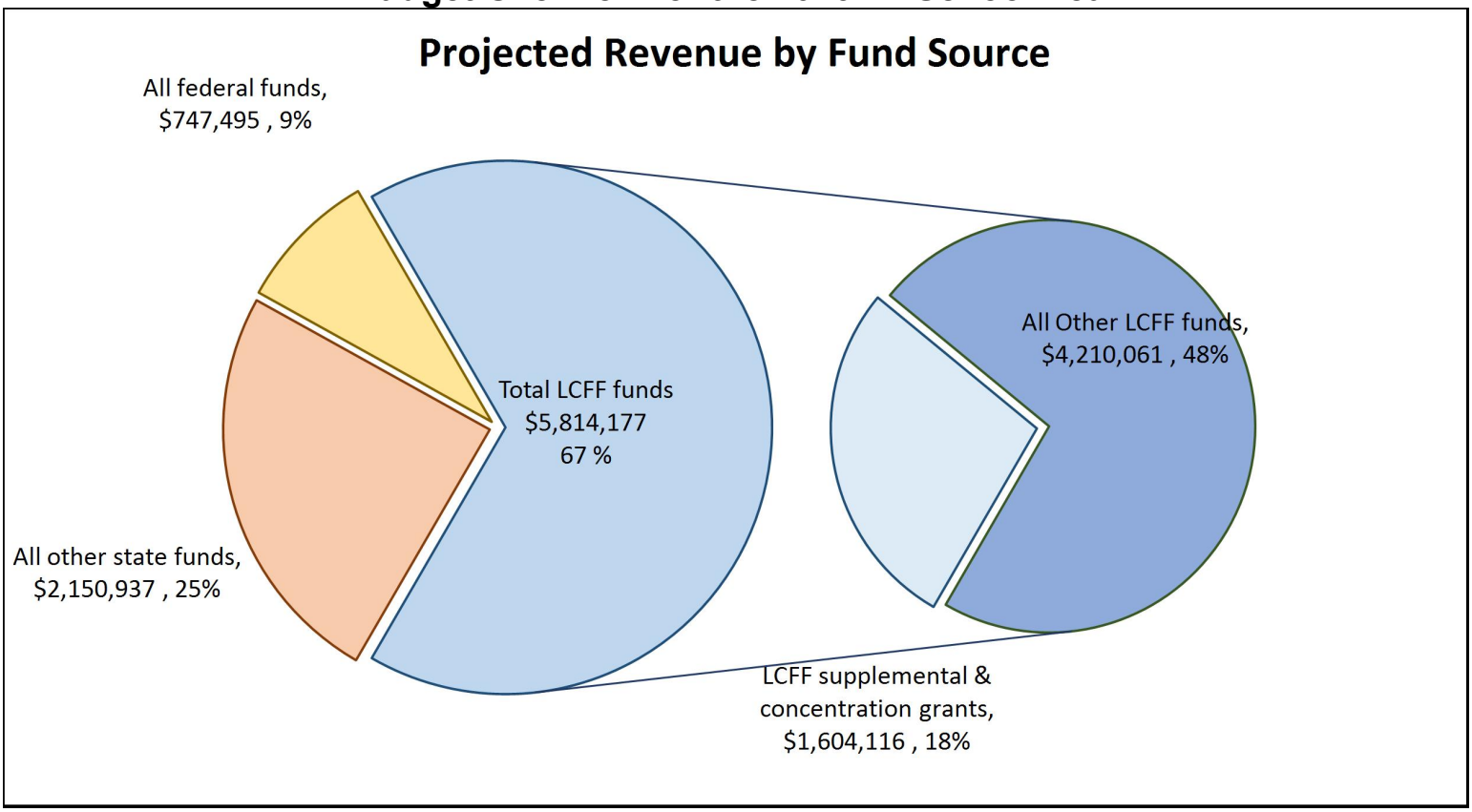
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Inskeep Academy Charter School
CDS Code: 19647330124800
School Year: 2026-27
LEA contact information:
Esmeralda Angeles
Principal
AspireAIA@aspirepublicschools.org
213.408.5540

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

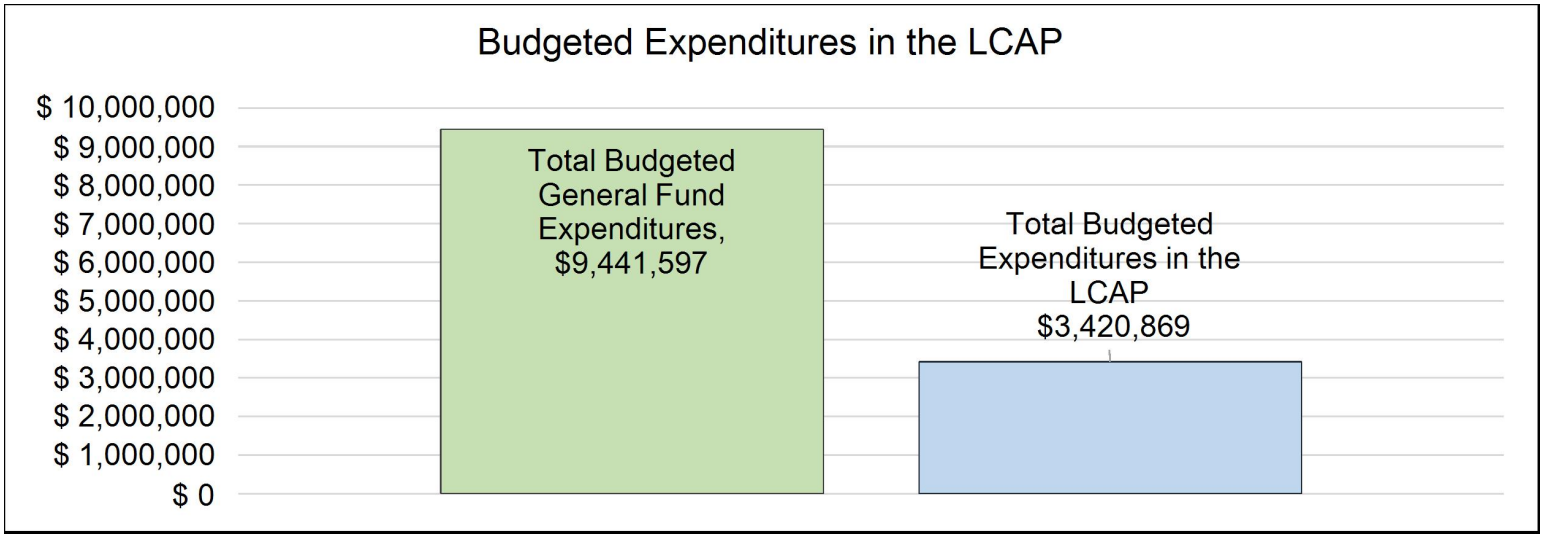


This chart shows the total general purpose revenue Aspire Inskeep Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Inskeep Academy Charter School is $8,712,609, of which $5,814,177 is Local Control Funding Formula (LCFF), $2,150,937 is other state funds, $0 is local funds, and $747,495 is federal funds. Of the $5,814,177 in LCFF Funds, $1,604,116 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 Inskeep Academy Charter School 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 Inskeep Academy Charter School plans to spend $9,441,597 for the 2026-27 school year. Of that amount, $3,420,869 is tied to actions/services in the LCAP and $6,020,728 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

