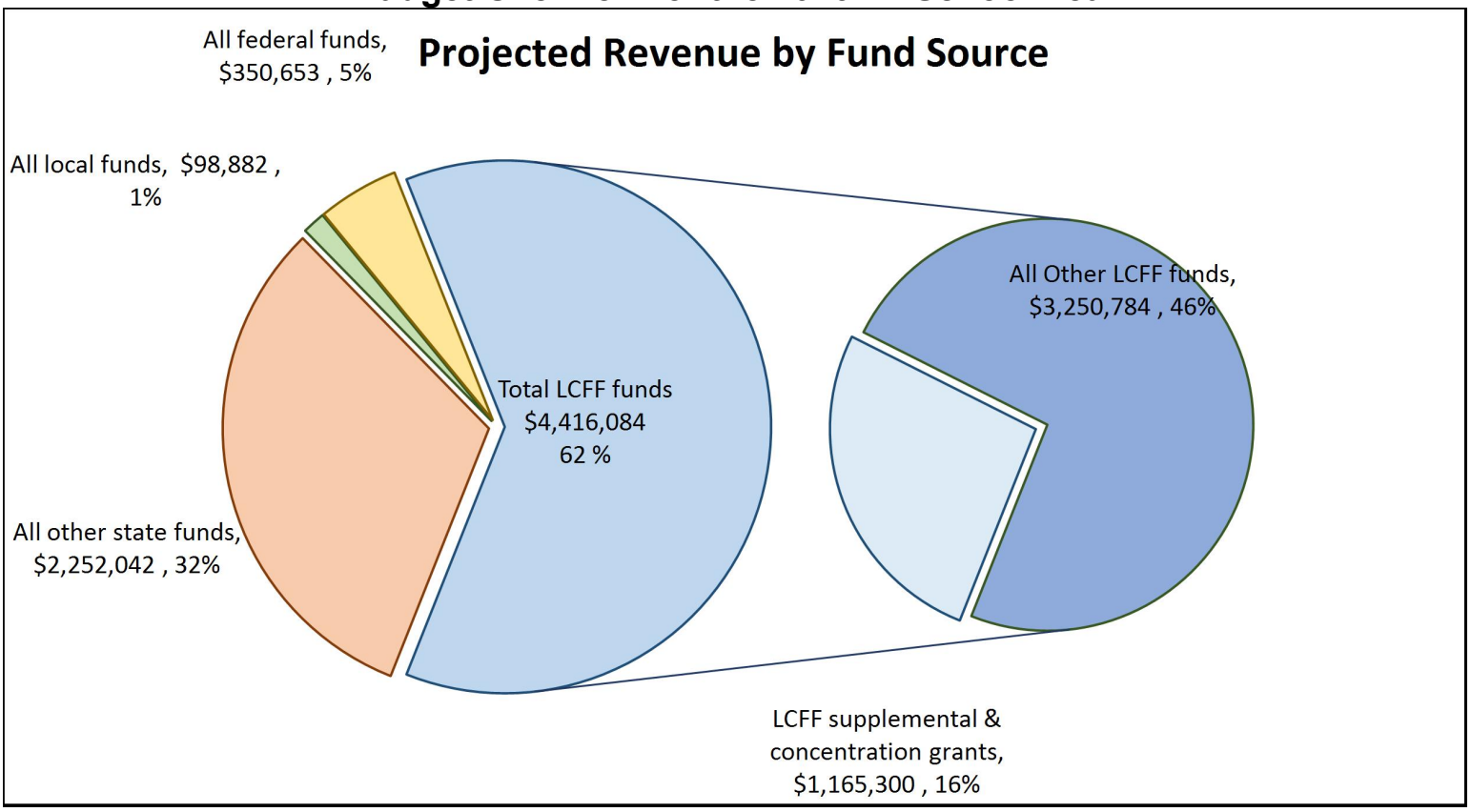
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire College Academy
CDS Code: 01612590128413
School Year: 2026-27
LEA contact information:
Brian White
Principal
AspireACA@aspirepublicschools.org
510-562-8030

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

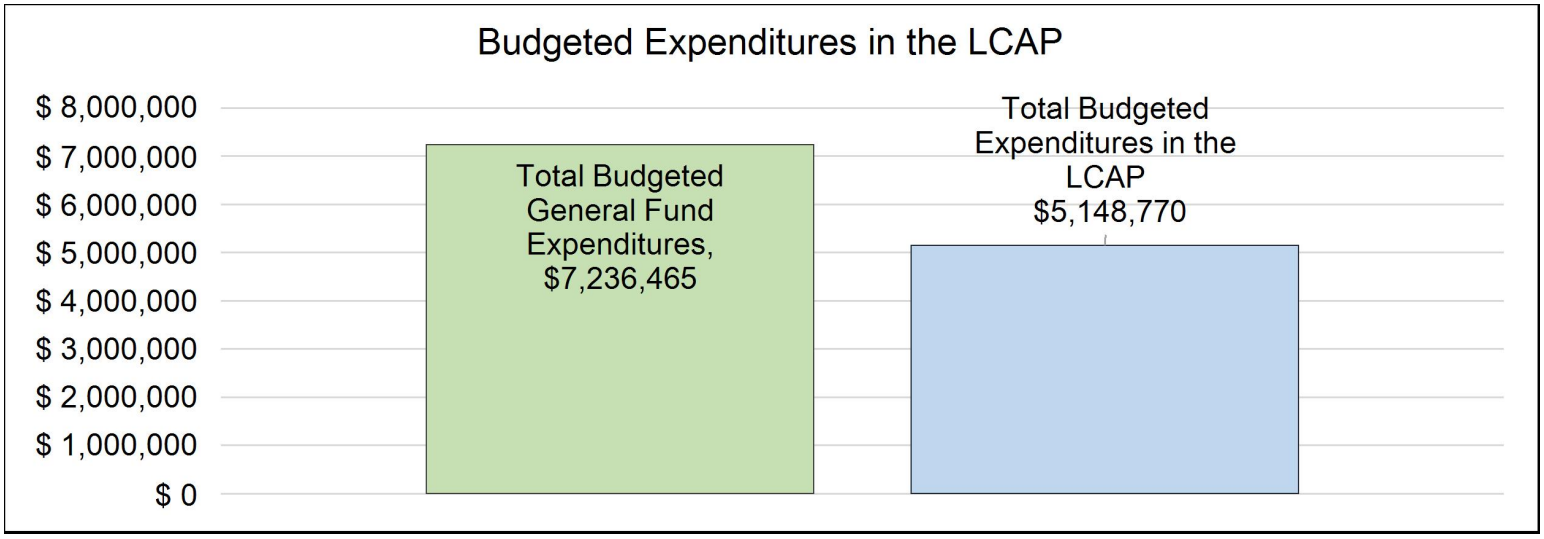


This chart shows the total general purpose revenue Aspire College Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire College Academy is $7,117,661, of which $4,416,084 is Local Control Funding Formula (LCFF), $2,252,042 is other state funds, $98,882 is local funds, and $350,653 is federal funds. Of the $4,416,084 in LCFF Funds, $1,165,300 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 College 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 College Academy plans to spend $7,236,465 for the 2026-27 school year. Of that amount, $5,148,770 is tied to actions/services in the LCAP and $2,087,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

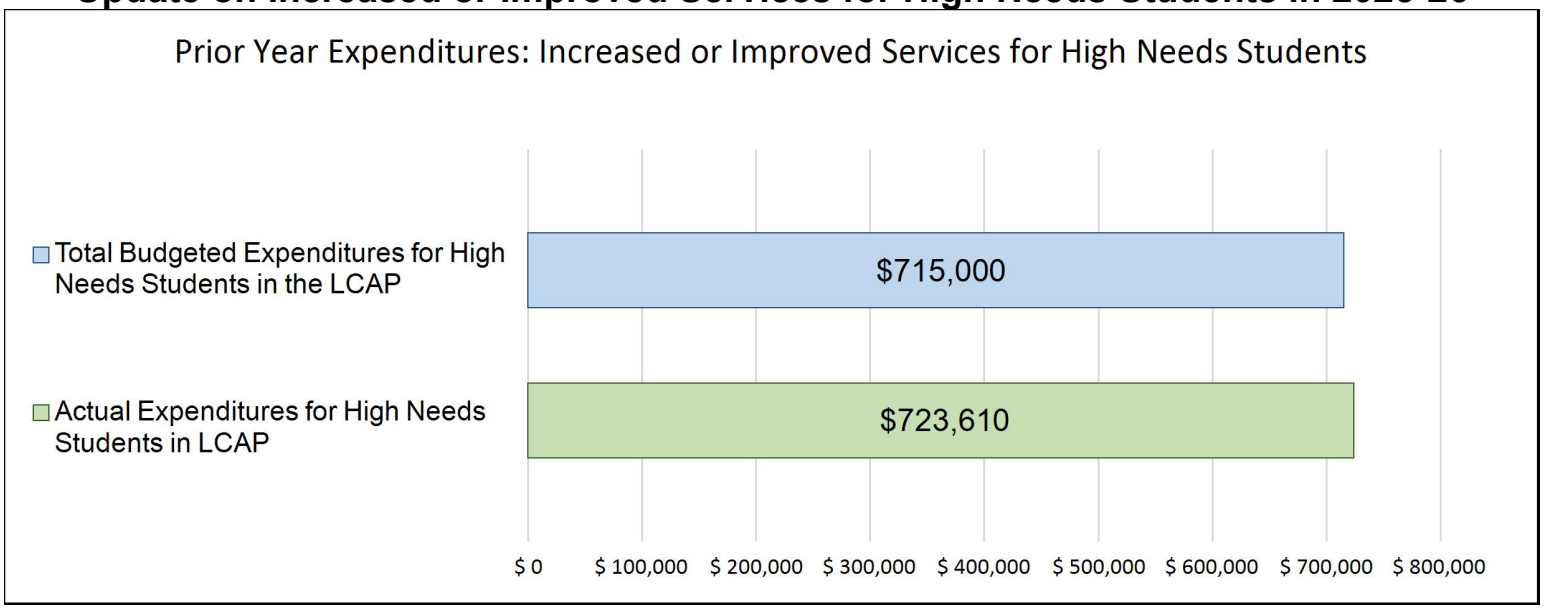
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 College Academy is projecting it will receive $1,165,300 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire College Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire College Academy plans to spend $1,180,000 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 College 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 College 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 College Academy's LCAP budgeted $715,000 for planned actions to increase or improve services for high needs students. Aspire College Academy actually spent $723,610 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 College Academy	Brian White Principal	AspireACA@aspirepublicschools.org 510-562-8030

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 College Academy, affectionately known as ACA, is a quaint Transitional Kindergarten through Fifth Grade (TK–5) school nestled in the heart of East Oakland and part of the Aspire Public Schools network. ACA's enrollment has consistently fluctuated between 206 and 218 scholars since returning from the pandemic, averaging approximately 210 students. ACA serves a diverse student body, with 67% identifying as Hispanic, 23% as African American, 3% as multiracial, and smaller percentages identifying as Pacific Islander, Native American, and Asian American. ACA's English learner population ranges from 48% to 51% annually. Approximately 93% of students qualify for free or reduced-price lunch, reflecting the school's commitment to addressing the needs of historically underserved communities.

Aspire College Academy focuses on supporting the whole child by providing wraparound services that address students' basic, socio-emotional, and academic needs. We pride ourselves on maintaining a small adult-to-student ratio on campus. The school's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' talents and identities while promoting inclusivity and addressing systemic barriers that have historically marginalized communities, including Black, Latino/a/x, Indigenous, and other People of Color.

ACA is committed to placing the needs of students first while preparing scholars for successful lives by instilling values and confidence through meaningful instruction focused on the development of the whole child. ACA's instructional focus is to ensure students are engaged in the curriculum while building a multi-tiered system of support for all scholars. At ACA, we strive to provide culturally responsive academic programming that accelerates learning, provides intervention, mitigates learning loss resulting from the pandemic, and prepares students for 21st-century college and career opportunities. Our philosophy and academic program are designed to meet the needs of each and every student within our community so they can become critical thinkers in a safe, respectful, and supportive environment where they can thrive within a global community.

