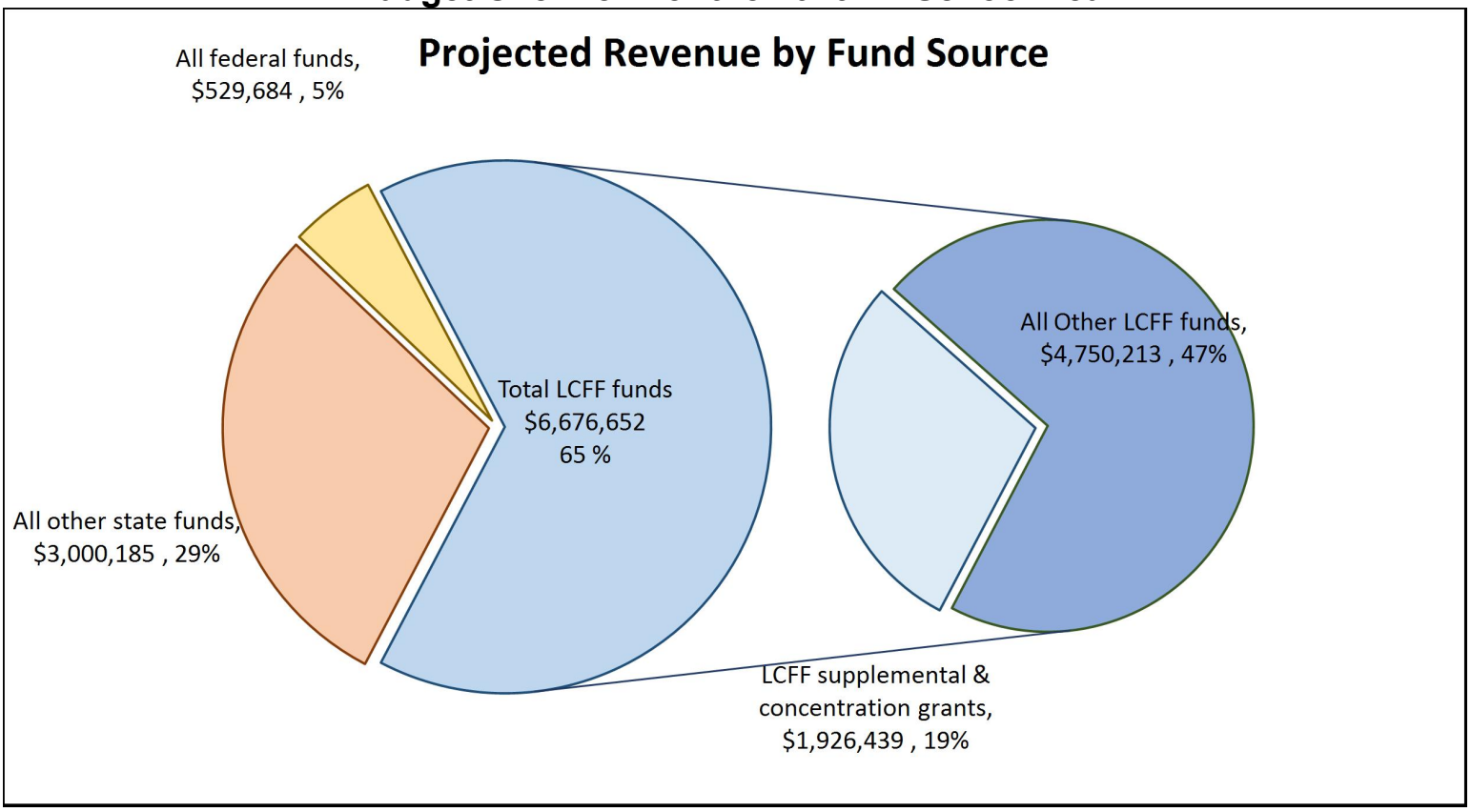
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire East Palo Alto Charter School
CDS Code: 41689990134197
School Year: 2026-27
LEA contact information:
Terry Kawi
Principal
AspireEPACS@aspirepublicschools.org
415-470-1667

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

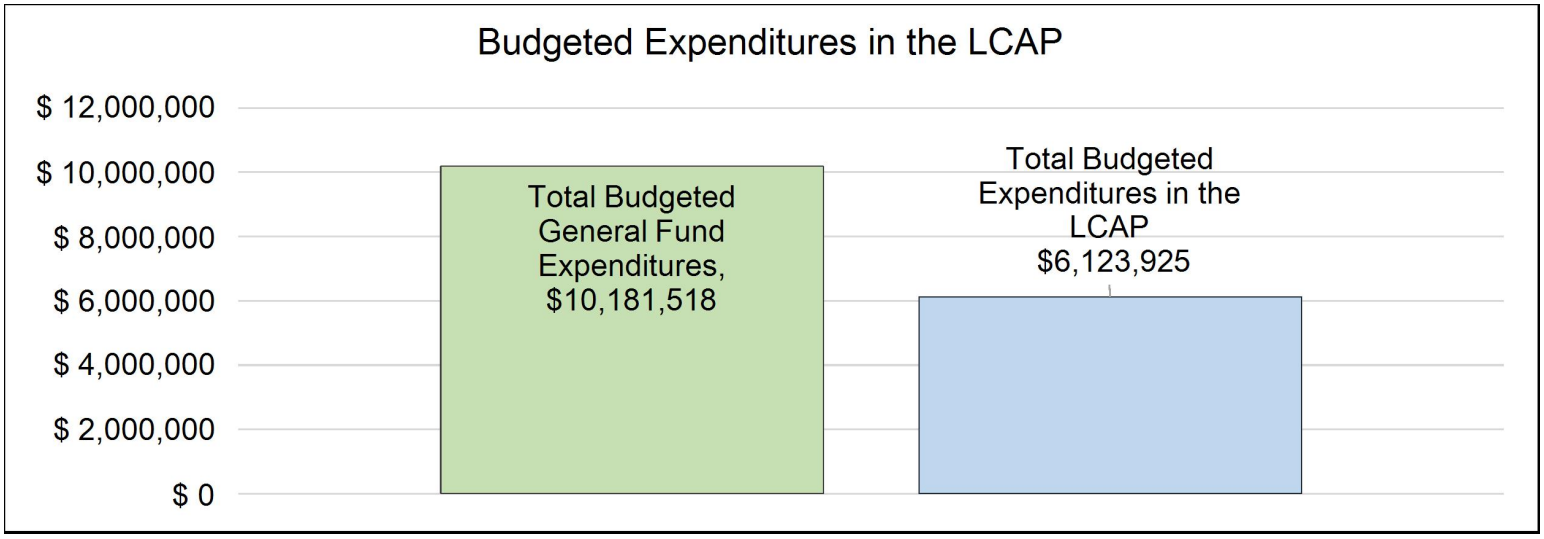


This chart shows the total general purpose revenue Aspire East Palo Alto Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire East Palo Alto Charter School is $10,206,521, of which $6,676,652 is Local Control Funding Formula (LCFF), $3,000,185 is other state funds, $0 is local funds, and $529,684 is federal funds. Of the $6,676,652 in LCFF Funds, $1,926,439 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 East Palo Alto 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 East Palo Alto Charter School plans to spend $10,181,518 for the 2026-27 school year. Of that amount, $6,123,925 is tied to actions/services in the LCAP and $4,057,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

