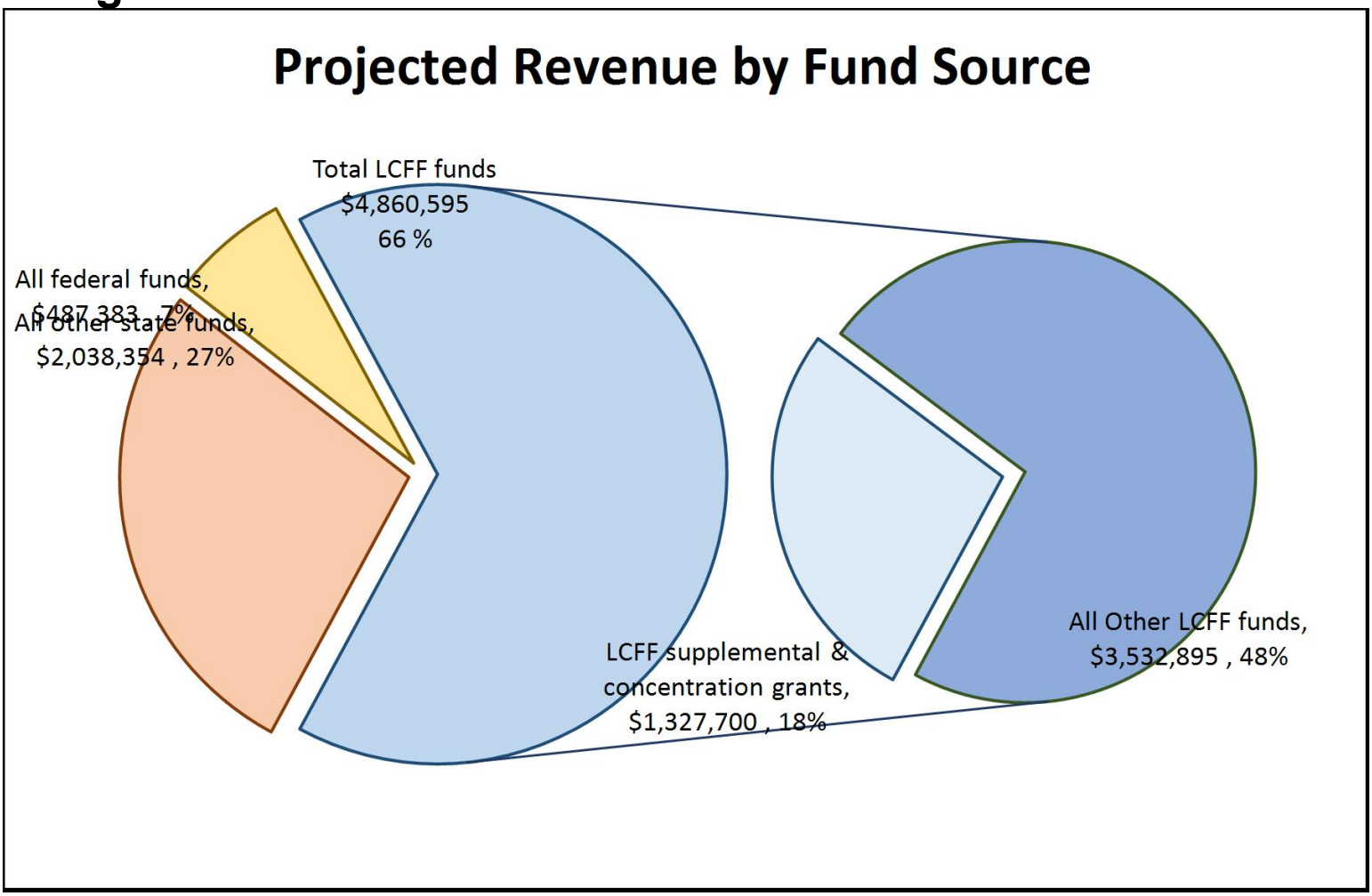
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Titan Academy
CDS Code: 19-64733-0120477
School Year: 2025-26
LEA contact information:
Lourdes Meraz
Principal
AspireTTN@aspirepublicschools.org
323-583-5421

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 2025-26 School Year

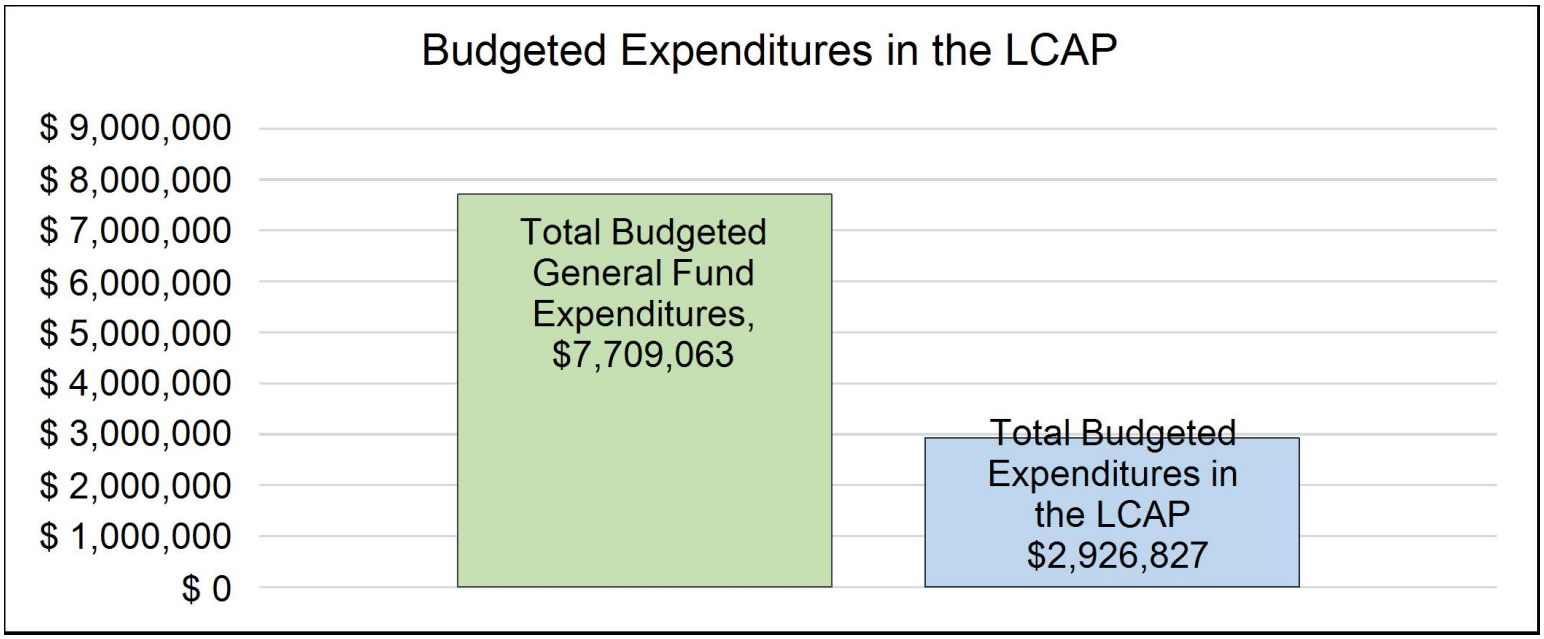


This chart shows the total general purpose revenue Aspire Titan Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Titan Academy is $7,386,332, of which $4,860,595 is Local Control Funding Formula (LCFF), $2,038,354 is other state funds, $0 is local funds, and $487,383 is federal funds. Of the $4,860,595 in LCFF Funds, $1,327,700 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspire Titan Academy plans to spend for 2025-26. 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 Titan Academy plans to spend $7,709,063 for the 2025-26 school year. Of that amount, $$2,926,827 is tied to actions/services in the LCAP and $4,782,236 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

