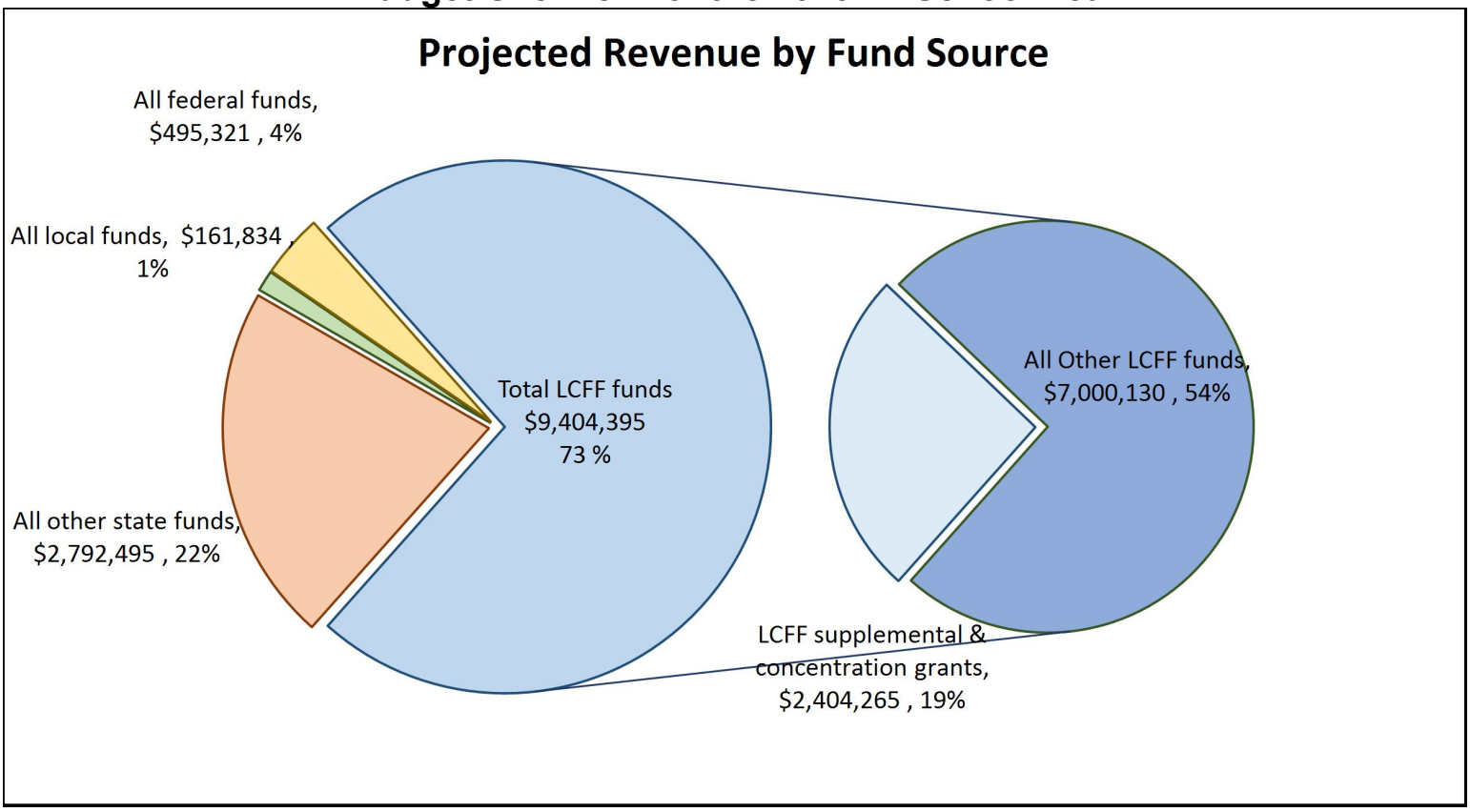
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Richmond California College Preparatory Academy
CDS Code: 07-61796-0132100
School Year: 2026-27
LEA contact information:
Erica Ramirez
Principal
AspireRCPA@aspirepublicschools.org
510-646-1696

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 2026-27 School Year

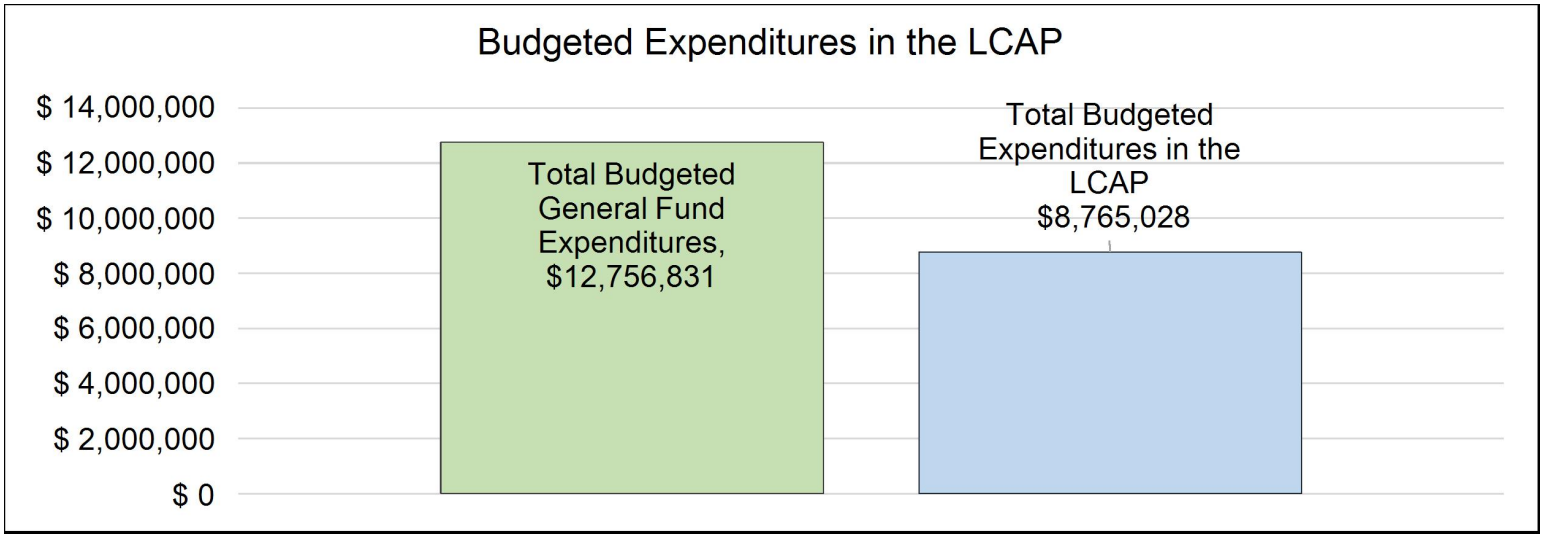


This chart shows the total general purpose revenue Aspire Richmond California College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Richmond California College Preparatory Academy is $12,854,045, of which $9,404,395 is Local Control Funding Formula (LCFF), $2,792,495 is other state funds, $161,834 is local funds, and $495,321 is federal funds. Of the $9,404,395 in LCFF Funds, $2,404,265 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 Richmond California College Preparatory Academy plans to spend for 2026-27. 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 Richmond California College Preparatory Academy plans to spend $12,756,831 for the 2026-27 school year. Of that amount, $8,765,028 is tied to actions/services in the LCAP and $3,991,803 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

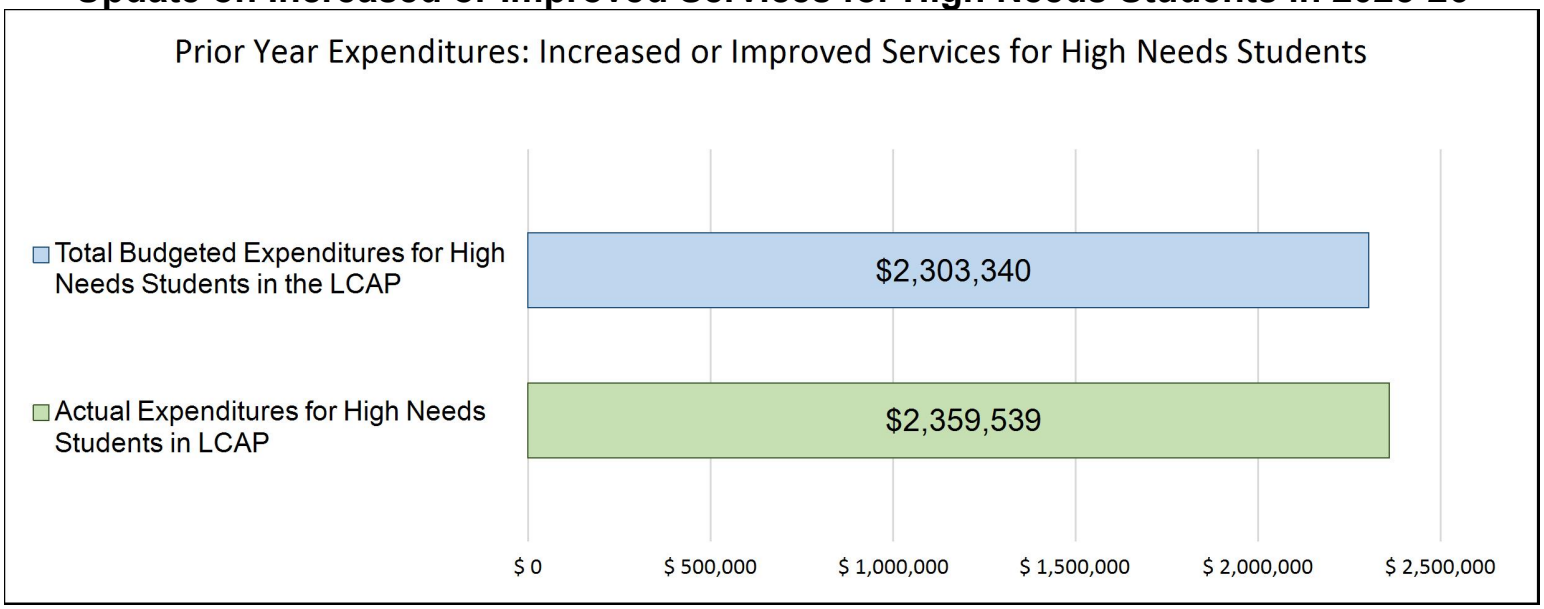
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 2026-27 School Year

In 2026-27, Aspire Richmond California College Preparatory Academy is projecting it will receive $2,404,265 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Richmond California College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Richmond California College Preparatory Academy plans to spend $2,455,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Aspire Richmond California College Preparatory Academy's LCAP budgeted $2,303,340 for planned actions to increase or improve services for high needs students. Aspire Richmond California College Preparatory Academy actually spent $2,359,539 for actions to increase or improve services for high needs students in 2025-26.