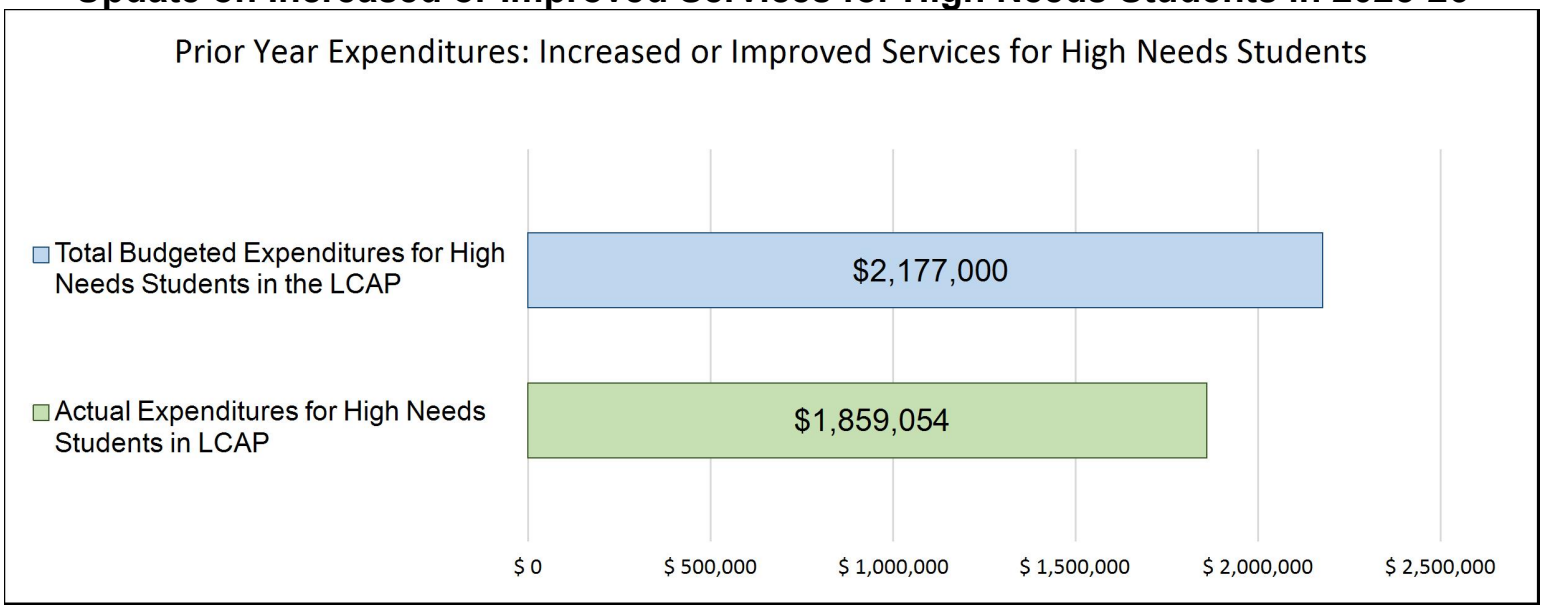
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 East Palo Alto Charter School is projecting it will receive $1,926,439 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire East Palo Alto Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire East Palo Alto Charter School plans to spend $1,979,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Aspire East Palo Alto 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 East Palo Alto 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 East Palo Alto Charter School's LCAP budgeted $2,177,000 for planned actions to increase or improve services for high needs students. Aspire East Palo Alto Charter School actually spent $1,859,054 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $317,946 had the following impact on Aspire East Palo Alto Charter School’s ability to increase or improve services for high needs students:

This difference did not impact the action and services as the actual contributing expenses of $1.85M still met actual S&C revenue $1.85M for 25-26 for Aspire EPACS. Actual enrollment was significantly lower than originally budgeted hence the difference in planned S&C compared to Actual.

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 East Palo Alto Charter School	Terry Kawi Principal	AspireEPACS@aspirepublicschools.org 415-470-1667

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 East Palo Alto Charter School (EPACS) is a TK-8 school located in East Palo Alto, California, and part of the Aspire Public Schools network. Established in 1997 through the efforts of local parent advocates, EPACS has been a cornerstone of the community for over two decades, providing high-quality education and comprehensive support to students and families. EPACS serves 449 TK-8th graders from East Palo Alto and East Menlo Park. 99% of our students identify as Black, Indigenous, and People of Color – 89% are Latinx, 5% are Black or African American, 2% are Native Hawaiian or Pacific Islander, and 4% identify as multiracial/other. 83% of our students qualify for the Free and Reduced Price Meal program, 51% are English Language Learners, and 15% receive Special Education services.

Under the leadership of Principal Terry Kawi, EPACS is dedicated to fostering academic excellence and holistic development through inclusive, data-informed, and research-based instruction. The school emphasizes a safe and nurturing learning environment that values students' identities, lived experiences, and cultural backgrounds. Family partnerships are central to the school's mission, with strong collaboration between parents, staff, and students to promote well-being, critical thinking, and success in the classroom and beyond.

EPACS integrates restorative practices, rigorous academic instruction, and culturally responsive teaching to create a supportive learning environment where students feel valued and empowered. The school also promotes technology integration, community service, and character development to ensure students have access to opportunities that extend beyond the classroom. The school's afterschool program provides additional academic enrichment and extracurricular activities, supporting well-rounded development.

EPACS takes pride in celebrating the power of Black Joy and Excellence while fostering an inclusive culture that addresses and interrupts systemic inequities, including anti-Black racism. The school's commitment to inclusivity and equity ensures that students of all backgrounds can thrive and graduate prepared to become engaged citizens within their communities and the world.

The school's vision is to prepare scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' unique talents and promotes inclusivity while addressing systemic barriers that impact marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

With its emphasis on academic success, cultural celebration, and community engagement, Aspire East Palo Alto Charter School continues to inspire and prepare students to achieve their goals and positively impact society.

Reflections: Annual Performance

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

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

Successes:
There were slight improvements for our Black/African American students in ELA. In Math, there was slight improvement for all students including Students with Disabilities and Black/African American students. This was achieved through coaching, collaboration, as well as data talks focused on improving instruction. Additionally, the 2024–25 Science assessment results reflect a dramatic and system-wide improvement from the prior year. In 2023–24, performance across all student groups was well below standard, with All Students scoring 30.3 points below standard and only 5.74% of students meeting or exceeding expectations. Every subgroup mirrored this trend, with Students with Disabilities (-37), English Learners (-33.6), Hispanic students (-31.3), and Socioeconomically Disadvantaged students (-31.8) all performing significantly below standard.

Challenges:
However, we identified challenges in English Learner progress toward English language proficiency and reclassification outcomes. According to the California School Dashboard, some student groups are performing in the red performance level for English Learner Progress Indicator (ELPI), including Long-Term English Learners (LTELs). Similarly, the orange performance level includes English Learners overall for progress toward English language proficiency, indicating that a significant portion of students are not making adequate annual growth.

Additionally, our internal data indicates challenges in English language development progress and reclassification rates for English Learners, particularly LTELs. For example, the percentage of English Learners making progress toward proficiency declined from 45% to 21%, while LTEL progress dropped from 48% to 9.7%. At the same time, reclassification rates decreased from 9.80% to 6.69%, reflecting fewer students meeting the criteria to exit English Learner status. These internal trends highlight the need for targeted interventions beyond the metrics reflected in the Dashboard, particularly in strengthening designated and integrated English Language Development (ELD) and increasing opportunities for structured academic language use across content areas.

Actions Taken:
To address these challenges, we have implemented more robust coaching structures and strengthened our Department Meetings to focus on standards-aligned instruction, data analysis, SBAC preparation, and deeper implementation of interventions and data-informed practices such as weekly data talks and IABs administration (Interim Assessment Blocks). We have also begun partnering with SMCOE and Leading Educators to improve the quality and consistency of Tier 1 instruction.

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: No Red on Dashboard

EPACs 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) weekly Lead Team 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 Principal and Supporting Administrators participated in weekly Lead Team Meetings, weekly Admin Team Meeting, daily Admin Huddle, weekly Professional Development and Staff Meetings, and bi-annual Teammate Surveys. 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	All school personnel, including classified staff, participated in weekly professional development sessions, regular 1:1s with Admin, and bi-annual teammate surveys to provide input on school operations, student services, and professional growth needs. Additionally, staff engaged in regional professional development sessions twice a year, ensuring alignment with best practices across the network. These engagement efforts were critical in shaping EPACS' approach to inclusive school culture, operational efficiency, and equitable access to support services
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, Cafecito, and other family events. These sessions captured parent

Educational Partner(s)	Process for Engagement
	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. Additionally, focus group discussions were held during classroom advisory periods twice per year to dive deeper into their feedback and identify key areas for improvement. We also have a Student Council, BSU, LLA, and AAPI Group that we seek feedback from
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. SPED Department meets weekly and engages in professional development for Education Specialists, Instructional Aides, and other service providers.

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

At EPACS, the engagement process with educational partners lead to the development of LCAP goals from various stakeholders including staff, students, families, and SELPA representatives. Based on input from the staff, there was a call for strengthening and reducing priorities around instruction. Staff also emphasized more joy around staff climate and culture as well as for students. Staff also emphasized the importance of consistent systems and collaboration, which informed actions related to coaching, professional development, and data talks. School leaders highlighted the need for continued investment in staff development and family engagement. The LCAP priortizes professional learning, resources, and collaboration time across grade level, sped department, and MTSS systems.
Parents and Families through surveys, meetings, and school events identified wanting more support with academic and support at home and more opportunities to have connection with their child's teacher. They also communicated that they wanted clearer communication on different parent platforms. We worked to provide more academic workshops for parents as well as streamline communcation on our digital platforms. These actions aim to strengthen home and student connection.
Student feedback related to sense of belonging and school climate informed a continued focus on fostering a positive and inclusive environment. This includes strengthening social-emotional learning, reinforcing schoolwide expectations, and expanding opportunities for student voice and leadership. These efforts are intended to promote engagement, improve behavior, and support a strong sense of community at EPACS.