Aspire College Academy is a relationship-centered school that values and affirms students' and families' backgrounds and cultures. We pride ourselves on fostering a welcoming school climate for everyone who enters our doors. Our goal is to create a school environment in which staff, students, parents, and community members are celebrated and affirmed. The ACA staff is committed to fostering healthy relationships with families, recognizing that parents and teachers must work together to ensure our students reach their full potential. ACA is a trauma-informed community that prioritizes socio-emotional learning opportunities for scholars as we establish: 1) a Culture of Success, 2) a Culture of Confidence, and 3) a College-Going Culture.
Aspire College Academy strives to be a pillar of strength within the community. We seek excellence for our students and aim to provide as much support for families as possible. Our goals are to: 1) become the highest-performing public school in East Oakland, 2) surround students and families with the support necessary for success, and 3) continue building strong school spirit. Our collective vision is for Aspire College Academy to become the "Crown Jewel" of East Oakland—a beacon within the community. ACA has everything it needs, from highly skilled teachers to supportive families and motivated students, to surpass our ambitious expectations for the school.
Aspire College Academy has demonstrated tremendous growth in many areas based on several metrics since returning to full capacity in Fall 2022. Below are a few highlights of how ACA is positively impacting the East Oakland community:
Continual Academic Growth:
ACA's focus on targeted intervention has led to significant academic growth since 2022. The 2022 Dashboard reported ACA's overall distance from standard as -111.3 in English Language Arts (ELA) and -113.3 in mathematics. By 2025, ACA demonstrated over 60 points of growth in both ELA and math compared to 2022 results. ACA has demonstrated double-digit growth in ELA for three consecutive years. The school has also demonstrated significant growth in math, including 26-point growth between 2022 and 2023 and 28.5-point growth between 2023 and 2024. ACA currently sits at a distance from standard of -45.1 in ELA and -51.7 in math, representing some of the strongest improvement data in Oakland over the past three years.
English Learner Progress:
ACA has implemented a three-tiered approach to addressing the academic needs of English learner (EL) students. This approach includes:
Tier 1: Integrated ELD

Visual and video aids
Realia and manipulatives
Intentional groupings for pair-sharing and cooperative learning
Sentence stems and frames

Tier 2: Designated ELD

EL Achieve Systematic ELD

Tier 3: Small Group Pull-Outs

Reading intervention
Early literacy programs, including SEEDS, SIPPS, Orton-Gillingham, and Fountas & Pinnell
After-school ELPAC preparation classes

This approach strengthened ACA's ability to support English learners academically, resulting in substantial performance gains. The three-tiered model led to a 22.5 percentage-point increase in scholars demonstrating growth on the English Learner Progress Indicator (ELPI) in 2024. According to GO Public Schools, ACA's EL scholars demonstrated the highest ELPI growth in Oakland from 2023 to 2024. Additionally, ACA EL students' average standard scores increased by 29.5 points in ELA and 27.5 points in math on the CAASPP. Furthermore, 52% of ACA EL students demonstrated significant growth on the ELPAC, improving ACA's California Dashboard status to "Green," which indicates performance above the state target for serving English learners.

Serving All Students:

ACA is an inclusion school that welcomes all learners. As of June 2025, 22% of ACA's student population had an Individualized Education Program (IEP). ACA serves students with disabilities including mood disorders, autism, attention-deficit/hyperactivity disorder (ADHD), dyslexia, and speech-language disorders, among others. We provide instructional aides, speech-language services, occupational therapy, nursing services, behavioral health services, and mental health therapy for students in need of additional support.

Enrichment and Extracurricular Activities:

ACA provides several after-school enrichment opportunities through its Extended Learning Program (ELP). The ELP enhances students' educational experiences by offering LIFT Culinary Arts classes, Mocha Fine Arts classes, ukulele music classes, UC Berkeley student-led engineering classes (B.E.A.M.), and STEM science classes. Additionally, scholars have opportunities to participate in on-site coding and robotics classes. These arts, science, technology, and engineering opportunities are available to all students, regardless of ELP enrollment status.

Strengthened Socio-Emotional Learning Program:

ACA offers mental health and socio-emotional learning services for students and families. Every homeroom class is committed to teaching three weekly socio-emotional lessons using the research-based RULER and Toolbox curricula developed by Yale University. ACA employs two mental health therapists who provide individual, family, and group counseling services. ACA also has support staff who lead social skills groups for scholars. Additionally, each staff member is assigned a group of students with whom they check in daily or weekly to ensure every student has a trusted adult they can talk to when needed. ACA also partners with outside agencies, including Independently You, Collectively Us, Inc., to provide mentorship programming for scholars.

Uplifting Student Voice and Sense of Belonging:

Aspire College Academy supports multiple student groups that meet weekly, including Student Council, Safety Patrol, Black Student Union, and La Raza Latinas Unidas. These groups represent the school community and provide valuable insight into the overall student experience. Student groups provide feedback to school administration regarding students' feelings, thoughts, and suggestions related to school culture and climate. Students also plan and facilitate spirit-building activities and help reinforce Positive Behavioral Interventions and Supports (PBIS) on campus.

Parent Engagement:

ACA deeply values its parent community. Families' time, effort, and commitment to the school are invaluable, and parents play a critical role in students' academic success. ACA connects with families in multiple ways to gather feedback and input regarding school goals, policies, and procedures, including the goals and action steps outlined in ACA's Local Control and Accountability Plan (LCAP), Strategic Plan, and California Community Schools Partnership Program Plan.

ACA engages families in the school development process through Fall, Winter, and Spring parent surveys administered via Panorama Education. Families also receive updates regarding school progress, highlights, planning processes, and schoolwide goals through ACA's monthly newsletter. In addition, families participate in school planning during events such as the annual School-Year Kickoff Event, Back-to-School Night, and Open House. ACA also hosts parent focus groups throughout the year and holds approximately five to seven School Site Council and English Learner Advisory Committee meetings annually. Furthermore, ACA partners with organizations such as The Village

Method, Inc. and Independently You, Collectively Us, Inc. to provide parent empowerment workshops and monthly family engagement activities.

Reflections: Annual Performance

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

ACA’s 2025 California Dashboard results were unveiled in December 2025. The results showed significant growth in several areas. Of note, from 2024 to 2025, ACA scholars improved in English-Language Arts by 23.7 points overall, with African American and English Learners demonstrating 37.4- & 28.5-point growth, respectively. ACA’s African American scholars also showed a 28.7-point improvement in math. As a comparison, Oakland Unified and the state of California only grew 4.8 and 5.1 points in English Language Arts, respectively. Additionally, to put our African American math scores in perspective, Oakland Unified only improved in math 6.3 points, while the state of California increased 5.2 points.

ACA’s Special Education students and staff deserve a major shout-out. From 2024 to 2025, 0ur students with IEPs tripled their percentage of scholars scoring proficiently in Math and more than doubled the percentage of proficient students in English Language Arts. These scores lead to an 84.1-point increase in DFS points in ELA and a 63.7-point increase in DFS points in math - these types of increases are very rare. Since the onset of the current LCAP ACA's students with disabilities have improved their performance on CAASPP from 133.9 in 2023 to -48.4 in 2025 in ELA. In math, ACA's students with disabilities have improves from -140.9 to -74 over the same span.

Since the drafting of ACA's current LCAP, ACA has grown 55.1 DFS points, leaving us on -45.1 points away from standard in English language arts, based upon the California Dashboard. This is significant growth since the onset of the current LCAP in 2023, where our school was -100.2 points aways from standard in ELA overall. ACA's African American students have outpaced the school when it comes to ELA growth since 2023. In 2023, ACA's African American scholars were -114.4 points from standard. The 2025 Dashboard shares that ACA African American students are only -43.5 points away from standard - this is +70.9-point growth in two years.

ACA's English Learners has also demonstrated similar growth since 2023 to our African American scholars. In 2023, ACA's English Learners were -107.8 points from standard; by 2025 ACA's EL scholars are performing at -49.8 points from standard - a +58-point improvement. This improvement in ELA has led to major increases in our student's performance on ELPAC as well. When the current LCAP was first drafted in 2023 only 29.5% of ACA's EL students were making progress towards English Language Proficiency. In 2024 & 2025, 52% of ACA EL scholars made progress towards English Language proficiency. This growth led ACA to increasing its percentage of EL students who were reclassified. In fact, our reclassified EL students are our only significant student group whose average scale score is higher than standard at +22.3.

In reviewing our 2023 California Dashboard data Aspire College Academy stakeholders noticed that only 29.5% of English learners demonstrated progress based upon the English Learner Progress Indicator. Consequently, ACA reclassified a minimal number of students from English learner to English Proficient status in 2023. With this data as a basis, ACA began a three-tiered approach to addressing the academic needs of our EL students during the 2023-24 school year. This approach is made of the following tiers:

*Tier 1: Integrated ELD - Visual/Video Aids, Realia/Manipulatives, Intentional Groupings for Pair-Sharing/Cooperative Learning, Sentence Stems Frames
*Tier 2: Designated ELD - EL Achieve Systematic ELD
*Tier 3: Small Group Pull-Outs - Reading Intervention/Early Literacy Program (SEEDS, SIPPS, Orton Gillingham, Fountas & Pinnell, After-School ELPAC Preparation Classes

This approach strengthened ACA's ability to reach our ELs academically, in the process, increasing EL students' performance at ACA. The three-tiered approach led to a 22.5 percentage point increase in ACA scholars demonstrating growth on the English Learner Progress Indicator in 2024. Based upon the publication GO Public Schools, ACA's EL scholars demonstrated the highest amount of ELPI growth in the city of Oakland from 2023 to 2024. Furthermore, due to ACA's more intentional approach to supporting EL students ACA ELs average standard score in English language arts grew by 29.5 points, while their average standard score in Math increased by 27.5 points based upon CAASPP. Furthermore, 52% of ACA EL's demonstrated significant growth on ELPAC based upon the California Dashboard.

Despite the DFS and ELPI growth in 2024, ACA's Instructional Leadership Team recognized we need to do more to improve our ability to reclassify students. In 23-24 only 7% of ACA of EL students (9) reclassified. By the end of the 24-25 school year our goal was to reclassify 25% of ACA EL students. One of the steps Aspire College Academy took during the 2024-2005 schoolyear to reach this goal was to emphasize ELPAC test prep.

ACA's Lead Education Specialist, along with several of ACA's Bilingual Instructional Aides led after-school ELPAC Prep classes. In these classes the students were grouped based upon their performance on the different sections of ELPAC. The ELPAC prep classes met four days per week after-school for two 30-minute cohorts per day. In these small cohorts of 3-5 students, ACA staff members provided mini-lessons and worked with the students on practice questions in the areas of listening, speaking, reading and writing.

As a staff, we recognize that one of the areas which needs the most emphasis is writing. Writing was a major focus in our classrooms in 2024-25, which was noted by the team from the Oakland Office of Charter Schools during their April 2025 visit. During the past year, ACA focused on Responsive Writing to prompts and images, in which students were asked to critically analyze the prompt/image, make inferences regarding the prompt/image, and make connections between the prompt/image and their own experiences.

ACA educators trained the students by teaching them a formal brainstorming process to spark students' imagination and critical thinking. ACA educators then utilized many sentence stems and frames daily to instill in the students go-to sentence starters to begin, continue and conclude paragraphs. Finally, ACA educators used graphic organizers daily with students to familiarize them with the proper structure of responsive paragraph writing. For our efforts, ACA is projected to reclassify 20 students during the 2024-2025 schoolyear, which is approximately 21.5% of our EL population. This would demonstrate significant growth (7% to 21.5%) from the 2023-24 to the 2024-25 schoolyears.

ACA"s Socioeconomically Disadvantaged and Hispanic populations have also demonstrated over 40-point growth since 2023 in English Language Arts. Our SED scholars scored -100.1 points below standard in 2023, however in 2025 this subgroup performed at -51.8 points below standard (+48.3 points growth). Regarding our Hispanic students, in 2023 they scored -87.2 points from standard. In 2025, our Hispanic students scored -46.7 points from standard (growth of +40.5). In math our SED scholars grew +31.3 points (-87.9 to -56.6) from 2023 to 2025. Comparatively, our Hispanic scholars from 2023-2025 grew 31.3 points (-71.7 to -40.4).

Aspire College Academy has improved it's attendance rates since the drafting of the current LCAP. In 2002-23 ACA's attendance rate was 88.7%, in 2023-24 ACA improved to 89.7%, and in 2024-25 ACA's P2 attendance rate was reported at 92.89%. ACA's chronic absentee rates have also decreased over the past three years, decreasing from 48.2% in 2022-23 to 36.3% in 2024-25. ACA's overall attendance percentage for the 2022-2023 school was 88.7% and its chronic absenteeism rate was 48.2%. Desperate for a solution to this crucial issue, school administration again went to the Student Council for suggestions. In looking at the data, the Student Council identified that our student attendance was much worse on Fridays compared to other days of the week. They suggested planning fun activities such as class competitions and spirit days on Fridays, as well as, opening our students store on Fridays, so that students can redeem their ACA Bucks (school token system) for prizes. We soon implemented Student Council's suggestions and almost immediately we saw a major change in student attendance on Fridays. The practices Student Council implemented has helped Aspire College Academy increase its attendance rate by 2% and decrease its chronic absenteeism percentage by 12%.