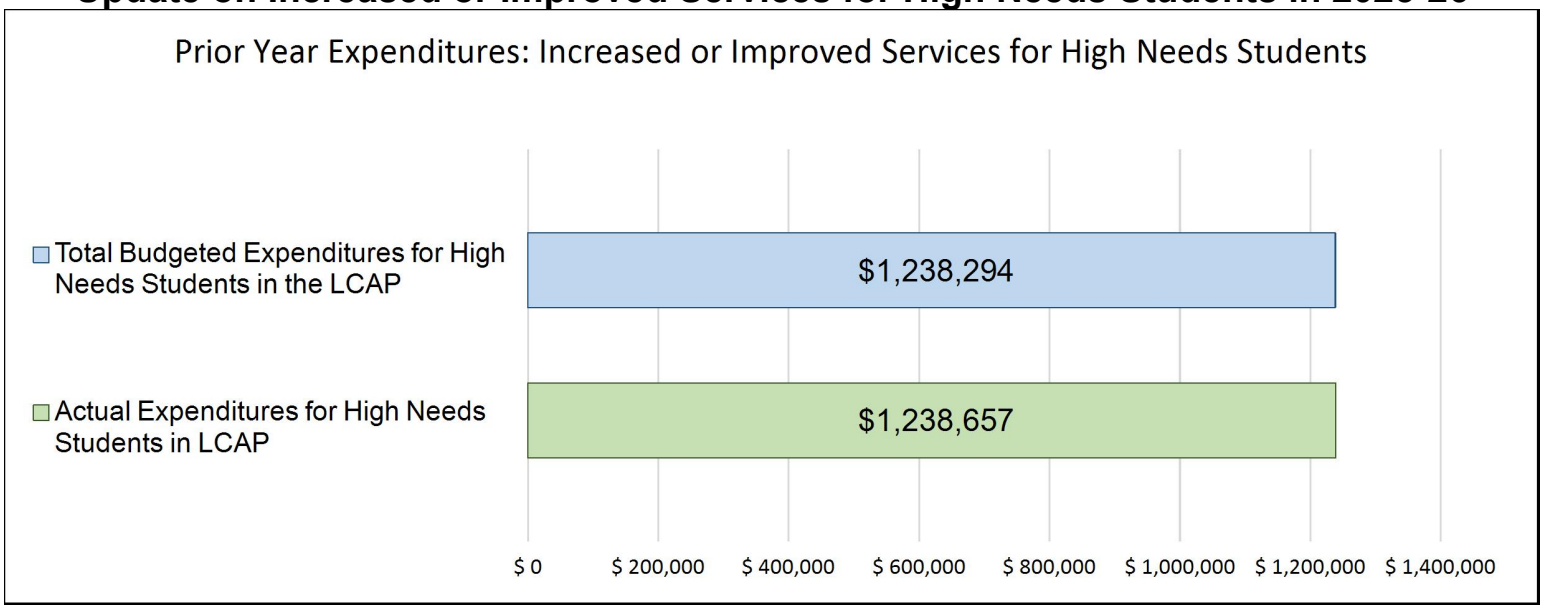
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Inskeep Academy Charter School is projecting it will receive $1,604,116 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Inskeep Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Inskeep Academy Charter School plans to spend $1,604,354 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 Inskeep Academy Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Inskeep Academy Charter School 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 Inskeep Academy Charter School's LCAP budgeted $1,238,294 for planned actions to increase or improve services for high needs students. Aspire Inskeep Academy Charter School actually spent $1,238,657 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 Inskeep Academy Charter School	Esmeralda Angeles Principal	AspireAIA@aspirepublicschools.org 213.408.5540

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 Inskeep Academy (AIA) is a TK-6 public charter school located in South Los Angeles and part of the Aspire Public Schools network. Founded in 2011 through Public School Choice, AIA serves 302 students, with 92% identifying as Hispanic and 8% as African-American. 100% of students qualify for free or reduced lunch, reflecting the school's commitment to serving families in historically underserved communities. The student population includes a significant number of multilingual learners, with 48% of students identified as English Language Learners.

Under the leadership of Principal Esmeralda Angeles, AIA fosters a collaborative school culture centered on Collective Efficacy—the shared belief that the school community can positively impact student outcomes. Principal Angeles emphasizes the importance of partnerships with families, encouraging participation in core committees like the English Language Advisory Council (ELAC) and the School Site Council (SSC), as well as community gatherings such as Coffee with the Principal, to strengthen collaboration and address student needs collectively.

AIA's instructional approach is guided by high expectations, culturally responsive teaching, and equity-focused practices that prioritize holistic student development. Through rigorous curricula aligned with state standards, the school ensures students receive the academic, social-emotional, and linguistic support necessary for long-term success. The school's personalized learning environment fosters engagement, critical thinking, and self-advocacy, preparing students for higher education and future career opportunities.

AIA's vision is to prepare scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a joyful and rigorous academic experience that nurtures students' individual talents and disrupts systemic inequities impacting marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

With its commitment to student achievement, community involvement, and culturally affirming instruction, Aspire Inskeep Academy continues to create a safe and supportive environment where students are inspired to thrive and reach their full potential.

Reflections: Annual Performance

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

As a school, we remain deeply committed to fostering an environment grounded in collective efficacy, capacity building, community, and a strong culture and climate. These priorities anchor our Annual Focus and guide how we respond to both our successes and areas of growth identified through the California School Dashboard and our internal data systems. While our Dashboard data reflects ongoing challenges in key academic and engagement indicators, our local data demonstrates meaningful progress in targeted areas, affirming that our strategic actions are beginning to yield positive outcomes.

Successes:
Aspire Inskeep Academy has demonstrated encouraging progress in several areas, particularly when examining local assessment data and schoolwide systems that support student learning and engagement. One of our most notable successes is the strengthening of our school culture and climate through the consistent implementation of our PBIS framework. This has resulted in a reduction in office discipline referrals and has contributed to creating a more supportive and consistent learning environment where students feel safe, valued, and ready to learn.

In addition, our intentional focus on data-driven instruction has led to measurable academic growth. Mid-year internal assessment data indicates that students, on average, have achieved over 50% of their annual typical growth in both reading and math. In mathematics, proficiency increased by 4%, while the percentage of students performing below grade level decreased by 4% compared to the previous year. Similarly, early literacy data from DIBELS shows a significant decrease in students performing well below benchmark (from 69% to 51%), alongside an increase in students meeting grade-level expectations. These trends suggest that our emphasis on analyzing data, setting targeted goals, and adjusting instruction is positively impacting student outcomes.

Furthermore, targeted supports for "focus students" and the implementation of Tier 2 interventions, such as Check-In/Check-Out (CICO), have demonstrated promising results. Students receiving these supports are showing notable academic progress, reinforcing the connection between strong social-emotional systems and improved academic performance. Our efforts to build instructional capacity through consistent coaching, collaborative planning, and leadership development have also strengthened Tier 1 instruction across classrooms.

Another key success is the progress made in reducing chronic absenteeism during the current school year. While the Dashboard reflects high rates of absenteeism, our most recent data shows a significant decrease from 30.51% to 21.14%, including substantial improvements among student groups most impacted in prior years. This reflects the effectiveness of our multi-tiered attendance systems, targeted outreach, and strengthened family engagement efforts.

Challenges / Areas for Growth:
Despite these successes, our California School Dashboard highlights critical areas where performance remains in the “Red” indicator and requires sustained focus and accelerated improvement. Specifically, Chronic Absenteeism remains in the Red for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Additionally, English Language Arts (SBAC) performance for Students with Disabilities is also identified in the Red. We recognize these indicators as urgent areas for growth and have taken intentional, data-driven steps to address them.

In response to chronic absenteeism, we have implemented a comprehensive, multi-tiered system of support rooted in prevention, early intervention, and intensive support. Our cross-functional attendance team—composed of the Assistant Principal, Counselor, Lead Education Specialist, Business Manager, Newcomer & Attendance Support Specialist, and BSU Moderator—meets regularly to analyze data, identify trends, and implement targeted strategies. We have strengthened Tier 1 systems through schoolwide attendance culture initiatives, including celebrations, incentives, and consistent communication about the importance of daily attendance. At Tier 2 and Tier 3, we have increased proactive outreach, family meetings, attendance contracts, and individualized support plans to address barriers such as transportation, health, and engagement. The addition of culturally responsive roles, such as the BSU Moderator and Newcomer & Attendance Support Specialist, ensures that our approach is responsive to the specific needs of our student groups. These efforts are already demonstrating impact, as evidenced by a significant decrease in overall chronic absenteeism and notable improvements across student groups, positioning us on a path toward continued reduction.

In English Language Arts, particularly for Students with Disabilities, we recognize the need to strengthen both access and outcomes. Our approach includes reinforcing a comprehensive literacy model that integrates structured literacy and balanced literacy practices, alongside targeted interventions and inclusive instructional strategies. We are actively building teacher capacity through ongoing coaching cycles, unit internalization, and professional development focused on differentiation and co-planning between general education and special education teachers. Additionally, our Student Success Team (SST) process ensures that students with the greatest needs receive coordinated, data-driven interventions that are regularly monitored and adjusted. Our ongoing curriculum pilots and upcoming adoption of new ELA curricula are designed to improve coherence, rigor, and alignment to evidence-based practices, particularly those grounded in the science of reading.

More broadly, across both attendance and academic indicators, we are deepening our use of disaggregated data to ensure that the needs of specific student groups—including English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities—are explicitly addressed through targeted instructional strategies and supports. Our investment in professional development, instructional leadership, and collaborative data cycles is aimed at ensuring that improvements are not incremental, but accelerated and sustainable over time.

Conclusion:
Overall, Aspire Inskeep Academy’s annual performance reflects a school that is making meaningful progress in building strong systems for instruction, culture, and student support, while also confronting significant challenges in key Dashboard indicators. Our local data affirms that our current strategies—particularly those focused on data-driven instruction, targeted interventions, and culture-building—are yielding positive momentum. Moving forward, we remain committed to refining and intensifying these efforts to ensure that all students, especially those in historically underserved groups, experience consistent growth, strong engagement, and equitable outcomes.