Consultation with SELPA representatives also informed actions to ensure students with disabilities receive equitable access and support. The LCAP reflects a focus on improving collaboration between general and special education staff, aligning IEP goals with grade-level instruction, and strengthening inclusive practices. These refinements demonstrate how input from EPACS educational partners directly

shaped the LCAP's goals, actions, and resource allocation to better support academic achievement, behavior, and social-emotional outcomes for all students and student subgroups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building Our Capacity as Instructional Leaders by implementing the use of research-based signature instructional strategies, high quality instruction, high quality instructional materials, professional development, and data-driven practices from a culturally relevant and linguistically responsive lens to be used across the region.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -80.5 African American/Black: -100.3	2023-2024 SBAC ELA DFS All Students: -90.1 English Learner: -110	2024-2025 SBAC ELA DFS All Students: -95.1 Black/African American: -117	2025-2026 SBAC ELA DFS All: -65.50 African American/Black: -85.30	All Students: Decreased 14.6 Black/African American: Decreased 16.7 English Learner: Decreased 1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: -108.2 Socioeconomically disadvantaged: -85.3 Hispanic/Latinx: -84.2 Students with Disabilities: -121.6	Long-Term English Learner: -137.2 Socioeconomically Disadvantaged: -92.7 Black/African American: -121.3 Hispanic: -93.6 Pacific Islander: -58.2 Students with Disabilities: -135.5	English Learner: -109.5 English Learners Only: -134.6 English Only: -93.8 Hispanic: -96.7 Long-Term English Learner: -136.8 Recently Reclassified Fluent-English Proficient Only: -61.2 Socioeconomically Disadvantaged: -96.6 Students with Disabilities: -136.4	English Learners: -93.20 Socioeconomically disadvantaged: -70.30 Hispanic/Latinx: -69.20 Students with Disabilities: -106.60	Hispanic: Decreased 12.5 Socioeconomically Disadvantaged: Decreased 11.3 Students with Disabilities: Decreased 14.8
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -99.8 African American/Black: -121.4 English Learners: -115.3 Socioeconomically disadvantaged: -103.1 Hispanic/Latinx: -104.8 Students with Disabilities: -133.4	2023-2024 SBAC MATH DFS All Students: -103.8 English Learner: -116.8 Long-Term English Learner: -144.2 Socioeconomically Disadvantaged: -106.1 Black/African American: -146.4 Hispanic: -104.7 Pacific Islander: -98.7	2024-2025 SBAC MATH DFS All Students: -108.9 Black/African American: -129.5 English Learner: -118.8 English Learners Only: -146.6 English Only: -115.8 Hispanic: -108.4 Long-Term English Learner: -185.2 Recently Reclassified	2025-2026 SBAC Math DFS All: -87.80 African American/Black: -109.40 English Learners: -103.30 Socioeconomically disadvantaged: -91.10 Hispanic/Latinx: -92.80 Students with Disabilities: -121.40	All Students: Decreased 9.1 Black/African American: Decreased 8.1 English Learner: Decreased 3.5 Hispanic: Decreased 3.6 Socioeconomically Disadvantaged: Decreased 8.7 Students with Disabilities: Decreased 19.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -155.9	Fluent-English Proficient Only: -64.6 Socioeconomically Disadvantaged: -111.8 Students with Disabilities: -152.7		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 5.50% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 30.3 points below Hispanic: 31.3 points below Students with Disabilities: 37 points below English Learner: 33.6 points below Socioeconomically Disadvantaged: 31.8 points below 5.74% Met or Exceeded	2024-25 Science Points (SPs) All Students: 38.3 science points English Learner: 32.9 science points English Learners Only: 26.3 science points English Only: 38.7 science points Hispanic: 37.8 science points Recently Reclassified Fluent-English Proficient Only: 39.6 science points Socioeconomically Disadvantaged: 37.9 science points Students with Disabilities: 25.4 science points	2025-2026 Science Test 10.50% Met or Exceeded	Decreased 6.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				11.54%		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 44.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 45% of ELs making progress towards English language proficiency LTEL: 48% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 21% of ELs making progress towards English language proficiency LTEL: 9.7% of LTELs making progress towards English language proficiency	2025-2026 ELPI 52% of ELs making progress towards English language proficiency	Decreased 23.2%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 9.70%	2023-2024 RFEP Rate: 9.80%	204-25 RFEP Rate: 6.69%	2025-2026 RFEP Rate 15% or above	All Students: Decreased 3.01%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	All Students: 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: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	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
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: 41% Grade K: 7% Grade 1: 4% Grade 2: 48% Grade 3: 46% Grade 4: 58% Grade 5: 33% Grade 6: 48% Grade 7: 66% Grade 8: 38% iReady Math % of students that met annual typical growth All Students: 37% Grade K: 5% Grade 1: 28% Grade 2: 25% Grade 3: 25% Grade 4: 24% Grade 5: 35% Grade 6: 60% Grade 7: 62% Grade 8: 63%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 41% Grade 3: 33% Grade 4: 34% Grade 5: 47% Grade 6: 47% Grade 7: 46% Grade 8: 38% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 29% Grade K: 21% Grade 1: 13% Grade 2: 12% Grade 3: 41% Grade 4: 21% Grade 5: 25% Grade 6: 44% Grade 7: 23% Grade 8: 53%	SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 50% Grade 3: 63% Grade 4: 50% Grade 5: 39% Grade 6: 53% Grade 7: 44% Grade 8: 52% SY 2025-26 (iReady Math) % of students that met annual typical growth All Students: 48% Grade K: 28% Grade 1: 42% Grade 2: 31% Grade 3: 47% Grade 4: 37% Grade 5: 70% Grade 6: 75% Grade 7: 38% Grade 8: 46%	2026-2027 iReady Reading % of students that met annual typical growth All Students: 56% Grade K: 22% Grade 1: 19% Grade 2: 63% Grade 3: 61% Grade 4: 73% Grade 5: 48% Grade 6: 63% Grade 7: 81% Grade 8: 53% iReady Math % of students that met annual typical growth All Students: 52% Grade K: 20% Grade 1: 43% Grade 2: 40% Grade 3: 40% Grade 4: 39% Grade 5: 50% Grade 6: 75% Grade 7: 77% Grade 8: 78%	Other Academic Outcomes (iReady Reading) All Students: Increased 9% Grade 3: Increased 17% Grade 4: Decreased 8% Grade 5: Increased 6% Grade 6: Increased 5% Grade 7: Decreased 22% Grade 8: Increased 14% Other Academic Outcomes (iReady Math) All Students: Increased 11% Grade K: Increased 23% Grade 1: Increased 14% Grade 2: Increased 6% Grade 3: Increased 22% Grade 4: Increased 13% Grade 5: Increased 35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 6: Increased 15% Grade 7: Decreased 24% Grade 8: Decreased 17%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 18% at & above benchmark	2024-25 21.00% at or above benchmark	2025-26 15.00% at or above benchmark	2026-2027 28% at & above benchmark	All Students: Decreased 3.0%

Goal Analysis [2025-26]

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

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

This year, EPACS successfully implemented all planned actions aligned to Goal 1, demonstrating strong execution and a commitment to continuous improvement. Across the board, systems, structures, and instructional practices were carried out with fidelity (1.1, 1.9), laying a solid foundation for both staff development and student achievement.

A key area of growth has been the increased quality of instruction-related professional development, particularly in Semester 2 (1.2). Through our partnership with Leading Educators, we strengthened leadership capacity to design and deliver professional learning grounded in research-based practices and aligned to the Common Core State Standards. In addition, we continued to leverage the ASLF and the Science of Reading to deepen teacher capacity, with a clear focus on improving student outcomes in literacy.

Our master schedule (1.3) was intentionally designed to maximize instructional minutes across core content areas. This strategic planning enabled the successful implementation of a Walk to Read model in grades 3–5 through a shared intervention block, allowing for targeted, skill-based instruction. While grades K–2 and 6–8 also included intervention blocks, these were not shared, presenting an opportunity for future alignment.

Data-driven instruction remained a priority throughout the year (1.4). Teachers across TK–8 engaged in consistent data talks and progress monitoring cycles, using multiple data points to track student growth and set actionable, realistic goals. This ongoing analysis supported students in progressing toward proficiency in both math and reading.

Our commitment to fostering an inclusive and affirming school community was evident through numerous cultural and community-based initiatives (1.5). EPACS proudly hosted its 26th African American History Celebration, welcoming over 19 vendors and a large number of community members while honoring longstanding contributors to the East Palo Alto community. Additional efforts included Black History Month programming, participation in Aspire Bay Area's 8th Black Excellence Celebration, monthly Black Student Union meetings, and a celebratory field trip to a Sharks game. Complementing these efforts, staff engaged in professional development focused on cultural competency to strengthen relationships with Black students and families, build trust, and reduce microaggressions.

We also made meaningful strides in better understanding and supporting our English Learner population (1.6, 1.7). By closely examining our reclassification processes and overall ELL demographics, we prioritized efforts to reclassify students and improve testing conditions to support stronger ELPAC performance. Despite these efforts, our population of Long-Term English Learners (LTELs) and At-Risk LTELs remains high, at over 60 students, indicating an ongoing area of focus.

Collaboration and reflective practice were consistent across teams (1.8). Teachers and education specialists participated in regular collaboration meetings, supported by the administrative team and regional partners. These structures fostered continuous reflection on instructional practices, student progress, and strategies to promote greater student independence.