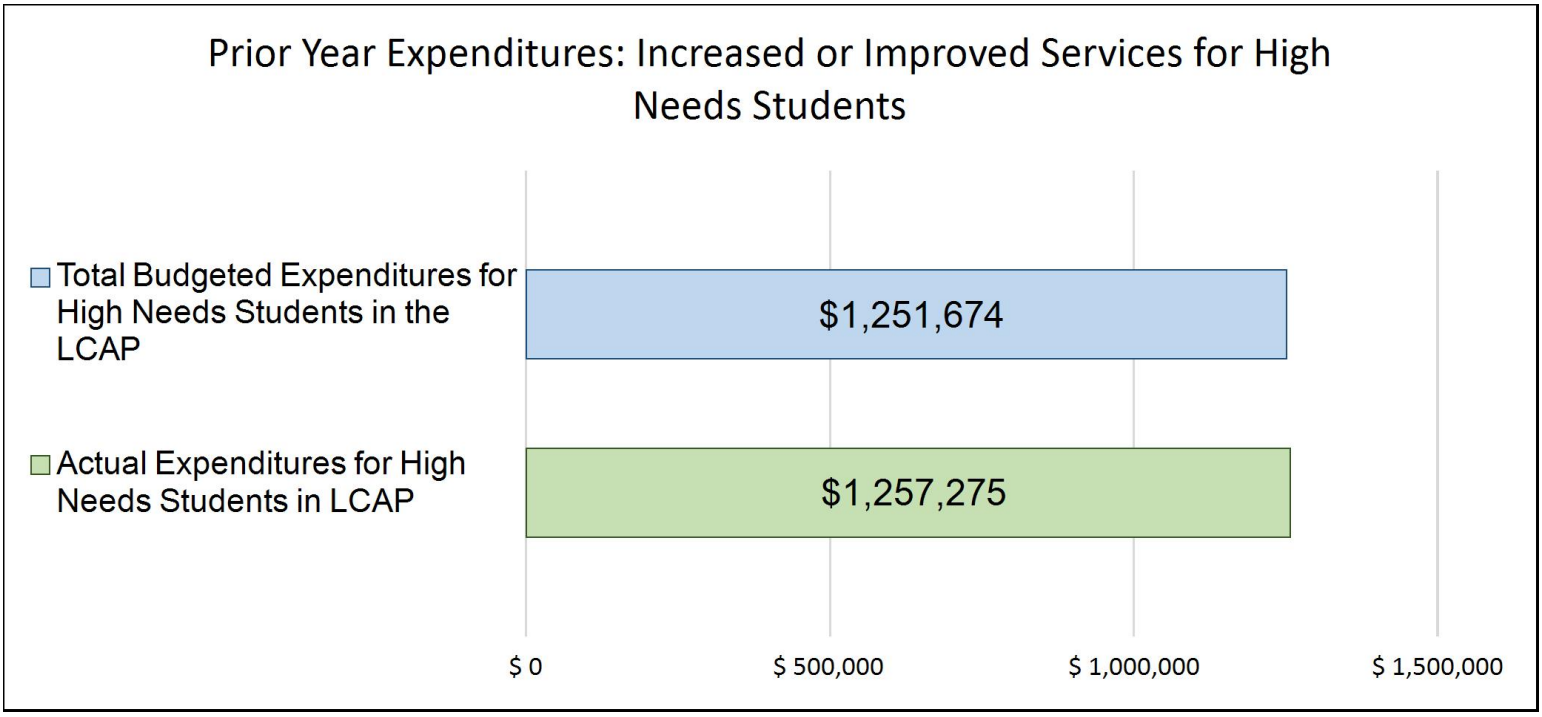
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aspire Titan Academy is projecting it will receive $1,327,700 based on the enrollment of foster youth, English learner, and low-income students. Aspire Titan Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Titan Academy plans to spend $$1,354,600 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 2024-25



This chart compares what Aspire Titan 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 Titan 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 2024-25, Aspire Titan Academy's LCAP budgeted $$1,251,674 for planned actions to increase or improve services for high needs students. Aspire Titan Academy actually spent $$1,257,275 for actions to increase or improve services for high needs students in 2024-25.

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 Titan Academy	Lourdes Meraz Principal	AspireTTN@aspirepublicschools.org 323-583-5421

Plan Summary [2025-26]

General Information

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

Aspire Titan Academy, located in Huntington Park, CA, is a TK-5 school within the Aspire Public Schools network. Opened in 2009, Titan Academy has earned numerous distinctions, including recognition as a California Distinguished School, a Title I Achievement School, and a Los Angeles County Top School. With an enrollment of 330 students, the school primarily serves a Latinx student body (96%), with 93% of students qualifying for free and reduced lunch.

Led by Principal Lourdes Meraz, who has been part of the school community for 16 years, Aspire Titan Academy is committed to fostering a rigorous academic and joyous environment paired with a supportive and inclusive culture. The school emphasizes the development of 21st-century skills through technology integration, Ethnic Studies, and social justice initiatives. The curriculum includes a strong core program complemented by science, physical education, music, social studies, and specific academic time to meet students' diverse needs.

Approximately 37% of students at Titan Academy are English Language Learners, and the school offers daily dedicated academic English instruction and opportunities for language practice across content areas. The school’s commitment to social-emotional learning, anti-racist education, culturally responsive and inclusive learning experiences, and collaboration creates an environment where students are encouraged to view themselves as assets to their communities while working toward academic excellence.

Aspire Titan Academy’s vision and mission is to affirm the histories and experiences of our school community while expanding on the strenths of the students we serve. Titan's goal is to ensure that all students leave empowered and prepared for their secondary education, post-secondary pathways, and the challenges of the 21st century.

Reflections: Annual Performance

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

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: Chronic Absenteeism: Students with Disabilities

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

Successes:
One notable success was in Math, our students increased and were yellow as compared to the state that performed in orange. Overall, our students increased 13.6 points in Math with our Hispanic/Latinx students increasing 14 points and Socioeconomically Disadvantaged students increased by 13.1 points. This was achieved through the implementation of a new math curriculum, supporting teachers with strategic professional development by the curriculum partners and the Math Academic Program Manager, observation and feedback cycles, co-teaching during math lessons, and strategic data analysis in grade level teams. Additionally, our English Learners also increased, having 57.7% making progress towards English language proficiency and were in the green; the state declined and were in the orange. This was achieved through strategic student groupings, professional development around curriculum use, and data collection. Our continued emphasis on using and analyzing data to support students in whole class lessons, small group instruction, personalized instruction, and intervention helped students make great progress. Lastly, our chronic absenteeism decreased from 37.5% to 29.4%, declining by 8.1% through the collaboration of our Attendance Team which consisted of our Mental Health Counselor and Office Assistant with the addition of our Dean of Students and Parent Coordinator who met regularly with specific students and families and planned awards for improved attendance, dress-up days, and proactive measures such as extra communication to families around historically high absent days.

Challenges:
However, we identified challenges in ELA proficiency and suspension rates. According to the California School Dashboard, while there was a slight increase of 0.5 points in ELA, almost all of our subgroups decreased in proficiency, and our suspension rate went from 0% to 0.30%. Additionally, in both ELA and Math, our Students with Disabilities declined in proficiency and performing below the state's average. Our internal data on our iReady ELA and Math assessments indicate these internal trends highlight the need for targeted interventions beyond the metrics reflected in the Dashboard especially with our Students with Disabilities and English Language Learners.

Actions Taken:
To address these challenges, we have implemented co-teaching during ELA lessons, adopted a social studies curriculum, and strategic data analysis around our ELA focus students using consistent progress monitoring and observation/feedback cycles by our ELA Academic Program Manager. These actions are designated to support our students, in particularly our English Language Learners and Students with Disabilities and align with our LCAP goal of increasing academic proficiency with these student populations and getting students to achieve meeting their typical annual growth on our internal assessments and decrease their distance from standard on the SBAC. Likewise, to improve our suspension rate, we implemented Positive Behavioral Interventions and Support program (PBIS) this year to support students' socioemotional well-being and behaviors through monthly team meetings looking at behavior data, class counseling sessions focused on specific classroom needs by our Mental Health Therapist, and training on restorative practices by the California Conference for Equity & Justice (CCEJ) provided to the entire staff.

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 Titan 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.

After conducting a needs assessment, root cause analysis, engaging with our educational partners, and study of evidence-based practices, Titan developed a theory of action to support our students with disabilities in the areas of chronic absenteeism, ELA, and Math. Our theory of action is if we implement a robust co-teaching model, increase opportunities for parent engagement through workshops and community events, summer professional development for supporting with attendance and implementation of academic supports according to their IEP by the general education teachers, prioritizing this development with our general education teachers in our year-long school plan, and implement a multi-departmental attendance team that consists of front office staff, administrators, teachers and mental health therapists, then we will see improved outcomes in chronic absenteeism, ELA, and Math for our students with disabilities. We plan to implement these as universal supports so we expect to not only improve outcomes for our students with disabilities, but for all student groups.

In order to monitor and evaluate the implementation of the effectiveness of the ATSI plan in several ways. The team that will support the needs of our students with disabilities consists of the Education Specialists, General Education Teachers, Administrators, Special Education Instructional Assistants (IA), School Psychologist, Behavior Intervention Implementation (BII), and the Special Education Mental Health Counselor. The team will meet frequently to monitor data and adjust the plan including looking at progress and gaps within this subgroup to plan strategically throughout the year. The data collected for these meetings includes reading, math, and attendance data as well as behavioral data.

Monitoring and Evaluating Effectiveness

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

The Education Specialists, Sped IAs and BIIs will meet weekly to plan, collect, analyze, and enter data which is led by the Lead Education Specialist. These members will join the bi-weekly grade-span team meetings to support data analysis protocols by focusing on this subgroup with next steps. The Education Specialists will also meet bi-weekly with the admin team to monitor caseloads and review the calendar for IEP meetings and plan parent support meetings. The team will also hold monthly meetings to review assessment plans, caseloads and calendaring. The team will collect and provide monthly progress reports to families to ensure clear communication on the progress of their children which also includes conversations around attendance. The regional office's special education department plans to provide additional professional development to our education specialists as well as conducting PBIS to review and assess the progress. Additionally, the school has implemented a co-teaching model within our grade level classrooms with the highest number of students with disabilities to provide specific support for students which we will continue to implement and expand this school year with ongoing professional development. Co-planning is attended by administration and the region's special education program manager to help support the process and planning.