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

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

Reflections: Technical Assistance

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

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	Teachers were engaged through bi-annual Teammate Surveys (conducted in fall and spring), an All Staff Needs Assessment (held in spring), Bi-Weekly PBIS Meetings, and both bi-weekly Lead Team Meetings and Staff Meetings. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in bi-weekly Lead Team & Staff Meetings, observations, coaching sessions, Bi-Weekly PBIS Meetings, an admin Needs Analysis (Winter) and bi-annual Teammate Surveys (Fall and Spring). These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in Fall and Spring), an All Staff Needs Assessment (held in Spring), bi-Weekly PBIS Meetings, and bi-weekly Staff Meetings. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in Fall and Spring), quarterly SSC and ELAC meetings, monthly Parent Workshops, annual School Tour/Parents on the

Educational Partner(s)	Process for Engagement
	Playground and quarterly Coffee with the Principal meetings (Antojitos with Angeles). These sessions captured parent feedback on barriers to engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in Fall and Spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

At Aspire Inskeep Academy, the engagement process with educational partners led to several key changes in the development of the 2026–2027 LCAP, reflecting the diverse feedback gathered from teachers, school staff, families, students, and community representatives.

Based on staff and teacher feedback, the LCAP was revised to strengthen systems of academic and behavioral support through more intentional collaboration, increased consistency in instructional practices, and expanded professional development opportunities. Staff emphasized the importance of improving differentiated instruction, strengthening Tier 2 and Tier 3 interventions, increasing collaboration between general education and special education teams, and providing additional support around multilingualism, social-emotional learning, and culturally responsive practices. Staff also highlighted the need for stronger alignment around schoolwide expectations, greater opportunities for teacher collaboration across grade levels and schools, and more intentional structures that ensure all students feel a sense of belonging and support.

Families shared positive feedback regarding programs that promote leadership, inclusion, and student voice. Parents expressed a desire to continue expanding Student Council opportunities, noting that the program has helped students build confidence, leadership skills, and a stronger sense of connection to the school community. Families also shared that while mathematics achievement has improved overall at Inskeep Academy, additional opportunities for friendly math competitions and preparation for regional events such as Math Field Day would further support student achievement and engagement. Parents additionally emphasized the need for increased support in English language development to help students strengthen the skills necessary to succeed on the ELPAC exam.

Educational partners also requested more opportunities for students to participate in a variety of sports and extracurricular activities to support student wellness, teamwork, and school connectedness. Families and staff continued to express strong support for cultural learning opportunities and efforts that promote acceptance, belonging, and inclusivity across the school community. Feedback reinforced the importance of continuing and expanding current practices that celebrate diverse cultures, foster positive relationships, and create safe and

welcoming environments for all students. These changes demonstrate how educational partner input directly influenced the refinement of the LCAP's goals, actions, and services to better support the academic, social-emotional, and developmental needs of all students.

Consultations with SELPA representatives informed changes related to ensuring that students with special needs received equitable support, such as improving the alignment of Individualized Education Programs (IEPs) with schoolwide goals and enhancing collaboration between general and special education staff. These changes demonstrate how input from key educational partners directly influenced the LCAP's goals, actions, and budget to better address academic, behavioral, and social-emotional outcomes across student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -47.1 African American/Black: -67 English Learners: -72.2 Socioeconomically disadvantaged: -44.5 Hispanic/Latinx: -45.2	2023-2024 SBAC ELA DFS All Students: -50.5 English Learner: -76.8 Homeless Youth: -96.2	2024-2025 SBAC ELA DFS All Students: -51 Black/African American: -58.6 English Learner: -73.2	2025-2026 SBAC ELA DFS All: -38.10 African American/Black: -58 English Learners: -63.20	SBAC ELA (DFS) All Students: Decreased 3.9 Black/African American: Increased 8.4 English Learner: Decreased 1.0 Hispanic: Decreased 5.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -74.6	Socioeconomically Disadvantaged: -51.6 Black/African American: -66.9 Hispanic: -48.1 Students with Disabilities: -84.8	English Learners Only: -131.4 English Only: -35.8 Hispanic: -50.7 Recently Reclassified Fluent-English Proficient Only: 24.3 Socioeconomically Disadvantaged: -49.6 Students with Disabilities: -92.8	Socioeconomically disadvantaged: -35.50 Hispanic/Latinx: -36.20 Students with Disabilities: -65.60	Socioeconomically Disadvantaged: Decreased 5.1 Students with Disabilities: Decreased 18.2
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -58.9 African American/Black: -99.4 English Learners: -74.1 Socioeconomically disadvantaged: -57.7 Hispanic/Latinx: -55.7 Students with Disabilities: -89.9	2023-2024 SBAC MATH DFS All Students: -68.2 English Learner: -90.9 Homeless Youth: -89.2 Socioeconomically Disadvantaged: -69.7 Black/African American: -81.2 Hispanic: -66.6 Students with Disabilities: -118.4	2024-2025 SBAC MATH DFS All Students: -79.5 Black/African American: -114.6 English Learner: -94.3 English Learners Only: -124.9 English Only: -72.9 Hispanic: -76.3 Recently Reclassified Fluent-English Proficient Only: -42.2 Socioeconomically Disadvantaged: -78.9 Students with Disabilities: -136.6	2025-2026 SBAC Math DFS All: -49.90 African American/Black: -90.40 English Learners: -65.10 Socioeconomically disadvantaged: -48.70 Hispanic/Latinx: -46.70 Students with Disabilities: -80.90	All Students: Decreased 20.6 Black/African American: Decreased 15.2 English Learner: Decreased 20.2 Hispanic: Decreased 20.6 Socioeconomically Disadvantaged: Decreased 21.2 Students with Disabilities: Decreased 46.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 17.24% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 13.8 points below Hispanic: 12.9 points below English Learner: 16 points below Socioeconomically Disadvantaged: 14.6 points below 20% Met or Exceeded	2024-25 Science Points (SPs) All Students: 46.3 science points English Learner: 46.6 science points English Only: 44.1 science points Hispanic: 47.3 science points Recently Reclassified Fluent-English Proficient Only: 53 science points Socioeconomically Disadvantaged: 46.9 science points Students with Disabilities: 40.9 science points 18.19% Met or Exceeded	2025-2026 Science Test 22.24% Met or Exceeded	Increased .95%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 38.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 28.3% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 34.9% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Decreased 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 20.90%	2023-2024 RFEP Rate: 7.09%	2024-25 RFEP Rate: 4.51%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 16.39%
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.	Maintained 100%
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: 5	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	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: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are	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
		programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		
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: 43% Grade 1: 43% Grade 2: 23% Grade 3: 28% Grade 4: 44% Grade 5: 53% Grade 6: 57% iReady Math % of students that met annual typical growth	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 41% Grade 3: 40% Grade 4: 36% Grade 5: 41% Grade 6: 49% SY 2024/25 (iReady Math)	SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 52% Grade K: 42% Grade 1: 44% Grade 2: 50% Grade 3: 49% Grade 4: 58% Grade 5: 58% Grade 6: 69%	2026-2027 40% of All Students Met 100% of the Typical Annual Growth	Other academic outcomes (iReady Reading) All Students: Increased 9% Grade 1: Increased 1% Grade 2: Increased 27% Grade 3: Increased 21% Grade 4: Increased 14% Grade 5: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 36% Grade K: 9% Grade 1: 32% Grade 2: 27% Grade 3: 34% Grade 4: 53% Grade 5: 37% Grade 6: 47%	% of students that met annual typical growth All students: 18% Grade K: 11% Grade 1: 8% Grade 2: 15% Grade 3: 23% Grade 4: 14% Grade 5: 26% Grade 6: 33%	SY 2025-26 (iReady Math) % of students that met annual typical growth All Students: 53% Grade K: 53% Grade 1: 49% Grade 2: 57% Grade 3: 43% Grade 4: 63% Grade 5: 47% Grade 6: 69%		Grade 6: Increased 12% Other academic outcomes (iReady Math) All Students: Increased 17% Grade K: Increased 44% Grade 1: Increased 17% Grade 2: Increased 30% Grade 3: Increased 9% Grade 4: Increased 10% Grade 5: Increased 10% Grade 6: Increased 22%
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	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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science, PE, and Art	Science, PE, and Art		
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 14% at & above benchmark	2024-25 14.00% at or above benchmark	2025-26 30.00% at or above benchmark	2026-2027 60% at & above benchmark	Increased 16%

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.

Aspire Inskeep implemented a comprehensive, student-centered approach focused on strengthening instructional quality, intervention systems, inclusion practices, multilingual learner supports, and overall student wellness. Curriculum materials in mathematics, science, and social studies were purchased and replenished as planned, while the master schedule was implemented with fidelity to ensure students, including Multilingual Learners, Students with Disabilities, and students requiring intervention or acceleration, received access to targeted supports and core instruction. Teachers engaged in regular short-, medium-, and long-cycle data analysis through coaching cycles, collaborative planning, instructional rounds, walkthroughs, and protected data discussion time. Using iReady, DIBELS, ELPAC, exit tickets, and formative assessments, staff identified focus students and tailored supports through 1:1 intervention, small groups, SST processes, targeted tutoring, and designated ELD instruction.