Overall, this year reflects strong alignment between planning and execution, with clear progress in instructional quality, systems coherence, and community engagement. At the same time, it highlights key areas for continued growth, particularly in expanding intervention alignment and addressing the needs of our English Learner population.

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

1.2 - Actual enrollment for Aspire EPACS was significantly lower than budgeted therefore certain cost reductions had to be made to balance the budget. This resulted in the reduction of 1 AP of Instruction and 1 unfilled vacant specials teacher position.

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

Overall, the actions taken toward Goal 1 have demonstrated a meaningful level of effectiveness, particularly in driving student growth and strengthening instructional practices. At the same time, several areas of partial or limited implementation highlight opportunities for refinement moving forward.

For Actions 1.1 and 1.2, implementation has been effective. Internal assessment data shows measurable growth across grades and content areas, indicating that planned strategies are translating into improved student outcomes. In addition, Action 1.2 has yielded positive qualitative data through coaching conversations and the Attuned Spark Survey, suggesting that professional development efforts have not only been delivered but are also influencing instructional practice in a meaningful way.

Action 1.3, the implementation of the Walk to Read model, has been partially effective. While the structure allowed for targeted literacy instruction and showed promise, its overall impact was constrained by staffing challenges, including teacher vacancies and new teachers' unfamiliarity with SIPPS. Scheduling conflicts, particularly during testing windows, further limited consistency. As a result, while the model has potential, its effectiveness was uneven across the year.

Action 1.4 has been effective in supporting data-driven instruction. The consistent use of multiple assessment tools—including i-Ready Diagnostics, Personalized Instruction, Standards Mastery, IABs, FIABs, and exit tickets—enabled staff to monitor progress and adjust instruction. These efforts are reflected in the observed growth across grade levels and subject areas, demonstrating strong alignment between assessment practices and instructional response.

Action 1.5 has been partially ineffective in achieving its full intended impact. While there were strong, standalone efforts to celebrate and uplift Black culture and community, these initiatives have not yet been fully integrated into the core academic program. The lack of a consistent interdisciplinary approach has limited the depth and sustainability of this work within daily instruction.

For Action 1.6, implementation has been partially effective. Staff participated in multiple ELD-focused trainings in partnership with Ensemble Learning, the San Mateo County Office of Education, and Aspire Bay Area, strengthening foundational knowledge and instructional strategies. However, key components—such as RFEP celebrations and family workshops—were not realized this year, limiting broader community engagement. Notably, progress has been made in securing donations, positioning the school well for stronger implementation next year.

Action 1.7 has been largely ineffective to date. Efforts to develop and integrate curriculum that reflects the diverse backgrounds of LTEL students have not yet been realized. Additionally, there has been limited engagement with LTEL families and insufficient integration of these students into the MTSS process. These gaps have hindered progress and represent a critical area for focused improvement in the coming year.

Action 1.8 has been effective in supporting students with IEPs. Evidence from internal assessments, along with observational and qualitative data, indicates that students are making progress academically as well as in behavior and overall well-being. Regular collaboration and reflection among staff have contributed to these positive outcomes.

Finally, Action 1.9 has been partially effective. While the absence of an Intervention Specialist presents a structural limitation, the school has mitigated this gap by building staff capacity to deliver interventions using targeted strategies, supplemental curricula, and tools such as i-Ready Personalized Instruction. These efforts have supported student progress, though a dedicated role could further strengthen coherence and impact.

In summary, while many actions have effectively contributed to student growth and improved instructional practices, inconsistencies in implementation, staffing challenges, and gaps in integration—particularly for culturally responsive programming and LTEL supports—have limited the overall impact. These insights provide clear direction for prioritizing stronger coherence, capacity-building, and inclusive practices in the upcoming year.

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

In reflecting on progress toward Goal 1, several targeted adjustments have been identified to strengthen implementation and increase overall impact in the coming year, while maintaining effective practices already in place.

We will continue to build staff capacity to leverage adopted curriculum in order to deliver high-quality, standards-aligned instruction. This remains a key priority, and no major adjustments are needed at this time, as current efforts are yielding positive results. Similarly, we plan to sustain our partnership with Leading Educators into a second year, as this collaboration has proven valuable in strengthening instructional leadership and the quality of professional development.

For Action 1.3, adjustments will focus on strengthening the master schedule to expand access to effective intervention structures. Specifically, we will work to increase the number of shared intervention blocks across grade levels, allowing for broader implementation of the Walk to Read model. Additionally, we will more intentionally account for designated ELD blocks to ensure English Learners receive consistent, targeted language development support.

In areas where implementation has been strong, such as data-driven instruction and collaboration (Actions 1.4 and 1.8), no significant adjustments will be made. These systems will continue as established, with an emphasis on maintaining consistency and deepening impact.

For Action 1.5, we will make a strategic adjustment by providing more explicit professional development on integrating Pro-Black programming into daily instruction. The goal is to move beyond standalone events and toward a more embedded, interdisciplinary approach that meaningfully connects to core content and enhances student learning experiences.

Actions 1.6 and 1.7 will see more substantial adjustments through the creation of a dedicated committee focused on supporting English Learners, particularly Long-Term English Learners (LTELs) and newcomers. This committee will be responsible for monitoring student progress throughout the year, strengthening academic supports, and ensuring that students are also recognized, celebrated, and supported in their social-emotional development. This structure is intended to increase coherence, accountability, and family engagement in our ELL programming.

Overall, these adjustments reflect a balance between sustaining effective systems and making targeted improvements in areas that require greater alignment, integration, and focus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-aligned and board-approved curriculum Refer to 23-24 BA Curriculum Overview (Tk-5 only) Purchase additional Tier III supplemental instructional materials for intervention support aligned to the Science of Reading i.e. Phonics curriculum (SIPPS), Phonemic Awareness curriculum (Heggerty) for use in core program (or during ELOP) Provide professional development for continued curriculum implementation (Eureka 2.0, Open Sci-Ed, Amplify, etc.) Purchase chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences Purchase personalized instruction curriculum (iReady) Provide grade level and content planning time for lesson planning, unit development and data analysis On-going analysis of curriculum with Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum Grade level curriculum will support SBAC performance for the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities Grade level curriculum will support SBAC performance for the following student group that tested in the red for Math: Hispanic	$45,000.00	Yes
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Provide on-going comprehensive professional development for various stakeholder groups aligned to instructional program, strategies and culturally relevant pedagogy and practice. Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on strategies for	$1,009,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching (Science of Reading, etc.) Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies to the Culture of Learning and Essential Content domains Build capacity of stakeholder by establishing a shared understanding of culturally relevant pedagogy and practice and its connection to critical literacy and liberatory education Ongoing PD with an emphasis on foundational literacy, foundational numeracy, and Science of Reading will have benefits for all students in addition to the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities and the student group that tested in the red for Math: Hispanic		
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas. Ensure master schedule has time for 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). A master schedule that effectively accounts for necessary instructional minutes for core content areas as well as intervention will have benefits for all student as well as the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities and the student group that tested in the red for Math: Hispanic	$2,080,000.00	No
1.4	Instruction (Assessment)	Establish and implement progress monitoring protocol (Data Chats) across grade levels and content area; six-eight week data analysis (data-driven strategic next steps and planning).		No

Action #	Title	Description	Total Funds	Contributing
		Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). Tiering of students aligned to data to leverage specific support to help students with the mastery of standards; analysis of proficiency and growth rates. Administer Interim Assessment Blocks (IAB) twice a year Design and implement end of chapter assessments, end of unit assessments and exit tickets to reflect the testing questions of SBAC A comprehensive assessment framework and progress monitoring will support teachers in identifying growth areas for students and groups of students. This will have benefits for all students as well as the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities and the student group that tested in the red for Math: Hispanic		
1.5	Black Excellence	Implement the use of culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide access to on-going comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes and Perceptions that Impact Learning for Black Students. This is in support of reducing anti-Blackness. Conduct quarterly learning walks to review the instructional program with a specific focus on Black student academic achievement (inclusive of SEL work). Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.) Conduct field trips for our BSU students to Historically Black Colleges and Universities Start a Black Family Advisory Council to get input on our school community		No