Through our Multi-Tiered System of Support meetings, we are able to gather all multi-department personnel to discuss our students with disabilities and revise any plans to continue and better support our students with disabilities. The protocols/systems outlined will help the school monitor and evaluate the plan to address the needs and support our students with disabilities using these researched based interventions.
According to the California Dashboard for 2022-2023, the rate of chronic absenteeism for students with disabilities at Titan increased by 1% to 36.70%, placing us in the performance level of red. The state decreased its rate by 6.5% to 33.1%. While we did not decrease it last school year, this year, we have implemented different incentives for students and families to increase attendance. We are still working towards improving the chronic absenteeism rate for our students with disabilities for this 23-24 school year. We have put on workshops with families on how important routines are at home as well as the language we use to help students be successful with coming to school. This is something that our attendance team is continuing to work on with collaboration with the Education Specialists. The rate for ELA for our students with disabilities showed improvements in Distance From Standard (DFS) by 10.40 points from -105.40 to -95.00, and the rate in Math showed improvements in DFS by 36.30 points from 122.70 to -86.40. We have heavily implemented a co-teaching model to support our students with disabilities with their academics and have seen and continue to see an improvement in their academic scores. We will continue to carry out our theory of action in order to increase attendance and decrease chronic absenteeism and increase improvement in both ELA and Math for our students with disabilities with the continued use and improvement of co-teaching. At the end of year, we will review data from the whole school year and make adjustments to our plan specifically to help support our students with disabilities for the upcoming school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Teammate Surveys (conducted in October 2024 and February 2025), bi-monthly grade level Team Meetings, bi-monthly Staff Meetings, and bi-annual All Staff Needs Assessments (December 2024 and May 2025). These engagements provided valuable feedback on classroom practices, curriculum implementation and supports, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the principal and administrators, participated in weekly Lead Team Meetings, bi-weekly Admin Team Meetings, bi-monthly Staff Meetings, Quarterly Professional Learning Plan meetings, and bi-annual Teammate Surveys (October 2024 and February 2025). These engagements focused on schoolwide planning, resource allocation, professional learning, data analysis, and goal setting, ensuring alignment of the LCAP with the overall strategic direction and goals of the school.
Other School Personnel	Non-instructional staff were engaged through the bi-annual Teammate Surveys (conducted in October 2024 and February 2025), weekly non-instructional staff meetings, and bi-monthly Staff Meetings. These engagements provided input on cultural and behavioral awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through the bi-annual Family Surveys (conducted in October 2024 and February 2025), quarterly

Educational Partner(s)	Process for Engagement
	School Site Council and English Language Advisory Committee meetings, monthly Parent Meetings, Back to School Nights, Parent-Teacher Conferences, Open House, Coffee with SpEd and monthly Parent Workshops. These sessions captured parent feedback on barriers to engagement, family preferences, ideas, suggestions, and progress toward LCAP goals, ensuring that family voices were integrated into the planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in October 2024 and February 2025) that gathered feedback on classroom and school climate, sense of belonging, and learning experiences. Additionally, student-led conferences, Council/Peer Mentor Program, onsite sports, and 1-1 conversations contributed to feedback and identify key areas of improvement.
SELPA (Special Education)	Titan consulted regularly with SELPA representatives through quarterly meetings (early fall, winter, spring, and summer), bi-weekly Behavior Support Team meetings, and MTSS meetings to discuss program development, accommodations, and access to specialized services.

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

The engagement process with educational partners led to a few key changes in the development of the LCAP, reflecting the diverse feedback gathered from teachers, principal, administrators, non-instructional staff, parents, students, and SELPA representatives.

Based on feedback from families and staff, the LCAP was revised to have a focus on student outcomes for English Language Learners in all academic areas, family engagement, enrichment, and academic supports. Based on the feedback, the LCAP will continue to include additional supports for Newcomers, LTELs, and students at the beginning stages of ELD. This additional support will include finding tutoring programs to support our EL students as well as all students across various academic disciplines, targeted teacher development and coaching instructional staff. Through staff meetings, ELAC meetings, and data analysis, the data has shown that ELLs attendance was an area that required attention which the Titan attendance team will create awards for improved attendance for students designated as ELL.

Based on feedback from teachers and staff, the LCAP was revised to expand multi-tired systems of support (MTSS) by integrating additional academic and behavioral intervention programs and providing targeted progressional development focused on classroom management and trauma informed practices. Administrators highlighted the need for improved resource allocation for staff training and family engagement programs, leading to the prioritization of increased funding for workshops and coaching support.

Parents and families, through surveys and meetings, identified barriers to engagement, prompting the addition of flexible family engagement options, including evening workshops, virtual participation opportunities, and translated materials to support non-English-speaking families.

Student feedback regarding their sense of belonging and classroom climate resulted in an emphasis on fostering positive school environments, leading to actions that expanded peer mentorship programs, such as continuing our Titan peer/mentor program, and enhanced social-emotional learning activities. Likewise, families and students have shared wanting increased enrichment such as more field trips, sports, and student clubs which Titan will collaborate with teachers to provide more opportunities to foster joy through adding another sports team and clubs.

Consultations with SELPA representatives informed changes related to ensuring that students with special needs received equitable support, such as improving the alignment of Individualized Education Programs (IEPs) with schoolwide goals and enhancing collaboration between general and special education staff as well as with families of students with IEPs.

These changes demonstrate how input from key educational partners directly influenced the LCAP's goals, actions, and budget to better address academic, behavioral, and social-emotional outcomes across student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We are committed to empowering every student to flourish academically with equitable learning experiences, ensuring they not only maintain their unique identity but also strengthen their bonds with the community, fostering a collective journey towards excellence.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Aspire remains committed to accelerating student progress. This means providing robust interventions, differentiated instruction, and a high-quality education for all. Our goal is to ensure equitable outcomes, dismantling achievement gaps that have historically disadvantaged certain groups. This aligns perfectly with Aspire's mission: empowering students for success in college or any path that reflects their unique identities. We'll achieve this by delivering rigorous, standards-based curriculum, instruction, and data-driven support to propel student achievement.

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: -36.9 African American/Black: data not displayed English Learners: -48.8 Socioeconomically disadvantaged: -38.6 Hispanic/Latinx: -37	2023-2024 SBAC ELA DFS All Students: -36.4 English Learner: -51.3 Socioeconomically Disadvantaged: -37.1		2025-2026 SBAC ELA DFS All: -21.90 African American/Black: data not displayed English Learners: -33.80	All Students: +0.5 African American/Black: Data Not Displayed English Learners: -2.5 Hispanic/Latinx: +1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -95	Hispanic: -35.5 Students with Disabilities: -98.8		Socioeconomically disadvantaged: -23.60 Hispanic/Latinx: -22 Students with Disabilities: -80	Socioeconomically Disadvantaged: -1.5 Students with Disabilities: -3.8
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -54.7 African American/Black: data not displayed English Learners: -53.7 Socioeconomically disadvantaged: -55.8 Hispanic/Latinx: -55.7 Students with Disabilities: -86.4	2023-2024 SBAC MATH DFS All Students: -41.1 English Learner: -52.4 Socioeconomically Disadvantaged: -42.7 Hispanic: -41.7 Students with Disabilities: -97		2025-2026 SBAC Math DFS All: -36.70 African American/Black: data not displayed English Learners: -35.70 Socioeconomically disadvantaged: -37.80 Hispanic/Latinx: -37.70 Students with Disabilities: -68.40	All Students: +13.6 African American/Black: Data Not Displayed English Learners: +1.3 Hispanic/Latinx: +14.0 Socioeconomically Disadvantaged: +13.1 Students with Disabilities: -10.4
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 23.33% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 16.9 points below Socioeconomically Disadvantaged: 17.4 points below All Students: 17 points below		2025-2026 Science Test 28.33% Met or Exceeded	Met or Exceeded decreased by 0.92% (23.33% to 22.41%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 16.5 points below 22.41% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 50.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 57.7% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs		2025-2026 ELPI 57% of ELs making progress towards English language proficiency	• ELs increased by 7.2%. • Not a significant number of LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 17.20%	2023-2024 RFEP Rate: 8.66%		2025-2026 RFEP Rate Maintain 15% or above	Decreased by 8.54%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards,		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards,	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reflection) Average rating on scale of 1-5	Average Rating: 5	History-Social Science Average Rating: 5		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: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			classroom walkthroughs, teacher pairing): 5			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that made annual typical growth All Students: 54% Grade K: 8% Grade 1: 60% Grade 2: 46% Grade 3: 63% Grade 4: 69% Grade 5: 66% iReady Math % of students that made annual typical growth All Students: 53% Grade K: 36% Grade 1: 78% Grade 2: 40% Grade 3: 55% Grade 4: 54% Grade 5: 52%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 42% Grade 3: 39% Grade 4: 38% Grade 5: 49% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 16% Grade K: 23% Grade 1: 13% Grade 2: 12% Grade 3: 20% Grade 4: 17% Grade 5: 10%		2026-2027 40% of All Students Met 100% of the Typical Annual Growth	SY 2024-25 (iReady Reading) - Change from Baseline All Students: -12% Grade 3: -24% Grade 4: -31% Grade 5: -17% SY 2024-25 (iReady Math) - Change from Baseline All Students: -37% Grade K: -13% Grade 1: -65% Grade 2: -28% Grade 3: -35% Grade 4: -37% Grade 5: -42%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-	2024-2025 Local Indicator Survey 100% of students, including		2026-2027 100% of students, including EL, Low-	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	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		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 21% at & above benchmark	2024-25 39.00% at or above benchmark		2026-2027 60% at & above benchmark	Increased 18%

Goal Analysis [2024-25]

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.