Aspire College Academy is hyper-aware of its increases in suspension rates over the past three schoolyears, increasing from 0.4% to 4.7% overall. We recognized that our African American Students are disproportionately suspended at 11.5% in 2024-25. We also identify that our students with disabilities had a suspension rate of 7.3% in 2023-24 and 6.3% in 2024-25. To address these concerns ACA has increased its focus on social emotional learning.

ACA's emphasis on Social Emotional Learning instruction has been key to transforming the culture of Aspire College Academy.
One of ACA's essential school goals is to build a multi-tiered system of support for students. ACA strives to support Socio-Emotional Learning - laying a foundation for a trauma-Informed/relationship-centered campus community. Our aim is to cultivate a climate conducive for learning. Aspire College Academy works to instill within our students and establish on our campus a:
*Culture of Success
*Culture of Confidence
*College-Going Culture
*School Climate, in Which, Our Staff, Students, Community Members are Celebrated, Affirmed & Validated

To ensure these culture shifts, ACA implemented the following action steps:
*Establishing daily community circles in each classroom, where students can share feelings, come to consensus, conflict mediate, problem solve and set norms for behavior & interactions throughout shared spaces on campus.
*Integrating SEL during instruction, which includes teacher moves such as positive narration, and academic discourse - which uplifts student voice.
*Implementing Designated SEL Instruction utilizing the RULER & Toolbox curriculum which are evidence-based approaches/strategies to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence.
*Recognizing students for their growth and accomplishments school-wide (Student of the Month, Perfect Attendance, Class Dojo, Behavior Points, etc.)
*Incentivizing students to follow directions, participate in class discussions, complete assignments and try their best through school-wide and classroom specific points or token systems using school currency called ACA Bucks or the platform Class Dojo.
*Offering mentorship programs on campus such as Independently You, Collectively Us, Inc. Inc. and The Village Method, Inc.
*Uplifting Ethnic Affirmation/Education through student groups such as La Raza Latinas Unidas (RLU) and Black Student Union (BSU)

*Identifying students in need of targeted Check-In/Check-Out (CICO)
*Holding Social Skills Groups & Lunch Bunches
*Providing Individual Counseling

For our efforts, ACA demonstrated some positive results during the 2024-25 schoolyear. Based upon data collected in the Winter of 2025, 68% of students feel like they have a good relationship with their teachers. This was an 8-percentage point increase from the Fall of 2024. In addition, 61% of students feel a sense of belonging at ACA. This was a 6-percentage point increase from the Fall of 2024. Based upon the Winter 2025 Panorama Student Survey, scholars shared increases in the areas of Self-Management, Self Awareness, Self Efficacy and Emotional Regulation.

Additionally, based upon the Panorama Teacher Survey, 93% of Educators rank the overall school climate favorably. Amongst teachers, 79% shared that they felt they had a good relationship with school administration. Furthermore, 71% of teachers feel confident that they can reach struggling students to bring about better academic outcomes.

Regarding ACA Families, based upon the Panorama Parent/Caregiver Winter 2025 Survey, 79% of Parent/Caregivers feel ACA is a good fit for them and their child. This is an 8-percentage point increase from the Fall of 2024. Additionally, 75% of Parents who completed the survey felt that they had input on the creation of the LCAP. They also felt that the LCAP goals/priorities are aligned with the services/supports their family needs.

All of the students who attend Aspire College Academy fit the description of a subgroup that is considered traditionally underserved. All of our students fit under the description of being either socio-economically disadvantaged, Latina/o/x, an English Learner, African American, a student with a learning disability, homeless youth or foster youth. Therefore, ACA has focused its efforts on developing a multi-tiered system of support for all students. Our hope is to not only provide the best possible support we can to the students enrolled at our school, but to also recruit more students/families to our school through word of mouth - emanating from families who can testify to ACA efforts toward supporting the whole child.

ACA is confident that it is putting forward a concerted, whole-hearted effort to support all students enrolled at its school. We do believe in a continuous improvement model to constantly reflect on our practices and make adjustments to our procedures and/or practices to better our services for the community. As we reflect on our recruitment, retention and ability to provide wraparound services, we do feel we do a lot to support our community. We recognize that as a community school, there are more elements to ensuring an accessible education than providing quality instruction to students. Aspire College Academy strives to support students and families in as many ways possible in an attempt to eliminate obstacles that could prevent our students from reaching their full potential.

These services include addressing students' basic needs through a nutrition program that provides breakfast, lunch and afternoon snack and beginning in the 2025-26 schoolyear will begin to provide supper for the campus community. ACA also partners with St. Benedict's Church and the Alameda Food Bank to provide groceries to families in need monthly. ACA also provides annual vision and hearing screening and occasional dental screening (when available). Aspire College Academy has also connected families with low to no cost eye wear and medical support.

Additionally, ACA offers Mental Health and Social Emotional Learning services for students and families. Every homeroom class is committed to teaching three social-emotional lessons per week from our RULER and Toolbox Curriculum. ACA has two Mental Health Therapists, who provide individual, family and group counseling. ACA also has support staff who lead social skills groups for scholars. In addition, each staff member has an assigned group of students who they check-in with daily or weekly to ensure each student feels they have a trusted adult they can speak to if necessary.

Furthermore, during and after-school academic interventions are provided to all of our traditionally underserved subgroups. Over the past three schoolyears we have provided reading and math intervention during school and after-school to students struggling in both areas including McKinney-Vento, Foster Youth, English Learners, Students with Disabilities and Newcomer Scholars. All subgroups have demonstrated growth in ELA and Math, due to the wraparound supports addressed above.

Aspire Public Schools as a Bay Area Region ensure all teammates have the opportunity to attend and engage in regional affinity groups. These affinity groups provide opportunities for staff to discuss and celebrate differences in race and culture. These groups provide spaces for staff members to discuss the effects of race on our schools and students, and how it impacts teammates at Aspire. These affinity groups also serve to facilitate professional development regarding microaggressions and implicit bias and their effect on the workplace environment and instruction.

Based upon a Panorama Survey taken by 101 ACA 3rd-5th grade students in January of 2023 only 54% of Aspire College Academy students felt a sense of belonging on campus. Based upon this feedback ACA administration partnered with its Student Council to brainstorm ideas to improve students' sense of connectedness at ACA.

In partnership with our Student Council, Black Student Union and Safety Patrol we planned culturally based celebrations that affirmed and validated the members of our campus community for the following year. During the 2023-24 schoolyear we held events such as our MLK Day Oratorical, Black History Month Celebration, and Ruby Bridges March. We also celebrated our community with our Cinco de Mayo Festival, Latina/o/x Heritage Month Activities and honoring those we have loved and lost with our Dia Los Muertos altar and ballet performance. We acknowledged Women's History Month, Asian American Pacific Islander Heritage Month, PRIDE Month, and Native American Heritage Month with instructional activities in our classrooms. Additionally, ACA uplifted the world's winter holidays by educating our students about celebrations including Diwali, Los Posadas, Kwanzaa, Hanukkah and Christmas.

In addition to the efforts outlined above, ACA's Student Council in partnership with our Family Support Management and English Language Advisory Committee established our La Raza Latinas Unidas Student Group. ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latino history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

Listening to ACA student voices and putting students' suggestions into actions helped to increase students' sense of belonging to 15 percentage points in just one calendar year (from 54% to 69%). Relatedly, the percentage of students who felt they had a good connection with their teachers also increased by 15 percentage points (55% to 70%)

Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Student Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of the overall student community. These student groups provide feedback to school administration regarding students' feelings, thoughts. and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.

Aspire College Academy has **unexpended Learning Recovery Emergency Block Grant (LREBG) funds** from the prior year. As required by the LCAP instructions, these funds are utilized in Goal 4, specifically Actions 4.1 and 4.2, which encompass the required actions and services to accelerate learning recovery and improve outcomes for identified student groups based on the LREBG needs assessment.

Furthermore, 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 specific groups and indicators, which have guided the development of actions and services, consist of SBAC English Language Arts for Black/African American students and SBAC Math for Black/African American students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	As part of establishing collective priorities for the LCAP, Aspire College Academy engaged the entire community in identifying their top priorities, vision, as well as feedback on the progress of ACA's current goals. We used a myriad of methods to gather feedback from staff including surveys, visioning exercises, and backwards mapping. We communicate our progress towards our incremental goals/benchmarks through our Weekly Staff Communications, which is a newsletter drafted by administration, that is sent to all staff members every Sunday night. Teachers are also invited to monthly School Site Council Meetings & English Language Acquisition Meetings, where the school budget, goals and, ultimately, how ACA uses resources to meet its goals are addressed. During School Site Council meetings, ACA stakeholders discuss the LCAP and make suggestions regarding future budgetary needs and school-wide goals for our strategic plan. ACA also holds Town Hall Meetings, in which all stakeholders are invited. High ranking staff members from our Regional Office lead these meetings once each semester. In these meetings, we discuss how the region can support ACA towards meeting it's LCAP goals. In addition, ACA has an Instruction Leadership Team made up of Teacher Leaders, who advise and plan with school administration strategies on how the school can reach and surpassed its goals. These meetings occur twice monthly. Finally, the administrative team meets with all staff members, once monthly, for one-on-one check-ins. In that meeting, we always discuss how each staff member can help the school reach it's LCAP goals based upon

Educational Partner(s)	Process for Engagement
	the scope of their work. In that meeting, we also provide staff the opportunity to share goals specific to their role and also goals/initiatives that they feel can improve school outcomes.
Principals and Admin	The administrative team's role in the development of the LCAP is to provide all stakeholders all the information they need to make informed decisions about what's best for Aspire College Academy. The administrative team provides clear and honest data so that stakeholders can truly understand the direction and progress of the school-site. It's the administrative team's job to provide several opportunities monthly for stakeholders to come together to learn about ACA's progress towards its goals and provide feedback regarding the school's programs and how it spends its money. It is the administrative team's responsibility to gather as much information possible from as many stakeholders as possible. Administration uses this information to draft the school's yearly plan, goals, and LCAP. The draft of the LCAP is then shared with the Instructional Leadership Team, Student Council, English Language Advisory Committee and School Site Council for revisions amendments, and eventually, final approval.
Other School Personnel	As part of establishing collective priorities for the LCAP, Aspire College Academy engaged the entire community in identifying their top priorities, vision, as well as feedback on the progress of ACA's current goals. We used a myriad of methods to gather feedback from staff including surveys, visioning exercises, and backwards mapping. We communicate our progress towards our incremental goals/benchmarks through our staff Weekly Communications, which is a newsletter drafted by administration, that is sent to all staff members every Sunday night. All staff are also invited to monthly School Site Council Meetings & English Language Acquisition Meetings, where the school budget, goals and, ultimately, how ACA uses resources to meet its goals are addressed. During School Site Council meetings, ACA stakeholders discuss the LCAP and make suggestions regarding future budgetary needs and school-wide goals for our strategic plan. ACA also holds Town Hall meetings, in which all stakeholders are invited. High ranking staff members from our Regional Office lead these meetings once each semester. In these meetings, we discuss how the region can support ACA towards

Educational Partner(s)	Process for Engagement
	meeting it's LCAP goals. Finally, the administrative team meets with all staff members, once monthly, for a one-on-one check-ins. In that meeting, we always discuss how each staff member can help the school reach it's LCAP goals based upon the scope of their work. In that meeting, we also provide staff the opportunity to share goals specific to their role and also goals/initiatives that they feel can improve the school.
Parents	ACA values our Parent Community. Their time effort and commitment to the school are invaluable. Parents are vital to the academic success of students. This is why ACA connects with parents in many ways to ensure we are gathering parent feedback and suggestions regarding all school goals, policies and procedures, including the goals and action steps listed in ACA's LCAP. ACA has engaged its families in the process by providing Fall, Winter and Spring surveys through Panorama Education. The response rate for these surveys lands approximately between 65%-70%. ACA also engages its families by sending out updates regarding its progress towards school goals, school highlights school updates and school planning process via ACA's school newsletter (Jaguar Journal). In addition, families are engaged in the process of formulated the LCAP at events such as ACA's school-year kickoff event, Back to School Night and Open House, in which, the principal shares the current progress towards reaching our benchmarks and soliciting advice, suggestions, etc. from parents in attendance. Parents who attend these events are also invited to attend focus groups, School Site Council and the English Language Advisory Committee. The schools LCAP is drafted and ratified in these meetings.
Students	ACA engaged our students in the development of our LCAP, by surveying our 3rd-5th grade students in September and January each year. The data gained from these surveys helps to inform school administration, the School Site Council, the English Language Acquisition Committee, etc. of the thoughts, feelings, wishes, and visions of the students pertaining to ACA. Aspire College Academy also has multiple student groups who meet weekly. These students' groups are Students Council, Safety Patrol, Black Student Union and La Raza Latinas Unidas. These groups are a great representation of the school community and a reliable source in gathering the pulse of

Educational Partner(s)	Process for Engagement
	the overall student community. These students' groups provide feedback to school administration regarding students' feelings, thoughts. and suggestions about school trends, culture and climate. These students plan and facilitate spirit-building activities around the school and assist in uplifting Positive Behavior Intervention Systems on campus.
SELPA (Special Education)	Special Education is a huge part of the fabric of our school. ACA prides itself on being an inclusion school. Our special education students are with their general education counterparts the majority of the day. Much of our programming and our school goals are designed to support students who have difficulties learning in traditional ways. Much of our professional development is design to increase our staff's abilities to provide instruction that supports all learners. ACA heavily involves our Special Education staff and parents in the LCAP drafting process to ensure the items needed to support struggling students are prioritize in our foci, professional development and budget. Parents of students with special needs are asked for their input regarding supports for their student(s) and overall suggestions/feedback about the school's policies, procedures and supports at the conclusion of every Individual Education Plan meeting. ACA also makes a concerted effort to invite parents of students with disabilities to our English Language Advisory Committee and School Site Council Meetings. Multiple voting members of those committees (who draft, ratify and sign-off on the LCAP) are parents of students with disabilities. Additionally, ACA's Lead Education Specialist, who oversees the special education program at ACA is a voting member of the school's Instructional Leadership Team, English Language Acquisition Committee, and School Site Council. All of these group plays intricate roles in the development of ACA's LCAP.