Action #	Title	Description	Total Funds	Contributing
1.6	English Learners	Develop and keep record of systematic opportunities for observation and feedback of PD-implemented instructional strategies Develop and maintain system to ensure newly enrolled English Learners are identified and placed into Designated ELD with 30 days of enrollment Provide opportunities for instructional staff to analyze local and state assessments by individual English Learner growth and their progress towards reclassification, documenting EL progress monitoring for each student in their cume file Meet or exceed 95% completion on the Summative ELPAC Provide all state required communication to families and keep a copy of each communication in each student's cume file Ensure all student records are up-to-date in both PowerSchool and students' cume file Ensure all eligible students for reclassification are identified and reclassified prior to Summative ELPAC testing Host EL family nights Host RFEP celebrations Leverage translation services for 100% of languages served	$31,000.00	No
1.7	Long-Term English Learners	Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTEL's. Develop and integrate curricula that reflect the diverse background of LTEL's, promoting engagement and connection to learning Utilize data analysis to tailor instruction to the specific needs of LTEL's and monitoring progress. Prioritize LTEL students within our MTSS system Work closely with the families of LTEL students to ensure they know and understand the path towards and impact of reclassification Host LTEL-specific family nights to increase awareness of ways to practice the English language outside of the classroom Provide professional development specific to the needs and teaching strategies of LTEL students Provide intensified social emotional supports for LTEL students		No
1.8	SPED	Ensure classroom General Education and Education Specialist co-	$1,426,879.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration With Special Pops Dean, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment Review current practices to ensure there are data stepbacks built into your schedule to monitor success and threats of new models and partnership A focus on SPED will support all students within the Students with Disabilities group as they work toward their individual goals as well as grade-level proficiency Working to increase independence for students who have IIS/BIS and implementing fade plans. IA Community of Practice Sensory Room		
1.9	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist 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.	$250,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 67.20% fully credentialed	2022-23 78.49% Fully Credentialed	2023-24 67.24% Fully Credentialed	100% fully credentialed	All Teachers: Increased .04%
2.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Increased 37% Belonging: Increased 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 21% responded favorably Belonging: 50% responded favorably Well-being: 36% responded favorably Staff-Leadership Relationships: 12% responded favorably Cultural Awareness and Action: 37% responded favorably	School Climate: 61% responded favorably Belonging: 72% responded favorably Well-being: 63% responded favorably Staff-Leadership Relationships: 52% responded favorably Cultural Awareness and Action: 52% responded favorably	School Climate: 58% responded favorably Belonging: 73% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 76% responded favorably Cultural Awareness and Action: 47% responded favorably	School Climate: 41% responded favorably Belonging: 70% responded favorably Well-being: 56% responded favorably Staff-Leadership Relationships: 32% responded favorably Cultural Awareness and Action: 57% responded favorably	Well-being: Increased 24% Staff-Leadership Rel: Increased 64% Cultural Awareness: Increased 10%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 85.9% Retention	Retention Rate 60.60%	Retention Rate 83.00%	2026-2027 to 2027-2028 Retention 90% Retention	All Staff: Decreased 2.9%

Goal Analysis [2025-26]

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

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

For Action 2.1, the planned actions were implemented as intended with strong fidelity. EPACS maintained a comprehensive and responsive coaching framework that included differentiated coaching cycles based on individual teammate needs, regular classroom observations followed by targeted debriefs, and the use of consultancy protocols to deepen instructional practice. The team consistently leveraged TeachBoost to document observations, track progress, and align coaching conversations to measurable goals. In addition, the Aspire

Student Learning Framework (ASLF) supported the development of focused, bite-sized coaching points, while regular walkthroughs ensured ongoing visibility into classroom instruction. A key success was the coherence and consistency of systems, which allowed for meaningful feedback and growth. A minor challenge was balancing time for deep coaching cycles alongside other competing priorities, though this did not significantly impact overall implementation.

For Action 2.2, professional development and department collaboration were carried out consistently and aligned to schoolwide priorities. Purposeful professional learning sessions and department meetings focused on building teacher capacity using the ASLF and the Liberatory Education Framework as foundational tools. Instructional decisions were guided by schoolsite data and student present levels, ensuring relevance and responsiveness. Professional learning also emphasized the Common Core State Standards, SBAC readiness, and strategies to support diverse learners. A notable success was the alignment between data, standards, and instructional practices, which strengthened coherence across teams. One challenge was ensuring that all professional development translated into consistent classroom practice, though ongoing coaching helped mitigate this.

For Action 2.3, the school effectively used Attuned Spark Survey data to inform and implement targeted Semester 2 initiatives aimed at strengthening staff sense of belonging and trust in leadership. The administration created regular opportunities for teammates to provide feedback and administered a second survey to monitor progress. Additional community-building efforts, such as Friday Breakfast Treats, Paper Plates, and Kudos, contributed to a more positive staff culture and supported retention. A clear success was the increased frequency of feedback loops and intentional culture-building structures. A challenge included sustaining high levels of engagement across all staff members, though participation remained strong overall.

For Action 2.5, most teammates participated in two Professional Learning Plan (PLP) meetings at the beginning and middle of the year. These goals were consistently revisited and reflected upon during coaching sessions, ensuring alignment between individual development and school priorities. A success in this area was the integration of PLP goals into ongoing coaching conversations, which reinforced accountability and growth. A minor challenge was ensuring consistency in the depth of reflection across all teammates.

For Action 2.6, EPACS successfully increased the number of credentialed teachers, strengthening instructional capacity and better supporting student progress toward SBAC mastery. This staffing improvement was a key success, as it allowed for more consistent delivery of standards-aligned instruction. A challenge included onboarding and integrating new staff effectively, though existing systems of coaching and professional development supported their transition.

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.

For Action 2.1, the implementation of a robust coaching framework has been effective in advancing the goal of building teacher capacity. While direct causal data linking coaching to student outcomes continues to be developed, there is strong alignment between improved instructional practices and the intended impact on student achievement. Ongoing observation data, coaching cycles, and increased

alignment to instructional frameworks suggest that teachers are growing in their practice, which is expected to lead to improved student outcomes over time. Continued monitoring of student performance data will be important to fully measure long-term impact.

For Action 2.2, the action has been effective in strengthening teacher capacity, as evidenced by positive trends in internal assessment data. Professional development aligned to standards, student needs, and instructional frameworks has translated into more targeted and responsive instruction. This progress indicates meaningful movement toward the goal, though continued focus on consistent implementation across all classrooms will further strengthen outcomes.

For Action 2.3, the actions taken were highly effective in achieving the intended goal of improving staff sense of belonging, trust, and retention. Survey data from the Attuned Spark Survey and ongoing feedback structures indicate increased staff engagement and positive school culture trends. Additionally, the absence of significant retention challenges and the success of community-building initiatives reflect meaningful progress. One area for improvement is strengthening onboarding systems to better support new teachers, which will help sustain and build on current successes.

For Action 2.5, the action was partially effective. While many teammates engaged in PLP goal-setting and reflection processes, not all staff completed both Beginning-of-Year and Middle-of-Year PLP meetings due to shifts in roles and responsibilities. As a result, the consistency and overall impact of this action were somewhat limited. Strengthening systems to ensure full participation will be necessary to maximize effectiveness.

For Action 2.6, the action has been effective, as demonstrated by increased stability among credentialed teaching staff. Notably, there have been no mid-year resignations, indicating improved retention and a more stable instructional environment for students. This stability supports continuity in teaching and learning, which is a key factor in achieving improved student outcomes. Continued focus on retention and support structures will help maintain this progress.

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.

No adjustments will be made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaching	Implement a school site differentiated coaching model to ensure that teachers are receiving coaching & feedback cadence according to teacher need and goals	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure all teachers receive coaching and feedback using the Aspire Student Learning Framework (ASLF) Implement Teachboost to progress monitor frequency of coaching and coaching points Teachers create goals using the Aspire Student Learning Framework (ASLF) and have mid-year and end of year debriefs to monitor growth Admin team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year debriefs with principals Implement consistent walkthrough schedule using the ASLF to align coaches, identify coaching trends and inform staff professional development Develop admin and lead teacher coaches in ILT by regularly using consultancies, anchor texts, & coaching data analysis Share coaching and walkthrough trends in the weekly Staff Newsletter An aligned coaching model will support SBAC performance for all student and the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities Grade level curriculum will support SBAC performance for the following student group that tested in the red for Math: Hispanic Coaching for Ed Specialists, and for teachers with a focus in building culture, culture response, and effective co-teaching, can also support in lowering chronic absenteeism and pupil suspension rates especially for our students with disabilities.		
2.2	Professional Development	Lead staff professional development on Teachboost platform for all teacher/ed specialist coaching and PLPs Lead staff professional development on the Aspire Student Learning Framework (ASLF) so that teachers and coaches are aligned on framework for rigorous instruction Professional development and Teachboost will support SBAC performance for all students and the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities Grade level curriculum will support SBAC performance for the following student group that tested in the red for Math: Hispanic		No

Action #	Title	Description	Total Funds	Contributing
		It can also support in lowering chronic absenteeism and pupil suspension rates especially for our students with disabilities.		
2.3	Teammate Retention	Staff input sessions on school culture/climate Weekly staff survey to monitor staff culture/climate Open office hours with admin team Listening Meetings with staff Share teammate survey results & leadership next steps after each survey administration Adjust master schedule to ensure adequate teacher collaboration and planning time All teammates write one wellness goal during their Professional Learning Plan Establish clear school site onboarding practices to support new teachers that are new to profession or role and/or new to district	$80,000.00	Yes
2.4	Affinity Groups	Ensure all teammates have ability to attend regional affinity groups		No
2.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)		No
2.6	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing Such that schools are working to improve and clear Teacher Misalignments Support teachers with induction, side-by-side worktime, etc. Having credentialed teachers will support SBAC performance for all students and the following student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities		No