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation. The Grade-Level Curriculum (1.1) action was fully implemented, with curriculum replacements, Chromebooks, and iReady being successfully distributed and utilized. Likewise, teachers were provided release time to internalize new curriculum. Instruction – Guaranteed and Viable Instruction (1.2) initiatives were largely successful, however, we were unsuccessful in supporting our Students with Disabilities (SWD) and our Multilingual Learners as measured by the California Dashboard in ELA and in Math. Feedback from stakeholders emphasized a greater support for our MLLs and SWD.

Instruction – Master Scheduling (1.3) action ensured equitable access to core content, intervention, and enrichment, with after school program extending for 30 additional days. However, the transition to coring in more grade levels impacted the scheduling of co-teaching and implementation of new curriculum. Progress monitoring and tiering were addressed through Assessment (1.4), with Data Talks occurring as scheduled, but limited time for data analysis constrained the full impact of the action.

Under Multi-Lingual Learners (1.5) action, onboarding for Designated ELD training was fully completed, with additional sessions scheduled to address gaps using data. Consistence in implementing integrated EL support strategies also remains a challenge. The SPED (1.6) action

was successfully initiated and shared planning between general education and special education teachers to implement co-teaching; however, data showed there is a need for focused intervention to close the achievement gap with tis subgroup. The Black Excellence (1.7) action was successful with implementing culturally relevant literature and Black History instruction. The Title I (1.8) action effectively utilized funds to support improving attendance, student participation in targeted interventions, and family outreach efforts. Despite these successes, further alignment of intervention services with classroom instruction is needed to sustain student growth.

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.

Title III budgeted expenditures updated to match revenue

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

The effectiveness of the actions has been mixed but mostly positive as demonstrated by key metrics:

1.1 Grade Level Curriculum: The integration of standards-aligned curriculum and instructional materials resulted in an 0.5% increase in overall SBAC ELA proficiency, with a 1.5% increase for our Hispanic/Latinx students; however, Students with Disabilities saw a -3.8-point decrease in ELA. In Math, our students showed an overall 13.6% increase in overall SBAC proficiency, with a 14-point gain for our Hispanic/Latinx students; however, our Students with Disabilities saw a 10.4-point decrease in Math, indicating limited effectiveness for this subgroup.

1.2 Instruction (Guaranteed and Viable Instruction): Classroom walkthroughs and observations using the ASLF Framework revealed that 89% of teachers effectively applied feedback even though these observation/feedback cycles were not consistent monthly and there was uneven understanding of the framework. 84% of teachers stated that professional learning was successful, especially our foundational literacy trainings as there was an 18% increase in our mCLASS data.

1.3 Instruction (Master Scheduling): The core instructional schedule provided equitable access to content and intervention blocks; however, the switch to coring amongst more grades led to a 12% decrease in ELA and 37% decrease in Math on iReady. However, the foundational literacy efforts led to an 18% increase in mCLASS data.

1.4 Instruction (Assessment): iReady Comprehension checks helped with recurring data sets to analyze and support students, specifically targeted subgroups; however, there was very little increase in targeted subgroups – 3% for Students with Disabilities and 8% for Multilingual Learners in ELA and 5% for Students with Disabilities and 5% for Multilingual Learners in Math on iReady.

1.5 MLL: Onboarding training and refreshers for Designated ELD improved awareness of the curriculum and saw slight gains for Multilingual Learners in both ELA and Math on iReady. While there was a slight decrease in the overall reclassification rate for MLLs, there was a 7.2% increase in ELPI.

1.6 SPED: Shared planning time significantly fostered collaboration, but data shows significant gaps in performances for SWD in both ELA and Math on both the California Dashboard data and iReady data in ELA and Math.

1.7 Black Excellence: Mid-year data showed slight increase in Math and a slight decrease in ELA performance for Black students; however, implementing culturally relevant literature and Black History as well as professional development on hate speech shows promise.

1.8 Title 1: The Attendance Team effectively coordinated academic interventions, contributing to improvements in student attendance and engagement. Preliminary progress monitoring showed small gains in targeted student outcomes, through further data is needed to determine long-term effectiveness.

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.

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:
1.1 Grade Level Curriculum: Follow-up professional development and coaching sessions will address gaps in curriculum implementation. Collaborative planning time will be prioritized, and regional support staff will offer targeted coaching for teachers working with Students with Disabilities.

1.2 Instruction (Guaranteed and Viable Instruction): Professional development in the use and understanding of the ASLF will occur every quarter with follow-up every month to address understanding and application of the framework. Additional follow-up to professional development to ensure that curriculum implementation is consistent with guidelines.

1.3 Instruction (Master Scheduling): Targeted intervention blocks for ELs and SWD will be embedded into the core instructional schedule, in particularly for coring grade levels.

1.4 Instruction (Assessment): Teachers will have consistent and release time for structured Data Talks to focus on subgroup performance.

1.5 MLL: Follow-up coaching and systematic walkthroughs will be conducted to monitor PD implementation specifically integrated ELD strategies. Efforts will be intensified to reclassify eligible students by providing teachers with real-time data.

1.6 SPED: Structured data review protocols will be introduced, and time for stepbacks will be formalized within the planning schedule to ensure timely reflection as well as plan for academic supports.

1.7 Black Excellence: Continue to include and integrate culturally relevant literature into all content areas and embed subgroup-specific data analysis into quarterly learning walks.

1.8 Title 1: The Attendance Team will receive additional training on data-driven intervention practices, and coordination with general education teachers will be increased to ensure interventions align with classroom instruction and increase in student attendance and a decrease in chronic absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Continue with the implementation and purchase needed curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. Continue to purchase additional supplemental curriculum (Sonday and Heggerty) for use in core program and during ELOP and integrate data-driven monitoring of student progress to inform adjustments to instruction. Provide professional development and support for current curriculum implementation, including follow-up workshops or coaching sessions to address teacher needs and implementation consistency. Purchase replacement Chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences with regular maintenance and tech support provided to ensure consistent functionality. Purchase individualized learning curriculum (iReady Toolbox, Reflect, etc.) and regularly review assessment data to gauge effectiveness and adjust instructional strategies as necessary. Provide release time for each grade level/content team to have regular lesson internalization (planning) time and support so teachers can customize grade level curriculum with scheduled collaborative planning meetings focused identifying student needs and sharing instructional strategies.	$165,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In accordance with the Williams-Act Requirements for textbooks and curriculum, incorporating feedback loops to address teacher and student concerns.		
1.2	Instruction (Guaranteed and Viable Instruction)	Utilize the Aspire Student Learning Framework to ensure that students received guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. Ensure students have access to culturally responsive texts within each content area Ensure that classroom artifacts reflect the diversity of students and the community Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies within the four domains. Provide monthly professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data-informed instruction. Co-plan PD with regional content directors/program managers. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Orange and Yellow indicators for SBAC Math and ELA demonstrate the continued actions of providing professional development monthly on the elements of our Guaranteed and Viable instruction, the continued use of small group data-informed instruction that takes place during team meetings and professional development meetings. Additionally, there is focused intervention to close the achivement gaps for those most at risk, like our Students with Disabilities in both Math and ELA and will gain the help of our regional content directors/program managers to help with our	$522,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development to help further support this group monthly as opposed to every two months.		
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/electives. Work with Program Specialists to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning especially in the coring grades. Ensure master schedule has time for intervention to the extent possible 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) through collaborating and observing classroom teachers during the academic school day. School schedules will reflect time for daily and weekly intervention and acceleration. Early Learning to ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds) with the help of the Early Learning Academic Program Manager.	$165,289.00	No
1.4	Instruction (Assessment)	Teachers will conduct regular data analysis in short-, medium- and long-term data cycles to tailor instruction and provide targeted support to students.	$17,454.00	No