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

Based upon feedback from several parent groups and the results of parent surveys, ACA's parent population asked for more opportunities for students to receive small-group, leveled and targeted reading instruction for their scholars. In response to this feedback, ACA trained all staff, including non-credentialed staff, in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Instructional Best Practices). All Homeroom Teachers, Integrals Teachers, Instructional Assistants, After-School Educators, Student Support Managers, and Family Support Managers were provided professional development and continuous coaching in SIPPS Instruction throughout the school year. All the pertinent materials were purchased for each trained staff member. All staff members were assigned a leveled/targeted small

group to lead in a 30-minute reading lesson four days per week. These actions have resulted in increased benchmark and formative test scores measured by mClass, iReady and SBAC-IAB data results.

In addition to SIPPS training, multiple staff members including our Reading Interventionists and Education Specialists were trained in the techniques of Orton Gillingham. The Orton-Gillingham approach is a multisensory, structured, and systematic method of teaching literacy, often used to help individuals struggling with reading, writing, and spelling, particularly those with dyslexia. It breaks down language skills into smaller components and teaches them in a sequential and explicit manner. The teachers trained in the Orton Gillingham approach were assigned ACA's newcomer students, long-term English learners and students in 2nd grade or higher who were still performing at a primer for pre-primer levels to provide intensive intervention 45-minutes per day, four days per week.

Based upon a Panorama Survey taken by 101 ACA 3rd-5th grade students in January of 2024 only 54% of Aspire College Academy students felt a sense of belonging on campus. Based upon this feedback ACA administration partnered with its Student Council to brainstorm ideas to improve students' sense of connectedness at ACA.

In partnership with our Student Council, Black Student Union and Safety Patrol we planned culturally based celebrations that affirmed and validated the members of our campus community for the following year. During the 2024-25 schoolyear we held events such as our MLK Day Oratorical, Black History Month Celebration, and Ruby Bridges March. We also celebrated our community with our Cinco de Mayo Festival, Latina/o/x Heritage Month Activities and honoring those we have loved and lost with our Dia Los Muertos altar and ballet performance. We acknowledged Women's History Month, Asian American Pacific Islander Heritage Month, PRIDE Month, and Native American Heritage Month with instructional activities in our classrooms. Additionally, ACA uplifted the world's winter holidays by educating our students about celebrations including Diwali, Los Posadas, Kwanzaa, Hanukkah and Christmas.

In addition to the efforts outlined above, ACA's Student Council in partnership with our Family Support Management and English Language Advisory Committee established our La Raza Latinas Unidas Student Group. ACA's RLU provides leadership opportunities for 4th and 5th grade scholars who are interested in learning more about different Latina/o/x cultures and educating the rest of the community of the beauty and brilliance of Latino history. La Raza Latinas Unidas's mission is to unify all through a love of Latin art which includes fine arts, performing arts, culinary arts, visual arts, music, etc.

Listening to ACA student voices and putting students' suggestions into actions helped to increase students' sense of belonging to 15 percentage points in just one calendar year (from 54% to 69%). Relatedly, the percentage of students who felt they had a good connection with their teachers also increased by 15 percentage points (55% to 70%)

Another example in which Aspire College Academy made fundamental adjustments to the school based upon student feedback was in the area of attendance. ACA's overall attendance percentage for the 2022-2023 school was 88.7% and its chronic absenteeism rate was 48.9%. Desperate for a solution to this crucial issue, school administration again went to the Student Council for suggestions. In looking at the data, the Student Council identified that our student attendance was much worse on Fridays compared to other days of the week. They suggested planning fun activities such as class competitions and spirit days on Fridays, as well as, opening our students store on Fridays, so that students can redeem their ACA Bucks (school token system) for prizes.

We soon implemented Student Council’s suggestions and almost immediately we saw a major change in student attendance on Fridays. The practices Student Council implemented has helped Aspire College Academy increase its attendance rate by 2% and decrease its chronic absenteeism percentage by 16%.

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: -100.2 African American/Black: -114.4 English Learners: -107.8	2023-2024 SBAC ELA DFS All Students: -68.8 English Learner: -78.2	2024-2025 SBAC ELA DFS All Students: -45.1 Black/African American: -43.5	2025-2026 SBAC ELA DFS All: -85.20 African American/Black: -99.40	All Students: Increased 55.1 Black/African American: Increased 70.9 English Learners: Increased 58.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -100.1 Hispanic/Latinx: -87.2 Students with Disabilities: -133.9	Socioeconomically Disadvantaged: -69.4 Black/African American: -80.9 Hispanic: -59.4 Students with Disabilities: -132.5	English Learner: -49.8 Hispanic: -46.7 Socioeconomically Disadvantaged: -51.8 Students with Disabilities: -48.4	English Learners: -92.80 Socioeconomically disadvantaged: -85.10 Hispanic/Latinx: -72.20 Students with Disabilities: -118.90	Hispanic: Increased 40.5 Socioeconomically Disadvantaged: Increased 48.3 Students with Disabilities: Increased 85.5
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -87.3 African American/Black: -107.8 English Learners: -80.1 Socioeconomically disadvantaged: -87.9 Hispanic/Latinx: -71.7 Students with Disabilities: -140.9	2023-2024 SBAC MATH DFS All Students: -58.9 English Learner: -52.6 Socioeconomically Disadvantaged: -61 Black/African American: -100.8 Hispanic: -32 Students with Disabilities: -137.8	2024-2025 SBAC MATH DFS All Students: -51.7 Black/African American: -72.2 English Learner: -42.6 Hispanic: -40.4 Socioeconomically Disadvantaged: -56.6 Students with Disabilities: -74	2025-2026 SBAC Math DFS All: -72.30 African American/Black: -92.80 English Learners: -65.10 Socioeconomically disadvantaged: -72.90 Hispanic/Latinx: -56.70 Students with Disabilities: -125.90	All Students: Increased 35.6 Black/African American: Increased 35.6 English Learner: Increased 37.5 Hispanic: Increased 31.3 Socioeconomically Disadvantaged: Increased 31.3 Students with Disabilities: Increased 66.9
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 7.14% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 31.2 points below All Students: 29.1 points below	2024-25 Science Points (SPs) All Students: 47.4 science points English Learner: 45 science points English Learners Only: 31.5 science points	2025-2026 Science Test 12.14% Met or Exceeded	increased 7.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 28.6 points below Students with Disabilities: 37.7 points below English Learner: 31.9 points below Socioeconomically Disadvantaged: 29.6 points below 5.56% Met or Exceeded	English Only: 47.3 science points Hispanic: 47.1 science points Recently Reclassified Fluent-English Proficient Only: 61.9 science points Socioeconomically Disadvantaged: 47.8 science points 14.29% met or exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 29.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 52% of ELs making progress towards English language proficiency	2024-2025 ELPI EL: 51.9% of ELs making progress towards English language proficiency	2025-2026 ELPI 35.80% of ELs making progress towards English language proficiency	EL: Increased 22.4%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 11.50%	2023-2024 RFEP Rate: 8.41%	204-25 RFEP Rate: 15.53%	2025-2026 RFEP Rate 15% or above	All Students: Increased 4.03%
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	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	All Students: 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 where they can	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 where they can	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
			improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 59% Grade 3: 64% Grade 4: 64% Grade 5: 47% iReady Math % of students that met annual typical growth All Students: 54% Grade K: 36% Grade 1: 54% Grade 2: 54% Grade 3: 96% Grade 4: 48% Grade 5: 36%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 49% Grade 3: 42% Grade 4: 47% Grade 5: 55% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 34% Grade K: 30% Grade 1: 23% Grade 2: 41% Grade 3: 68% Grade 4: 13% Grade 5: 29%	2025-26 iReady Reading All Students: 61% Grade 3: 53% Grade 4: 62% Grade 5: 71% iReady Math All Students: 58% Grade 1: 42% Grade 2: 79% Grade 3: 73% Grade 4: 31% Grade 5: 45%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 74% Grade 3: 79% Grade 4: 79% Grade 5: 62% iReady Math % of students that met annual typical growth All Students: 69% Grade K: 51% Grade 1: 69% Grade 2: 69% Grade 3: 100% Grade 4: 63% Grade 5: 51%	Other Academic Outcomes (iReady Reading) All Students: Increased 2 Grade 3: Decreased 11 Grade 4: Decreased 2 Grade 5: Increased 24 Other Academic Outcomes (iReady Math) All Students: Increased 4 Grade 1: Decreased 12 Grade 2: Increased 25 Grade 3: Decreased 23 Grade 4: Decreased 17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 5: Increased 9
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	Other academic outcomes (mClass) % at and above benchmark	2023-2024 32% at & above benchmark	2024-25 49.00% at or above benchmark	2025-26 43.00% at or above benchmark	2026-2027 42% at & above benchmark	All Students: Increased 11.0%

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.

1.1 We have all the grade level curriculum. We would like a class set of student text for some grades. We would also like to purchase more culturally responsive mentor text for instructional read aloud.

1.2 We spent this year doing Professional Development on informational text and text features to increase student performance on expository text comprehension assessments. We noticed that our scholars score substantially higher on literary comprehension assessment versus expository-based assessments. Next steps for professional development will be around increasing our staff's skill level at providing center-based instruction to support our small group work Strengthening our center-based instruction will allow our teachers to spend more time in small group instruction with struggling students.

1.3 Our Master Schedule is in place and has clear educational blocks to ensure all subject matters meet or exceed the required daily/weekly minutes requirement. However, in practice, our ELD and SEL instructional blocks are not always utilized with fidelity by our teachers. The school's administration and coaches will increase efforts to assure accountability in these areas.

1.4 Regarding assessment, as a school site we have established three 6–8-week PDSA cycles per year to ensure our staff are conducting targeted reflection and revision around the students learning. This practice has helped us develop a more consistent practice around data chats. Data Analysis is happening around SBAC, mClass Dibels and iReady three times per year. We administer mClass and iReady in August, December and May to progress monitor. We administer IABs in October and February and then take the SBAC in May. In looking at our process of assessing, analyzing and being reflective about our proactive, we need to improve upon how we look at data daily through exit tickets and tracking our student's daily data on our data trackers. This practice will inform our daily instruction and allow us to give students feedback in real time - when it is most beneficial. Additionally, this school year we failed to administer the IAB in the Fall. Therefore, we had one less data point to use to measure where our students were academically.

1.5 We are addressing the action steps in this goal by supporting and increasing the sense of belonging of African American scholars through continued activities hosting/sponsored by our BSU and Pro Black Coordinator. As we reflect on how we support African American scholars on campus, we recognize that we need more classroom books for our libraries that speak to our African American students. We also need to teach a more well-rounded version of the African American experience. We tend to focus heavily on slavery and the Civil Right Movement and not as much on the many accomplishments that African Americans have contributed to the world. We will continue to prioritize African American students for academic intervention, counseling and mentorship programs that we offer on campus.