Action #	Title	Description	Total Funds	Contributing
		Grade level curriculum will support SBAC performance for the following student group that tested in the red for Math: Hispanic		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To elevate and personalize student learning experiences across our educational community through the strategic integration of data-driven practices. Our aim is to cultivate a supportive and responsive educational environment where every student's unique needs are met with tailored systems of support and innovative tiered strategies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 27% African American/Black: Data Not Listed	2023-2024 Chronic Absenteeism Rate All Students: 22.80%	2024-2025 Chronic Absenteeism Rate All Students: 25.20%	2025-2026 Chronic Absenteeism Rate All: 18% African American/Black: 22%	All Students: Decreased 1.8% Hispanic: Decreased 5.3% English Learners: Decreased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: 27.40% English Learners: 27.10% Socioeconomically disadvantaged: 27.40% Students with Disabilities: 39.10%	English Learner: 16.70% Long-Term English Learner: 16.70% Socioeconomically Disadvantaged: 23.70% Black/African American: 24.40% Hispanic: 20.70% Multiple Races/Two or More: 50.00% Pacific Islander: 40.90% Students with Disabilities: 34.00%	Black/African American: 39.40% English Learner: 23.00% Hispanic: 22.10% Long-Term English Learner: 18.90% Multiple Races/Two or More: 29.40% Pacific Islander: 83.30% Socioeconomically Disadvantaged: 25.10% Students with Disabilities: 31.80%	Hispanic/Latinx: 18.40% English Learners: 18.10% Socioeconomically disadvantaged: 18.40% Students with Disabilities: 30.10%	Socioeconomically Disadvantaged: Decreased 2.3% Students with Disabilities: Decreased 7.3%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 5.8% African American/Black: 13.8% Hispanic/Latinx: 5.2% English Learners: 3.8% Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 8.6%	2023-2024 Suspension Rate All Students: 4.80% Black/African American: 2.40% Hispanic: 4.00% Multiple Races/Two or More: 21.10% Pacific Islander: 13.60% Students with Disabilities: 8.50% English Learner: 2.60%	2024-2025 Suspension Rate All Students: 3.50% Black/African American: 8.60% English Learner: 2.70% Hispanic: 3.20% Long-Term English Learner: 10.50% Multiple Races/Two or More: 5.90% Pacific Islander: 0.00%	2025-2026 Suspension Rate All Students: 0% African American/Black: 7.8% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 2.6%	All Students: Decreased 2.3% Black/African American: Decreased 5.2% Hispanic: Decreased 2.0% English Learners: Decreased 1.1% Socioeconomically Disadvantaged: Decreased 1.8% Students with Disabilities: Decreased 5.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-Term English Learner: 19.40% Socioeconomically Disadvantaged: 4.90%	Socioeconomically Disadvantaged: 3.80% Students with Disabilities: 3.50%		
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 92.71%	2024-2025 P2 Attendance Rate 90.44%	2025-26 P2 Attendance Rate 90.80%	2026-2027 Attendance Rate 95.71%	All Students: Decreased 1.91%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2025-2026 Pupil Expulsion Rate 0%	All Students: Maintained 0%
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Overall Rating: Maintained (Good)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: Grades 3-5: 5th Quintile Grades 6-12: 1st Quintile Sense of Belonging: Grades 3-5: 4th Quintile Grades 6-12: 1st Quintile School Climate: Grades 3-5: 2nd Quintile Grades 6-12: 1st Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: Grades 3-5: 3rd Quintile Grades 6-12: 2nd Quintile Sense of Belonging: Grades 3-5: 2nd Quintile Grades 6-12: 1st Quintile School Climate:	2025-26 Aspire Student Survey Teacher Student Relationships: Grades 3-5: 4rd Quintile Grades 6-12: 2nd Quintile Sense of Belonging: Grades 3-5: 2nd Quintile Grades 6-12: 1st Quintile School Climate:	2026-2027 Aspire Student Survey Move up 1 quintile or maintain 3rd quintile or above	Teacher-Student Rel (3-5): Decreased 1 Teacher-Student Rel (6-12): Increased 1 Sense of Belonging (3-5): Decreased 2 Sense of Belonging (6-12): Maintained School Climate (3-5): Maintained School Climate (6-12): Maintained School Safety (3-5): Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 1st Quintile Grades 6-12: 2nd Quintile	Grades 3-5: 1st Quintile Grades 6-12: 1st Quintile School Safety: Grades 3-5: 1st Quintile Grades 6-12: 1st Quintile	Grades 3-5: 2rd Quintile Grades 6-12: 1st Quintile School Safety: Grades 3-5: 1st Quintile Grades 6-12: 1st Quintile		School Safety (6-12): Decreased 1
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 84% responded favorably Family Engagement: 22% responded favorably	2024-2025 Aspire Family Survey 81% responded favorably Family Engagement: 31% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 85% responded favorably Family Engagement: 30% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 47% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 8%
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5		
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 64% responded favorably “The school provides a safe environment for my child.” 73% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 61% responded favorably: "The school provides a safe environment for my child." 67% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 74% responded favorably: ""The school provides a safe environment for my child."" 76% responded favorably: ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Increased 10% Comfort with Staff: Increased 3%

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.

For Action 3.1, the school successfully implemented a range of family engagement opportunities aligned to the original plan. SSC and ELAC meetings were held consistently throughout the year, alongside regularly scheduled Coffee with Admin (Cafecito) spaces that created more accessible entry points for families. In addition, the school expanded its community-building efforts by hosting more family-centered events, including Game Nights and an Academic Excellence Ceremony. While the overall plan was carried out as intended, one challenge was

maintaining consistent family attendance across all events due to competing schedules. A key success was the increased variety of engagement opportunities, which helped reach a broader group of families and strengthened school-community relationships.

For Action 3.2, the Enrollment and Attendance Team (EAT) met regularly as planned to review attendance and enrollment data, reflect on progress toward goals, and adjust action steps. Implementation remained consistent with the original design. A challenge included ensuring timely follow-through on action items across multiple stakeholders, particularly during high-demand periods of the school year. However, a major success was the team's ability to use data effectively to guide decision-making and maintain a focused approach to improving attendance outcomes.

For Action 3.3, the school implemented a comprehensive approach to social-emotional learning (SEL). The designated SEL curriculum (Wayfinder) and RULER anchor tools were consistently used, and SEL was embedded into the master schedule, ensuring protected time for instruction and relationship-building. The Panorama Student Survey was administered regularly in grades 3–8, with results shared with staff, students, and families to promote transparency and reflection. Additionally, leadership opportunities such as Yearbook and Student Council, along with affinity groups (BSU, LLA, and AAPI Club), were established to support student voice and belonging. A challenge included ensuring consistent depth of SEL implementation across classrooms. A key success was the integration of SEL into both instructional time and school culture, contributing to a more inclusive and supportive environment.

For Action 3.4, the school implemented its MTSS (COST) process as planned, and staff demonstrated a clear understanding of how to initiate and engage in the process when concerns about students arose. The MTSS framework was used to support students, families, and staff in a structured and collaborative way. One challenge was managing the volume of referrals and ensuring timely follow-ups for all cases. A success was the increased staff awareness and utilization of the system, leading to more proactive and coordinated support for students.

For Action 3.5, outreach and recruitment efforts were implemented consistently through the work of the Enrollment and Attendance Team. The team actively engaged with the community by participating in local events such as Cinco de Mayo celebrations, farmers markets, and Cafecito gatherings at neighborhood schools. Additional strategies included flyering, direct outreach, and inviting prospective families to school events like Bingo Game Nights. While outreach efforts were strong, a challenge remained in converting interest into confirmed enrollment amid external factors such as housing mobility. A key success was the school's increased visibility in the community and stronger relationships with prospective families.

For Action 3.6, all planned actions were fully implemented as intended. The school-maintained fidelity to the outlined plan, and no significant deviations occurred. The primary success was the completion of all action steps, reflecting strong coordination and follow-through across teams.

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.

For 3.1, implementation was less effective than intended this year. Although a Black Family Advisory was established and held last year, we were unable to continue it this year due to planning challenges and scheduling conflicts. As a result, this specific engagement opportunity was not available to families, highlighting an area for improvement moving forward.

For 3.2, our efforts have been effective overall. Family engagement strategies including events, newsletters, SART/SARB meetings, and regular family communication have strengthened connections between school and home. These structures have supported ongoing communication and provided families with multiple opportunities to stay informed and engaged.

For 3.3, this action is considered fully implemented; however, there is still room for growth in overall effectiveness. While curriculum resources are available and in use, we would like to see them more intentionally leveraged across classrooms and integrated in a stronger interdisciplinary manner to maximize impact on student learning.