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 Richmond California College Preparatory Academy	Erica Ramirez Principal	AspireRCPA@aspirepublicschools.org 510-646-1696

Plan Summary [2026-27]

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 Richmond California College Preparatory Academy (Cal Prep) is a 6-12 direct-funded public charter school located in Richmond, California, operating under the West Contra Costa Unified School District. Established to serve approximately 590 students, Cal Prep is part of the Aspire Public Schools network, a non-profit charter management organization dedicated to preparing underserved students for college and beyond. The school's diverse population comprises 74% Hispanic, 9% African American, 7% Asian-American, and 85.9% are Socioeconomically Disadvantaged.

Cal Prep is built on the core belief that education is liberation, emphasizing the interconnectedness of students' school and community experiences. Grounded in the values of community, curiosity, equity, empathy, growth mindset, and integrity, the school strives to foster an environment where students develop critical consciousness, voice, agency, and leadership. By centering culturally responsive, data-driven instruction and restorative practices, the school works to dismantle systemic barriers and uplift marginalized communities.

The school's instructional priorities include enhanced teaching and learning through comprehensive, engaging curriculum planning, targeted staff development with an equity focus, and creating a culture of safety and learning for all students. The school integrates academic rigor, social-emotional learning, and student empowerment to prepare scholars for post-secondary success and active citizenship. By prioritizing collaboration among staff, families, and students, Cal Prep continues to foster an inclusive and thriving educational community.

Reflections: Annual Performance

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

Performance Overview:
Based on our analysis of both the California School Dashboard and local data from 2022–2025, 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, with a focus on strengthening Tier 1 instruction, professional development, data-driven systems, and targeted supports for student groups.

Successes:
One notable success is the improvement in English Learner Progress, increasing from 36.9% (2022–23) to 46.5% (2024–25), including strong gains for Long-Term English Learners (51.3%). This was achieved through implementation of integrated and designated ELD, academic vocabulary strategies, structured discourse, and ongoing professional development aligned to culturally and linguistically responsive practices (Goal 1 & Goal 2). Additionally, the College and Career Indicator improved from 62.7% (2022–23) to 88.2% (2023–24), maintaining strong performance at 80.8% (2024–25), alongside an increase in A–G completion rates from 76% to 98.55%. These outcomes reflect strengthened data-driven instructional systems, aligned coursework, and postsecondary readiness supports (Goal 3). Furthermore, suspension rates decreased from 5.8% (2022–23) to 3.7% (2024–25), demonstrating the impact of restorative practices, PBIS systems, and SEL-focused supports (Goal 2 & Goal 4). English learners and socioeconomically disadvantaged students experienced the most notable gains in language acquisition and college/career readiness outcomes.

Challenges
However, challenges remain in mathematics, literacy, and chronic absenteeism. Student groups in the Red performance level include English Learners and Long-Term English Learners (ELA & Math), Students with Disabilities (ELA & Math), Socioeconomically Disadvantaged and Hispanic students (Math). Chronic absenteeism increased to 13.7% (Red), with highest rates among Black/African American students, students with disabilities, and socioeconomically disadvantaged students. Additionally, ELA is Orange (-57.2) and Math remains significantly below standard (-107), with minimal growth in ELA (57.3%) and Math (44.5%). In addition, the school site also shows low student belonging (38%) and school climate (34%), indicating ongoing engagement challenges.

Actions Taken:
To address these challenges, we have implemented coherent, multi-tiered strategies aligned to LCAP Goals 1–4. We have strengthened Tier 1 instruction (Goal 1) through standards-aligned unit planning, academic vocabulary development, and structured academic discourse, ensuring culturally relevant and linguistically responsive practices across classrooms. We have expanded professional development and coaching systems (Goal 2) through Communities of Practice (CoPs), instructional coaching, and data-driven professional learning focused on improving instructional quality and consistency. We have implemented data-driven systems (Goal 3), including PLC cycles, student work analysis, and progress monitoring using SBAC, iReady, and formative assessments to guide differentiated instruction and targeted interventions. We have expanded targeted academic and social-emotional supports (Goal 4), including MTSS systems, attendance interventions, advisory-based SEL programming, restorative practices, and increased family engagement. For example, for our targeted instruction we use explicit vocab strategies and incorporated structured talk routines. Additionally, we implemented strategies for progress monitoring such as using Iready platform of 30-40 minutes weekly during intervention. To support our engagement an increase SEL programming, we incorporated a new incentive program of the Grizzly Bucks that connect with the school's core values. These actions are

designed to support English learners, Long-Term English learners, students with disabilities, socioeconomically disadvantaged students, and students with chronic absenteeism, with a focus on improving academic outcomes, attendance, and student belonging.

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: SBAC English Language Arts: Black/African American, English Learner
English Learner Progress: English Learner
SBAC Math: Black/African American, All Students, English Learner, Hispanic, Socioeconomically Disadvantaged
Suspension: Black/African American, All Students, Students with Disabilities

RCAL has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be carried forward into the 2026–27 school year. These funds will continue to support Goal 4, Action 4.1 (ELA) and Goal 4, Action 4.2 (Math). As permitted by the LCAP template, the rationale for selecting these actions, the alignment of the actions to allowable uses of LREBG funds, and the manner in which the actions address the literacy and mathematics needs identified through the school's needs assessment are described within the action descriptions under Goal 4.

Reflections: Technical Assistance

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

Reason for DA Identification: In the 2022, our Local Educational Agency (LEA) identified significant challenges faced by the African American student group, as evidenced by 'Red' ratings in critical areas such as English Language Arts (ELA), Mathematics, and Suspension Rate. These concerns persisted into 2023, with the group consistently receiving 'Red' ratings in the same areas. This pattern of performance has led to our LEA qualifying for Differentiated Assistance in the 2024-25 LCAP.

We determined that the first step to addressing the challenges was to prioritize decreasing suspension rates because students need to be at school in order to improve learning outcomes. To address the challenges in suspension for African American students, Contra Costa has supported with data analysis and progress monitoring of suspension data from CAL PADS. They have joined our Principal and Dean of Students professional development in order to partner with school administrators to analyze suspension and referral data, determine trends, identify tiered interventions and incentives. Each quarter Deans of students have led and engaged in a deep analysis of suspension data in order to develop an Strategic Action Plan for the school site to reduce suspensions and increase use of logical consequences and restorative practices. Additionally, the school prioritized developing an Behavior Wellness team that meets weekly to progress monitor suspension and referral trends, and ensure that the school is on track to meeting school wide, grade level, and behavior goals for African American students. The Behavior Wellness Team also works to instruct and monitor socio-emotional wellness of students by ensuring that SEL instruction is occurring in advisory and throughout the school day, and using SEL student screener data to ensure mental health supports and behavior intervention groups are part of the tiered supports available to students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The LEA engages teachers in the LCAP development process through a variety of ongoing structures that ensure regular input and alignment to school priorities. Weekly RCAL grade-level team meetings allow teachers to collaboratively review student academic and behavioral data and respond to emerging needs. Teachers also participate in bi-weekly coaching PLCs to strengthen instructional practices and leadership. Administrators hold regular 1:1 meeting with their supervisees, and weekly staff surveys provide real-time feedback on instruction, professional development, and school culture. These consistent touchpoints ensure teacher voice is embedded throughout the year. Additional engagement opportunities include quarterly all-staff professional development sessions focused on instructional improvement and data review, as well as bi-weekly ILT meetings to progress monitor school-wide priorities. Teachers also participate in bi-annual Teammate Surveys (fall and spring), which offer valuable insights into instructional practices, student supports, professional learning, and school climate. These layered strategies ensure teacher feedback meaningfully informs the creation, implementation, and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the Principal and Supporting Administrators, are actively engaged in the development and monitoring of the LCAP through multiple leadership structures. Weekly Admin Team meetings focus on leadership development in supervision, instructional

Educational Partner(s)	Process for Engagement
	practices, and schoolwide systems. These meetings also include time for classroom walkthroughs to align on instructional priorities and observe implementation. Daily Admin Huddles provide space for responsive planning and coordination across campus. In addition, school leaders participate in bi-weekly Instructional Leadership Team (ILT) meetings to monitor progress toward schoolwide goals and ensure alignment with instructional priorities. Admin also take part in weekly professional development, staff meetings, and bi-annual Teammate Surveys. These ongoing forums allow for reflection on resource allocation, strategic planning, and professional learning
Other School Personnel	All school personnel, including Instructional Aides and afterschool staff, are integrated into the RCAL structure and regularly engaged in the school's professional learning and planning processes. These team members participate in weekly professional development alongside teachers, where they receive training aligned to school priorities and student support strategies. Each staff member has a designated supervisor and a point person for regular check-ins, ensuring they are supported in implementing schoolwide systems and instructional goals. Additionally, all staff take part in bi-annual Teammate Surveys and have opportunities to contribute feedback on student services, school culture, and professional growth needs. Regional professional development sessions, held twice a year, provide further learning and foster alignment with best practices across the network. These ongoing engagement efforts ensure that all staff are valued contributors to RCAL's inclusive school culture, student-centered practices, and operational effectiveness.
Parents	At RCAL, families are actively engaged through a variety of ongoing opportunities designed to build community, promote transparency, and gather input on school priorities. A central structure is our monthly Family Coffee Chat, which offers space for conversations around the Advisory/SEL scope and sequence, provides opportunities for families to connect with one another, and allows teachers to showcase student work and upcoming projects. School leaders also use this