Action #	Title	Description	Total Funds	Contributing
		Interventions included but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan. Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, Sonday, etc.). Co-plan PD with regional academic program managers. Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on formative short cycle assessments. Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments.		
1.5	MLL	MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. Work with Regional MLL Program Manager to ensure all MLL students receive designated ELD instruction weekly without losing access to core content. Purchase additional materials/kits for student groups (EL, LTEL, Newcomer) of students based on data. Provide Professional Development on Designated MLL support. Provide at least 3 professional development sessions on Integrated MLL support (example: structured student talk routines, understanding ELPAC data to inform instruction, content-specific integrated ELD, supporting MLL focus students).		No

Action #	Title	Description	Total Funds	Contributing
		Provide targeted professional development and supports for Newcomers as described in the EL Master Plan. Provide intensive and targeted support for LTELs as described in the EL Master Plan. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Orange indicators have been identified for English Learners in ELPI. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs. Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs (from Aspire's inclusion statement). Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration Conduct a program review and conduct co-teaching with program specialists. Complete the self-assessment and create 1-2 goals based on self-assessment. Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs.	$1,206,887.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs (from Aspire's inclusion statement). Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment from Aspire's Special Education Resource. Review current practices to ensure there are cycles of observation built into your schedule to monitor success and challenges of co-teaching models and partnerships. Work with regional SPED team to plan instructional PDs for special education staff (co-teaching, disabilities, IAs). Ensure SPED instructional assistants receive appropriate training to support school-wide goals. 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 SBAC Math as well as supporting our Students With Disabilities with making more growth in ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.7	Black Excellence	Continue our Pro-Black Programming through the help of our Pro-Black Program Coordinator role to support our anti-racist work during the school year including our Black History Month celebrations (providing materials t-shirts, supplies, etc.), and adjusting/supporting current curriculum with text and materials that support Black Excellence.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist Ed Tech Specialist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$151,044.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We create the conditions for all students to achieve a strong sense of agency and wellness that allows them to thrive emotionally and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to create a school environment where everyone feels welcome and supported. It aligns with Aspire's mission of inclusivity and dismantling systems that have marginalized communities. We will prioritize fostering a sense of safety, connection, student engagement, and strong parent involvement. To achieve this, we'll focus on reducing chronic absenteeism, suspension, and expulsion rates.

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: 81% Teacher-student relationships: Grades 3-5: 87% School Safety: Grades 3-5: 68%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 73% Teacher-student relationships: Grades 3-5: 85% School Safety: Grades 3-5: 62%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 100% Teacher-student relationships: Grades 3-5: 100% School Safety: Grades 3-5: 88%	Sense of Belonging (Grades 3-5): -8.00% Teacher-Student Relationships (Grades 3-5): -2.00% School Safety (Grades 3-5): -6.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0% African American/Black: Data not displayed Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.30% Hispanic: 0.30% Students with Disabilities: 0.00% English Learner: 0.00% Socioeconomically Disadvantaged: 0.30%		2025-2026 Suspension Rate All Students: 0% African American/Black: Data not displayed Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: +0.30% Hispanic/Latinx: +0.30% Students with Disabilities: 0% change English Learner: 0% change Socioeconomically Disadvantaged: +0.30%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 37.50% African American/Black: data not reported Hispanic/Latinx: 37.70% English Learners: 36.30% Socioeconomically disadvantaged: 37.30% Students with Disabilities: 36.70%	2023-2024 Chronic Absenteeism Rate All Students: 29.40% English Learner: 27.20% Socioeconomically Disadvantaged: 29.20% Hispanic: 28.60% Students with Disabilities: 35.00%		2025-2026 Chronic Absenteeism Rate All: 28.50% African American/Black: data not reported Hispanic/Latinx: 28.70% English Learners: 27.30% Socioeconomically disadvantaged: 28.30% Students with Disabilities: 27.70%	All Students: -8.10% Hispanic/Latinx: -9.10% English Learners: -9.10% Socioeconomically Disadvantaged: -8.10% Students with Disabilities: -1.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	22023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 18% responded favorably	2024-2025 Aspire Family Survey 2 Barriers to Engagement: 87% responded favorably Family Engagement: 20% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 43% responded favorably	Barriers to Engagement: -2.00% Family Engagement: +2.00%
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: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	No Change
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.73%	2024-2025 P2 Attendance Rate 92.30%		2026-2027 Attendance Rate (P2)	Decreased .43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					96% or higher	
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 89% responded favorably “The school provides a safe environment for my child.” 80% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 86% responded favorably: "The school provides a safe environment for my child." 73% 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 89% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	The school provides a safe environment for my child: -3.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: -7.00%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Exemplary	Change to Good

Goal Analysis [2024-25]

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.

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation.

The Family and Community Engagement & Outreach (2.1) action was largely successful as families were given notice of all events, meetings, and workshops held at the school in their home language. It was difficult at the beginning of the year to get all families using the new PowerSchool Communication platform; however, once we helped families to sign up and navigate it, parent communication improved. Parent participation in our School Site Council and English Language Advisory Council meetings has been low despite various efforts to increase parent participation. Attendance (2.2) actions were successful in monitoring and improving our attendance and decreased our chronic absenteeism. Consistent data analysis and meetings helped implement the attendance school plan and support family education regarding attendance and its policies. Something that we did not get to do were home visits and outreach during the summer and vacations for students with chronic absenteeism.

PBIS Multi-Tiered Systems of Support (2.3) showed results supporting students with behaviors and creating positive learning environments for all students. PBIS training on restorative practices for the entire staff occurred at the beginning of the year with follow-up professional development to support all teammates in their roles to support student behaviors. Also, a discipline referral form was implemented to track student behaviors. With this, Students with Disabilities (SWD) demonstrated a higher need for support with behavior. SEL (2.4) efforts to support adult and student SEL promoted a positive school environment with designated times in the day for community building activities but would like to implement more time for consistent community circles. Survey data demonstrated a positive school climate and sense of belonging for all stakeholders.

School Climate (2.5) was overwhelming positive across all stakeholders due to the counseling, peer mentoring, and academic intervention programs in the school and using data from these to make any adjustments and/or improvements. Consistent follow-up professional development on our PBIS and restorative practices helped teammates to implement these strategies; however, consistent learning walks were not conducted with fidelity. Enrollment (2.6) actions were extremely successful in ensuring that the school was at full enrollment. The Classroom Facilities, and Student Physical Spaces (3.7) was largely successful as our school had a “Good” rating on the FIT and will schedule monthly walkthroughs to ensure the implementation of the comprehensive school safety plan.

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.

2.1 - did not hire a parent coordinator. the actions were carried out by office staff

2.7 - costs for staff and vendors were higher than forecasted

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

The effectiveness of the actions has been largely positive, as demonstrated by key metrics:

2.1 Family and Community Engagement & Outreach: Families were given notice at the beginning of the year of all school-wide events, conferences, and advisory parent meetings as well as reminders as events occurred. While switching to a new communication platform at the beginning of the school year created difficulty reaching families, by providing opportunities to help families access the platform, it helped ensure most if not all families were signed up to receive notifications. 87% of families felt there were no barriers to engagement; however, attendance to our SSC and ELAC meetings were extremely low and 20% of families felt family engagement was low in that regard.

2.2 Attendance: Attendance improved greatly through various activities such as dress-up days to increase daily attendance as well as decreased chronic absenteeism for several student subgroups. Chronic Absenteeism decreased by 8.10%, English Language Learners decreased by 9.10%, Socioeconomic Disadvantaged by 8.10%, however Students with Disabilities only decreased by 1.7% and this subgroup continues to show the largest struggle with chronic absenteeism.

2.3 PBIS Multi-Tiered System of Supports: Systems and trainings around restorative practices, discipline referrals, and creating positive class and school environments led to students having a 69% positive school climate and teammates having 88% positive school climate. Students also demonstrated 85% positive student-teacher relationships due to strong culture building practices inside the classroom. The data shows that the Tier 1 intervention plans have been largely successful.

2.4 SEL: Integrating school-wide rituals, circles, and community building activities within staff meetings contributed to staff having 88% positive well-being and 82% positive sense of belonging to the school. Students' SEL programs, curriculum, and activities contributed to a 73% sense of belonging as well as 85% positive student-teacher relationships.

2.5 School Climate: The professional development and trainings around student behaviors and restorative practices, and implementation of a peer mentor program has led to positive school climate – 69% for students and 88% for staff. The de-escalation trainings on techniques proved to be most helpful for teammates.

2.6 Enrollment: The actions and efforts of the Attendance Team to ensure that we have been fully enrolled throughout the school year and communicate with families and the community around our recruitment efforts.

2.7 Classroom Facilities and Student Physical Spaces: The school received a "Good" rating on the FIT, and the trainings staff received was helpful on ensuring safe spaces. 62% of students favorably rated the school's safety.

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.

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:

2.1 Family and Community Engagement & Outreach: Calendar and share with all families the School Site Council and English Language Advisory Council meetings during the summer, beginning of the school year, and throughout the school year. Personally contact families via phone to encourage them to join the SSC and ELAC meetings.