1.6 To support our English Learners we started the school year reviewing Integrated ELD strategies with our staff in professional development. We held professional development around turn and talk strategies, developing quality sentence frames, and implementing visuals/realia in our lessons (pictures, videos, manipulatives and exemplars). In reflection of our practices, we have to acknowledge that we have to do a better job of assuring Designated ELD time is done with fidelity. We also feel that the curriculum that we use for designated ELD is outdated, because it doesn't address the writing component English Learners need to score at a level 4 on ELPAC.

1.7 One of the major challenges we face in supporting our students with Individual Education Plans is staffing. There were a lot of staff absences this year amongst our special education department. In addition, several of our staff who are the primary service providers for our students with IEPs are new to their roles and lack the experience to be truly effective. Through our local SELPA we are access training for our Special Education Department. We have also introduced a Dean of Special Populations to our staffing model this year to provide guidance and professional development for the department. Unfortunately, our Dean of Special Populations moved into a different position outside of the organization mid-ways through the schoolyear, slowing some of the momentum that had been created thought the implementation of our action steps.

1.8 Along with our Dean of Special Populations, ACA, has a Family Support Manager who case manages the needs of families who fall under the Title I umbrella. Our Family support Manager remains in close communication with the caregivers and families of our Foster Youth, Unaccompanied Minors, McKinney-Vento Families, etc. She assures these scholars and their families have their basic needs met so that they may be able to focus on learning. Our Family Support Manager also assures that our Newcomer Scholars are participating in targeted language acquisition small groups to support English language development. Newcomer Scholars are also assigned to social skills and friendship-building groups to increase their sense of belonging on campus. Additionally, our Family Support Manager leads a series of Parent

Meetings twice monthly to provide a space where the parents of Title I scholars can come to talk about their concerns, be encouraged, and receive training on how to best support their scholars. The next step is to develop a partnership with our local adult school to provide classes for parents on campus in the areas of English language acquisition, computer literacy, reading and math.

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.

1.3 - ACA was co located with ATTA so there were more cost savings than budgeted from sharing resources and combined classes across programs.

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

Overall, I believe the measures and practices that ACA are implementing as a school site are working. Based upon student and family surveys we are noticing increases in students and family satisfaction at the school site. We also demonstrated growth in all academic areas amongst all of our demographics, based upon the Panorama Survey, the California Dashboard and our local iReady assessment.

We believe we chose the appropriate professional development topics this year for our staff which including Academic Discourse, Academic Vocabulary, Integrated ELD Strategies, Informational Text Comprehension Strategies, Identifying and Utilizing Text Features and Informational writing. As an Instructional Leadership Team, we continue to feel that we need to insert more professional development around math in 2026-27.

Intervention for both math and reading we provided during and after-school. ACA was able to track the progress and effectiveness of our SEEDS, SIPPS, Orton Gillingham and Alphabet Bootcamp intervention groups. As a team, we were able to use this data to provide better targeted instruction for our students.

We were not as effective, however, progress monitoring the effectiveness of our math intervention. We contracted with an outside agency to provide this service. As of the writing of this LCAP, our students participating in math intervention have not taken their posttest. Therefore, we have not been able to compare pre/posttest math data. One data point about our math intervention of note, attendance for math intervention was poor. School-wide activities, along with scholars and staff forgetting to go, or send their scholars to their intervention group, respectfully, played a fact in poor math intervention attendance during the school day. Math Intervention attendance was poor after-school, because parents were picking up their students early from the program. We will continue to communicate with parent and brainstorm ways scholars can remain after school to complete their intervention programs.

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 looking at our data, one glaring area that we need to address is our African American suspension rate. It remains to be much higher that our other subgroups, despite continued emphasis on increasing activities geared to uplift African American Students. We also contract with a

black-owned mentorship program, that works with our students to help our students develop their interpersonal and coping skills to communication, build relationships and self-manage emotions.

In reflection of our efforts to address disruptive behaviors on campus we have identified that we need to implement a wider range of restorative action and consequences. In looking at our discipline data, we noticed that as a school we leaned the heaviest on taking away students' privileges, such as Fun Friday activities, special offerings on campus (i.e. - field trips, assemblies) and time from recesses. We recognize that these measures actually hurt the student academically and lead to more disruptive behavior because did not receive the "energy-release" they needed, and increased animosity within the student towards the individual who assigned the consequence. Our Management Team feels we need to ensure we are teaching SEL Strategies 120 minute per week in all classes. We will also hold staff accountable for utilizing the Calm Corners (that should be set in every classroom) and reflection sheets (so that scholars can be thoughtful about and learn from their behavior). Additionally, placing more of an emphasis on after-school and Saturday school detention would lessen students missing key activities throughout the day and decrease suspension rates.

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	Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum Refer to 23-24 BA Curriculum Overview (Tk-5 only) Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading i.e. Phonics curriculum (SIPPS), Phonemic Awareness curriculum (Heggerty), and Orton Gillingham Structured Literacy for use in core program (or during ELOP) Provide professional development for continued curriculum implementation (Eureka 2.0, Open Sci-Ed, Amplify, etc.) Purchase of Culturally/Linguistically Responsive anchor texts and leveled books for Literacy Circles and Instructional Read Alouds that engage Hispanic American and African American students Purchase Chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences Purchase personalized instruction curriculum (iReady) Renew subscriptions to Educational Programs (i.e. - Lexia, Reflex/Frax, MobyMax) Provide grade level and content planning time for lesson planning, unit development and data analysis	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		On-going analysis of curriculum with Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum Purchase SBAC Preparation workbooks and other supplemental materials		
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Provide on-going comprehensive professional development for various stakeholder groups aligned to instructional program, strategies and culturally relevant pedagogy and practice. Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.) Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies to the Culture of Learning and Essential Content domains Build capacity of stakeholder by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education Continue professional development for teachers regarding Academic Ownership focus on The Gradual Release of Educational Responsibility Model Arrange trainings regarding center-based instruction and best practices for supporting Multi-Language Learners (i.e. - Specially Designed Academic Instruction in English or SDAIE) Provide professional development on best practices for boosting the achievement of African American students to address the red ratings in both SBAC ELA and Math.	$690,000.00	Yes
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas. Ensure master schedule has time for Math & ELA Intervention, Small Group Instruction, Designated English Language Development, Social Emotional Learning Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs	$1,993,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for 30 additional days outside of the school year, and provides homework support, enrichment, social emotional learning, and academic support in fluency (reading fluency, math basic skills, typing skills).		
1.4	Instruction (Assessment)	Establish and implement progress monitoring protocol (Data Chats) across grade levels and content area; six-eight week data analysis (data-driven strategic next steps and planning). Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). Tiering of students aligned to data to leverage specific support to help students with the mastery of standards; analysis of proficiency and growth rates. Administer Interim Assessment Blocks (IAB) twice a year Design and implement end of chapter assessments, end of unit assessments and exit tickets to reflect the testing questions of SBAC Utilize data from above assessment to set up Cycle of Inquiry deep dives into the data to establish data-driven next steps to improve student outcomes	$0.00	No
1.5	Black Excellence	Implement the use of culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes and Perceptions that Impact Learning for Black Students. This is in support of reducing anti-Blackness. Conduct quarterly learning walks to review the instructional program with a specific focus on Black student academic achievement (inclusive of SEL work). Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.) Conduct field trips for our BSU students to Historically Black Colleges and Universities, and/or other institutions, museums, etc. that uplift and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		educate students on the history of African American culture, accomplishments, innovations and inventions Start a Black Family Advisory Council to get input on our school community		
1.6	English Learners	Provide onboarding training sessions for new teachers of Designated ELD to be familiar with the Designated ELD curriculum with documentation of agenda, presentation, and sign in/out sheets Ensure instructional staff to know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL) Provide specific training on strategies for Integrated EL support, focusing on differentiated instruction and assessments, to enhance their learning experience with documentation of agenda, presentation, and sign in/out sheets Examples: Having teachers take and analyze a specific domain of the ELPAC; focus on a specific strategy like think-pair-share; specific strategies by MLL Indicator etc Develop and keep record of systematic opportunities for observation and feedback of PD-implemented instructional strategies Develop and maintain system to ensure newly enrolled English Learners are identified and placed into Designated ELD with 30 days of enrollment Provide opportunities for instructional staff to analyze local and state assessments by individual English Learner growth and their progress towards reclassification, documenting EL progress monitoring for each student in their cume file Meet or exceed 95% completion on the Summative ELPAC Provide all state required communication to families and keep a copy of each communication in each student's cume file Ensure all student records are up-to-date in both PowerSchool and students' cume file Ensure all eligible students for reclassification are identified and reclassified prior to Summative ELPAC testing Engage in progress monitoring of individual students who have reclassified within the last 4 years and document this progress monitoring in the students' cume file Engage in a school level MLL program evaluation upon receiving all Summative ELPAC scores to adjust instruction for the upcoming school year	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop systematic opportunities for instructional staff to observe and give feedback to each other implementing Designated and/or Integrated ELD Implement newcomer intake questionnaires in PowerSchool to support newcomer transition Work with instructional staff to know which English Learners are growing, maintaining, or regressing on the Summative ELPAC in order to further progress monitor their growth on internal reading assessments throughout the year to intervene on language development Work with instructional staff to know English Learners MLL Indicator in order to further progress monitor their growth on internal reading assessments throughout the year to intervene on language development Work closely with regional Multilingual Learners Program Manager to co-plan sessions and ensure the implementation of best practices in ELD instruction and support Contract with sub agencies to train and administer ELPAC testing Host EL family nights Host RFEP celebrations Leverage translation services for 100% of languages served		
1.7	SPED	Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment Review current practices to ensure there are data stepbacks built into your schedule to monitor success and threats of new models and partnership Allocate funds to purchase additional manipulatives, realia, visuals, etc. to increase students ability to access the core curriculum Purchase of educational website subscriptions that support the development of student academic skills that assist students in reaching their goals outlined on Individual Educational Plans	$1,441,700.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions:	$110,462.00	No

Action #	Title	Description	Total Funds	Contributing
		Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

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 83.12% fully credentialed	2022-23 55.56% Fully Credentialed	2023-24 55.56% Fully Credentialed	100% fully credentialed	All Teachers: Decreased 27.56%
2.2	Teacher Sense of Safety and School	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Increased 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Connectedness (Aspire Teammate Survey)	School Climate: 53% responded favorably Belonging: 77% responded favorably Well-being: 76% responded favorably Staff-Leadership Relationships: 51% responded favorably Cultural Awareness and Action: 39% responded favorably	School Climate: 71% responded favorably Belonging: 64% responded favorably Well-being: 56% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 47% responded favorably	School Climate: 93% responded favorably Belonging: 90% responded favorably Well-being: 88% responded favorably Staff-Leadership Relationships: 91% responded favorably Cultural Awareness and Action: 61% responded favorably	School Climate: 73% responded favorably Belonging: 97% responded favorably Well-being: 96% responded favorably Staff-Leadership Relationships: 71% responded favorably Cultural Awareness and Action: 59% responded favorably	Belonging: Increased 13% Well-being: Increased 12% Staff-Leadership Rel: Increased 40% Cultural Awareness: Increased 22%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 97.5% Retention	Retention Rate 87.50%	Retention Rate 94.00%	2026-2027 to 2027-2028 Retention Maintain 90% Retention	Decreased 3.5%

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.

2.1 - Coaching, has been a consistent struggle over the span of this LCAP. Generally, Principals, Assistant Principals and Dean, lead the majority of the coaching. With the addition of a second Assistant Principal and Dean in 2025-26, we entered the schoolyear in full anticipating of being able to address the coaching needs of our staff - specifically our teaching staff. We also took an additional step of utilizing LCRSET grant funds to contract with an outside provider to provide consistent coaching for our identified staff who needed coaching the most. However, staff retention amongst our administrative staff derailed our initial coaching model. Both our second Assistant Principal and Dean moved to other school sites mid-year. The coach we contracted with decided to take on a new position at a different school. These

departures left Just two people (principal & assistant principal) to provide coaching for 48 staff members, specifically 20 teachers (Homeroom, Integrals, Special Education, and Intervention.

To address this concern moving forward we were able to elevate a veteran teacher to a Reading Intervention Specialist/Coach and Contract with a new agency to provide coaching for the staff who need the collaboration the most. We were also able to per two veteran teachers with staff who needed specific supports in planning.

2.2 - We believe we chose the appropriate professional development topics this year for our staff which including Academic Discourse, Academic Vocabulary, Integrated ELD Strategies, Informational Text Comprehension Strategies, Identifying and Utilizing Text Features and Informational writing. As an Instructional Leadership Team, we continue to feel that we need to insert more professional development around math in 2026-27.

A challenge in this area is always ensuring that staff are following what they have been taught to do in their daily practice. This is where the lack of instructional coaches hurts our practice. Without daily accountability most individuals revert back to what is comfortable and familiar, instead of trying what they have been recently taught which can be uncomfortable, at first, to implement.