Educational Partner(s)	Process for Engagement
	space to gather family input on advisory content and student support structures, ensuring families have a voice in shaping the RCAL experience. In addition to monthly Coffee Chats, families participate in bi-annual Family Surveys (fall and spring), quarterly SSC and ELAC meetings, and monthly College-Going and Career Readiness Workshops. These forums allow families to provide feedback on barriers to engagement, learning preferences, and progress toward LCAP goals. Through these consistent engagement efforts, RCAL ensures that family perspectives are meaningfully integrated into the planning and implementation of school-wide initiatives.
Students	At RCAL, student voice is deeply embedded in school culture through a highly structured and systematized Student Government, led by the Student Government Teacher and the Student Life Lead. This team ensures that students contribute meaningfully to schoolwide decisions through democratic voting processes, student-led panels, announcements, and feedback systems. Student Government plays a central role in planning Town Halls and determining which student life events should be included throughout the year. Students participate in bi-annual Student Surveys (fall and spring) to share feedback on classroom climate, belonging, and learning experiences. Additionally, RCAL hosts two Town Halls each month that celebrate and highlight diverse cultures, ethnicities, and heritages—uplifting student-led programming during events such as Black History Month, LGBTQ+ Awareness, and Spirit Week. Teachers also conduct empathy interviews to better understand student experiences and perspectives. These intentional structures ensure that RCAL students are not only heard but are active partners in shaping the development and refinement of the LCAP.
SELPA (Special Education)	At RCAL, a significant percentage of our student population receives Special Education services, making their voice essential in shaping our LCAP. The Special Education team collaborates weekly in Learning Center meetings to monitor student progress, refine supports, and provide input on how LCAP goals can better serve

Educational Partner(s)	Process for Engagement
	students with IEPs. Staff also participate in bi-annual surveys to reflect on inclusion, instructional practices, and areas for growth. Additionally, we partner closely with Richmond Technology Academy (RTA), a key feeder school with a large population of students with IEPs. This partnership ensures continuity of support and that the needs and voices of students with disabilities and their families are represented in our planning and implementation efforts.

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

At Cal Prep, educational partner feedback directly informed the refinement of the LCAP goals, actions, and priorities. Feedback was gathered through staff surveys and meetings, Family Coffee Chats, student voice opportunities, ELAC and SSC meetings, SELPA consultation, and leadership discussions. Cal Prep also used feedback from outside partners, including Lead Liberated and Western Association of Schools and Colleges, to support progress monitoring and strengthen alignment to school goals.

Staff feedback emphasized the importance of narrowing instructional priorities, strengthening consistency across coaching and professional development, and protecting collaboration time. Staff also highlighted the need for stronger staff culture and wellness supports. In response, the LCAP prioritizes instructional coaching, PLCs, professional learning, MTSS systems, and staff wellness and onboarding supports.

Families shared a desire for clearer communication, stronger partnerships with teachers, and more resources to support learning at home. In response, Cal Prep refined communication systems, expanded family workshops, and increased opportunities for family engagement.

Student feedback related to belonging, school climate, and student voice informed the continued focus on advisory, restorative practices, social-emotional learning, and positive school culture systems.

The LCAP prioritizes inclusive instructional practices, intervention systems, and progress monitoring supports.

These refinements demonstrate how educational partner feedback shaped Cal Prep’s LCAP priorities to better support academic achievement, belonging, and equitable outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To advance teacher instructional quality and student academic performance across our educational community, emphasizing the integration of culturally responsive pedagogy and practice and research-based strategic instructional teaching and data analysis practices. This instructional priority will lead to culturally responsive classrooms and educators equipped with the skills to facilitate learning and foster a community of independent student learners. We will see increases in student academic proficiency levels and growth rate as measured by mclass, iReady and SBAC.

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: -39.4 African American/Black: -77.8 English Learners: -97.2	2023-2024 SBAC ELA DFS All Students: -54.6 English Learner: -80.7	2024-2025 SBAC ELA DFS All Students: -57.2 Black/African American: -58.4 Asian: -1	2025-2026 SBAC ELA DFS All: -24.40 African American/Black: -62.80	All Students: Decreased 17.8 Black/African American: Increased 19.4 English Learner: Increased 8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -46.7 Hispanic/Latinx: -39.3 Students with Disabilities: -110.7	Long-Term English Learner: -102.2 Socioeconomically Disadvantaged: -59.1 Black/African American: -102.5 Asian: -4.9 Hispanic: -56.3 Students with Disabilities: -141.5	English Learner: -88.9 English Learners Only: -117.6 English Only: -63.1 Hispanic: -65.4 Long-Term English Learner: -117 Multiple Races/Two or More: -6.5 Recently Reclassified Fluent-English Proficient Only: -61.9 Socioeconomically Disadvantaged: -62.6 Students with Disabilities: -143.7	English Learners: -82.20 Socioeconomically disadvantaged: -31.70 Hispanic/Latinx: -24.30 Students with Disabilities: -95.70	Hispanic: Decreased 26.1 Socioeconomically Disadvantaged: Decreased 15.9 Students with Disabilities: Decreased 33
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -121.5 African American/Black: -169.6 English Learners: -155.3 Socioeconomically disadvantaged: -127.8 Hispanic/Latinx: -123.8 Students with Disabilities: -176.3	2023-2024 SBAC MATH DFS All Students: -103.6 English Learner: -116 Long-Term English Learner: -161 Socioeconomically Disadvantaged: -109.1 Black/African American: -123.8 Asian: -18.5	2024-2025 SBAC MATH DFS All Students: -107 Black/African American: -116.1 Asian: -30 English Learner: -135.3 English Learners Only: -161.6 English Only: -97.7 Hispanic: -118.2 Long-Term English Learner: -164.4	2025-2026 SBAC Math DFS All: -106.50 African American/Black: -154.60 English Learners: -140.30 Socioeconomically disadvantaged: -112.80 Hispanic/Latinx: -108.80	All Students: Increased 14.5 Black/African American: Increased 53.5 English Learner: Increased 20 Hispanic: Increased 5.6 Socioeconomically Disadvantaged: Increased 14.5 Students with Disabilities: Increased 12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -112.2 Students with Disabilities: -169	Multiple Races/Two or More: -24.8 Recently Reclassified Fluent-English Proficient Only: -110.6 Socioeconomically Disadvantaged: -113.3 Students with Disabilities: -164	Students with Disabilities: -161.30	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 17.29% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 33.7 points below All Students: 23.8 points below Hispanic: 24.8 points below Students with Disabilities: 37.7 points below English Learner: 28.6 points below Long-Term English Learner: 39.1 points below Socioeconomically Disadvantaged: 24.5 points below	2024-25 Science Points (SPs) Black/African American: 38.3 science points All Students: 43.8 science points English Learner: 35.3 science points English Learners Only: 30.7 science points English Only: 43.3 science points Hispanic: 42.3 science points Long-Term English Learner: 30.5 science points Recently Reclassified Fluent-English	2025-2026 Science Test 22.29% Met or Exceeded	Decreased 1.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11.11% Met or Exceeded	Proficient Only: 38.5 science points Socioeconomically Disadvantaged: 42.1 science points Students with Disabilities: 35.2 science points 15.73% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 36.90% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 34.2% of ELs making progress towards English language proficiency LTEL: 36.5% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 46.5% of ELs making progress towards English language proficiency LTEL: 51.3% of LTELs making progress towards English language proficiency	2025-2026 ELPI 43.20% of ELs making progress towards English language proficiency	Increased 9.6%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 37.1%	2023-2024 RFEP Rate: 42.86%	204-25 RFEP Rate: 11.76%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 25.34%
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	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas	2026-2027 Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % met annual typical growth goal Grade 6: 52% Grade 7: 73% Grade 8: 39% iReady Math % met annual typical growth goal Grade 6: 42% Grade 7: 65% Grade 8: 54%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 50% Grade 6: 40% Grade 7: 52% Grade 8: 34% Grade 9: 56% Grade 10: 57% Grade 11: 61% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 42% Grade 6: 27% Grade 7: 41% Grade 8: 44% Grade 9: 57% Grade 10: 47% Grade 11: 40%	2025-2026 iReady Reading % met annual typical growth goal Grade 6: 35% Grade 7: 57% Grade 8: 65% Grade 9: 58% Grade 10: 66% Grade 11: 53% iReady Math % met annual typical growth goal Grade 6: 32% Grade 7: 52% Grade 8: 56% Grade 9: 64% Grade 10: 70% Grade 11: 54%	2026-2027 iReady Reading % met annual typical growth goal Grade 6: 67% Grade 7: 88% Grade 8: 54% iReady Math % met annual typical growth goal Grade 6: 57% Grade 7: 80% Grade 8: 69%	iReady Reading Grade 6: Decreased 12 percentage points Grade 7: Decreased 21 percentage points Grade 8: Decreased 5 percentage points iReady Math Grade 6: Decreased 15 percentage points Grade 7: Decreased 24 percentage points Grade 8: Decreased 10 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 95.2%	2023-2024 High School Graduation Rate 96.20%	2024-25 High School Graduation Rate 94.6%	2025-2026 High School Graduation Rate 96.7%	Decreased 0.6%
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 62.70% Black/African American: Data not displayed English Learner: 61.50% Socioeconomically Disadvantaged: 64.50% Hispanic: 66.20% Students with Disabilities: 64.30%	2023-2024 College and Career Readiness All Students: 88.20% Socioeconomically Disadvantaged: 88.40% Hispanic: 91.70%	2024-25 College and Career Readiness All Students: 80.80% EL: 64.30% Hispanic: 81.30% SED: 82.90% SWD: 52.90%	2025-2026 College and Career Readiness All Students: 71.70% Black/African American: Data not displayed English Learner: 70.50% Socioeconomically Disadvantaged: 73.50% Hispanic: 75.20%	All Students: Increased 18.1 percentage points English Learners: Increased 2.8 percentage points Hispanic: Increased 15.1 percentage points Socioeconomically Disadvantaged: Increased 18.4 percentage points Students with Disabilities: Decreased 11.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 73.30%	
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 41% of students who passed AP with 3 or higher	2023-2024 40% Passed AP with 3 or higher	2024-2025 71% Passed AP with 3 or higher	2025-2026 60% of students who passed AP with 3 or higher	Increased 31%
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 76%	2023-24 A-G Completion Rates 95.89%	2024-25 A-G Completion Rates 98.55%	2025-2026 A-G Completion Rates 100%	Increased 22.55%
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 63.64% Math: 9.21%	2023-2024 % Met & Exceeded ELA: 54.41% Math: 13.04%	2024-25 % Met & Exceeded ELA: 52.24% Math: 16.42%	2025-2026 % Met & Exceeded ELA: 68.64% Math: 14.21%	ELA: Decreased 11.4% Math: Increased 7.21%

Goal Analysis [2025-26]

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 Goal 1 actions were implemented successfully, though some actions experienced partial implementation and consistency challenges. Curriculum and instructional actions (1.1–1.2) were implemented through standards-aligned curriculum, coaching, PLCs, and professional development focused on academic language, culturally responsive instruction, and MTSS-aligned practices. iReady and intervention supports were expanded; however, Integrated ELD implementation and Science of Reading professional development were limited.