Professional development was intentionally aligned to the Aspire Student Learning Framework (ASLF), particularly Domain 3: Academic Ownership, to strengthen student discourse, structured student talk, and academic engagement. Educators also received ongoing support in standards-aligned curriculum implementation, integrated and designated ELD practices, co-teaching, inclusive instruction, and intervention strategies through collaboration with regional program managers and academic teams. Additional systems of support included strengthened co-planning structures between General Education teachers and Education Specialists, family workshops, Crisis Response Team supports, and targeted services provided through Title I-funded positions such as the School Site Health Specialist, Technology Specialist, Mental Health Therapist, and Attendance and Newcomer Support Specialist.

The school also prioritized culturally responsive systems and student belonging by expanding Black Student Union programming, facilitating Black family workshops and cross-campus events, and strengthening relationship-centered attendance interventions. These efforts contributed to significant reductions in chronic absenteeism, particularly among Black/African American students, and improvements in internal growth measures, including iReady Math proficiency, DIBELS outcomes, and ELPI growth after previous years of decline.

While implementation resulted in stronger instructional consistency, improved collaboration, and expanded systems of support, challenges remained in addressing persistent achievement gaps for English Learners, Students with Disabilities, and Black students in ELA and Math, as well as improving overall student belonging and long-term academic outcomes. These reflections reinforced the need for continued focus

on inclusive instructional practices, targeted intervention, culturally responsive engagement, and data-driven decision-making to accelerate student success for all learners.

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.

Due to increase in needs, school site spent more in special education expenses than originally budgeted.

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

The actions implemented at Aspire Inskeep demonstrated partial to moderate effectiveness in making progress toward the school's goals. Several actions produced positive outcomes, particularly in strengthening instructional systems, increasing intervention support, improving collaboration among staff, and increasing student engagement and attendance. Teachers participated in curriculum internalizations, regular data cycles, instructional rounds, and professional development aligned to the Aspire Student Learning Framework, which strengthened instructional responsiveness and targeted intervention practices. Internal assessment data reflected encouraging growth trends, including students averaging over 50% progress toward annual growth goals, a 4% increase in iReady Math proficiency, and a decrease in DIBELS "well below benchmark" rates from 69% to 51%. Additionally, the percentage of students meeting annual typical growth in Math increased from 48% to 63%, and chronic absenteeism decreased schoolwide from 30.51% to 21.14%, including a significant decrease for Black/African American students from 58.62% to 28.00%.

Actions supporting English Learners, Students with Disabilities, and historically underserved students also strengthened systems of support and collaboration. Integrated and designated ELD instruction, structured student talk routines, co-teaching systems, SST processes, and targeted mental health and attendance supports improved staff capacity and student access to instruction. ELPI results showed that 34.9% of English Learners made progress toward English proficiency, reflecting improvement after prior years of decline. Relationship-centered supports, culturally responsive engagement efforts, and expanded wellness services also positively impacted student connection to school and overall engagement.

Despite these successes, the actions did not yet produce the desired level of improvement on state accountability measures, particularly for historically underserved student groups. SBAC data showed that while ELA performance remained relatively stable, Mathematics performance declined overall by 11.3 points, demonstrating a continued need for stronger math instruction and intervention systems. Significant achievement gaps also persisted for English Learners, Students with Disabilities, and Black/African American students. In ELA, English Learners Only scored -131.4 DFS and Students with Disabilities scored -92.8 compared to -51 for All Students. In Math, English Learners Only scored -124.9, Black/African American students scored -114.6, and Students with Disabilities scored -136.6 compared to -79.5 for All Students. Additionally, student belonging data reflected ongoing climate concerns for Black students.

Overall, the actions were effective in improving internal systems, increasing student engagement, strengthening instructional practices, and producing growth on local assessments and attendance metrics. However, barriers such as persistent subgroup achievement gaps, the need for stronger inclusive instructional practices, and continued challenges in Mathematics limited the overall effectiveness of the actions in achieving targeted state assessment outcomes. These results indicate that while meaningful progress was made, additional refinement, intensified intervention, and stronger alignment of supports will be necessary to accelerate academic outcomes for all student groups.

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

Based on the review of implementation outcomes and student achievement data, Aspire Inskeep identified several adjustments and next steps to strengthen academic outcomes and improve support for historically underserved student groups. SBAC DFS data, ELPI results, Panorama survey data, internal assessment trends, attendance data, and focus student monitoring highlighted persistent achievement gaps for English Learners, Students with Disabilities, Black students, and students performing furthest from standard, particularly in Mathematics. While local growth measures, attendance rates, and intervention systems improved, the data demonstrated a need for stronger Tier 1 instruction, more targeted intervention, greater alignment across support systems, and continued efforts to strengthen student belonging and culturally responsive practices.

In response, Aspire Inskeep plans to strengthen both ELA and Mathematics instruction through deeper curriculum internalization, enhanced lesson annotation practices, increased coaching and feedback cycles, and more intentional professional development focused on pedagogical knowledge and content expertise. Teachers and lead teachers will continue engaging in student work analysis and data-driven planning cycles, with a stronger emphasis on tracking focus students and using formative assessment data to guide instructional decisions and intervention placement. The school will also adopt and implement new ELA curriculum resources aligned to the science of reading and expand targeted intervention opportunities, including the use of the Let's Play Learn curriculum.

To better support English Learners and dually identified students, the school plans to strengthen integrated and designated ELD systems through professional development focused on language objectives, structured student talk, and content-specific ELD practices. Collaboration among General Education teachers, Education Specialists, MLL staff, instructional leaders, and regional program managers will increase to ensure more cohesive support for students with complex learning needs. The MLL Specialist role will continue expanding support for newcomers, attendance monitoring, family engagement, and language development progress monitoring.

Aspire Inskeep also plans to strengthen inclusive instructional practices and co-teaching systems through increased shared planning, observation cycles, coaching support, and targeted professional development around accommodations, intervention strategies, and differentiated instruction within Tier 1 settings. Family engagement efforts and SST systems will continue to be refined to strengthen partnerships and ensure interventions are responsive to both academic and social-emotional student needs.

Additionally, the school plans to further strengthen Black Student Union programming and expand intentional opportunities for Black student and family voice by formally strengthening the Black Family Advisory Council, increasing culturally affirming family engagement opportunities, and continuing mentorship, leadership experiences, and cross-campus community-building events for Black students. Greater focus will also be placed on restorative practices, relationship-centered supports, and culturally responsive teaching practices to improve school climate and student belonging. These adjustments were informed by improved attendance outcomes alongside continued academic and belonging gaps reflected in SBAC and Panorama data.

Aspire Inskeep will also continue utilizing Title I funds to sustain and strengthen key student support positions while increasing alignment between academic, behavioral, and wellness supports. The school plans to deepen collaboration among support staff, instructional teams, and intervention systems to ensure students with the greatest needs receive coordinated and responsive support. Additional emphasis will be placed on attendance intervention, mental health supports, and targeted academic intervention for English Learners, Students with

Disabilities, and other historically underserved student groups. Overall, these adjustments were informed by continued subgroup achievement gaps reflected in state and local data, alongside positive improvements in attendance, engagement, and internal growth measures, reinforcing the need for more rigorous, cohesive, and responsive systems of support to accelerate long-term student outcomes.

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 annual curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. Replenish and refresh math, social studies and science curriculum materials. Purchase new ELA and phonics curriculum as new adoptions in region wide curriculum. Provide Professional Development for new teachers/new to grade teachers, for curriculum as necessary:Provide release time for each grade level/content team to have regular lesson internalization (planning) time and support so teachers can customize grade level curriculum, including vertical planning time and opportunities to observe one another. Work with teachers to identify most at-risk students to provide targeted intervention in both ELA and Mathematics by identifying students furthest from standard. Work with regional academic team to review TK-5 ELA curriculum adoption, alignment and fidelity of use in accordance with the Williams Act Requirements for textbooks and curriculum. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners in SBAC ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$277,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction (Guaranteed and Viable Instruction)	Utilize the Aspire Student Learning Framework to ensure that students received guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. Ensure students have access to culturally responsive texts within each content area. Ensure that classroom artifacts reflect the diversity of students and the community. Utilize updated ASLF framework as a coaching tool that integrates Culturally Responsive Teaching Strategies within the four domains. Provide professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data- informed instruction for focus students. Focus students will be identified and their data will be tracked and responded to throughout the year. Embedd Focus Student data/discussion during teacher coaching cycles Co-plan PD with regional content directors/program managers. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. In-need indicators have been identified for Students with Disabilities in SBAC Math & ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$571,923.00	Yes
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content, social emotional learning opportunities as well as opportunities for enrichment.	$262,642.00	No