2.3 - Aspire College Academy continues to have the highest staff retention rate in our organization's region. We experienced back-to-back years of 100% teacher retention in 2023 and 2024. in 2025 we had 90% staff retention. One of the challenges we endured in this area was the merger of two schools, in which, a few positions were consolidated into one position. Due to credentialling and/or seniority, roles for employees assign to ACA were eliminated. In 2026, we have two classroom teachers who have become fully credentialed through our induction programs, both individuals have chosen to move to school district closer to their homes. We wish these staff members well, but their transitions with dramatically affect ACA's staff retention rates for 2026.

2.4 - Aspire Public Schools as a Bay Area Region urges all teammates to attend and engage in regional affinity groups. These affinity groups provide opportunities for staff to discuss and celebrate differences in race and culture. These groups provide spaces for staff members to discuss the effects of race on our schools and students, and how it impacts teammates at Aspire. These affinity groups also serve to facilitate professional development regarding microaggressions and implicit bias and their effect on the workplace environment and instruction.

ACA held a series of trainings regarding implicit bias and microaggressions during quarter 3 & 4 in 2026. These trainings were led by a contracted outside agency.

As a region we were unable to participate in affinity group work. Several factors played a role in our inability to coordinate this work including but not limited to 1) Structural changes happening org-wide which shifted the focus of the organizations priorities, and 2) The lack of qualified individuals within the organization willing to lead this work region-wide.

2.5 - ACA and Aspire Bay Area as a whole, has demonstrated growth in the area of recruiting and developing future teachers. Aspire Bay Area has a RIVET Program which supports current employees in furthering and completing their educations to earn AA and BA degrees. Aspire Bay Area also have a Teaching Residency program for individuals with bachelor's degrees, who would like to train to become teachers. The Alder program in conjunction with Alliant University work with Aspire to set up a professional development and credentialing program. Through this program candidates are paired with fully credentialed mentors through ACA to complete students' teacher. Once

individual have completer the Alder Program and have earn their Preliminary Credentials, Aspire Bay Area works with Principals to properly place the novice teachers in classrooms as full-time teachers. These teachers working with preliminary credentials, then join out Induction Program where they complete further course work and gain on the job training while receive support from an Induction Coach.

There are some drawbacks to this program, however. Due to the fact that our most veteran teachers are typically the mentors of these students' teachers, theoretically we are taking away direct instruction time away from our most effective teachers and giving that time to our lease experienced instructors. This can be problematic.

2.6 - ACA has come a long way in assuring that all of its teaching staff hold the proper credentialling for their positions. This was not the case in 2022. In all the teachers provided direct instruction for scholars at ACA held the proper credentialing to do so.

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.

ACA has been effective in retaining students by creating a culture that is fun, affirming, supportive and results oriented. We have also been successful in recruiting, training, providing student teaching experiences and hiring those students' teachers into full-time positions. Finally, ACA was successful in planning and holding professional development around inclusion, race and identity. These training increase self-awareness around how we show up at the workplace with our colleagues and for our scholars.

Where we continue to struggle as a school site is in the area of follow-through after professional development. As a team we tend to revert back to old habits and what is comfortable instead of implementing, with fidelity, new, researched-based strategies that can support our scholars' learning.

Consistent coaching is also an area of growth and can go a long way in assuring that there is intentional follow-through, from our professional development, in our classrooms.

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.

Next steps for Professional Development is to continue to improve our student's ability to comprehend Informational Text by teaching them how to utilize Text Feature properly. We will layer on to that work by strengthening our teachers' abilities to develop the students minds around making inferences, drawing conclusions, deciphering author's purpose and making connections between multiple texts and the text with the world around them.

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	Implement a school site differentiated coaching model to ensure that teachers are receiving coaching & feedback cadence according to teacher need and goals Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF) Implement Teachboost to progress monitor frequency of coaching and coaching points Teachers create goals using the Aspire Student Learning Framework (ASLF) and have mid-year and end of year debriefs to monitor growth Admin team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year debriefs with principals Implement consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends and inform staff professional development Develop admin and lead teacher coaches in ILT by regularly using consultancies, anchor texts, & coaching data analysis Share coaching and walkthrough trends in the weekly Staff Newsletter	$130,000.00	Yes
2.2	Professional Development	Lead staff professional development on Teachboost platform for all teacher/ed specialist coaching and PLPs Lead staff professional development on the Aspire Student Learning Framework (ASLF) so that teachers and coaches are aligned on framework for rigorous instruction Lead staff in professional development regarding Ownership of Learning - highlighting the Gradual Release of Educational Responsibility Model. Arrange trainings regarding center-based instruction and best practices for supporting Multi-Language Learners (i.e. - Specially Designed Academic Instruction in English or SDAIE) Provide professional development regarding best practices for increasing African American Students Achievement	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Teammate Retention	Staff input sessions on school culture/climate Weekly staff survey to monitor staff culture/climate Open office hours with admin team Listening Meetings with staff Share teammate survey results & leadership next steps after each survey administration Adjust master schedule to ensure adequate teacher collaboration and planning time All teammates write one wellness goal during their Professional Learning Plan Provide professional development that aligns with school & Aspire initiatives; Conduct walkthroughs; meet with teachers in a timely manner; Provide release time for classroom observations; Team teach & model; Find PD Opportunities Outside of School (Seminars, Conferences, etc.) Establish clear school site onboarding practices to support new teachers that are new to profession or role and/or new to district Continue creating cohesiveness by grounding teammates in core values Establish clear goals to help school realize its vision and mission Ensure staff is celebrated, affirmed, validated for their efforts and commitment to ACA Provide staff with appropriate professional development and planning time in their content areas Provide weekly Coaching & Collaboration time Identify staff's individual and collective “Why's" for this work Establish Staff Charter Ensure staff has meaningful input in the development of our school’s Mission, Vision, Values and Goals Ensure teachers have the materials they need to provide hands-on activities, blended learning opportunities and direct instruction	$60,000.00	Yes
2.4	Affinity Groups	Ensure all teammates have ability to attend regional affinity groups Provide opportunities, in which, staff can discuss and celebrate differences in race and culture	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide spaces for staff members to discuss the effects of race and how it impacts teammates at Aspire Provide professional development regarding microaggressions and implicit bias and their affect on the workplace environment and instruction.		
2.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Work towards securing 2 Alder Residents and 2 student teachers	$0.00	No
2.6	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing Such that schools are working to improve and clear Teacher Misalignments	$0.00	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: 48.20% African American/Black: 56.00% Hispanic/Latinx: 44.70%	2023-2024 Chronic Absenteeism Rate All Students: 44.60%	2024-2025 Chronic Absenteeism Rate All Students: 36.30%	2025-2026 Chronic Absenteeism Rate All: 39.20% African American/Black: 47%	All Students: Improved (Decreased 11.9%) Black/African American:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 43.20% Socioeconomically disadvantaged: 49.50% Students with Disabilities: 59.50%	English Learner: 38.50% Black/African American: 54.50% Hispanic: 38.90% Socioeconomically Disadvantaged: 44.10% Multiple Races/Two or More: 68.80% Students with Disabilities: 51.20%	Black/African American: 48.10% English Learner: 31.40% Hispanic: 29.10% Multiple Races/Two or More: 61.90% Socioeconomically Disadvantaged: 37.40% Students with Disabilities: 47.90%	Hispanic/Latinx: 35.70% English Learners: 34.20% Socioeconomically disadvantaged: 40.50% Students with Disabilities: 50.50%	Improved (Decreased 7.9%) Hispanic: Improved (Decreased 15.6%) English Learners: Improved (Decreased 11.8%) Socioeconomically Disadvantaged: Improved (Decreased 12.1%) Students with Disabilities: Improved (Decreased 11.6%)
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.4% African American/Black: 1.9% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0.5% Students with Disabilities: 2.4%	2023-2024 Suspension Rate All Students: 2.90% Black/African American: 8.30% Hispanic: 1.20% Multiple Races/Two or More: 0.00% Students with Disabilities: 7.30% English Learner: 1.60%	2024-2025 Suspension Rate All Students: 4.70% Black/African American: 11.50% English Learner: 3.70% Hispanic: 3.20% Multiple Races/Two or More: 0.00% Socioeconomically Disadvantaged: 4.90%	2025-2026 Suspension Rate All Students: 0% African American/Black: 1% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 1.5%	All Students: Increased 4.3% Black/African American: Increased 9.6% Hispanic: Increased 3.2% English Learners: Increased 3.7% Socioeconomically Disadvantaged: Increased 4.4% Students with Disabilities: Increased 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 3.10%	Students with Disabilities: 6.30%		
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 89.69%	2024-2025 P2 Attendance Rate 92.89%	2025-26 P2 Attendance Rate 93.30%	2026-2027 Attendance Rate 92.69%	All Students: Increased 3.61%
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%	All Students: 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	Overall Rating: Maintained (Good)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 5th Quintile School Climate: 3rd Quintile School Safety: 2nd Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 4th Quintile School Climate: 2nd Quintile School Safety: 2nd Quintile	2025-26 Aspire Student Survey Teacher Student Relationships: 4th Quintile Sense of Belonging: 4th Quintile School Climate: 4th Quintile School Safety: 1st Quintile	2026-2027 Aspire Student Survey Move up 1 quintile or maintain 3rd quintile or above	Teacher-Student Rel: Maintained Sense of Belonging: Decreased 1 School Climate: Increased 1 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	2025-26 Aspire Family Survey	2026-2027 Aspire Family Survey	Barriers to Engagement: Decreased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Barriers to Engagement: 91% responded favorably Family Engagement: 20% responded favorably	Barriers to Engagement: 90% responded favorably Family Engagement: 30% responded favorably	Barriers to Engagement: 88% responded favorably Family Engagement: 36% responded favorably	Barriers to Engagement: 91% responded favorably Family Engagement: 45% responded favorably	Family Engagement: Increased 16%
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 69% responded favorably “The school	2024-2025 Aspire Family Survey	2025-26 Aspire Family Survey	2026-2027 Aspire Family Survey 85% responded favorably “The	Safe Environment: Increased 5% Comfort with Staff: Increased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provides a safe environment for my child." 69% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	78% responded favorably: "The school provides a safe environment for my child." 78% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	74% responded favorably: ""The school provides a safe environment for my child."" 77% 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." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	

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.

3.1 - ACA holds multiple meetings per month geared to engage parents, guardians and caregivers. We have monthly Parent Empowerment Workshops which are a series of insightful workshops that will encourage, inspire and equip all parents with the tools necessary for effective parenting. The Parent Empowerment Practices workshops are a safe space for all parents to discuss challenges and find solutions to best support our children. ACA has also partnered with Oakland Promise and Families in Action to host Kinder to College seminars. In these seminars parents are coached om how to engage their students in conversations about college, career and goal setting. Through participation this program parents, guardians and caregivers earn money that is saved in an account for their scholar to use towards college.

In addition to the above parent events, ACA's School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings are open to the public. All ACA parents, teachers, students and other stakeholders are invited to these meetings. ACA holds, at minimum, five SSC and ELAC meetings per school year. The agendas and minutes for these meetings are made available to the public. The voting members of School Site Council are comprised of six staff members and six parents/guardians. The voting members of ELAC consist of four staff members and six parents/guardians. Families are engaged in the process of formulating the LCAP at events such as ACA's annual School-Year Kickoff Event, Back to School Night and Open House, in which the principal shares the current progress towards reaching our benchmarks and solicits advice, suggestions, etc. from parents in attendance. Parents who attend these events are also invited to attend

focus groups, School Site Council and the English Language Advisory Committee. The school's LCAP, Strategic and CCSPP are drafted and ratified during these meetings.

ACA also throws large events for the community to Celebrate Hispanic Heritage Month and Black History Month.

ACA staff are charged with initiating communication to parents through weekly newsletter and announcements. ACA teachers communicate with Parents through platforms such as Class Dojo, Google Classroom, Parent Square and PowerSchool Messenger. All parents and caregivers are provided access to these platforms. Parents use these applications to send direct messages to teachers and office staff. Parents are also provided staff email addresses to contact staff members as well.

As a school we are pleased with parent participation at most events. We would like to, however, have more parents attend our ELAC and School Site Council Meetings. Typically, 10-12 parents attend these meetings. ELAC and SSC play a major role in setting the agenda and vision for the school, we would like to have a more representative number of parents/caregivers at these meetings to voice their opinions and help the SSC & ELAC voters make informed decisions that are best for the school community.

We are also continuing to strive for 100% parent participation at Parent-Teacher Conferences which are held at the end of the first three quarters of the schoolyear.