Master Scheduling and Intervention (1.3) increased student access to intervention, credit recovery, enrichment, and after-school academic supports, though staffing and attendance challenges impacted intervention consistency. Assessment and Data Systems (1.4) were partially implemented through IABs, standards-aligned assessments, and PLC data discussions; however, the full Data Chat protocol was not consistently implemented due to limited structured data cycles.

Black Excellence and culturally responsive programming (1.5) expanded culturally relevant instruction, Black History programming, BSU supports, and identity-affirming practices, though consistent CRT planning and coaching remained a challenge. English Learner and LTEL actions (1.6–1.7) strengthened ELD systems, Academic English Plans, family engagement, and targeted language supports. While academic growth and ELPAC completion improved, challenges remained in Integrated ELD implementation, LTEL progress, and reclassification outcomes.

Special Education supports (1.8) strengthened co-planning and data collaboration between General Education and Education Specialist teachers, though co-teaching implementation varied across classrooms. College and Career Readiness actions (1.9) expanded dual enrollment, credit recovery, college advising, and career pathway opportunities, contributing to positive graduation and A-G outcomes. Title I-funded supports (1.10) increased targeted intervention and student support services, though progress monitoring and intervention alignment systems still require refinement.

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.

1.10 Actual Title I revenue (I+ II + IV) for 25-26 is greater than estimated at the time the LCAP was completed.

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

Overall, Goal 1 actions were moderately effective in improving instructional systems, intervention supports, culturally responsive practices, and student access to academic and postsecondary opportunities. Actions 1.1–1.3 strengthened instructional alignment, intervention access, academic language routines, and after-school supports, though staffing shortages, inconsistent attendance, and limited implementation of Integrated ELD and Science of Reading professional development reduced overall effectiveness.

Actions 1.4–1.5 improved standards-aligned assessment practices, data discussions, culturally relevant instruction, and student engagement. However, inconsistent implementation of the Data Chat protocol and limited CRT coaching structures constrained the full impact of these actions.

Actions 1.6–1.8 strengthened ELD systems, LTEL supports, co-planning, and collaboration for Students with Disabilities. Local data showed academic growth and strong ELPAC completion rates; however, challenges remained in Integrated ELD implementation, LTEL reclassification outcomes, and consistent co-teaching practices.

Actions 1.9–1.10 expanded dual enrollment, credit recovery, college advising, career pathway opportunities, and targeted intervention supports through Title I-funded positions, contributing to positive graduation and A-G outcomes. Continued refinement of progress monitoring and intervention alignment systems is needed to sustain growth for historically underserved student groups.

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.

In reflecting on progress toward Goal 1, several targeted adjustments have been identified to strengthen implementation and improve outcomes for historically underserved student groups while maintaining effective systems already in place.

Cal Prep will continue strengthening instructional capacity through standards-aligned curriculum, coaching, PLC collaboration, and academic language development. Additional focus will be placed on implementing Integrated ELD strategies and expanding Science of Reading professional development, as these areas were not fully implemented.

For Action 1.3, adjustments will strengthen intervention systems by increasing targeted literacy supports and improving alignment between in-school and after-school interventions for MLLs, LTELs, and SWDs. For Action 1.4, the school will implement a more structured schoolwide Data Chat and progress monitoring system with clearer protocols and timelines to strengthen data-driven instruction.

For Action 1.5, Cal Prep will expand CRT coaching, culturally relevant instruction, and identity-affirming practices while officially launching the Black Family Advisory Council. Actions 1.6 and 1.7 will strengthen Integrated and Designated ELD implementation, LTEL interventions, Academic English Plans, and reclassification systems through increased coaching and staff development.

For Action 1.8, the school will strengthen collaboration systems through clearer role expectations, protected co-planning time, and coaching support. Actions 1.9 and 1.10 will continue expanding college and career readiness opportunities, intervention systems, and progress monitoring structures to improve academic outcomes and postsecondary readiness.

Overall, these adjustments reflect the need for stronger implementation consistency, progress monitoring, intervention alignment, and culturally responsive instructional practices while sustaining systems that positively supported student learning and engagement.

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	Ensure that board-approved, standards-aligned core curriculum is available and implemented in all K–12 classrooms. Ensure that supplemental literacy and intervention materials are purchased to support differentiated instruction and foundational literacy development. Provide Chromebooks to maintain a 1:1 student-to-device ratio and ensure equitable access to online grade-level instructional practice.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure that all K–12 students have access to individualized learning platforms and instructional tools to support academic growth. Provide professional development and instructional support focused on curriculum implementation, academic language development, integrated ELD practices, and data-driven instruction. Provide collaborative planning time for grade-level and content teams to support lesson planning, data analysis, and instructional adjustments for all learners. Ensure compliance with Williams Act requirements for textbooks and curriculum, including the use of adopted ELA and Math curriculum in grades K–12. Monitor curriculum implementation and instructional access to support continuous improvement and equitable outcomes for multilingual learners, Students with Disabilities, African American students, and other student groups requiring additional support. The above actions are designed to effectively address the needs of our African American, English Learner, Hispanic/Latinx, and Socioeconomically Disadvantaged student populations highlighted in red on the CA School Dashboard for SBAC ELA & Math. While we celebrate the growth across student groups, our next phase is about closing the distance from standards and ensuring acceleration.		
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Align the school's instructional practices with Regional Priorities centering the Instructional Core while integrating culturally responsive pedagogy and practices into instructional routines and supplementing materials to ensure that the students served and their experience are represented. These actions are designed to adequately address the specific needs of our African American, English Learner, Hispanic, and socio-economically disadvantaged student populations highlighted in red on the CA school dashboard for SBAC ELA & Math, by providing ongoing comprehensive professional development for various stakeholder groups aligned to the	$1,067,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional program, strategies, and culturally relevant pedagogy and practice.		
1.3	Instruction (Master Scheduling)	Cal Prep will continue developing an equitable master schedule that provides access to core content, intervention supports, and enrichment opportunities. The school will strengthen intervention systems by adding more targeted literacy support blocks, improving alignment between in-school and after-school interventions, and increasing differentiation for MLLs, LTELs, and SWDs through integrated supports and data-driven planning. The master schedule will continue providing intervention and credit recovery opportunities while maintaining student access to enrichment and expanded learning supports.	$3,495,930.00	No
1.4	Instruction (Assessment)	To address achievement gaps for African American, English Learner, Hispanic, Long-Term English Learner (LTEL), and Students with Disabilities (SWD) student groups, Cal Prep will continue implementing a fully structured schoolwide Data Chat protocol with consistent progress monitoring cycles, targeted intervention planning, and staff development in data analysis and instructional planning. Dedicated collaboration time will support regular review of academic data, including IABs, end-of-unit assessments, and formative assessments aligned to grade-level standards and SBAC expectations. Student data will be used to tier supports, monitor growth, and provide targeted interventions aligned to students' academic, language, and learning needs. Professional development and coaching will strengthen teacher capacity to analyze data, plan responsive instruction, and implement standards-aligned interventions to improve outcomes for historically underserved student groups.		No

Action #	Title	Description	Total Funds	Contributing
1.5	Black Excellence	To support improved outcomes for African American students, Cal Prep will continue implementing culturally responsive and identity-affirming practices across academics, school culture, and student supports. Expand CRT coaching cycles, strengthen standards-aligned Black History instruction, increase staff participation in professional development focused on culturally responsive practices and reducing anti-Blackness, and continue quarterly learning walks focused on Black student achievement and belonging. Cal Prep will also continue supporting the Black Student Union (BSU) through leadership opportunities, field trips, mentorship, and student engagement activities. In addition, the school will launch the Black Family Advisory Council in the 2025–26 school year to strengthen family partnership, community voice, and culturally responsive decision-making in support of African American students.		No
1.6	English Learners	Supports Multilingual Learners (MLLs) through a comprehensive ELD program focused on rigorous instruction, language development, reclassification, and equitable access to grade-level learning. Instructional staff will receive ongoing professional development, coaching, and peer observation opportunities focused on Integrated and Designated ELD implementation, differentiated instruction, and progress monitoring practices. MLL PLCs and data analysis cycles will continue to strengthen the use of assessment data to guide instructional planning, interventions, and reclassification decisions. The school will maintain systems for timely identification and placement of English Learners, monitor student growth through local and state assessments, refine and expand Academic English Plans for LTELs and newcomer students, and ensure eligible students are reclassified before Summative ELPAC testing. Cal Prep will continue family engagement efforts through workshops, translated communication, and celebrations recognizing MLL and RFEP students. Additional actions include monitoring reclassified students,	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implementing newcomer intake processes, conducting program evaluations, and strengthening targeted supports based on ELPAC and academic data.		
1.7	Long-Term English Learners	Cal Prep will strengthen supports for Long-Term English Learners (LTELs) through targeted academic language development, culturally responsive instruction, and integrated academic and social-emotional supports. The school will strengthen LTEL progress-monitoring systems, expand targeted academic language interventions, and use data analysis to tailor instruction and monitor progress toward academic growth and reclassification. Curriculum and instructional practices will incorporate culturally relevant and engaging content that reflects students' backgrounds and promotes meaningful access to learning. LTEL students will continue to be prioritized within the Multi-Tiered System of Supports (MTSS), with supports informed by assessment data, empathy interviews, and student needs. Cal Prep will increase family engagement and goal-setting opportunities connected to reclassification and provide accessible resources in home languages. Staff professional development will focus on scaffolding, vocabulary instruction, integrated language supports, and culturally affirming practices to improve LTEL outcomes.		No
1.8	SPED	Cal Prep will strengthen inclusive instructional practices for students with disabilities through collaborative planning, professional development, program review, and data-driven progress monitoring. The school will continue providing shared planning time for General Education and Education Specialist teachers to support inclusive lesson planning, instructional alignment, and coordination of student supports. Planning and reflection time will also be provided for Education Specialists and instructional assistants to coordinate instructional support and review student progress. Professional development and coaching will support stronger collaboration between General Education and Special Education staff and introduce	$1,850,997.00	No