Action #	Title	Description	Total Funds	Contributing
		Work with Program Specialists to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning), co-planning and opportunities for professional development in these areas. Ensure master schedule has time for intervention/ credit recovery to the extent possible that does not limit access to enrichment. Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). School schedules will reflect time for daily and weekly intervention and acceleration. Early Learning: Ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds)		
1.4	Instruction (Assessment)	Teachers will conduct regular data analysis in short, medium, and long term data cycles to tailor instruction and provide targeted support to students. Interventions include but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan. Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, etc.) as well as professional development to support building teacher capacity in bring able to provide effective intervention in both ELA and Math. Co-plan PD with regional content directors/ program managers.		No

Action #	Title	Description	Total Funds	Contributing
		Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on formative short cycle assessments, specifically addressing focus student data as well as more formative data. Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments.		
1.5	MLL	MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. Partnership with Ensemble Learning to support coaching and professional development for dually identified students who are MLLs and are in special education. Work with Regional MLL Program Manager to ensure all MLL students receive designated ELD instruction 4 times/week without losing access to core content. Purchase additional EL Achieve materials/kits for groups of students based on data. Provide Professional Development on Designated MLL support. Provide at least 3 professional development sessions on Integrated MLL support (example: structured student talk routines, understanding ELPAC data to inform instruction, content-specific integrated ELD, supporting MLL focus students). Provide targeted professional development and supports for Newcomers as described in the EL Master Plan. Provide intensive and targeted support for LTELs as described in the EL Master Plan. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners in ELPI.	$19,269.00	No

Action #	Title	Description	Total Funds	Contributing
		These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs. Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs (from Aspire's inclusion statement). Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With program specialist, conduct a program review and conduct co-teaching with program specialists. Complete the self-assessment and create 1-2 goals based on self-assessment. Education Specialists will plan and facilitate two SWD Family Connections to create further rapport building with families while also demonstrating techniques/strategies that they can try at home. Review current practices to ensure there are cycles of observation built into admin schedules to monitor success and challenges of co-teaching models and partnerships. Work with regional SPED team to plan instructional PDs for special education staff (co-teaching, disabilities, IAs) and ensure SPED instructional assistants receive appropriate training to support school-wide goals.	$1,287,509.00	No
1.7	Black Excellence	Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.)		No

Action #	Title	Description	Total Funds	Contributing
		Conduct field trips for our BSU students to Historically Black Colleges and Universities Start a Black Family Advisory Council to get input on our school community		
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: Parent Coordinator School Site Health Specialist 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.	$175,851.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 67% Grades 6-12: 43% Teacher-student relationships: Grades 3-5: 76% Grades 6-12: 63% School Safety:	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 60% Grades 6-12: 43% Teacher-student relationships: Grades 3-5: 69% Grades 6-12: 56% School Safety: Grades 3-5: 49% Grades 6-12: 51%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 59% Grades 6-12: 46% Teacher-student relationships: Grades 3-5: 73% Grades 6-12: 60% School Safety: Grades 3-5: 49% Grades 6-12: 67%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 87% Grades 6-12: 63% Teacher-student relationships: Grades 3-5: 96% Grades 6-12: 83%	Sense of Belonging (3-5): Decreased 8% Teacher-Student Rel (3-5): Decreased 3% School Safety (3-5): Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 3-5: 47% Grades 6-12: 48%			School Safety: Grades 3-5: 67% Grades 6-12: 68%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate (CA School Dashboard) All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.80% Black/African American: 2.60% Hispanic: 0.60% Students with Disabilities: 4.10% English Learner: 0.70% Homeless Youth: 0.00% Socioeconomically Disadvantaged: 0.90%	2024-2025 Suspension Rate All Students: 0.00% Black/African American: 0.00% English Learner: 0.00% Hispanic: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 0.00%	2025-2026 Suspension Rate (CA School Dashboard) All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Maintained 0% Black/African American: Maintained 0% Hispanic: Maintained 0% English Learners: Maintained 0% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Maintained 0%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 33.90% African American/Black: 51.60% Hispanic/Latinx: 31.80% English Learners: 25.20% Socioeconomically disadvantaged: 33.60% Students with Disabilities: 43.50%	2023-2024 Chronic Absenteeism Rate All Students: 25.10% English Learner: 17.70% Homeless Youth: 26.30% Socioeconomically Disadvantaged: 25.70% Black/African American: 36.80% Hispanic: 23.20%	2024-2025 Chronic Absenteeism Rate All Students: 30.50% Black/African American: 58.60% English Learner: 22.00% Hispanic: 27.40% Socioeconomically Disadvantaged: 31.00%	2025-2026 Chronic Absenteeism Rate All: 9.90% African American/Black: 27.60% Hispanic/Latinx: 7.80% English Learners: 1.20% Socioeconomically disadvantaged: 9.60%	All Students: Decreased 3.4% Black/African American: Increased 7% Hispanic: Decreased 4.4% English Learners: Decreased 3.2% Socioeconomically Disadvantaged: Decreased 2.6% Students with Disabilities: Increased 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 42.90%	Students with Disabilities: 46.30%	Students with Disabilities: 19.50%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 34% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 87% responded favorably Family Engagement: 24% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 26% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 60% responded favorably	Barriers to Engagement: Decreased 8% Family Engagement: Decreased 8%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.44%	2024-2025 P2 Attendance Rate 90.68%	2025-26 P2 Attendance Rate 88.94%	2026-2027 Attendance Rate (P2) 96% or higher	Decreased 4.5%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 90% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 70% responded favorably: "The school provides a safe environment for my child." 66% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 72% responded favorably: ""The school provides a safe environment for my child."" 50% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 90% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Decreased 13% Comfort with Staff: Decreased 40%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Exemplary	Decreased (Exemplary to Good)
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	

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.

Aspire Inskeep implemented a comprehensive set of systems and supports to strengthen family engagement, attendance, school climate, student wellness, enrollment, and campus safety. Family engagement efforts included bilingual events, leadership opportunities, family surveys, communication platform support, and culturally responsive outreach led by the Parent Coordinator and Pro-Black Programming Coordinators, though the regional Black Family Advisory Council has not yet been established. The school's Attendance Team met regularly to monitor attendance data, coordinate interventions, conduct outreach and home visits, and provide targeted supports for students experiencing chronic absenteeism, particularly African American students identified for focused support.

Inskeep also strengthened school-wide PBIS, restorative practices, and SEL systems through staff training, regular data reviews, aligned expectations, Community Circle Fridays, mindful practices, and ongoing reflection using Panorama survey data. Comprehensive student support services—including counseling, mentoring, academic interventions, behavior monitoring, and professional development in CPI and de-escalation—helped strengthen systems of care for students. Operationally, the office team supported enrollment efforts to ensure smooth onboarding for new families, while the school maintained consistent emergency drills, passed its Williams Act facilities audit, and ensured classrooms were equipped with emergency preparedness materials.

Implementation challenges included inconsistent family participation, barriers to attendance and communication, varying consistency of implementation across classrooms, and increasing academic, behavioral, and social-emotional needs among student groups. Despite these challenges, Aspire Inskeep saw success in strengthening outreach systems, improving attendance monitoring, increasing staff alignment around PBIS and SEL practices, enhancing restorative approaches, streamlining enrollment support, and maintaining safe, organized learning environments that support a more inclusive and responsive school culture.

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.

The actions implemented were effective in strengthening systems related to family engagement, attendance intervention, PBIS, restorative practices, SEL, student support services, and school safety. These efforts contributed to improved communication with families, stronger intervention and behavior support systems, increased focus on belonging and relationship-building, stronger student wellness supports, and a safe and organized school environment. Attendance systems and outreach efforts were strengthened, resulting in an overall attendance rate of 88.94% by the end of the year, and the school believes it was effective in maintaining building, student, and staff safety.

However, while these actions strengthened systems and structures, they did not yet produce the level of academic outcomes needed for all student groups. SBAC data showed that All Students remained below standard in ELA (-51 DFS) and Math (-79.5 DFS), with persistent achievement gaps for English Learners (ELA: -73.2; Math: -94.3), Black/African American students (ELA: -58.6; Math: -114.6), and Students with Disabilities (ELA: -92.8; Math: -136.6). Additionally, ELPI data showed that 34.9% of English Learners made progress toward English language proficiency, indicating that continued growth is needed.

The data suggests that although the actions were effective in improving school climate, communication systems, behavior supports, attendance monitoring, and student wellness structures, barriers such as inconsistent implementation across classrooms, chronic absenteeism, increasing social-emotional and behavioral needs, and the need for more targeted academic interventions limited the overall impact on student achievement outcomes. Additional refinement and more intentional alignment between academic supports, attendance interventions, family engagement, SEL, and restorative practices will be necessary to accelerate progress for historically underserved student groups.

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

Based on implementation outcomes, student outcome data, and ongoing reflection (including SBAC, ELPI, Panorama survey data, attendance data, and local enrollment trends), Aspire Inskeep made a series of coordinated adjustments across key systems including family engagement, attendance, PBIS/restorative practices, SEL, student support services, and enrollment. Across all areas, data consistently showed that while systems were strengthened, persistent achievement gaps for English Learners, Black/African American students, and Students with Disabilities remained significant, alongside overall performance below standard in ELA (-51 DFS) and Math (-79.5 DFS), and only 34.9% of English Learners making progress on ELPI. These findings informed a shift toward deeper integration of academic, behavioral, social-emotional, and attendance supports, with a stronger focus on targeted subgroup outcomes.