There were no major differences to what we planned for this goal and what was actually executed over the 2025-26 schoolyear. Overall, I would call 2025-26 a success when it comes to engaging parents. There were some challenges in terms of getting parents to meetings that were more serious by nature in which we are looking at our school budget and/or making decisions about next steps that will spur our goal of continuous improvement.

3.2 - Based upon the most recent data available to me as of the typing of this LCAP, ACA has increased its attendance by 2%, while decreasing its percentage of chronically absent students by 6%.

We have demonstrated this growth through:
1) Educating our parents and students of the importance of being at school daily
2) Incentivizing students weekly for having perfect attendance each week
3) Providing supports for parents (i.e. - Bus Passes, Clipper Cards)

Additionally, this year we contract with a company called Ever Driven to provide rideshare services for families who truly need that level of support to make it to school each day.

Attendance is still a challenge, however. Our goal for the years was 94%. We will likely finish the year at a 92% attendance rate. Additionally, our goal was to have 25% or less students considered chronically absent - we are currently at 30%. One particular community issue that was a challenge were heightened fears regarding Immigration & Customs Enforcement. There was several days this year in which we had very low attendance due to rumors that ICE agents were in the immediate area around the school.

3.3 - ACA followed through on all of its proposed plans around school-wide social emotional learning. Overall, we:

1)Established daily community circles in each classroom, where students can share feelings, come to consensus, conflict mediate, problem solve and set norms for behavior & interactions throughout shared spaces on campus.
2) Integrated SEL during instruction, which includes teacher moves such as positive narration, and academic discourse - which uplifts student voice.
3) Implemented Designated SEL Instruction utilizing the RULER & Toolbox curriculum which are evidence-based approaches/strategies to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence.
4) Recognized students for their growth and accomplishments school-wide (Student of the Month, Perfect Attendance, Class Dojo, Behavior Points, etc.)
5) Incentivized students to follow directions, participate in class discussions, complete assignments and try their best through school-wide and classroom specific points or token systems using school currency called ACA Bucks or the platform Class Dojo.
6) Offered mentorship programs on campus such as Independently You, Collectively Us, Inc. Inc. and The Village Method, Inc.
7) Uplifted Ethnic Affirmation/Education through student groups such as La Raza Latinas Unidas (RLU) and Black Student Union (BSU)
8) Identified students in need of targeted Check-In/Check-Out (CICO)
9) Holding Social Skills Groups & Lunch Bunches
10) Provided Individual Counseling

Despite initiating all of the above actions, we did have challenges ensuring that teachers found time 3-4 times per week to lead SEL lessons in their classrooms. Another challenge was trying to complete Check-in/Check-out mini meeting with student who needed that level of reminders, accountability and encouragement. At times, different emergencies would hinder school admin or counselors from completing all of their CICOs each morning or afternoon.

3.4 - ACA has actions in place that have helped us to build a strong multi-tiered system of support for scholars in both academics and social emotional learning. Academically one of our highlights is that we provide a multi-layered reading intervention program. In 2025-26 we continued to provide weekly professional development around EL Strategies, Literacy Circles, SIPPS Instruction, Culturally Responsive Teaching and Gradual Release of Educational Responsibility.
Each Teacher and Instruction Aide on Campus leads a SIPPS group (small reading groups focused on phonics, high frequency words, morphology and reading fluency).
In 2025-26, ACA was able to hire a Reading Intervention Teacher and Instructional Aide focused on Reading Intervention. These staff members used the Orton Gillinham Curriculum/Techniques and other research-based materials to provide Reading Intervention.

One of our challenges when it comes to providing academic intervention is time. We only have so many hours per day with the students. Its challenging for teachers to find a balance between teaching new materials and circling back to provide small group instruction for struggling students. Additionally, with our impacted Master Schedule the majority of our math interventions are offered after school. Unfortunately, many parents are unable to allow their students to stay after school for a myriad of reasons.

3.5 - Enrollment is a serious area of need, but only for ACA, but for all schools in the Bay Area. The Enrollment Team incentivizes parents to promote our school. The Enrollment Team passes out fliers about our school twice monthly at local daycares, afterschool programs and community events. Our Enrollment Team updates our school website and social media pages to improve ACA's digital footprint.

Despite our efforts, we recognize our greatest source of publicity is word of mouth. It's our challenge to develop a school-wide program that is so impactful that our parents and caregivers begin to promote our school to their family members, fellow church members and co-workers.

3.6 - The facilities at ACA are older, however still serves the purpose of providing our students a quality place to learn and play. A major challenge we have is classroom space. We do not have enough classrooms to house all the interventions and enrichment activities that we would like to offer during the school day. Therefore, many of the interventions and enrichment activities are offered after-school. This excludes students who cannot stay after school from participating in these activities.

ACA also does not have a grass field. Students are relegated to playing sport like soccer and two-hand touch football on our blacktop, which leads to injuries.

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.

Overall, I believe we implemented the action steps of this goal effectively. We had hoped to have even better results when it came to our attendance percentage and enrollment, however we are continuing to look for new ways to reach families and encourage them to come to school daily. We would also like to see larger increases in our reading scores. Are students are improving and demonstrating a lot of growth, however they are not improving to the point where they are reaching mastery or proficiency at their grade-level. Therefore, we are not seeing great growth as it pertains to the percentage of students performing on grade level.

Additionally, I believe experiencing a school relocation and merger of two different schools was a barrier to success this year. We believe over all the co-location and merger were successes, but in focusing on the merger, we lots a bit of momentum in our academics. The merger also hurt school morale momentarily as many staff and students felt traumatic loss from the closure of their former school. Due to the hurt that students felt by being transplanted from "their" school to another many students "acted out" at the beginning of the schoolyear. Teachers and administration had to spend a lot of time during the first quarter of the schoolyear addressing behaviors and implementing social emotional strategies.

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.

To increase enrollment in 2026-27, the school needs to invest in more environmental print (billboards, posters, banners) in East Oakland.

To improve attendance, school administration needs to conduct more home visits. As a region, we also need to engage more seriously in the SARB process.

Also in 2025-26, ACA must be more creative in identifying ways to provide more intervention throughout the school day - despite our time & space constraints.

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	Continue to hold monthly Principal Chats with families Continue to survey families to include feedback in strategic planning Hold quarterly "Lunch with a Loved One" Inviting families to eat lunch with their children Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes Create Black Family Advisory group for family members of black students to provide input on our school culture and climate Increase Parent Voice in School Decision-Making through Fall & Spring Town Halls meetings. Continue Power Empowerment Practices Meetings (Parenting Classes) Earmark funds for fingerprinting Parent Volunteers (Classroom Support, Field Trip Chaperones, etc.) Schedule Community Engagement Events (i.e. - BOY Family Fun Days, Heritage Month Celebrations, Family Math & Science Nights) Quarterly Extended Learning Program Student Showcases Quarterly Parent-Teacher Conferences	$0.00	No
3.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor and lead intervention strategies Ensure attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions)	$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Include information on the importance of attendance to families during Back to School events, BOY newsletters, First Day Packets and discuss attendance during SLC's Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy Develop attendance contracts with families ACA sub groups African Americans, English Learners & Students with Disabilities all are categorized in the Orange on the California Dashboard. ACA needs to support these groups with the actions above to ensure none of the subgroups fall into the very low (red) category.		
3.3	SEL	Provide curriculum materials and resources for teachers Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective Provide regular planning time for advisory teams to internalize and adjust SEL units Start student leadership clubs: service crew, environment crew, safety crew Continue monthly family education experiences where students teach family members about our SEL skills and practices Continue to develop Adult SEL Partner with local Mentorship Programs to provide services for students Establish What Our Values and Key Character Traits Look Like in Action`on Campus Implementation - 1) Identify a Trait to Emphasize Each Month, 2) Highlight in all Communications, 3) Make It A Part of Weekly Announcements, 4) Discuss in Morning Meetings/Circle Time, 5) Connect Trait to Lessons 6) Reward/Acknowledge Students for Demonstrating/Living Out Traits Create School Economy/Student Store; Make School Fun; Give Students a Reason to Behave; Something to look forward to (Fun Fridays, Assemblies, Intramurals, Clubs, Lunch Bunches	$365,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Build School Pride - Spirit Wear, Chants, Claps & Steps, Rally Around Academy Improvement (Competitive), Sense that We Are Going to Do Our best for Each Other		
3.4	MTSS	Continue MTSS team meetings that reinforce learning on creating systems to look at multiple data sources to progress monitor universal program, additional supports, and intensified supports. (One example: create a school Tiered Instruction Matrix (TIM)) Work with regional academic teammates (Sr Directors/Program managers) to co-facilitate PD based on topics in order to provide professional development on MTSS to school site teammates. Provide professional development on MTSS to school. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics Build Sustainable MTSS around School's Academic Needs Tier 1 Intentionally Planned Scaffolds/Differentiated Instruction Intentional Small Group Instruction Hands-On Activities/Movement for Kinesthetic Learners Use of Visuals/Graphic Organizers/Environmental Print Implementation of Technology/Blended Learning Using Culturally Relevant/Enticing Examples to Teach Standards Integrated ELD Instruction Tier 2 Guided Reading Groups Pull-out Leveled Reading Groups Designated ELD Instruction Before & After School Intervention Outside Agency Contract (Sylvan, Zion Learning, Etc.) Tier 3 Paraprofessional Push-in Support Resource/Speech Pull-Out Support Build Sustainable MTSS around School's SEL Needs Tier 1 Climate Work (Traits & Values)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		SEL Curriculum (RULER/Toolbox) Self Awareness/Mindfulness/Self Regulation Work Skill Building Assemblies/Seminars (Soul Shoppe/IYCU) Restorative Circles/Check-In/Out School-Wide Incentive (Student Store, Giveaways, Fun Activities) Tier 2 Intentional/Planned Check-in/out Strategies Skill Building Small Groups (Transition, Grief, Conflict Mediation) Mentorship Programs Tier 3 Individual Counseling Behavior Support Plan Tier 4 Behavioral Support (BHP Program) The tiered services listed above will support all students, especially ACA's African American students who perfomed in the very low (red) category on CAASPP in 2023.		
3.5	Enrollment	Establish a site Enrollment Team that will develop a student enrollment plan and lead student recruitment efforts Increase social media outreach/presences to promote ongoing enrollment Attend at least one community event per month to advertise school Hold at least two Open House events during the open enrollment period and another in April/May for late applicants Hold a community carnival/ice-cream social event Partner with existing families to assist with recruitment efforts, offer incentives (i.e. school swag, gift cards) Identify school recruitment fairs to participate in Elementary schools: Visit local pre-schools/head starts to conduct family information sessions and leave fliers Visit libraries, recreation centers, youth program centers to conduct information sessions and drop-off marketing materials Secondary schools: Hold information sessions for current Aspire families	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Partner with local elementary schools/middle schools to create opportunities for students/families to participate in Open House/Information sessions Identify local youth organizations (i.e. after school programs, sports) to conduct information sessions and drop off marketing materials		
3.6	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least “Good”. Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc) 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 environments that promote attendance, belonging, and positive educational outcomes.	$135,000.00	Yes

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: -100.2 African American/Black: -114.4 English Learners: -107.8 Hispanic/Latinx: -87.2 Socioeconomically Disadvantaged: -100.1 Students with Disabilities: -133.9	2023-2024 SBAC ELA DFS All Students: -68.8 English Learner: -78.2 Socioeconomically Disadvantaged: -69.4 Black/African American: -80.9 Hispanic: -59.4	2024-2025 SBAC ELA DFS All Students: -45.1 Black/African American: -43.5 English Learner: -49.8 Hispanic: -46.7 Socioeconomically Disadvantaged: -51.8	2025-2026 SBAC ELA DFS All Students: -85.20 Black/African American: -99.40 English Learners: -92.80 Hispanic/Latinx: -72.20 Socioeconomically Disadvantaged: -85.10	All Students: Increased 55.1 Black/African American: Increased 70.9 English Learners: Increased 58.0 Hispanic: Increased 40.5 Socioeconomically Disadvantaged: Increased 48.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -132.5	Students with Disabilities: -48.4	Students with Disabilities: -118.90	Students with Disabilities: Increased 85.5
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -87.3 African American/Black: -107.8 English Learners: -80.1 Hispanic/Latinx: -71.7 Socioeconomically Disadvantaged: -87.9 Students with Disabilities: -140.9	2023-2024 SBAC MATH DFS All Students: -58.9 English Learner: -52.6 Socioeconomically Disadvantaged: -61 Black/African American: -100.8 Hispanic: -32 Students with Disabilities: -137.8	2024-2025 SBAC MATH DFS All Students: -51.7 Black/African American: -72.2 English Learner: -42.6 Hispanic: -40.4 Socioeconomically Disadvantaged: -56.6 Students with Disabilities: -74	2025-2026 SBAC Math DFS All: -72.30 African American/Black: -92.80 English Learners: -65.10 Socioeconomically disadvantaged: -72.90 Hispanic/Latinx: -56.70 Students with Disabilities: -125.90	All Students: Increased 35.6 Black/African American: Increased 35.6 English Learner: Increased 37.5 Hispanic: Increased 31.3 Socioeconomically Disadvantaged: Increased 31.3 Students with Disabilities: Increased 66.9

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.