Action #	Title	Description	Total Funds	Contributing
		future co-teaching practices and inclusive instructional models. Cal Prep will also continue providing time during SpEd team meetings to review inclusion practices, identify successes and challenges, review IEP goals and progress, and strengthen implementation of supports for students with disabilities.		
1.9	College & Career Readiness	Strengthen early intervention systems, expand dual enrollment and CTE opportunities, deepen college and industry partnerships, and continue professional development on equitable grading practices to improve college and career readiness outcomes for all students.	$515,000.00	Yes
1.10	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 position(s): Newcomer Instructional Aid School Support Manager 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.	$272,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance teammate development by establishing models and systems for ongoing professional development through coaching and communities of practice (CoPs)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal on the development of adult learners will lead to the attraction and retention of teammates. We will see growth in positive responses to our Teammate Survey questions on Coaching, Feedback & Development. Additionally, weekly or biweekly observation and feedback coaching cycles for all teachers and ed specialists will lead to growth in educator instructional practice which will increase student attendance and academic performance outcomes. To assemble and sustain a team of exceptional educational professionals through strategic initiatives aimed at recruitment, development and retention. We will focus on enhancing our team's development by implementing structured models and systems that provide continuous professional growth opportunities. This will include individualized coaching, team coaching, and the formation of vibrant Communities of Practice (CoPs), which will foster a culture of lifelong learning and collaborative innovation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 54.79% fully credentialed	2022-23 58.03% Fully Credentialed	2023-24 57% Fully Credentialed	100% fully credentialed	Increased 2.21%
2.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Increased 40% Belonging: Increased 32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 39% responded favorably Belonging: 47% responded favorably Well-being: 39% responded favorably Staff-Leadership Relationships: 26% responded favorably Cultural Awareness and Action: 39% responded favorably	School Climate: 34% responded favorably Belonging: 58% responded favorably Well-being: 46% responded favorably Staff-Leadership Relationships: 41% responded favorably Cultural Awareness and Action: 48% responded favorably	School Climate: 79% responded favorably Belonging: 79% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 67% responded favorably Cultural Awareness and Action: 43% responded favorably	School Climate: 59% responded favorably Belonging: 67% responded favorably Well-being: 59% responded favorably Staff-Leadership Relationships: 46% responded favorably Cultural Awareness and Action: 59% responded favorably	Well-being: Increased 28% Staff-Leadership Rel: Increased 41% Cultural Awareness: Increased 4%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 94.2% Retention	Retention Rate 78.30%	Retention Rate 94.00%	2026-2027 to 2027-2028 Retention Maintain 90% Retention	Increased 15.7%

Goal Analysis [2025-26]

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.

Cal Prep implemented professional development, coaching, and staff support systems aligned to Goal 2 through PLCs, coaching cycles, walkthroughs, Communities of Practice (CoPs), and professional develop Several actions were partially implemented due to staffing transitions, operational demands, and the need for additional training and calibration, including TeachBoost progress monitoring,

differentiated coaching systems, and pipeline development structures. Affinity groups were not implemented as regional priorities shifted during the school year. Aligned to the Aspire Student Learning Framework (ASLF), academic discourse, integrated ELD practices, and data-driven instruction.

Despite these challenges, coaching and professional development systems contributed to stronger instructional alignment, increased collaboration, improved staff culture outcomes, and increased implementation of academic vocabulary, discourse, and integrated ELD practices across classrooms.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

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

Action 2.1 (Coaching) and Action 2.2 (Professional Development) were partially effective in strengthening instructional alignment, collaboration, and implementation of academic vocabulary, discourse, integrated ELD practices, and data-driven instruction. Coaching cycles, PLCs, walkthroughs, and ASLF-aligned professional development contributed to improved instructional consistency and positive staff culture outcomes. However, differentiated coaching systems, TeachBoost progress monitoring, and coaching accountability structures were implemented inconsistently due to staffing transitions, operational demands, and the need for additional training and calibration.

Action 2.3 (Teammate Retention) was effective in improving staff culture, communication, and belonging through surveys, listening sessions, collaboration structures, and wellness supports. However, onboarding systems and wellness monitoring require greater consistency and formalization to strengthen long-term retention.

Action 2.4 (Affinity Groups) was not implemented due to shifting regional priorities, limiting the school’s ability to evaluate effectiveness in this area.

Action 2.5 (Pipeline Development) was partially effective in expanding leadership opportunities and strengthening the educator pipeline through career-aligned goal setting and the addition of two Alder Residents. However, structured PLP monitoring and career pathway check-ins were inconsistent.

Action 2.6 (Teacher Credentialing) was effective in maintaining credential compliance and alignment with Williams Act requirements through ongoing credential reviews, staffing monitoring, and targeted teacher support.

Overall, the actions connected to Goal 2 produced meaningful progress toward strengthening professional learning systems, instructional leadership capacity, and staff culture, though additional consistency and implementation monitoring are needed to fully achieve the intended outcomes.

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 staff culture data, walkthrough trends, and coaching implementation data, Cal Prep will strengthen consistency across professional development, coaching, and staff support systems. Improvements in school climate, belonging, and staff-leadership relationships demonstrated positive progress, while inconsistent implementation of TeachBoost, differentiated coaching systems, onboarding structures, and PLP monitoring identified areas needing refinement.

Next year, Cal Prep will fully implement TeachBoost for coaching documentation and progress monitoring, strengthen walkthrough calibration and differentiated coaching systems aligned to ASLF, and formalize onboarding, wellness, and leadership development structures. The school will continue targeted professional development focused on academic discourse, integrated ELD practices, small-group instruction, and support for historically underserved student groups.

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	Coaching	To address the specific challenges faced by our African American, English Learner, and Hispanic student groups, Cal Prep has implemented a differentiated coaching model designed to provide teachers with targeted coaching and feedback aligned to their experience, needs, and instructional goals. All teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF), and engage in goal setting, mid-year, and end-of-year reflection cycles to monitor growth. The administrative team uses the Transformational Leadership Framework (TLF) to guide their own leadership development, supported by regular debriefs with the principal. A consistent instructional walkthrough schedule aligned to ASLF has been implemented to calibrate feedback across coaches, identify trends, and inform professional development planning. Admin and lead teacher coaches are developing their practice through ILT consultancies, anchor texts, and coaching data analysis. To improve implementation, Cal Prep will strengthen the use of TeachBoost to progress monitor coaching frequency, focus areas, and follow-up actions. We will also increase the frequency and consistency of	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher feedback to ensure that coaching directly informs daily instructional practice. Coaching and walkthrough trends are shared in the weekly staff newsletter to promote transparency and alignment. These efforts are designed to improve instructional quality and student outcomes, particularly for historically underserved student groups.		
2.2	Professional Development	Supports instructional improvement through coaching, walkthroughs, professional development, and progress monitoring systems aligned to the Aspire Student Learning Framework (ASLF). Cal Prep will implement by xpanding TeachBoost training and ensuring consistent use for coaching documentation, walkthrough feedback, Personalized Learning Plans, and progress monitoring. The school will continue professional development on ASLF and strengthen ILT-led walkthroughs, instructional rounds, coaching cycles, and calibration systems to improve instructional consistency and accelerate outcomes for multilingual learners, Students with Disabilities, African American students, and other historically underserved student groups.		No
2.3	Teammate Retention	To strengthen staff culture, wellness, and professional support, Cal Prep will continue implementing systems that foster collaboration, staff voice, and inclusive onboarding, particularly for new teachers and staff supporting high-need student populations. The school will continue staff surveys, listening sessions, open office hours, and collaboration time to gather feedback and strengthen communication and alignment. Staff wellness goals will continue as part of Professional Learning Plans (PLPs) with regular check-ins throughout the year. Cal Prep will also strengthen onboarding systems for new and transitioning staff through orientation, mentorship, and clear expectations to support connection, retention, and professional growth.	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Affinity Groups	Cal Prep will evaluate the feasibility of implementing partner-supported opportunities for staff connection and belonging based on regional priorities, staff interest, and available capacity and resources.		No
2.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals aligned to their future career aspirations and receive targeted support, including release time for observations, testing, or professional development. Next year, we will strengthen PLP structures by setting clear expectations, scheduling regular check-ins, and providing tools for progress monitoring. We will also continue to expand teacher leadership opportunities and aim to increase the number of Alder Residents, building on this year's success of hiring two.		No
2.6	Teacher Credentialing	To maintain compliance with Williams Act requirements, Cal Prep will continue strengthening credential monitoring systems, early review processes, credential tracking, and hiring practices. The school will prioritize fully credentialed candidates and provide support for teachers working toward credential completion and renewal.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To elevate and personalize student learning experiences for all subgroups across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies and interventions. This goal on school culture and climate emphasizes the use of data to develop differentiated systems of support that will lead to improved student engagement and chronic absenteeism rates, and lower suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 10.50% African American/Black: 22.00% Hispanic/Latinx: 8.70%	2023-2024 Chronic Absenteeism Rate All Students: 6.50%	2024-2025 Chronic Absenteeism Rate All Students: 13.70%	2025-2026 Chronic Absenteeism Rate All: 1.5% African American/Black: 13%	All Students: Increased 3.2% Black/African American: Decreased 2.6% Hispanic: Increased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 6.10% Socioeconomically disadvantaged: 10.20% Students with Disabilities: 11.80%	English Learner: 1.60% Long-Term English Learner: 2.40% Socioeconomically Disadvantaged: 6.60% Black/African American: 10.90% Asian: 0.00% Hispanic: 5.80% Multiple Races/Two or More: 7.70% Students with Disabilities: 3.90%	Black/African American: 19.40% Asian: 9.50% English Learner: 8.50% Hispanic: 12.30% Long-Term English Learner: 8.20% Multiple Races/Two or More: 19.40% Socioeconomically Disadvantaged: 13.90% Students with Disabilities: 17.80%	Hispanic/Latinx: 0% English Learners: 0% Socioeconomically disadvantaged: 1.2% Students with Disabilities: 2.8%	English Learners: Increased 2.4% Socioeconomically Disadvantaged: Increased 3.7% Students with Disabilities: Increased 6%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 5.8% African American/Black: 17.6% Hispanic/Latinx: 4.1% English Learners: 4.6% Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 13.4%	2023-2024 Suspension Rate All Students: 4.90% Black/African American: 6.30% Asian: 0.00% Hispanic: 5.10% Multiple Races/Two or More: 7.00% Students with Disabilities: 12.80% English Learner: 6.00% Long-Term English Learner: 7.70%	2024-2025 Suspension Rate All Students: 3.70% Black/African American: 12.90% Asian: 2.90% English Learner: 5.20% Hispanic: 2.90% Long-Term English Learner: 6.70% Multiple Races/Two or More: 2.10% Socioeconomically Disadvantaged: 4.20%	2025-2026 Suspension Rate All Students: 4.9% African American/Black: 16.7% Hispanic/Latinx: 3.2% English Learners: 3.7% Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 12.5%	All Students: Decreased 2.1% Black/African American: Decreased 4.7% Hispanic: Decreased 1.2% English Learners: Increased 0.6% Socioeconomically Disadvantaged: Decreased 1.6% Students with Disabilities: Decreased 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 4.80%	Students with Disabilities: 13.10%		
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 94.98%	2024-2025 P2 Attendance Rate 92.48%	2025-26 P2 Attendance Rate 93.10%	2026-2027 Attendance Rate 97.98%	Decreased 1.88%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2025-2026 Pupil Expulsion Rate 0%	Maintained 0%
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 3rd Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2025-26 Aspire Student Survey Teacher Student Relationships: 3rd Quintile Sense of Belonging: 2nd Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2026-2027 Aspire Student Survey Move up 1 quintile or maintain 3rd quintile or above	Teacher-Student Rel: Increased 2 Sense of Belonging: Increased 1 School Climate: Maintained School Safety: Decreased 1
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey	2024-2025 Aspire Family Survey Barriers to Engagement: 88%	2025-26 Aspire Family Survey	2026-2027 Aspire Family Survey	Barriers to Engagement: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Barriers to Engagement: 87% responded favorably Family Engagement: 13% responded favorably	responded favorably Family Engagement: 11% responded favorably	Barriers to Engagement: 88% responded favorably Family Engagement: 13% responded favorably	Barriers to Engagement: 90% responded favorably Family Engagement: 38% responded favorably	Family Engagement: Maintained 13%
3.8	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: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	Maintained
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 61% responded favorably “The school provides a safe	2024-2025 Aspire Family Survey 75% responded favorably: "The school provides a	2025-26 Aspire Family Survey 82% responded favorably: ""The	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a	Safe Environment: Increased 21% Comfort with Staff: Increased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environment for my child.” 62% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child." 68% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	school provides a safe environment for my child."" 79% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	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."	
3.10	Dropout Rate (CDE Dataquest)	2022-2023 Dropout Rate 3.61% (3 of 83)	2023-2024 Dropout Rate 2.60%	2024-25 Dropout Rate 2.70%	2025-2026 Dropout Rate (0)	Decreased 0.91%