For family engagement, adjustments include expanding culturally responsive outreach, strengthening two-way communication systems, increasing family leadership opportunities, formalizing the Black Family Advisory Council, and better aligning engagement strategies with academic and attendance supports. Attendance systems will be strengthened through more proactive outreach, expanded TK–2 early intervention, deeper family and community partnerships, and more intentional connections between attendance, academics, and student

belonging. PBIS and restorative practices will shift toward increased coaching, fidelity monitoring, and consistency across classrooms, with expanded Tier 2 supports and a stronger focus on culturally responsive and antiracist practices.

SEL implementation will be improved through increased consistency, stronger professional development, enhanced monitoring using Panorama and internal surveys, and more intentional integration with academic and behavioral systems, with added Mental Health Team (MHT) support for targeted SEL instruction based on schoolwide trends. Student support services will increase coordination across academic, behavioral, and social-emotional systems, with stronger data-driven interventions, fidelity checks, and professional development in restorative practices, CPI, and de-escalation. Enrollment strategies will be strengthened through a comprehensive, data-driven recruitment and retention plan, including enhanced site enrollment teams, expanded multi-platform outreach, implementation of a standardized enrollment handbook, improved monitoring of enrollment data, and stronger partnerships with community organizations and early education programs.

Across all areas, the central adjustment is a more intentional, integrated approach that connects engagement, attendance, behavior, SEL, and enrollment systems directly to academic achievement and subgroup performance in order to improve outcomes for historically underserved student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family and Community Engagement & Outreach	Create a variety of events where parents and families can be involved, including opportunities to take on leadership roles. Hold all meetings and ensure that all communication is in both Spanish and English. Continue to survey families to include feedback in strategic planning. Monitor Panorama Family Survey data points related to family engagement for continuous improvement. Parent Coordinator will support parent engagement efforts. Create a regional black family advisory council group to provide input on our school culture climate and programming.	$90,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Pro Black Programming Coordinators will support with parent engagement and outreach efforts. Support families with accessing the school's communication platforms (PowerSchool: MyPowerHub; School Messanger)		
2.2	Attendance	Continue with our established Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies. -Invite various stakeholders to be able to provide supports for various groups of students. Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for subgroups of students. Increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism). Implement a protocol for families who plan on having consecutive non-medical absences. School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions, most improved attendance.) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for African American students in Chronic Absenteeism. These actions ensure	$130,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
2.3	PBIS Multi-Tiered system of supports	To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) system across all schools. All staff will receive PBIS training to ensure consistent implementation, while teachers will participate in additional professional development focused on restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. Assemble/continue a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data. We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. We will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors We will norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support. These interventions will include logical consequences as well as restorative practices.This will, in turn, allow us to explor Tier 2 interventions for students.		No
2.4	SEL	 Promote SEL for Students Implementation of SEL curriculum Community circle Fridays Mindful practices Adults will reflect on data for continuous improvement Data analysis and planning (Panorama SEL surveys)		No

Action #	Title	Description	Total Funds	Contributing
		Monitoring and reflection Quarterly internal surveys (Panorama SEL surveys) MHT supports with conducting SEL lessons based on trends across the school.		
2.5	School Climate	Student support services: We will provide a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs. Review discipline data (incidents, referrals, suspensions) at least once a month to look for school-wide trends and create plans to support universal program Data analysis and planning (Panorama SEL surveys) Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices Provide school-wide Professional Development on CPI and de-escalation techniques		No
2.6	Enrollment	Increase and sustain student enrollment to meet or exceed budgeted targets by implementing a comprehensive, data-driven enrollment strategy that strengthens family engagement, expands community partnerships, and improves conversion and retention across all school sites. Key Actions: • Maintain and strengthen Site Enrollment Teams to implement targeted recruitment and retention plans. • Utilize a multi-platform outreach strategy (digital advertising, social media, community events, local partnerships, and print materials) to expand visibility and reach priority communities. • Implement the Regional Enrollment Guidance & Handbook to standardize best practices and improve the family application experience. • Monitor enrollment dashboard data to identify families requiring follow-up and ensure timely communication and support. • Partner with community organizations and early education centers to build sustainable enrollment pipelines.		No

Action #	Title	Description	Total Funds	Contributing
2.7	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”. Provide opportunities to meet as a safety team to debrief emergency drills. 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)	$512,738.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 100% Fully Credentialed	2022-23 85.71% Fully Credentialed	2023-24 81.82% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 18.18%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 83% responded favorably Belonging: 80% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 58% responded favorably Belonging: 66% responded favorably	2025-26 Aspire Teammate Survey School Climate: 50% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: Decreased 33% Belonging: Decreased 15% Well-being: Decreased 18% Staff-Leadership Rel: Decreased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 71% responded favorably Staff-Leadership Relationships: 63% responded favorably Cultural Awareness and Action: 61% responded favorably	Well-being: 52% responded favorably Staff-Leadership Relationships: 38% responded favorably Cultural Awareness and Action: 42% responded favorably	Belonging: 65% responded favorably Well-being: 53% responded favorably Staff-Leadership Relationships: 51% responded favorably Cultural Awareness and Action: 50% responded favorably	Belonging: 95% responded favorably Well-being: 91% responded favorably Staff-Leadership Relationships: 83% responded favorably Cultural Awareness and Action: 81% responded favorably	Cultural Awareness: Decreased 11%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 94.1%	Retention Rate 84.30%	Retention Rate 92.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 2.1%

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.

Inskeep implemented multiple actions to strengthen instructional quality, culturally responsive practices, staff development, and employee retention in alignment with schoolwide goals. Key actions included utilizing TeachBoost to increase consistency in classroom observations and coaching cycles aligned to Aspire LA's Instructional Coaching Model, providing professional development on culturally responsive teaching and Universal Design for Learning (UDL), strengthening onboarding and retention supports for hard-to-fill and Black staff positions, and expanding professional learning and affinity-based supports for staff. Staff also participated in Professional Learning Plans (PLPs) and coaching conversations focused on individualized growth and instructional development, while the Pro-Black Programming Coordinator supported anti-racist practices through targeted professional development and collaboration with Black educators and scholars.

While implementation largely aligned with planned actions, some challenges impacted consistency and effectiveness, including competing operational demands, staffing shortages, turnover in hard-to-fill positions, variability in teacher readiness for coaching, and the need for stronger calibration and follow-through around instructional expectations. Ensuring consistent implementation of culturally responsive and inclusive instructional practices across classrooms also remained an area of need. Despite these challenges, several successes supported progress toward the goal, including increased use of observation and feedback data to guide instructional coaching, stronger collaboration between site leadership and Talent, expanded opportunities for student and staff voice, stronger culturally affirming practices, and continued efforts to build a more inclusive, supportive, and equity-focused school culture for students and staff.

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

There were more vacancies in hard-to-fill positions than expected, resulting in more payments of teammate retention.

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

The actions implemented contributed to progress in strengthening instructional systems, staff support structures, culturally responsive practices, and overall school culture; however, the results indicate that additional refinement and stronger implementation are still needed to achieve the desired student outcomes. Observation and coaching systems increased instructional monitoring and feedback, professional development strengthened awareness of culturally responsive and inclusive instructional practices, and retention efforts supported greater instructional continuity and relationship-building among staff. These actions also contributed to stronger student engagement, belonging, and collaboration among staff and leadership teams.

Despite these improvements, student achievement data demonstrates that the actions did not yet produce the level of academic growth needed to close achievement gaps. SBAC 2024–2025 results showed ELA performance at -51 for All Students and Math at -79.5, with significant disparities for English Learners (-131.4 ELA; -124.9 Math), Black/African American students (-58.6 ELA; -114.6 Math), and Students with Disabilities (-92.8 ELA; -136.6 Math). ELPI data also showed that 34.9% of English Learners made progress toward English language proficiency. These outcomes indicate that while foundational systems and supports improved, barriers such as inconsistent implementation of instructional strategies, the need for stronger differentiated and language-supportive instruction, staffing challenges, and the continued need for rigorous Tier 1 instruction limited the overall effectiveness of the actions in accelerating academic achievement for all student groups.

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

Based on reflection and analysis of student performance data, including SBAC and ELPI outcomes, Inskeep plans to strengthen instructional systems, professional learning, and staff retention efforts to better support student achievement outcomes next year. Data showing persistent achievement gaps for English Learners, Students with Disabilities, Black/African American students, and other historically underserved student groups informed the need for more consistent implementation of high-quality instructional practices, differentiated instruction, and language-supportive strategies across classrooms.