2.2 Attendance: Identify students who are chronically absent during the summer and create plans and meet with families at the beginning of the year to address attendance issues and problem solve with families. Discuss with families of Students with Disabilities (SWD) and the Attendance Team to solve problems around chronic absenteeism.

2.3 PBIS Multi-Tiered System of Supports: Provide extra behavioral supports to Students with Disabilities (SWD) as they have had the most incidents during the school year as well as provide staff with additional training to support this subgroup with behaviors.

2.4 SEL: Continue to support adults and students with SEL activities and curriculum but also retrain staff on the implementation of community circles and hold them consistently.

2.5 School Climate: Follow-up professional development on our PBIS and restorative practices will be implemented consistently as well as ensuring all teams are trained in de-escalation strategies throughout the school year. Learning walks will be scheduled monthly to ensure consistency.

2.6 Enrollment: Continue the work of the Attendance Team to ensure full enrollment and the continued implementation of recruitment efforts.

2.7 Classroom Facilities and Student Physical Spaces: Schedule monthly walkthroughs of facilities and physical spaces to ensure the implementation of the comprehensive school safety plan.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family and Community Engagement & Outreach	Continue with a variety of events, meetings, and workshops for families, communication in home language using PowerSchool Communication, parent engagement efforts, family surveys to include feedback in strategic planning, create regional black family advisory council group to provide input on school culture, programming, and outreach efforts for our Black students, and monitor Panorama Family Survey related to family engagement for continuous improvement. Implement strategies to increase family attendance to the School Site Council and English Language Advisory Council meetings.	$23,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance	Continue with our school's Attendance Team to implement the attendance plan, progress monitor, and lead intervention strategies based on the weekly review of attendance data. Continue with family communication, especially around chronic absenteeism as well as school-wide attendance incentive programs. Focus on early family education around attendance as well as conduct home visits/outreach during the summer and at the beginning of the school year to students with chronic absenteeism/truancy. 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 Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.	$198,864.00	Yes
2.3	PBIS Multi-Tiered system of supports	Continue expanding our school's tiered Positive Behavioral Intervention and Supports (PBIS) system by cultivating a positive, supporting, and equitable learning environment for all students. Continue training all staff in PBIS training including restorative practices, promoting positive interactions and drive antiracism practices inside and outside the classroom. Continue our Tier 1 intervention plan that regularly meets, analyze and review data and make decisions based on data, implement stakeholder feedback into school decisions, norm on classroom and school routines and procedures, and referral and discipline support for all students specifically targeted subgroups based on data.	$0.00	Yes
2.4	SEL	Continue to support adult SEL at our school site through school-wide staff meetings, inclusive rituals, engaging strategies, promoting SEL for students and families, the implementation of SEL curriculum, community circles and building activities, reflecting on data (Panorama survey) for continuous improvement and progress monitoring.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	School Climate	Continue providing student support services such as counseling, mentoring, and academic intervention programs, reviewing the discipline data monthly to look and address school-wide trends with support plans, and using and analyzing Panorama SEL surveys to make adjustments/improvements to the school plan. Continue conducting consistent learning walks/fidelity checks on school-wide PBIS and restorative practices through school-wide Professional Development on behavior, CPI, and de-escalation techniques.	$0.00	Yes
2.6	Enrollment	Continue having our school's Enrollment Team work on our student enrollment plan and lead student recruitment efforts while also implementing the Enrollment Guidance/Handbook to ensure the school's budgeted enrollment.	$0.00	No
2.7	Classroom Facilities, and Student Physical Spaces	Continue in accordance with the Williams Act Requirements regarding facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least "Good". Continue the annual training of all teammates on the school's comprehensive safety plan as well as using a checklist of key items of all things that should be included in classrooms.	$416,338.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We actively recruit and sustain educators and school staff dedicated to anti-racism, enabling them to guide students in developing an empowered anti-racist perspective that instills a sense of responsibility to address injustices at both local and global levels.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Aspire, we know that investing in our teammates is critical to achieving Aspire's mission and vision of providing a rigorous and joyful academic experience for all students. This goal was developed to ensure the continuous development of our teammates so that they can provide a high-quality education to all students. To achieve this goal, our actions will focus on developing teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. We will also continue our practice of regular feedback through individualized professional learning plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 88.95% Fully Credentialed	2022-23 86.79% Fully Credentialed		2025-2026 100% Fully Credentialed	Decreased by 2.16%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 89% responded favorably Belonging: 88% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 88% responded favorably		2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: -1.00% Belonging: -6.00% Well-being: +5.00% Staff-Leadership Relationships: -7.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 83% responded favorably Staff-Leadership Relationships: 93% responded favorably Cultural Awareness and Action: 53% responded favorably	Belonging: 82% responded favorably Well-being: 88% responded favorably Staff-Leadership Relationships: 86% responded favorably Cultural Awareness and Action: 62% responded favorably		Belonging: 95% responded favorably Well-being: 95% responded favorably Staff-Leadership Relationships: 95% responded favorably Cultural Awareness and Action: 73% responded favorably	Cultural Awareness and Action: +9.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 98.1%	Retention Rate 96.20%		2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased by 1.90%

Goal Analysis [2024-25]

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.

Overall, most actions under this goal were successfully implemented, though a few faced challenges that impacted the degree of implementation.

The Regular Coaching & Development of Leadership Teams (3.1) action was largely successful as all teachers received at least three observations using the Teachboost observation tool to track the ASLF domains throughout the school year. However, consistent

observations for all teachers to have at least one observation every month in Teachboost proved to be difficult. Providing site-wide professional development on culturally responsive teaching (3.2) to include identity, diversity, justice and action in our units of study was successful but follow up cycles did not occur to support teachers with resources and to gauge the effectiveness of implementation. Stakeholder feedback emphasized the need for consistent observation and PD follow up cycles.

Teammate Retention (3.3) has been extremely successful in supporting all teammates through ongoing and transparent communication as well as offering support and training for any career advancement and evident with little to no turnover at our school site. Our staff has thoroughly enjoyed the ability to attend regional Affinity Groups (3.4) and expressed a sense of belonging with the organization. Pipeline Development (3.5) has successfully helped teammates set goals during their Professional Learning Plans (PLP) and received support in those areas with stakeholders expressing an overall positive impact of the professional development, support, and feedback given. We also have continued to successfully build the capacity of our PBP Coordinator to effectively run our school site's programming.

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.

3.1 - Although the school had leadership opportunities for the staff, the expenses related to these positions were less than previously forecasted.

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

The effectiveness of the actions has been largely positive, as demonstrated by key metrics.

3.1 Regular Coaching & Development of Leadership Teams: The integration of observation and feedback cycles with a focus on the different domains of the ASLF in each quarter showed an 89% favorability with teachers around coaching and feedback given throughout the year. Having a domain to focus on in each quarter of the school year provided teaching staff with clarity on what to work on and what would be observed.

3.2 Culturally Responsive Teaching (CRT) Professional Development: 84% of staff felt the professional development on culturally responsive teaching was helpful in the implementation of identity, diversity, justice and action into units of study. However, 65% of staff felt that professional development around equity was favorable.

3.3 Teammate Retention: Talent worked closely with the principal and offered resources to support teammates for career development by offering information sessions and meetings at the regional office as well as offered ongoing support. This helped create 82% sense of belonging amongst teammates and an 88% favorable school climate that contributed to an extremely low turnover rate (Teammate Retention Rate 96.2%).

3.4 Affinity Groups: Staff enjoyed the regional affinity groups showing an 82% favorability towards a sense of belonging to the school and organization.

3.5 Pipeline Development: Teammates, both instructional and classified staff, 84% expressed receiving support with their personal growth goals stated during their Professional Learning Plans (PLP) through professional development and 89% through the observation and feedback cycles.

3.6 Black Scholar Services: The PBP Coordinator successfully attended Black staff affinity spaces, targeted professional developments and trainings to effectively implement programming at the school site.

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.

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:

3.1 Regular Coaching & Development of Leadership Teams: Schedule monthly coaching cycles for each instructional staff using Teachboost using data to monitor progress.

3.2 Culturally Responsive Teaching (CRT) Professional Development: Follow-up cycles after every professional development to gauge effectiveness of the training and implementation from instructional staff.

3.3 Teammate Retention: Conducting regular check-ins with staff beyond the three yearly PLP check-ins to support a sense of belonging and appreciation.

3.4 Affinity Groups: Provide safe spaces for teammates to attend affinity groups beyond the regional groups.

3.5 Pipeline Development: Provide specific support plans with a pacing cycle for teachers based on their specific PLP goals to offer the support as well as gather data to monitor goal progress.