ACA is following through on implementing the action steps in this goal. However, the actions are not producing the our lofty aspirations quickly enough. ACA continues to pay our classroom teachers extra hours to remain after school and come in on Saturdays to provide student with additional math instruction. Additionally, we contract with Sylvan Learning to provide math intervention during our Extended Learning Program. Additionally, we purchase SBAC Prep Math Workbooks to prepare our students for math performance tasks.

Additionally, ACA multiple levels of reading intervention during and after school. We are moving scholar who are two or more grade levels behind up to one grade level behind at a quality rate, however, we haven't quite been able to move more students to grade level measured by SBAC.

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.

Many of the items listed in this goal area are in place at ACA during the 2025-26 school year. ACA needs to continue to work on engaging parents. Our goal is to strengthen the home-school connection around academics. We are trying to find new ways to share with parents the academic strategies that we are implementing at school so that there can be follow-up at home. We have made several attempts to hold weekly workshops, in which parents can come to the school site or join on Zoom to learn more about how they can help their children with their homework. These workshops were very lightly attended. We will continue to try to galvanize our parent community around supporting students with their homework.

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.

ACA has to look at how its intervention blocks are being utilized throughout the day. We also need to improve our after-school intervention attendance. Finally, we need to adjust the composition of the groups to assure students in their proper groupings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school literacy intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using The English Language Arts/English Language Development Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Literacy workshops, take-home literacy activities, high-interest texts, and community partnerships	$20,804.00	No

Action #	Title	Description	Total Funds	Contributing
		These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs that align to science of reading help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – After-school and summer intersession literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school math intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using the 2023 Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Math workshops, take-home math activities, and community partnerships These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application.	$20,804.00	No

Action #	Title	Description	Total Funds	Contributing
		Providing Extended Learning Opportunities – After-school and summer intersession math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

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
$1,165,300	$79,312

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
35.847%	1.140%	$23,761.00	36.987%

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. According to the 2024 California School Dashboard, English Learners scored 49.8 points below standard in ELA and 42.6 points below standard in	Action 1.1 provides Tier III foundational literacy interventions (SIPPS, Orton Gillingham) and adaptive technologies (iReady, Lexia) specifically designed to address the unique learning gaps of ELs and Low-Income students. By utilizing standardized, rigorous curricula like Eureka Math 2.0 and Amplify ELA, the school ensures these students receive grade-level content paired with the necessary linguistic scaffolding to accelerate their achievement.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics, while Socioeconomically Disadvantaged students scored 51.8 points below standard in ELA and 56.6 points below standard in Mathematics. Additionally, 51.9% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	Providing these resources LEA-wide is the most effective way to ensure instructional consistency and equitable access to high-rigor content for all unduplicated students across every classroom. This approach allows for uniform teacher professional development and collective coaching, creating the stable environment required to accelerate academic recovery for English Learners and Low-Income students more effectively than isolated, classroom-specific interventions.	
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. According to the 2024 California School Dashboard, English Learners scored 49.8 points below standard in ELA and 42.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 51.8 points below standard in ELA and 56.6 points below standard in Mathematics. Additionally, 51.9% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	This action provides professional development in Culturally Relevant Pedagogy and SDAIE (Specially Designed Academic Instruction in English) to specifically address the unique linguistic and cultural needs of ELs and Low-Income students. By training staff in the Gradual Release of Responsibility model and center-based instruction, the LEA ensures teachers can provide the rigorous, multi-sensory, and scaffolded support required for these students to succeed. A schoolwide approach is the most effective way to establish a uniform instructional framework (ASLF) and ensure that expectations are consistent across all classrooms. Implementing this PD LEA-wide ensures that every unduplicated student is taught by educators trained in the evidence-based strategies (such as foundational literacy and numeracy coaching) identified as critical for their academic recovery	Metric (1.1 & 1.2) SBAC Metric (1.4) ELPI Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 49.8 points below standard in ELA and 42.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 51.8 points below standard in ELA and 56.6 points below standard in Mathematics. Additionally, the percentage of fully credentialed teachers declined from 83.12% to 55.56%. **Scope:** LEA-wide	This action implements a differentiated coaching model using the Aspire Student Learning Framework (ASLF), which is designed to build teacher capacity in delivering the high-rigor, linguistically scaffolded instruction required for ELs and Low-Income students to succeed. Utilizing the Teachboost platform, leadership can monitor coaching frequency and high-leverage feedback points to ensure that instructional support is directly aligned with the academic and social-emotional needs identified in student data. A schoolwide approach is the most effective way to ensure equitable instructional quality and consistency for all unduplicated students, regardless of their specific classroom placement. Establishing a uniform coaching framework schoolwide allows for collaborative professional learning and instructional stability, which is vital for students who require an environment to overcome academic recovery gaps. This systemic support ensures that all educators, particularly those still clearing credentials, provide the targeted, high-quality instruction necessary to improve student performance and attendance outcomes	Metric (2.2) Teacher Sense of Safety and Connectedness
2.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students benefit from stable learning environments and consistent access to qualified educators. The percentage of fully credentialed teachers declined from 83.12% in 2021-22 to 55.56% in 2023-24. Additionally, English Learners scored 49.8 points below	Supporting the retention of teammates by implementing a transparent recruitment process and providing strong onboarding support helps build a stable, diverse, and competent workforce. By conducting regular check-ins with new staff members and offering avenues for career growth and advancement, the school will cultivate a sense of belonging and appreciation among staff, reducing turnover and improving morale. Collaborating with school leadership and talent departments to address potential challenges	Metric (2.3) Teammate Retention

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
	standard in English Language Arts and 42.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 51.8 points below standard in ELA and 56.6 points below standard in Mathematics. **Scope:** LEA-wide	proactively ensures that staff receive the necessary resources and assistance to succeed. This consistency benefits unduplicated students by providing stable instruction, fostering strong relationships, and improving student engagement. Additionally, having a diverse and representative staff enhances culturally responsive teaching, promoting higher engagement and achievement among underserved students.	
3.2	**Action:** Attendance **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience high rates of chronic absenteeism. According to the 2024 California School Dashboard, chronic absenteeism rates were 31.4% for English Learners and 37.4% for Socioeconomically Disadvantaged students **Scope:** LEA-wide	This action establishes a dedicated Attendance Team that conducts weekly data reviews specifically focused on the attendance trends of English Learners and Low-Income students. The team implements targeted interventions, including personal communication for every absence, home visits, and the development of attendance contracts. By pairing these high-touch strategies with school-wide incentives and attendance competitions, the LEA creates a multi-tiered approach designed to motivate and stabilize student presence. Implementing these strategies LEA-wide is the most effective approach for unduplicated students because it establishes a comprehensive, campus-wide culture of attendance. This systemic framework ensures that tracking and incentive systems are applied uniformly, allowing the Attendance Team to identify and support every high-needs student who falls into chronic truancy without creating fragmented, classroom-specific interventions. Maintaining a consistent environment of attendance expectations is a vital prerequisite for the academic recovery and engagement of English Learners and Low-Income students.	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
3.3	**Action:** SEL **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism and suspension. According to the 2024 California School Dashboard, chronic absenteeism rates were 31.4% for English Learners and 37.4% for Socioeconomically Disadvantaged students, while suspension rates were 3.7% and 4.9%, respectively. **Scope:** LEA-wide	This action provides evidence-based SEL instruction through the RULER and Toolbox curricula, which are designed to help English Learners and Low-Income students develop self-awareness and emotional regulation. The implementation of daily community circles and a Check-In/Check-Out (CICO) system ensures these students have a consistent, trusted adult connection and a safe space to navigate social-emotional challenges. Additionally, school-wide incentives (like the student store) and mentorship programs are used to boost motivation and school connectedness. Providing these SEL supports LEA-wide is the most effective approach for unduplicated students because it creates a uniform campus culture of safety and predictability. Establishing a common social-emotional language and school-wide values ensures that high-needs students experience the same level of emotional support and behavioral expectations in every classroom. This systemic stability is more effective at reducing overall suspension and absenteeism rates for English Learners and Low-Income students than isolated, classroom-specific SEL interventions	Metric 3.1: Chronic Absenteeism Rate Metric 3.2: Student Suspension Rate Metric 3.6: Student Sense of Safety and School Connectedness
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism. According to the 2024 California School Dashboard, chronic absenteeism rates	Facility improvements, classroom readiness systems, and campus safety measures help ensure that students learn in safe, organized, and supportive environments that promote engagement, belonging, and consistent attendance. These actions support English Learners and Socioeconomically Disadvantaged students by reducing barriers to participation and creating conditions that foster positive school experiences and student connectedness. Because	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
	were 31.4% for English Learners and 37.4% for Socioeconomically Disadvantaged students. Student climate data also indicate opportunities to strengthen school safety and connectedness, with School Safety declining to the 1st Quintile on the Aspire Student Survey. **Scope:** LEA-wide	elevated chronic absenteeism and school climate concerns affect student access to learning, the school has determined that providing these services on a schoolwide basis is the most effective way to improve attendance, strengthen school safety and belonging, and support positive educational outcomes for unduplicated pupils while benefiting all students.	

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	3,250,784	1,165,300	35.847%	1.140%	36.987%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,229,845.00	$1,767,608.00	$0.00	$151,317.00	$5,148,770.00	$4,418,770.00	$730,000.00

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	$645,000.00	$45,000.00	$560,000.00	$130,000.00			$690,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$1,993,000.00	$0.00	$1,318,000.00	$675,000.00			$1,993,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.6	English Learners	All	No			All Schools	Ongoing	$12,000.00	$0.00				$12,000.00	$12,000.00	
1	1.7	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,066,700.00	$375,000.00	$731,845.00	$681,000.00		$28,855.00	$1,441,700.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$110,462.00	$0.00				$110,462.00	$110,462.00	
1	1.9							Ongoing								
2	2.1	Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$40,000.00	$90,000.00	$105,000.00	$25,000.00			$130,000.00	
2	2.2	Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
2	2.4	Affinity Groups	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.5**	Pipeline Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.6**	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
3	**3.3**	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$335,000.00	$30,000.00	$150,000.00	$215,000.00			$365,000.00	
3	**3.4**	MTSS	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Enrollment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$135,000.00	$135,000.00				$135,000.00	
4	**4.1**	ELA	All	No			All Schools	2025-26	$20,804.00	$0.00		$20,804.00			$20,804.00	
4	**4.2**	Math	All	No			All Schools	2025-26	$20,804.00	$0.00		$20,804.00			$20,804.00	

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
3,250,784	1,165,300	35.847%	1.140%	36.987%	$1,180,000.00	0.000%	36.299 %	**Total:**	$1,180,000.00
								LEA-wide Total:	$1,180,000.00
								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	$560,000.00	
2	**2.1**	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$105,000.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$60,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income		$115,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Low Income		$150,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$135,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,940,438.00	$2,654,547.00

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	$45,000.00	48,500
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$368,000.00	353,359
1	**1.3**	Instruction (Master Scheduling)	No	$1,327,000.00	1,000,768
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		$13,000.00	13,000
1	**1.7**	SPED	No	$725,000.00	748,769
1	**1.8**	Title I	No	$103,000.00	110,462
2	**2.1**	Coaching	Yes	$30,000.00	30,000
2	**2.2**	Professional Development	No	$0.00	$0.00
2	**2.3**	Teammate Retention	Yes	$35,000.00	37,545

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	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	$170,000.00	184,706
3	**3.3**	SEL	No	$0.00	$0.00
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	$102,000.00	105,000
4	**4.1**	ELA	No	$11,219.00	11,219
4	**4.2**	Math	No	$11,219.00	11,219

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)
747,371	$715,000.00	$723,610.00	($8,610.00)	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	$45,000.00	48,500		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$368,000.00	353,359		
2	2.1	Coaching	Yes	$30,000.00	30,000		
2	2.3	Teammate Retention	Yes	$35,000.00	37,545		
3	3.2	Attendance	Yes	$170,000.00	184,706		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$67,000.00	69,500		

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)
2,083,538	747,371	0.000%	35.870%	$723,610.00	0.000%	34.730%	$23,761.00	1.140%

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).

California Department of Education
November 2024