For 3.4, implementation has not yet been as effective as planned. Although the foundational processes are in place and a team exists to oversee this work, the system is not yet functioning at the desired level. One key barrier is teachers' capacity to consistently collect and analyze the information and data necessary to identify needs and establish appropriate interventions in a timely manner.

For 3.5, this action has been effective. We have observed increased participation from new families at school events, demonstrating stronger outreach and engagement efforts. Additionally, based on recent enrollment numbers, we are currently exceeding our target, suggesting positive momentum in recruitment and retention efforts.

For 3.6, this action has been effective in ensuring students have access to high-quality learning materials, tools, and resources. It has also supported the maintenance of a safe and welcoming learning environment where all students can engage in their education successfully.

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.

No adjustments will be made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Engagement & Outreach	Continue to hold monthly Coffee with Admin Hold quarterly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes		No

Action #	Title	Description	Total Funds	Contributing
		Create Black Family Advisory group for family members of black students to provide input on our school culture and climate Hold/host workshops for TK-5/6-8		
3.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor and lead intervention strategies Ensure attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Include information on the importance of attendance to families during Back to School events, BOY newsletters, First Day Packets and discuss attendance during SLC's Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy Efforts can support in lowering chronic absenteeism and pupil suspension rates especially for our students with disabilities.	$120,000.00	Yes
3.3	SEL	Provide curriculum materials and resources for teachers Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective Provide regular planning time for advisory teams to internalize and adjust SEL units Start student leadership clubs: service crew, environment crew, safety crew Continue monthly family education experiences where students teach family members about our SEL skills and practices Continue to develop Adult SEL	$628,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A focus on SEL can support SBAC performance for the following all student and the student groups that tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities, and for students who tested in the red for Math: Hispanic, because culture impacts instruction/academic outcomes. Tending to SEL can also support in lowering chronic absenteeism and pupil suspension rates especially for our students with disabilities.		
3.4	MTSS	Continue MTSS team meetings that reinforce learning on creating systems to look at multiple data sources to progress monitor universal program, additional supports, and intensified supports. (One example: create a school Tiered Instruction Matrix (TIM)) Work with regional academic teammates (Sr Directors/Program managers) to co-facilitate PD based on topics in order to provide professional development on MTSS to school site teammates. Provide professional development on MTSS to school. Work with regional academic teammates (Directors/Program managers) to co-facilitate PD based on topics A strong MTSS program can support students who are struggling in Math, ELA, and can also support in behavior and attendance. This means more positive outcomes for all students who tested in the red for ELA: English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities, and for students who tested in the red for Math: Hispanic. It can also support in lowering chronic absenteeism and pupil suspension rates especially for our students with disabilities.		No
3.5	Enrollment	Establish a site Enrollment Team that will develop a student enrollment plan and lead student recruitment efforts Increase social media outreach/presences to promote ongoing enrollment Attend at least one community event per month to advertise school Hold at least two Open House events during the open enrollment period and another in April/May for late applicants Hold a community carnival/ice-cream social event Partner with existing families to assist with recruitment efforts, offer incentives (i.e. school swag, gift cards) Identify school recruitment fairs to participate in		No

Action #	Title	Description	Total Funds	Contributing
		Elementary schools: Visit local pre-schools/head starts to conduct family information sessions and leave fliers Visit libraries, recreation centers, youth program centers to conduct information sessions and drop-off marketing materials Secondary schools: Hold information sessions for current Aspire families Partner with local elementary schools/middle schools to create opportunities for students/families to participate in Open House/Information sessions Identify local youth organizations (i.e. after school programs, sports) to conduct information sessions and drop off marketing materials		
3.6	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$145,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -80.5 African American/Black: -100.3 English Learners: -108.2 Hispanic/Latinx: -84.2 Socioeconomically Disadvantaged: -85.3 Students with Disabilities: -121.6	2023-2024 SBAC ELA DFS All Students: -90.1 English Learner: -110 Long-Term English Learner: -137.2 Socioeconomically Disadvantaged: -92.7 Black/African American: -121.3	2024-2025 SBAC ELA DFS All Students: -95.1 Black/African American: -117 English Learner: -109.5 English Learners Only: -134.6 English Only: -93.8 Hispanic: -96.7	2025-2026 SBAC ELA DFS All Students: -65.50 Black/African American: -85.30 English Learners: -93.20 Hispanic/Latinx: -69.20 Socioeconomically Disadvantaged: -70.30	All Students: Decreased 14.6 Black/African American: Decreased 16.7 English Learner: Decreased 1.3 Hispanic: Decreased 12.5 Socioeconomically Disadvantaged: Decreased 11.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -93.6 Pacific Islander: -58.2 Students with Disabilities: -135.5	Long-Term English Learner: -136.8 Recently Reclassified Fluent-English Proficient Only: -61.2 Socioeconomically Disadvantaged: -96.6 Students with Disabilities: -136.4	Students with Disabilities: -106.60	Students with Disabilities: Decreased 14.8
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -99.8 African American/Black: -121.4 English Learners: -115.3 Hispanic/Latinx: -104.8 Socioeconomically Disadvantaged: -103.1 Students with Disabilities: -133.4	2023-2024 SBAC MATH DFS All Students: -103.8 English Learner: -116.8 Long-Term English Learner: -144.2 Socioeconomically Disadvantaged: -106.1 Black/African American: -146.4 Hispanic: -104.7 Pacific Islander: -98.7 Students with Disabilities: -155.9	2024-2025 SBAC MATH DFS All Students: -108.9 Black/African American: -129.5 English Learner: -118.8 English Learners Only: -146.6 English Only: -115.8 Hispanic: -108.4 Long-Term English Learner: -185.2 Recently Reclassified Fluent-English Proficient Only: -64.6 Socioeconomically Disadvantaged: -111.8	2025-2026 SBAC Math DFS All: -87.80 African American/Black: -109.40 English Learners: -103.30 Socioeconomically disadvantaged: -91.10 Hispanic/Latinx: -92.80 Students with Disabilities: -121.40	All Students: Decreased 9.1 Black/African American: Decreased 8.1 English Learner: Decreased 3.5 Hispanic: Decreased 3.6 Socioeconomically Disadvantaged: Decreased 8.7 Students with Disabilities: Decreased 19.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -152.7		

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.

For both 4.1 and 4.2, we have fully implemented targeted literacy interventions with small-group instructional and personalized instruction using i-Ready Personalized Instruction. We also began our partnership with Sylvan Learning to provide after-school literacy intervention. We have also provided training on Culturally Responsive Instruction using Zaretta Hammond's text Culturally Responsive Teaching and the Brain and her Ready for Rigor framework. We have not been able to provide literacy workshops for families. Lastly, we started a partnership with Leading Educators to improve Tier 1 instruction for ELA and Math that is aligned to the Common Core State Standards.

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.

For both 4.1 and 4.2, we have seen growth according to internal assessments and have also seen improvement in our teacher's ability to plan cohesive and standards-aligned lessons and tasks.

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.

There will be no adjustments to 4.1 and 4.2 just a continued push

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, and personalized interventions based on diagnostics	$49,523.00	No

Action #	Title	Description	Total Funds	Contributing
		Expanded Learning Supports – After-school literacy intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using The English Language Arts/English Language Development Framework for California Public Schools; Professional development on co-teaching and co-planning to support our inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Literacy workshops, take-home literacy activities, high-interest texts, and community partnerships These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs that align to science of reading help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – After-school and summer intersession literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized interventions based on diagnostics Expanded Learning Supports – After-school math intervention, summer school intersession interdisciplinary program, and adaptive technology tools Culturally Responsive Instruction – Professional development & coaching using the 2023 Mathematics Framework for California Public Schools; Professional development on co-teaching and co-planning to support our	$49,523.00	No

Action #	Title	Description	Total Funds	Contributing
		inclusion model, scaffolding for English Learners, and diverse, multicultural, high-interest texts Family Engagement – Math workshops, take-home math activities, and community partnerships These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application. Providing Extended Learning Opportunities – After-school and summer intersession math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development and coaching equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,926,439	$274,860

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
40.555%	0.000%	$0.00	40.555%