3.6 Black Scholar Services: Continue to build the Pro-Black Program Coordinator's role at our school site by providing additional trainings to support the implementation of services as well as implement feedback cycles to garner the effectiveness of the programming with staff and students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Continue to utilize Teachboost as an observation tool to track ASLF observations. Ensure that there is a clear and consistent coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model.	$24,000.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Continue to provide site-wide professional development on culturally responsive teaching to ensure that units of study include identity, diversity, justice and action after professional development days provided by the LA Region on UDL and culturally responsive teaching and follow up cycles to these professional developments.	$3,000.00	Yes
3.3	Teammate Retention	Retention (Hard to fill and Black Staff)- Talent will continue to support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. Talent will also provide avenues for career growth and advancement, offering support and resources. Additionally, Talent will work closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	$0.00	No
3.4	Affinity Groups	Continue to ensure all teammates have the ability to attend regional affinity groups.	$0.00	No
3.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set 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.).	$0.00	No
3.6	Black Scholar Services	Continue to build capacity of PBP Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces and Black Scholar	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Services data conversations with principals.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure student access to targeted academic support and social-emotional resources to accelerate learning recovery and improve student outcomes for identified subgroups in areas identified by LREBG the needs assessment	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA developed this goal to ensure that all students, particularly identified subgroups, have equitable access to targeted academic support and social-emotional resources. This goal addresses the learning recovery needs identified through the LREBG needs assessment, aiming to accelerate learning recovery and improve student outcomes by providing comprehensive support in areas most impacted by the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -36.9 African American/Black: Data Not Displayed English Learners: -48.8 Hispanic/Latinx: -37.0 Socioeconomically Disadvantaged: -38.6 Students with Disabilities: -95.0	2023-2024 SBAC ELA DFS All Students: -36.4 English Learner: -51.3 Socioeconomically Disadvantaged: -37.1 Hispanic: -35.5 Students with Disabilities: -98.8		2025-2026 SBAC ELA DFS All: -21.90 African American/Black: data not displayed English Learners: -33.80 Socioeconomically disadvantaged: -23.60 Hispanic/Latinx: -22 Students with Disabilities: -80	All Students: +0.5 African American/Black: Data Not Displayed English Learners: -2.5 Hispanic/Latinx: +1.5 Socioeconomically Disadvantaged: -1.5 Students with Disabilities: -3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -54.7 African American/Black: Data Not Displayed English Learners: -53.7 Hispanic/Latinx: -55.7 Socioeconomically Disadvantaged: -55.8 Students with Disabilities: -86.4	2023-2024 SBAC MATH DFS All Students: -41.1 English Learner: -52.4 Socioeconomically Disadvantaged: -42.7 Hispanic: -41.7 Students with Disabilities: -97		2025-2026 SBAC Math DFS All: -36.70 African American/Black: data not displayed English Learners: -35.70 Socioeconomically disadvantaged: -37.80 Hispanic/Latinx: -37.70 Students with Disabilities: -68.40	All Students: +13.6 African American/Black: Data Not Displayed English Learners: +1.3 Hispanic/Latinx: +14.0 Socioeconomically Disadvantaged: +13.1 Students with Disabilities: -10.4

Goal Analysis [2024-25]

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.

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.	$31,553.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Foundational Math Skills – Small-group instruction, tutoring, and structured math programs to help build math fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,327,700	$96,546

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
37.581%	0.554%	$18,599.00	38.135%

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 SBAC ELA and Math results from the 2022-2023 school year revealed improvement across all subgroups. We will continue to purchase curriculum that has shown to help our students; however, students' DFS is still below the standard. The following groups will need additional supports because of the	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new curriculum	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
	disparities in academic achievement among our unduplicated students groups compared to their peers in ELA to -36.9 and in Math -54.7. In ELA, English Learners (EL) -48.8, Socioeconomically disadvantaged students -38.6, and Students with Disabilities -95., In Math, Socioeconomically disadvantaged -55.8, Hispanic/Latinx -55.7, and Students with Disabilities -86.4. The gaps indicate a critical need for engaging, accessible curricula, and equitable access to technological resources to support these students' learning. The vast majority of students are Hispanic/Latinx, so actions that benefit them, benefit the majority of the school. **Scope:** LEA-wide	effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Furthermore, recognizing the critical role of technology in modern education, we're committing to a 1:1 Chromebook initiative. This ensures that all students, regardless of their socioeconomic status, have equal access to digital learning resources. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** The SBAC ELA and Math results from the 2022-2023 school year revealed improvement across all subgroups. While students' DFS is still below the standard, we will continue to ensure that students have access to culturally responsive texts across all content areas especially for our unduplicated student groups and the disparities we see compared to their peers in ELA (-36.9) and Math (-54.7). In ELA, English Learners (EL) -48.8, Socioeconomically disadvantaged students -38.6, and Students with Disabilities -95., In Math, Socioeconomically disadvantaged -55.8,	By utilizing the Aspire Student Learning Framework to ensure that students receive guaranteed and viable instruction, we directly address the engagement and achievement gaps our unduplicated student groups face. By ensuring instruction that is culturally responsive teaching, universal design for learning, and principals of inclusion, we help students see themselves and their experiences and backgrounds in the materials and content which is crucial for improving academic outcomes. Complementing this is professional development an coaching using the updated ASLF framework for our educators to ensure they are equipped to deliver instruction to meet the needs of all students regardless of their language or socioeconomic status to have equal access to guaranteed an	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
	Hispanic/Latinx -55.7, and Students with Disabilities -86.4. The gaps indicate a critical need to ensure that classroom artifacts reflect the diversity of students and the community and teachers have the professional development and coaching tools needed to ensure that students have a guaranteed and viable instruction. While the vast majority of students are Hispanic/Latinx, ELs, and economically disadvantaged, the actions will benefit them and the majority of the school. **Scope:** LEA-wide	viable instruction. Providing these supports on an LEA-wide or schoolwide basis promotes equity and enhances the overall quality of education for every student.	
2.1	**Action:** Family and Community Engagement & Outreach **Need:** Our school is overwhelmingly Hispanic/Latinx and Socioeconomically Disadvantaged. Likewise, we have 41.5% of students classified as English Language Learners. It is extremely important for parents and families to be involved in their children's education throughout a variety of opportunities. Likewise, our Parent Meetings, School Site Council and ELAC meetings have very low attendance. The SSC and ELAC meetings only have the parents that are part of the councils attend. Parent Meetings will have anywhere from 10-20 parents attend. We have provided different times as well as in-person and virtual options and yet see low attendance. While plenty of opportunities and events are important for all	By creating a variety of events where parents and families can be involved, including opportunities to take on leadership roles, we can increase the amount of involvement, crease community, foster greater interests in the school and its activities, and directly increase the engagement from family of our unduplicated student groups. The participation, involvement, and input from parents are extremely important and valuable, and creating more opportunities for families through the help of our Parent Coordinator, we can increase collaboration and connection. Providing these increased opportunities LEA-wide or schoolwide, especially parent leadership opportunities, all students, including unduplicated students, will enhance the overall quality of education for every student and increase achievement and joy.	Metric (2.4) Efforts we make to seek parent input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, it will be particularly important for our unduplicated students. **Scope:** LEA-wide		
2.2	**Action:** Attendance **Need:** While attendance has improved, chronic absenteeism continues to not improve for our unduplicated students in which it declined by 5.5% (37.5% chronically absent); it is higher compared to the State which is 24.3% chronically absent and it declined by 5.7%. For our unduplicated students, our English Learners were higher than the state - 36.3% compared to 26.3%. Our Hispanic/Latinx students were 37.7% compared to 28.4%. Our socioeconomically disadvantaged students were 37.3% compared to the state's 29%. Our students with disabilities received the color of red on the CA state dashboard which was at 36.7% compared to the state's 33.1%. The gaps indicate a critical need for engaging and motivating students to attend school every day as well as motivating and encouraging parents to bring them every day. **Scope:** LEA-wide	By establishing an Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies, we directly address the engagement and achievement gaps for our unduplicated student groups in terms of their daily attendance. These actions are chosen to ensure that we are focusing on not just our unduplicated students, but all students, in order for them to have a solid educational foundation especially for improving the red indicator for our students with disabilities for chronic absenteeism. These actions are crucial for improving academic, social emotional, and joyful outcomes. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education and experience for every student.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance
2.3	**Action:** PBIS Multi-Tiered system of supports	By cultivating a positive, supporting, and equitable learning environment for all students, we directly	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 80% of students feel that the school has a positive climate according to our Panorama student survey. 80% of Hispanic/Latinx and English Learners rated the school climate positively, and 87% of students socioeconomically disadvantaged agree with the school's positive climate. 81% of students feel a sense of belonging, 87% feel they have a positive teacher-student relationship, and 68% feel that the school is safe. It is extremely important for our students to be able to thrive in a positive, supportive, safe, a sense of belonging, and equitable learning environment, in particular our unduplicated student groups. While PBIS training and supports will positively impact all students, they will be particularly important for our unduplicated students. **Scope:** LEA-wide	address the engagement and sense of belonging and safety for our unduplicated student groups. These actions are chosen to ensure that we are not only focusing on our unduplicated students, but all students, in order for them to feel that school is a positive and safe place where they can be their best selves and achieve. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education and experience for every student.	
2.4	**Action:** SEL **Need:** According to the student Panorama survey, 87% of students say they have positive student-teacher relationships; 77% have a positive sense of classroom belonging; 79% have a sense of awareness; 74% feel they have self-management; 64% feel they have the skills for self-efficacy; 58% feel they have the skills for emotional	By strengthening adult SEL, promoting SEL for students, and reflecting on data for continuous improvement, we can directly address the SEL needs that students are expressing as well as have the resources, skills, and training to support those needs. These actions are chosen to ensure that we are not only focusing on our unduplicated students, but all students, in order for them to feel they These actions are chosen to ensure that we are not only focusing on our unduplicated students, but all students, in order for them to feel that	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	regulation. The percentages of our English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged students were the same or close to that of the whole school. We want all students to feel they have the necessary tools to regulate their own emotions, use strategies to calm themselves or advocate for what they need, as well as all staff have the necessary training to support this with all students, especially our unduplicated students. **Scope:** LEA-wide	school is a positive and safe place where they can be their best selves and achieve. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also develops the social and emotional well-being of all staff and students.	
2.5	**Action:** School Climate **Need:** 80% of students feel that the school has a positive climate according to our Panorama student survey. 80% of Hispanic/Latinx and English Learners rated the school climate positively, and 87% of students socioeconomically disadvantaged agree with the school's positive climate. 81% of students feel a sense of belonging, 87% feel they have a positive teacher-student relationship, and 68% feel that the school is safe. We want to ensure that students have counseling, mentoring, social-emotional, and academic programs available to them to feel successful and safe in school especially our unduplicated students.	By providing a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs, we can support the overall school climate so that all students feel that school is a safe and supportive place to be and learn in. These actions are chosen to ensure that are creating a welcoming and safe environment for not only our unduplicated students but for all students in the school. Through the frequent review of discipline data, survey data, and conversations with students, we can ensure that students have a positive and joyous school climate. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes a positive school climate but also provides a safe space for all students to succeed.	Metric (2.1) Student Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to survey data, 68% feel safe at school. 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	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety
3.1	**Action:** Regular Coaching & Development of Leadership Teams (using ASLF & TLF) **Need:** Students scores on the SBAC ELA and Math from the 2022-2023 school year showed improvement needed across all subgroups. While students' DFS is still below the standard, we will continue to ensure that educators receive regular coaching and development that is aligned to Aspire LA's instructional coaching model with a focus on	By utilizing Teachboost as an observation tool to track ASLF observations and track feedback to help educators improve their instruction and development, we are able to ensure that all students, in particular our unduplicated students, are receiving an equitable education, their needs are being meant, and data is being collected on their progress. Providing these supports on an LEA-wide or schoolwide basis promotes equity and enhances the overall quality of education for every student, especially our unduplicated student groups, and increase engagement and academic success.	Metric (3.2) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our unduplicated student groups and the disparities we see compared to their peers in ELA (-36.9) and Math (-54.7). In ELA, English Learners (EL) -48.8, Socioeconomically disadvantaged students -38.6, and Students with Disabilities -95., In Math, Socioeconomically disadvantaged -55.8, Hispanic/Latinx -55.7, and Students with Disabilities -86.4. There is a need for educators to be coached through frequent observation cycles to ensure that our students are receiving an equitable education. Furthermore, on our Panorama survey of educators, 95% scored feedback and coaching extremely helpful to their overall development and improved their instruction. While the vast majority of students are Hispanic/Latinx, ELs, and economically disadvantaged, these actions will benefit them and the majority of the school. **Scope:** LEA-wide		
3.2	**Action:** Culturally Responsive Teaching (CRT) Professional Development **Need:** The SBAC ELA and Math results from the 2022-2023 school year revealed improvement across all subgroups. While students' DFS is still below the standard, we will continue to ensure that students have access to culturally responsive texts across all content areas especially for our unduplicated student groups	By providing site-wide professional development on culturally responsive teaching and UDL to ensure that units of study include identity, diversity, justice an action, we directly address the engagement and achievement gaps our unduplicated student groups face. By ensuring instruction that is culturally responsive teaching, universal design for learning, and principals of inclusion, we help students see themselves and their experiences and backgrounds in the materials and content which is crucial for improving academic outcomes. This can occur as	Metric (3.2) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the disparities we see compared to their peers in ELA (-36.9) and Math (-54.7). In ELA, English Learners (EL) -48.8, Socioeconomically disadvantaged students -38.6, and Students with Disabilities -95., In Math, Socioeconomically disadvantaged -55.8, Hispanic/Latinx -55.7, and Students with Disabilities -86.4. The gaps indicate a critical need to ensure that classroom artifacts reflect the diversity of students and the community and teachers have the professional development and coaching tools needed to ensure that students have a guaranteed and viable instruction, especially with culturally responsive teaching and UDL. While the vast majority of students are Hispanic/Latinx, ELs, and economically disadvantaged, the actions will benefit them and the majority of the school. **Scope:** LEA-wide	long as educators are given the proper and continuous professional development to support this work. Providing these supports on an LEA-wide or schoolwide basis promotes equity and enhances the overall quality of education for every student, especially our unduplicated student groups.	