Goal Analysis [2025-26]

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.

Cal Prep implemented Actions 3.1–3.6 to strengthen personalized student supports, family engagement, attendance systems, SEL programming, MTSS structures, enrollment outreach, and classroom learning environments.

Action 3.1 strengthened family engagement through Coffee Chats, surveys, family meetings, and increased communication around academics, attendance, and interventions. Action 3.2 expanded attendance systems through attendance data reviews, outreach, incentives, and intervention planning focused on chronic absenteeism. Action 3.3 implemented advisory SEL lessons, Panorama data review, student leadership opportunities, and family engagement experiences to strengthen belonging and school culture.

Action 3.4 strengthened MTSS collaboration through behavior and SEL data reviews, restorative practices, intervention planning, and cross-functional support systems. Action 3.5 expanded enrollment outreach through community events, Open Houses, family outreach, and enrollment planning efforts. Action 3.6 demonstrated strong growth in classroom readiness, facilities systems, safety trainings, and classroom environment expectations through classroom checklists and walkthrough systems.

Meaningful growth occurred across all areas through pilots and early implementation systems. However, implementation consistency varied due to staffing capacity, operational demands, and developing systems still in early stages of implementation. A major next step is

strengthening progress monitoring, implementation fidelity, and accountability systems to ensure greater consistency and long-term sustainability across attendance, SEL, MTSS, enrollment, and classroom environment structures.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

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

Actions 3.1–3.6 were partially effective in strengthening personalized student supports, family engagement, attendance systems, SEL programming, MTSS implementation, enrollment outreach, and classroom learning environments.

Action 3.1 improved family communication and engagement through Coffee Chats, surveys, meetings, and outreach systems, increasing collaboration between families and the school. Action 3.2 strengthened attendance monitoring, intervention planning, and family outreach; however, chronic absenteeism remained a challenge for historically underserved student groups. Action 3.3 contributed to improved student belonging, school climate, and student engagement through advisory SEL lessons, Panorama data review, and student leadership opportunities, though SEL implementation varied across classrooms.

Action 3.4 strengthened collaboration between academic, behavioral, and student support teams through MTSS meetings, restorative practices, and SEL and behavior data analysis. However, inconsistent intervention tracking and Tier 2 and Tier 3 implementation limited overall effectiveness. Action 3.5 increased school visibility and community outreach through Open Houses, community events, and enrollment efforts, though outreach systems and enrollment pipelines require greater consistency. Action 3.6 was effective in improving classroom readiness, classroom environments, safety systems, and instructional spaces through classroom checklists, walkthroughs, and staff trainings.

Overall, the actions produced meaningful progress toward creating more supportive and responsive systems for students. However, many initiatives were in early implementation stages, and staffing capacity, operational demands, and inconsistent progress-monitoring systems limited full implementation and long-term sustainability.

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 attendance data, Panorama data, behavior trends, enrollment data, family feedback, and walkthrough observations, Cal Prep will strengthen progress monitoring, implementation fidelity, and accountability systems across Actions 3.1–3.6.

Next year, the school will improve consistency of family outreach and attendance interventions (Actions 3.1–3.2), strengthen SEL implementation and Panorama data monitoring (Action 3.3), and refine MTSS intervention tracking and Tier 2 and Tier 3 support systems (Action 3.4). Cal Prep will also strengthen enrollment outreach systems and community partnerships (Action 3.5) while increasing classroom readiness monitoring, safety systems, and accountability structures for classroom environments (Action 3.6).

The school will continue building on pilot systems and early implementation work completed this year with a stronger focus on sustainability, consistent implementation, and targeted support for historically underserved student groups.

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	Family and Community Engagement & Outreach	To support stronger family engagement Cal Prep will continue implementing culturally responsive and relationship-centered family engagement practices. The school will continue holding monthly Family Coffee Chats, and administering family surveys to inform strategic planning and school improvement efforts. Cal Prep will also continue monthly SSC/ELAC meetings with translation and inclusive supports when possible to increase participation and family voice. Cal Prep will create a Black Family Advisory Group to strengthen partnership, feedback, and input on school culture and climate for Black students and families. The school will also increase opportunities for co-creation and partnership with families through Parent-Teacher Conferences, SEL workshops, family feedback opportunities, and shared engagement activities that support student success, belonging, and school connectedness. The school will continue tracking family participation and engagement data to strengthen outreach strategies and improve family involvement across student groups.		No
3.2	Attendance	To address attendance challenges for African American, English Learner, Hispanic, Foster Youth, low-income, and other at-risk student groups in grades 6–12, Cal Prep will continue implementing a comprehensive, data-driven attendance plan focused on reducing chronic absenteeism and increasing student engagement.	$335,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The school will continue refining attendance systems through weekly disaggregated data reviews, tiered interventions, family outreach, and attendance case management practices, including personal calls, home visits when appropriate, and compliance with SART and SARB requirements. Families will receive daily absence communication through PowerSchool, along with ongoing attendance education through Back to School events, newsletters, Student-Led Conferences, and targeted outreach. Cal Prep will continue implementing attendance incentives, strengthen collaboration with student support teams, and launch a Chronic Absenteeism Committee to support attendance monitoring, intervention planning, and wraparound supports for students with chronic absenteeism		
3.3	SEL	To support the social-emotional needs of African American students, English Learners, and Hispanic students, Cal Prep will continue implementing SEL curriculum, advisory supports, student leadership opportunities, and family engagement experiences that promote belonging, voice, and connection. Advisory teams will continue reviewing Panorama data to adapt SEL supports and strengthen student engagement. The school will strengthen professional development and coaching to support more consistent SEL implementation, increase intentional supports focused on belonging and self-efficacy, and continue embedding adult SEL into staff development and wellness practices.	$710,000.00	Yes
3.4	MTSS	To address the academic, behavioral, and social-emotional challenges of students through a comprehensive Multi-Tiered System of Supports (MTSS), Cal Prep will strengthen progress-monitoring protocols, intervention tracking systems, and documentation practices. The school will increase professional development and coaching focused on Tier 2 and Tier 3 interventions, restorative practices, and SEL supports while improving coordination between academic, behavioral, and mental		No

Action #	Title	Description	Total Funds	Contributing
		health systems to ensure more consistent and equitable support across student groups.		
3.5	Enrollment	To increase access and visibility for African American, English Learner, Hispanic, and other historically underserved student groups, Cal Prep will continue implementing a community-centered enrollment and outreach strategy. The school will maintain an Enrollment Team to support recruitment, enrollment, and retention efforts through community outreach, Open Houses, family-centered events, local partnerships, and targeted communication strategies. Next year, Cal Prep will focus on implementing a more consistent social media and outreach strategy, increasing family-centered community events, and strengthening partnerships with youth organizations, and local schools. The school will also improve coordination of enrollment outreach efforts and continue developing targeted recruitment and retention strategies to strengthen enrollment pipelines and community engagement.		No
3.6	Classroom Facilities, and Student Physical Spaces	Cal Prep will continue implementing facilities walkthroughs, safety trainings, and classroom readiness systems aligned to Williams Act requirements. The school will continue using classroom checklists and walkthroughs to strengthen classroom environments, safety expectations, visible instructional supports, and classroom organization. Cal Prep will strengthen progress monitoring, accountability systems, and staff training to improve consistency of implementation across classrooms and student spaces. Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning	$168,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments that promote attendance, belonging, and positive educational outcomes.		