To address these needs, the school will strengthen coaching cycles and classroom observations through increased calibration around instructional expectations, stronger follow-through on feedback action steps, and more strategic use of TeachBoost data to identify trends and support needs. Inskeep will also expand targeted professional development, collaborative planning opportunities, and instructional coaching focused on differentiation, designated and integrated ELD strategies, student discourse, and culturally affirming pedagogy. Additional structures for teacher collaboration, data analysis, and instructional planning will be implemented to improve instructional consistency and rigor.

In addition, Inskeep will continue strengthening staff retention efforts by improving onboarding systems, increasing mentorship opportunities, expanding leadership development pathways, and prioritizing staff wellness and collaboration, particularly for hard-to-fill positions and Black educators. These adjustments are intended to improve instructional stability, strengthen culturally responsive practices, and accelerate academic outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Utilize Teachboost as an observation tool to track ASLF observations Ensure that there is a coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model	$18,000.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Provide site-wide professional development on culturally responsive teaching ensuring that units of study include identity, diversity, justice and action after professional development days provided by the LA Region on UDL and culturally responsive teaching		No
3.3	Teammate Retention	Retention (Hard to fill and Black Staff)- Talent will support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. Talent will also provide avenues for career growth and advancement, offering support and resources. Additionally, Talent will work closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Affinity Groups	Ensure all teammates have the ability to attend regional affinity groups		No
3.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)		No
3.6	Black Scholar Services	Build capacity of PBP Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces and Black Scholar Services data conversations with principals.		No

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: -47.1 African American/Black: -67.0 English Learners: -72.2 Hispanic/Latinx: -45.2 Socioeconomically Disadvantaged: -44.5 Students with Disabilities: -74.6	2023-2024 SBAC ELA DFS All Students: -50.5 English Learner: -76.8 Homeless Youth: -96.2 Socioeconomically Disadvantaged: -51.6 Black/African American: -66.9	2024-2025 SBAC ELA DFS All Students: -51 Black/African American: -58.6 English Learner: -73.2 English Learners Only: -131.4 English Only: -35.8 Hispanic: -50.7	2025-2026 SBAC ELA DFS All Students: -38.10 Black/African American: -58.00 English Learners: -63.20 Hispanic/Latinx: -36.20 Socioeconomically Disadvantaged: -35.50	SBAC ELA (DFS) All Students: Decreased 3.9 Black/African American: Increased 8.4 English Learner: Decreased 1.0 Hispanic: Decreased 5.5 Socioeconomically Disadvantaged: Decreased 5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -48.1 Students with Disabilities: -84.8	Recently Reclassified Fluent-English Proficient Only: 24.3 Socioeconomically Disadvantaged: -49.6 Students with Disabilities: -92.8	Students with Disabilities: -65.60	Students with Disabilities: Decreased 18.2
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -58.9 African American/Black: -99.4 English Learners: -74.1 Hispanic/Latinx: -55.7 Socioeconomically Disadvantaged: -57.7 Students with Disabilities: -89.9	2023-2024 SBAC MATH DFS All Students: -68.2 English Learner: -90.9 Homeless Youth: -89.2 Socioeconomically Disadvantaged: -69.7 Black/African American: -81.2 Hispanic: -66.6 Students with Disabilities: -118.4	2024-2025 SBAC MATH DFS All Students: -79.5 Black/African American: -114.6 English Learner: -94.3 English Learners Only: -124.9 English Only: -72.9 Hispanic: -76.3 Recently Reclassified Fluent-English Proficient Only: -42.2 Socioeconomically Disadvantaged: -78.9 Students with Disabilities: -136.6	2025-2026 SBAC Math DFS All: -49.90 African American/Black: -90.40 English Learners: -65.10 Socioeconomically disadvantaged: -48.70 Hispanic/Latinx: -46.70 Students with Disabilities: -80.90	All Students: Decreased 20.6 Black/African American: Decreased 15.2 English Learner: Decreased 20.2 Hispanic: Decreased 20.6 Socioeconomically Disadvantaged: Decreased 21.2 Students with Disabilities: Decreased 46.7

Goal Analysis [2025-26]

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

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

Inskeep implemented targeted literacy and math interventions, expanded learning opportunities, culturally responsive instructional practices, and family engagement strategies to support equitable outcomes for students in alignment with Goal 3. Teachers utilized small-group instruction, MyPath personalized supports, after-school tutoring, summer programming, adaptive technology tools, and instructional strategies aligned to the California ELA/ELD and Mathematics Frameworks to address identified learning gaps. Professional development and coaching focused on co-teaching, co-planning, scaffolding for English Learners, anti-racist practices, and culturally responsive, high-interest instruction. Families were engaged through foundational skills workshops, take-home materials, and community partnerships to strengthen learning beyond the classroom.

While implementation largely aligned with planned actions, challenges included staffing capacity, balancing intervention schedules with core instruction, ensuring consistent implementation across classrooms, and addressing the significant academic needs of English Learners, Students with Disabilities, and other student groups requiring intensive support. Despite these challenges, successes included expanded access to targeted interventions and tutoring, stronger collaboration around instruction, increased use of culturally affirming practices, greater student engagement and support opportunities, and continued efforts to strengthen family engagement and staff collaboration in support of equitable student outcomes.

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.

The actions implemented strengthened instructional supports, expanded access to targeted interventions, and increased the use of culturally responsive instructional practices; however, student outcome data indicates that the actions did not yet produce the level of academic growth needed to fully achieve the goal. Literacy and math interventions, professional development, expanded learning opportunities, and instructional supports contributed to improved access to intervention services, stronger student engagement, and increased support for historically underserved student groups.

Despite these improvements, significant achievement gaps remain. SBAC 2024–2025 results showed ELA performance at -51 for All Students and Math at -79.5, with larger disparities for English Learners (-131.4 ELA; -124.9 Math), Black/African American students (-58.6 ELA; -114.6 Math), Hispanic students (-76.3 Math), Socioeconomically Disadvantaged students (-78.9 Math), and Students with Disabilities (-92.8 ELA; -136.6 Math). ELPI data also showed that 34.9% of English Learners made progress toward English language proficiency. These outcomes demonstrate that while the actions improved instructional systems and support structures, we must work through the barriers in order to accelerate achievement for all student groups.

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

Based on reflection and analysis of SBAC data and local progress monitoring, Inskeep will make targeted adjustments to strengthen literacy and math instruction, improve consistency of interventions, and enhance overall instructional quality to better support student outcomes. Data showing persistent achievement gaps for English Learners, Students with Disabilities, Black/African American students, and other historically underserved groups informed the need for more consistent small-group instruction, stronger progress monitoring systems, and improved alignment of instruction to standards.

Moving forward, the school will expand and strengthen coaching and professional development focused on differentiation, integrated and designated ELD strategies, co-teaching practices, culturally responsive instruction, math discourse, and the California Mathematics Framework. Instructional systems will be refined to increase consistency in intervention implementation, data-driven instructional planning, and Tier 1 rigor across classrooms. In addition, Inskeep will strengthen collaboration structures, expand family engagement opportunities, and prioritize retention and support of educators committed to equity and anti-racist practices. These adjustments are designed to improve instructional coherence and accelerate academic outcomes for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension.	$71,244.00	No

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

Action #	Title	Description	Total Funds	Contributing

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
$1,604,116	$99,209

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
38.102%	0.000%	$0.00	38.102%