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,532,895	1,327,700	37.581%	0.554%	38.135%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,354,600.00	$1,325,127.00	$0.00	$247,100.00	$2,926,827.00	$2,704,018.00	$222,809.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$65,000.00	$100,677.00	$165,677.00				$165,677.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$522,824.00	$0.00	$522,824.00				$522,824.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$165,289.00	$0.00		$165,289.00			$165,289.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing	$17,454.00	$0.00	$0.00			$17,454.00	$17,454.00	
1	1.5	MLL	All	No			All Schools	Ongoing								
1	1.6	SPED	All	No			All Schools	Ongoing	$1,206,887.00	$0.00		$1,128,285.00		$78,602.00	$1,206,887.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$151,044.00	$0.00				$151,044.00	$151,044.00	
1	1.10							Ongoing								
2	2.1	Family and Community Engagement & Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,897.00	$0.00	$23,897.00				$23,897.00	
2	2.2	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$198,864.00	$0.00	$198,864.00				$198,864.00	

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	PBIS Multi-Tiered system of supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	Enrollment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$321,206.00	$95,132.00	$416,338.00				$416,338.00	
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$24,000.00	$24,000.00				$24,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.3	Teammate Retention	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Pipeline Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								

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
4	**4.1**	ELA	All	No			All Schools	2025-26	$31,553.00	$0.00		$31,553.00			$31,553.00	
4	**4.2**	Math	All	No			All Schools	2025-26								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,532,895	1,327,700	37.581%	0.554%	38.135%	$1,354,600.00	0.000%	38.342 %	**Total:**	$1,354,600.00
								LEA-wide Total:	$1,354,600.00
								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	$165,677.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$522,824.00	
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,897.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,864.00	
2	**2.3**	PBIS Multi-Tiered system of supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.4**	SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.5**	School Climate	Yes	LEA-wide	English Learners Foster Youth	All Schools	$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 (%)
					Low Income			
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$416,338.00	
3	**3.1**	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,739,974.00	$2,755,984.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$235,059.00	$249,224
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$291,838.00	$297,332
1	**1.3**	Instruction (Master Scheduling)	No	$121,572.00	$112,143
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	MLL	No	$15,729.00	$17,454
1	**1.6**	SPED	No	$1,204,457.00	$1,218,068
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$146,542.00	$151,044
2	**2.1**	Family and Community Engagement & Outreach	Yes	$53,541.00	$0.00
2	**2.2**	Attendance	Yes	$142,785.00	$134,776
2	**2.3**	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	Yes	$84,081.00	$83,504
2	**2.5**	School Climate	Yes	$0.00	$0.00
2	**2.6**	Enrollment	No	$0.00	$0.00
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	$420,370.00	$480,439
3	**3.1**	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	$24,000.00	$12,000
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	$0.00	$0.00
3	**3.3**	Teammate Retention	No	$0.00	$0.00
3	**3.4**	Affinity Groups	No	$0.00	$0.00
3	**3.5**	Pipeline Development	No	$0.00	$0.00
3	**3.6**	Black Scholar Services	No	$0.00	$0.00

2024-25 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)
$1,275,874	$1,251,674.00	$1,257,275.00	($5,601.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$235,059.00	$249,224		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$291,838.00	$297,332		
2	2.1	Family and Community Engagement & Outreach	Yes	$53,541.00	$0		
2	2.2	Attendance	Yes	$142,785.00	$134,776		
2	2.3	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00		
2	2.4	SEL	Yes	$84,081.00	$83,504		
2	2.5	School Climate	Yes	$0.00	$0.00		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$420,370.00	$480,439		
3	3.1	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	$24,000.00	$12,000		
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes	$0.00	$0.00		

2024-25 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)
3,354,447	$1,275,874	0.000%	38.035%	$1,257,275.00	0.000%	37.481%	$18,599.00	0.554%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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