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: -39.4 African American/Black: -77.8 English Learners: -97.2 Hispanic/Latinx: -39.3 Socioeconomically Disadvantaged: -46.7 Students with Disabilities: -110.7	2023-2024 SBAC ELA DFS All Students: -54.6 English Learner: -80.7 Long-Term English Learner: -102.2 Socioeconomically Disadvantaged: -59.1 Black/African American: -102.5	2024-2025 SBAC ELA DFS All Students: -57.2 Black/African American: -58.4 Asian: -1 English Learner: -88.9 English Learners Only: -117.6 English Only: -63.1 Hispanic: -65.4	2025-2026 SBAC ELA DFS All Students: -24.40 Black/African American: -62.80 English Learners: -82.20 Hispanic/Latinx: -24.30 Socioeconomically Disadvantaged: -31.70	All Students: Decreased 17.8 Black/African American: Increased 19.4 English Learner: Increased 8.3 Hispanic: Decreased 26.1 Socioeconomically Disadvantaged: Decreased 15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: -4.9 Hispanic: -56.3 Students with Disabilities: -141.5	Long-Term English Learner: -117 Multiple Races/Two or More: -6.5 Recently Reclassified Fluent-English Proficient Only: -61.9 Socioeconomically Disadvantaged: -62.6 Students with Disabilities: -143.7	Students with Disabilities: -95.70	Students with Disabilities: Decreased 33
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -121.5 African American/Black: -169.6 English Learners: -155.3 Hispanic/Latinx: -123.8 Socioeconomically Disadvantaged: -127.8 Students with Disabilities: -176.3	2023-2024 SBAC MATH DFS All Students: -103.6 English Learner: -116 Long-Term English Learner: -161 Socioeconomically Disadvantaged: -109.1 Black/African American: -123.8 Asian: -18.5 Hispanic: -112.2 Students with Disabilities: -169	2024-2025 SBAC MATH DFS All Students: -107 Black/African American: -116.1 Asian: -30 English Learner: -135.3 English Learners Only: -161.6 English Only: -97.7 Hispanic: -118.2 Long-Term English Learner: -164.4 Multiple Races/Two or More: -24.8 Recently Reclassified Fluent-English	2025-2026 SBAC Math DFS All: -106.50 African American/Black: -154.60 English Learners: -140.30 Socioeconomically disadvantaged: -112.80 Hispanic/Latinx: -108.80 Students with Disabilities: -161.30	All Students: Increased 14.5 Black/African American: Increased 53.5 English Learner: Increased 20 Hispanic: Increased 5.6 Socioeconomically Disadvantaged: Increased 14.5 Students with Disabilities: Increased 12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: -110.6 Socioeconomically Disadvantaged: -113.3 Students with Disabilities: -164		
4.3	Chronic Absenteeism	2022-2023 Chronic Absenteeism Rate All: 10.50% African American/Black: 22.00% Hispanic/Latinx: 8.70% English Learners: 6.10% Socioeconomically disadvantaged: 10.20% Students with Disabilities: 11.80%	2023-2024 Chronic Absenteeism Rate All Students: 6.50% English Learner: 1.60% Long-Term English Learner: 2.40% Socioeconomically Disadvantaged: 6.60% Black/African American: 10.90% Asian: 0.00% Hispanic: 5.80% Multiple Races/Two or More: 7.70% Students with Disabilities: 3.90%	2024-2025 Chronic Absenteeism Rate All Students: 13.70% Black/African American: 19.40% Asian: 9.50% English Learner: 8.50% Hispanic: 12.30% Long-Term English Learner: 8.20% Multiple Races/Two or More: 19.40% Socioeconomically Disadvantaged: 13.90% Students with Disabilities: 17.80%	2025-2026 Chronic Absenteeism Rate All: 1.5% African American/Black: 13% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically disadvantaged: 1.2% Students with Disabilities: 2.8%	All Students: Increased 3.2% Black/African American: Decreased 2.6% Hispanic: Increased 3.6% English Learners: Increased 2.4% Socioeconomically Disadvantaged: Increased 3.7% Students with Disabilities: Increased 6%

Goal Analysis [2025-26]

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.

Cal Prep implemented Actions 4.1–4.3 to strengthen targeted literacy, math, and attendance interventions for historically underserved student groups.

Action 4.1 expanded literacy supports through personalized learning tools, academic vocabulary and discourse strategies, diagnostic-based interventions, and small-group literacy instruction primarily in intervention and Special Education settings. Action 4.2 strengthened math intervention systems through personalized learning pathways, intervention courses, and implementation of small-group math instruction in some classrooms and intervention blocks. Action 4.3 focused on attendance interventions through Early Warning data monitoring, attendance plans, family communication, incentives, and student check-ins.

Several actions were implemented differently than originally planned due to staffing capacity, operational demands, and the need to first build stronger intervention foundations and progress-monitoring systems. Small-group instruction and intervention practices were implemented inconsistently across classrooms, highlighting the need for additional professional development and coaching around differentiated instruction and data-driven intervention planning.

Despite these challenges, meaningful progress occurred through stronger attendance monitoring, increased use of personalized learning tools, expansion of academic vocabulary and discourse strategies, and improved family communication and intervention awareness. A major next step is strengthening consistency, progress monitoring, and implementation fidelity across literacy, math, and attendance intervention systems.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for any of the actions under this goal

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

Actions 4.1–4.3 were partially effective in strengthening targeted literacy, math, and attendance interventions for historically underserved student groups.

Action 4.1 contributed to increased use of personalized learning tools, academic vocabulary, discourse strategies, and literacy interventions aligned to diagnostic data. Small-group literacy instruction was most consistently observed in intervention and Special Education settings. Action 4.2 strengthened math intervention supports through personalized learning pathways, intervention courses, and implementation of small-group instruction in some general education classrooms and intervention blocks. However, small-group instruction and differentiated intervention practices were implemented inconsistently across classrooms, limiting the overall effectiveness of literacy and math acceleration efforts.

Action 4.3 strengthened attendance monitoring, family communication, and attendance intervention planning through Early Warning data systems, attendance plans, student check-ins, and outreach efforts. These systems improved identification of students needing support and strengthened intervention awareness. However, chronic absenteeism remained a challenge, particularly for historically underserved student groups, and inconsistent progress-monitoring systems limited overall effectiveness.

Overall, the actions produced meaningful progress toward strengthening intervention foundations, data-driven instructional practices, and attendance systems. Barriers included staffing capacity, operational demands, inconsistent implementation across classrooms, and developing intervention systems still in early stages of implementation.

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 iReady data, attendance trends, walkthrough observations, and intervention reflections, Cal Prep will strengthen intervention foundations, progress monitoring systems, and consistency of implementation across literacy, math, and attendance supports.

Next year, the school will increase focus on consistent small-group instruction, research-based intervention strategies, and data-driven instructional planning aligned to diagnostic and classroom assessment data. Cal Prep will continue strengthening Tier 1 instruction through academic vocabulary and discourse strategies while providing targeted professional development and coaching focused on differentiated intervention supports.

The school will also strengthen attendance intervention systems through improved Early Warning monitoring, personalized attendance plans, family communication, and progress monitoring structures to better support historically underserved student groups.

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 – Strengthen foundational literacy intervention systems through small-group instruction, personalized interventions aligned to diagnostic data, and research-based literacy strategies to support students performing below grade level. Culturally Responsive Instruction – Provide professional development and coaching aligned to the English Language Arts/English Language Development Framework for California Public Schools with a focus on	$45,549.00	No

Action #	Title	Description	Total Funds	Contributing
		data-driven instruction, academic vocabulary, scaffolding for English Learners, and differentiated literacy supports. Expanded Learning Supports – Pilot small-group literacy intervention supports within Expanded Learning programs and continue personalized learning tools for students needing additional academic support. Family Engagement – Incorporate literacy workshops and literacy-based family engagement opportunities into Coffee Chats to reinforce literacy development outside of school. These actions are designed to strengthen literacy intervention foundations, improve data-driven instructional practices, and increase targeted support for historically underserved student groups identified in the needs assessment.		
4.2	Math	Targeted Math Interventions – Strengthen math intervention systems through small-group instruction, personalized interventions aligned to diagnostic data, and research-based math strategies to support students performing below grade level. Continue building strong Tier 1 instructional foundations through academic vocabulary and mathematical discourse strategies across classrooms. Culturally Responsive Instruction – Provide professional development and coaching aligned to the 2023 Mathematics Framework for California Public Schools with a focus on data-driven instruction, mathematical discourse, scaffolding for English Learners, and differentiated math supports. Family Engagement – Review student and schoolwide data with families during Coffee Chats and family engagement opportunities to increase understanding of student progress, school outcomes, and next steps for support. These actions are designed to strengthen math intervention foundations, improve data-driven instructional practices, and increase targeted support for historically underserved student groups identified in the needs assessment.	$45,549.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Chronic Absenteeism	Targeted Attendance Interventions – Use Early Warning data systems to identify students at risk of chronic absenteeism and develop personalized attendance plans that include family communication, student check-ins, attendance incentives, and progress monitoring structures. Culturally Responsive Practices – Provide professional development and coaching focused on relationship-building, student belonging, restorative practices, and culturally responsive strategies that support student engagement and attendance, particularly for historically underserved student groups. Family Engagement – Review attendance data with families during Coffee Chats, family meetings, and outreach efforts to increase understanding of attendance trends, barriers, and next steps for support. These actions are designed to strengthen attendance systems, improve student engagement, and reduce chronic absenteeism through consistent progress monitoring, family partnership, and targeted intervention supports.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,404,265	$140,116

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.346%	0.000%	$0.00	34.346%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. Dashboard results show these student groups performing significantly below standard, indicating a need for standards-aligned instruction, academic	By updating and standardizing curriculum, this action aims to address foundational gaps in reading and writing, equipping teachers with tools to improve student outcomes in this critical subject area. Uniform implementation across the LEA ensures all students have access to high-quality, standards-aligned content that can elevate their academic performance.	Metric (1.1 & 1.2)