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 continue to experience significant academic achievement gaps in English Language Arts. According to the 2024-25 SBAC results, English Learners scored 73.7 points below standard in ELA, compared to 35.8 points below standard for English-only students. Additionally, English Learners	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new curriculum. In	Metri (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
	scored 93.4 points below standard in Mathematics and only 34.9% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	addition, teachers will receive active coaching in delivering curriculum	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** English Learners continue to experience significant academic achievement gaps in English Language Arts. According to the 2024-25 SBAC results, English Learners scored 73.7 points below standard in ELA, compared to 35.8 points below standard for English-only students. Additionally, English Learners scored 93.4 points below standard in Mathematics and only 34.9% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	By utilizing the Aspire Student Learning Framework (ASLF) with integrated culturally responsive instruction, ensuring access to culturally responsive texts, reflecting diversity through classroom artifacts, and providing professional development on guaranteed and viable instruction, our actions will directly address the needs listed above. By integrating culturally responsive teaching strategies within the ASLF framework, educators can better support English Learners (ELs) and low-income students, who demonstrated significant increases in academic achievement but still exhibit larger distances from the standard compared to their peers. Ensuring access to culturally responsive texts and diverse classroom artifacts can create a more inclusive learning environment that resonates with the backgrounds and experiences of these student groups, potentially reducing barriers to engagement and learning. Additionally, monthly professional development sessions on guaranteed and viable instruction, coupled with opportunities for data-informed instruction planning, can empower teachers to tailor their approaches to meet the diverse needs of students, thereby closing the achievement gap and improving outcomes for all learners. Co-planning	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
		professional development with regional content directors and program managers further strengthens alignment with district-wide priorities and fosters collaboration to address systemic challenges related to academic disparities. Overall, these actions collectively work towards fostering an equitable learning environment where all students have the support and resources needed to thrive academically.	
2.1	**Action:** Family and Community Engagement & Outreach **Need:** ccording to the 2025-26 Aspire Family Survey, only 26% of families responded favorably regarding family engagement, and only 84% responded favorably regarding barriers to engagement, indicating ongoing challenges in meaningful two-way communication with families. Additionally, the 2024-25 Chronic Absenteeism data shows elevated rates for key student groups, including English Learners (27.4%), Socioeconomically Disadvantaged students (31.0%), and Students with Disabilities (46.3%). **Scope:** LEA-wide	By providing various opportunities for stakeholder engagement and ensuring that all events and meetings and other forms of communication are in both English and Spanish, we will be better able to serve and support our EL/MLL students and low income families their families.	Metric (2.4) Efforts we make to seek parent input Metric (2.5) Parent Input in Decision Making
2.2	**Action:** Attendance **Need:**	The actions outlined will address the identified disparities in attendance ELs by implementing targeted interventions and fostering a proactive approach to reducing chronic absenteeism. By consistently meeting as a school attendance team	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Socioeconomically Disadvantaged students continue to experience higher rates of chronic absenteeism, limiting consistent access to instructional time and academic support. According to the 2024-25 California School Dashboard, chronic absenteeism rates remain elevated for English Learners (27.4%) and Socioeconomically Disadvantaged students (31.0%). **Scope:** LEA-wide	and establishing an Attendance Team dedicated to developing and implementing an attendance plan, educators can ensure that interventions are tailored to address the specific needs of subgroups,. Regular reviews of attendance data, with a focus all subgroups, will enable educators to identify trends and adjust strategies accordingly. Increasing family communication and ensuring that communication is in both Spanish and English as well as conducting home visits for students with chronic absenteeism will foster a collaborative approach between the school and families to support attendance improvement. School-wide attendance incentive programs and early family education initiatives will further reinforce the importance of attendance and create a positive school culture around attendance. Conducting home visits and outreach during the summer ensures ongoing support for students with chronic absenteeism, addressing attendance issues beyond the school year and promoting sustained improvement in attendance rates for all subgroups	
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to the 2024-25 California School Dashboard, chronic absenteeism rates remain elevated for English Learners (27.4%) and Socioeconomically Disadvantaged students (31.0%), indicating a need for improved access to safe, supportive, and engaging school environments that promote consistent attendance and participation.	This action supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. Investments in safe and well-maintained facilities, positive classroom environments, and campus safety systems help ensure that students are able to learn in stable, supportive settings that encourage attendance and belonging. Although these services are provided schoolwide because all students benefit from safe and well-maintained learning environments, they are principally directed toward addressing the attendance and	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	engagement needs of English Learners and Socioeconomically Disadvantaged students.	
3.1	**Action:** Regular Coaching & Development of leadership Teams (using ASLF & TLF) **Need:** According to 2024-25 SBAC results, English Learners scored 67.3 points below standard in ELA and 46.1 points below standard in Math, while Socioeconomically Disadvantaged students scored 32.2 points below standard in ELA and 26.0 points below standard in Math. **Scope:** LEA-wide	Implementing Teachboost as an observation tool will enable systematic tracking of the ASLF (Aspire Student Learning Framework), allowing educators to monitor and analyze instructional practices and student outcomes more effectively. This data-driven approach will facilitate targeted support for unduplicated student groups, such as English Learners (ELs) and low-income students, by identifying specific areas of improvement and tailoring coaching strategies accordingly. Additionally, aligning the coaching cycle process with Aspire LA's Instructional Coaching Model will ensure consistency and coherence in supporting teachers to address disparities in academic achievement among these student populations. By integrating these actions, educators can proactively address the needs outlined in the SBAC ELA and Math results for the 2022-2023 school year, fostering continuous improvement and equitable opportunities for all students.	Metric (3.2) Teacher Sense of Safety and School Connectedness
3.3	**Action:** Teammate Retention **Need:** While overall staff retention remains strong, recent data from the 2025-26 Aspire Teammate Survey indicates areas of concern in staff experience, including 50% favorable responses for School Climate, 65% for Belonging, and 51% for Staff-Leadership Relationships.	Thic action directly supports the identified needs for low-income students and English Learners (ELs) by enhancing staff retention, which is crucial for improving academic outcomes in English Language Arts (ELA) and Mathematics. Retaining high-quality and diverse staff ensures that students, especially those from low-income backgrounds and ELs, receive consistent, stable, and effective instruction. By addressing staff retention, the school ensures that students benefit from a continuous and cohesive educational	Metric (3.3) 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
	Scope: LEA-wide	experience, which is essential for closing achievement gaps and enhancing overall academic outcomes for the most vulnerable student groups.	
3.4	**Action:** Affinity Groups **Need:** **Scope:**		Metric (3.2) Teacher Sense of Safety and School Connectedness

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

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	4,210,061	1,604,116	38.102%	0.000%	38.102%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,604,354.00	$1,538,862.00	$0.00	$277,653.00	$3,420,869.00	$2,855,140.00	$565,729.00

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	$277,838.00	$277,838.00				$277,838.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$571,923.00	$0.00	$571,923.00				$571,923.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$262,642.00	$0.00		$262,642.00			$262,642.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	MLL	All	No			All Schools	Ongoing	$19,269.00	$0.00				$19,269.00	$19,269.00	
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,287,509.00	$0.00		$1,204,976.00		$82,533.00	$1,287,509.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$175,851.00	$0.00				$175,851.00	$175,851.00	
1	1.10							Ongoing								
2	2.1	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$90,553.00	$0.00	$90,553.00				$90,553.00	
2	2.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$130,302.00	$0.00	$130,302.00				$130,302.00	
2	2.3	PBIS Multi-Tiered system of supports	All	No			All Schools	Ongoing								
2	2.4	SEL	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Climate	All	No			All Schools	Ongoing								
2	2.6	Enrollment	All	No			All Schools	Ongoing								
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$317,091.00	$195,647.00	$512,738.00				$512,738.00	
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All	No			All Schools	Ongoing								
3	3.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing								
3	3.5	Pipeline Development	All	No			All Schools	Ongoing								
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$71,244.00		$71,244.00			$71,244.00	
4	4.2	Math	All	No			All Schools	2025-26								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,210,061	1,604,116	38.102%	0.000%	38.102%	$1,604,354.00	0.000%	38.108 %	**Total:**	$1,604,354.00
								LEA-wide Total:	$1,604,354.00
								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	$277,838.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Low Income	All Schools	$571,923.00	
1	**1.4**	Instruction (Assessment)				All Schools		
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$90,553.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$130,302.00	
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$512,738.00	
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Low Income	All Schools	$18,000.00	
3	**3.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,865,765.00	$2,556,794.00

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	$270,272.00	296,750
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$405,128.00	395,385
1	**1.3**	Instruction (Master Scheduling)	No	$224,151.00	205,969
1	**1.4**	Instruction (Assessment)	Yes	$0.00	$0.00
1	**1.5**	MLL	No	$17,323.00	16,584
1	**1.6**	SPED	No	$1,169,655.00	884,111
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$180,928.00	175,851
2	**2.1**	Family and Community Engagement & Outreach	Yes	$0.00	$0.00
2	**2.2**	Attendance	Yes	$177,130.00	164,769
2	**2.3**	PBIS Multi-Tiered system of supports	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	No	$0.00	$0.00
2	**2.5**	School Climate	No	$0.00	$0.00
2	**2.6**	Enrollment	No	$0.00	$0.00
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	$364,764.00	354,003
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$18,000.00	18,750
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	$0.00	$0.00
3	**3.3**	Teammate Retention	Yes	$3,000.00	9,000
3	**3.4**	Affinity Groups	Yes	$0.00	$0.00
3	**3.5**	Pipeline Development	No	$0.00	$0.00
3	**3.6**	Black Scholar Services	No	$0.00	$0.00
4	**4.1**	ELA	No	$35,414.00	35,622
4	**4.2**	Math	No	$0.00	$0.00

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)
1,215,753	$1,238,294.00	$1,238,657.00	($363.00)	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	$270,272.00	296,750		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$405,128.00	395,385		
1	1.4	Instruction (Assessment)	Yes	$0.00	$0.00		
2	2.1	Family and Community Engagement & Outreach	Yes	$0.00	$0.00		
2	2.2	Attendance	Yes	$177,130.00	164,769		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$364,764.00	354,003		
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$18,000.00	18,750		
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes	$0.00	$0.00		
3	3.3	Teammate Retention	Yes	$3,000.00	9,000		
3	3.4	Affinity Groups	Yes	$0.00	$0.00		

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)
3,255,343	1,215,753	0.000%	37.346%	$1,238,657.00	0.000%	38.050%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024