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
	language development, differentiated supports, instructional technology, and targeted interventions to improve academic outcomes and accelerate learning. **Scope:** LEA-wide		
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. Dashboard data indicate a need for instructional practices that strengthen academic language development, engagement, access to rigorous grade-level content, and differentiated supports to improve academic outcomes and accelerate learning. **Scope:** LEA-wide	These actions are designed to address the academic needs of English Learners and Socioeconomically Disadvantaged students by providing ongoing professional development aligned to the instructional program, culturally responsive teaching practices, academic language development, and evidence-based instructional strategies. These supports strengthen implementation of high-quality instruction, improve student engagement and access to grade-level content, and are intended to improve academic outcomes for unduplicated pupils while benefiting all students.	Metric (1.1 & 1.2) SBAC
1.9	**Action:** College & Career Readiness **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate a need for increased college and career readiness supports. According to the	The action is designed to improve college and career readiness among all students while specifically addressing the gaps identified for EL and SED students. Strategies include: Expanding Access to College Coursework: Maintaining current dual enrollment opportunities and establishing new partnerships with colleges to	Metric (1.12) College and Career Readiness

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
	2024 California School Dashboard, College and Career Readiness performance was 64.3% for English Learners and 82.9% for Socioeconomically Disadvantaged students. Additionally, overall College and Career Readiness declined from 88.2% in 2023-24 to 80.8% in 2024-25, indicating a continued need to expand access to college and career pathways, dual enrollment opportunities, career technical education experiences, early intervention systems, and postsecondary planning supports. **Scope:** LEA-wide	increase course availability. This ensures that EL and SED students have greater access to advanced coursework, supporting their post-secondary preparation. Credit Recovery Programs: Integrating credit recovery sections into the master schedule and ensuring students who are behind are enrolled each semester. This approach targets students who are at risk of not graduating on time, including those from SED backgrounds. Early Intervention Systems: Implementing structured academic support plans and team meetings for students identified as failing multiple courses. This early response addresses barriers to success before they become critical, particularly for EL and SED students. Career Exploration Opportunities: Leveraging partnerships with organizations such as OneGoal and DCAC to offer college planning support, persistence strategies, and career readiness activities. Expanding the Early Childhood Education pathway through the Golden State Pathways Program also enhances real-world learning opportunities. Professional Development on Equitable Grading: Providing ongoing training on Grading for Equity to ensure grading practices are culturally responsive and mastery-based, directly benefiting students from diverse backgrounds. Providing this action on a schoolwide basis ensures that all students benefit from	

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
		comprehensive readiness strategies, while targeted interventions focus on addressing the specific needs of EL and SED students, who are most at risk of falling behind.	
2.1	**Action:** Coaching **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 88.9 points below standard in ELA and 135.3 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 62.6 points below standard in ELA and 113.3 points below standard in Mathematics. These data indicate a need for high-quality instruction, effective implementation of evidence-based instructional practices, academic language development, and ongoing teacher support to improve student achievement and accelerate learning outcomes. **Scope:** LEA-wide	Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance instructional quality and effectiveness, particularly in areas where students are struggling. Utilization of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student demographics, receive the support needed to address educational disparities effectively.	Metric (2.2.) Teacher Sense of Safety and School Connectedness
2.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students benefit from stable	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff	Metric (2.3) Retention Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning environments and consistent access to qualified educators. During 2023-24, only 57% of teachers were fully credentialed, and staff retention declined from 94.2% to 78.3%. These data indicate a need to strengthen staff retention, onboarding, professional support, and organizational culture to maintain continuity of instruction and support improved outcomes for unduplicated pupils. **Scope:** LEA-wide	to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	
3.2	**Action:** Attendance **Need:** English Learners and Socioeconomically Disadvantaged students experienced elevated rates of chronic absenteeism in 2024-25. According to the California School Dashboard, chronic absenteeism rates increased to 8.5% for English Learners and 13.9% for Socioeconomically Disadvantaged students, compared to 6.1% and 10.2%, respectively, in 2022-23. These data indicate a continued need for attendance monitoring, family engagement, early intervention, and student support systems to improve attendance,	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase engagement, and reduce chronic absenteeism among unduplicated pupils. **Scope:** LEA-wide		
3.3	**Action:** SEL **Need:** English Learners and Socioeconomically Disadvantaged students benefit from learning environments that promote belonging, positive relationships, and engagement. According to the 2024-25 Aspire Student Survey, Teacher-Student Relationships, Sense of Belonging, and School Climate remained in the 1st Quintile, indicating a continued need for social-emotional learning, student leadership opportunities, family engagement, and school connectedness supports to improve student engagement and foster a positive school culture. **Scope:** LEA-wide	Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.	Metric (3.6) Student sense of safety and connectedness
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students benefit from safe, supportive, and well-maintained learning	Implement a standardized classroom checklist to ensure classrooms are welcoming, organized, and conducive to a positive school climate. Enhance classroom environment practices by ensuring that key elements such as student work and instructional supports are visibly displayed.	Metric (3.6) Student Sense of Safety Metric (3.9) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environments that promote engagement, belonging, and consistent attendance. According to the 2024-25 California School Dashboard, chronic absenteeism increased to 8.5% for English Learners and 13.9% for Socioeconomically Disadvantaged students. Additionally, the 2024-25 Aspire Student Survey showed Teacher-Student Relationships, Sense of Belonging, and School Climate remained in the 1st Quintile. These data indicate a continued need for safe and supportive learning environments that foster student engagement, attendance, and school connectedness. **Scope:** LEA-wide	Strengthen adult-student relationships through professional development focused on creating supportive, inclusive environments. Foster student leadership opportunities to increase students' sense of belonging and engagement. These actions are provided on a schoolwide basis to ensure that all students, particularly unduplicated pupils, experience a safe and inclusive environment that supports their academic and social-emotional well-being.	

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

2026-27 Total Planned 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	7,000,130	2,404,265	34.346%	0.000%	34.346%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,314,656.00	$2,075,499.00	$0.00	$374,870.00	$8,765,025.00	$8,170,025.00	$595,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,042,000.00	$25,000.00	$1,067,000.00				$1,067,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$3,495,930.00	$0.00	$2,910,930.00	$585,000.00			$3,495,930.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	Black Excellence	All	No			All Schools	Ongoing								
1	1.6	English Learners	All	No			All Schools	Ongoing	$15,000.00	$0.00				$15,000.00	$15,000.00	
1	1.7	Long-Term English Learners	All	No			All Schools	Ongoing								
1	1.8	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,475,997.00	$375,000.00	$948,726.00	$814,401.00		$87,870.00	$1,850,997.00	
1	1.9	College & Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$515,000.00	$0.00	$265,000.00	$250,000.00			$515,000.00	
1	1.10	Title I	All	No			All Schools	Ongoing	$272,000.00	$0.00				$272,000.00	$272,000.00	
1	1.11							Ongoing								
2	2.1	Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,000.00	$65,000.00	$105,000.00				$105,000.00	
2	2.2	Professional Development	All	No			All Schools	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
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$70,000.00	$15,000.00	$85,000.00				$85,000.00	
2	2.4	Affinity Groups	All	No			All Schools	Ongoing								
2	2.5	Pipeline Development	All	No			All Schools	Ongoing								
2	2.6	Teacher Credentialing	All	No			All Schools	Ongoing								
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
3	3.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$335,000.00	$0.00	$335,000.00				$335,000.00	
3	3.3	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$710,000.00	$0.00	$435,000.00	$275,000.00			$710,000.00	
3	3.4	MTSS	All	No			All Schools	Ongoing								
3	3.5	Enrollment	All	No			All Schools	Ongoing								
3	3.6	Classroom Facilities, and Student Physical Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$108,000.00	$60,000.00	$108,000.00	$60,000.00			$168,000.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$45,549.00	$0.00		$45,549.00			$45,549.00	
4	4.2	Math	All	No			All Schools	2025-26	$45,549.00	$0.00		$45,549.00			$45,549.00	
4	4.3	Chronic Absenteeism	All	No			All Schools	2025-26								

2026-27 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
7,000,130	2,404,265	34.346%	0.000%	34.346%	$2,455,000.00	0.000%	35.071 %	**Total:**	$2,455,000.00
								LEA-wide Total:	$2,455,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$55,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	$1,067,000.00	
1	1.9	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
2	2.1	Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	
2	2.3	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$85,000.00	
3	3.2	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$335,000.00	
3	3.3	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$435,000.00	
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,190,624.00	$7,472,954.00

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	$102,000.00	107,614
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$965,000.00	1,019,929
1	**1.3**	Instruction (Master Scheduling)	No	$3,026,000.00	3,028,846
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners		$11,000.00	11,000
1	**1.7**	Long-Term English Learners	No	$0.00	$0.00
1	**1.8**	SPED	No	$1,570,000.00	1,705,918
1	**1.9**	College & Career Readiness	Yes	$240,000.00	230,607
1	**1.10**	Title I	No	$235,000.00	271,494
2	**2.1**	Coaching	Yes	$40,000.00	42,875

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	2.2	Professional Development	No	$0.00	$0.00
2	2.3	Teammate Retention	Yes	$96,340.00	103,576
2	2.4	Affinity Groups	No	$0.00	$0.00
2	2.5	Pipeline Development	No	$0.00	$0.00
2	2.6	Teacher Credentialing	No	$0.00	$0.00
3	3.1	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	3.2	Attendance	Yes	$341,000.00	370,037
3	3.3	SEL	Yes	$321,000.00	320,728
3	3.4	MTSS	No	$0.00	$0.00
3	3.5	Enrollment	No	$0.00	$0.00
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$198,000.00	214,780
4	4.1	ELA	No	$22,642.00	22,775
4	4.2	Math	No	$22,642.00	22,775
4	4.3	Chronic Absenteeism	No	$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)

2025-26 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)
2,286,186	$2,303,340.00	$2,359,539.00	($56,199.00)	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	$102,000.00	107,614		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$965,000.00	1,019,929		
1	1.9	College & Career Readiness	Yes	$240,000.00	180,000		
2	2.1	Coaching	Yes	$40,000.00	42,875		
2	2.3	Teammate Retention	Yes	$96,340.00	103,576		
3	3.2	Attendance	Yes	$341,000.00	370,037		
3	3.3	SEL	Yes	$321,000.00	320,728		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$198,000.00	214,780		

2025-26 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)
6,697,290	2,286,186	0.000%	34.136%	$2,359,539.00	0.000%	35.231%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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