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, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities continue to experience significant academic achievement challenges. According to the 2024-25 California School Dashboard, English Learners scored 109.5 points below standard,	Our intervention addresses significant ELA performance declines for English Learners (ELs) and socioeconomically disadvantaged students, with respective decreases of -23.20 and -13.40 points. To support these students, we are implementing targeted actions that extend beyond standard services. We are acquiring Tier III supplemental instructional materials, such as the Phonics curriculum (SIPPS) and Phonemic Awareness curriculum (Heggerty),	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic students scored 96.7 points below standard, Socioeconomically Disadvantaged students scored 96.6 points below standard, and Students with Disabilities scored 136.4 points below standard in ELA. In Mathematics, Hispanic students scored 108.4 points below standard. English Learners also demonstrated low progress toward English language proficiency, with only 21.0% making progress on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	to build foundational literacy skills. Professional development for curricula like Eureka 2.0, Open Sci-Ed, and Amplify equips teachers to differentiate instruction effectively, making content more accessible to ELs and low-income students. Additionally, providing Chromebooks ensures a 1:1 student-to-device ratio, facilitating regular content practice and personalized learning experiences. Implementing personalized instruction curriculum (iReady) tailors learning paths to individual strengths and weaknesses, addressing specific gaps for these students. Allocating grade-level and content planning time allows teachers to develop lessons, units, and data-driven strategies collaboratively. Implementing these measures LEA-wide ensures equity and consistency for all students. A standardized approach guarantees every student has access to high-quality instructional materials, technology, and support.	
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience significant academic achievement challenges. According to the 2024-25 California School Dashboard, English Learners scored 109.5 points below standard in ELA and 118.8 points below standard in Mathematics. Socioeconomically Disadvantaged students scored 96.6 points	Our intervention addresses significant ELA performance declines for English Learners (ELs) and socioeconomically disadvantaged students, with respective decreases of -23.20 and -13.40 points. To support these students and improve their SBAC scores, we are implementing targeted actions that go beyond standard services. We will provide ongoing comprehensive professional development focusing on instructional strategies, culturally relevant pedagogy, and foundational literacy and numeracy. Led by the Regional Instructional Team, this training emphasizes the Science of Reading and culturally	Metric (1.1 & 1.2) Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard in ELA and 111.8 points below standard in Mathematics. Additionally, only 21.0% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	responsive teaching, equipping teachers with effective methods to directly enhance the ELA and Math performance of ELs and low-income students. The updated ASLF framework, incorporating Culturally Responsive Teaching Strategies, will be used as a coaching tool to build stakeholder capacity. This approach fosters a shared understanding of culturally relevant pedagogy and its connection to critical literacy, helping teachers engage ELs and low-income students more effectively. These professional development initiatives specifically target student groups that tested in the red for ELA and Math, including ELs, Socioeconomically Disadvantaged, Hispanic students, and Students with Disabilities. By focusing on foundational literacy, numeracy, and culturally responsive methods, we address the learning gaps contributing to low SBAC scores. Implementing these actions on an ELA wide basis ensures that every student has access to high-quality instruction and support. This comprehensive strategy fosters a positive learning environment, improving SBAC scores for ELs and low-income students.	
2.1	**Action:** Coaching **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience significant academic achievement	Our intervention addresses significant ELA performance declines for English Learners (ELs) and socioeconomically disadvantaged students, with respective decreases of -23.20 and -13.40 points. To support these students and improve their SBAC scores, we are implementing a comprehensive, differentiated coaching model.	Metric (2.2) Teacher Sense of Safety and Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges. According to the 2024-25 California School Dashboard, English Learners scored 109.5 points below standard in ELA and 118.8 points below standard in Mathematics. Socioeconomically Disadvantaged students scored 96.6 points below standard in ELA and 111.8 points below standard in Mathematics. Additionally, only 21.0% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	This model ensures teachers receive coaching and feedback tailored to their needs and goals using the Aspire Student Learning Framework (ASLF). By implementing Teachboost, we can progress monitor the frequency and focus of coaching, ensuring data-driven, timely interventions. Teachers set goals using the ASLF and engage in mid-year and end-of-year debriefs to monitor growth. Admin team members also create goals using the Transformational Leadership Framework (TLF) and have regular debriefs with principals. Consistent walkthroughs using the ASLF help align coaches, identify coaching trends, and inform staff professional development. Admin and lead teacher coaches in the Instructional Leadership Team (ILT) are developed through consultancies, anchor texts, and coaching data analysis. Coaching and walkthrough trends are shared in the weekly Staff Newsletter, promoting transparency and continuous improvement. These actions specifically address the needs of ELs and low-income students by providing targeted instructional support and professional development that focuses on effective strategies for engaging and teaching these groups. By tailoring coaching to individual teacher needs, we ensure that instructional methods are adapted to help ELs and low-income students overcome their specific learning challenges. This approach directly impacts their ELA and Math performance, as teachers are better equipped to implement	

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
		differentiated and culturally responsive teaching strategies. Implementing these measures LEA-wide ensures equity and consistency, guaranteeing every student access to high-quality instruction and support.	
2.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience significant academic achievement challenges. According to the 2024-25 California School Dashboard, English Learners scored 109.5 points below standard in ELA and 118.8 points below standard in Mathematics. Socioeconomically Disadvantaged students scored 96.6 points below standard in ELA and 111.8 points below standard in Mathematics. Additionally, only 21.0% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	Metric (2.3) Retention Rate
3.2	**Action:** Attendance **Need:**	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted strategies, including direct family communication, attendance incentives and interventions. A	Metric (3.1) Chronic Absenteeism Metric (3.3) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 23.0% for English Learners and 25.1% for Socioeconomically Disadvantaged students. **Scope:** LEA-wide	schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	
3.3	**Action:** SEL **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience challenges related to academic achievement and school engagement. According to the 2024-25 California School Dashboard, English Learners scored 109.5 points below standard in ELA and 118.8 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 96.6 points below standard in ELA and 111.8 points below standard in Mathematics. Additionally, chronic absenteeism rates remained elevated at 23.0% for English Learners and 25.1% for Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Our approach to addressing the needs of English Learner (EL) and low-income students, highlighted by the Aspire Student Survey, involves targeted actions to enhance their sense of belonging, school climate, and safety. These actions are implemented on a Local Educational Agency (LEA) wide basis to ensure consistency and equity across all schools. Providing curriculum materials and resources equips teachers to deliver high-quality SEL instruction, creating a supportive learning environment. Reviewing Panorama SEL data and modifying SEL units tailors instruction to the unique needs of EL and low-income students, addressing low safety perceptions and the need for stronger relationships. Regular planning time for advisory teams ensures consistent implementation of SEL strategies, creating a stable environment that helps EL and low-income students feel secure. Student leadership clubs offer meaningful activities that	Metric (3.6) Student sense of safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		develop leadership skills and foster a sense of belonging. Monthly family education experiences reinforce SEL concepts at home, strengthening school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment. Prioritizing staff well-being ensures better support for students. Implementing these actions LEA-wide promotes equity and inclusivity, ensuring that all students have access to the same high-quality SEL instruction and support. This unified approach creates a supportive school climate where every student can thrive academically and socio-emotionally.	
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience challenges with attendance and engagement. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 23.0% for English Learners and 25.1% for Socioeconomically Disadvantaged students. **Scope:** LEA-wide	English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism, indicating a need for safe, supportive, and engaging learning environments that encourage regular attendance and participation in school. Facility improvements, well-maintained classrooms, and campus safety measures help reduce barriers to learning by providing environments where students feel safe, connected, and supported. These conditions are particularly important for unduplicated pupils, who may face additional challenges that impact school engagement and attendance. Because all students access the same facilities and learning environments, these services are provided on a schoolwide basis. However, the school expects English Learners and Socioeconomically Disadvantaged students to receive the greatest	Metric (3.6) Student Sense of Safety Metric (3.9) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		benefit through improved attendance, engagement, belonging, and access to instruction, making this action principally directed toward meeting the identified needs of unduplicated pupils.	

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	4,750,213	1,926,439	40.555%	0.000%	40.555%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,734,780.00	$1,043,145.00	$0.00	$346,000.00	$6,123,925.00	$5,916,425.00	$207,500.00

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	$45,000.00	$45,000.00				$45,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$994,000.00	$15,000.00	$1,009,000.00				$1,009,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$2,080,000.00	$0.00	$1,950,000.00	$130,000.00			$2,080,000.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	Black Excellence	All	No			All Schools	Ongoing								
1	1.6	English Learners	All	No			All Schools	Ongoing	$31,000.00	$0.00				$31,000.00	$31,000.00	
1	1.7	Long-Term English Learners	All	No			All Schools	Ongoing								
1	1.8	SPED	All	No			All Schools	Ongoing	$1,337,379.00	$89,500.00	$805,780.00	$556,099.00		$65,000.00	$1,426,879.00	
1	1.9	Title I	All	No			All Schools	Ongoing	$250,000.00	$0.00				$250,000.00	$250,000.00	
2	2.1	Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$210,000.00	$0.00	$210,000.00				$210,000.00	
2	2.2	Professional Development	All	No			All Schools	Ongoing								
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
2	2.4	Affinity Groups	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**	Pipeline Development	All	No			All Schools	Ongoing								
2	**2.6**	Teacher Credentialing	All	No			All Schools	Ongoing								
3	**3.1**	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
3	**3.2**	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$120,000.00	$0.00	$120,000.00				$120,000.00	
3	**3.3**	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$615,000.00	$13,000.00	$370,000.00	$258,000.00			$628,000.00	
3	**3.4**	MTSS	All	No			All Schools	Ongoing								
3	**3.5**	Enrollment	All	No			All Schools	Ongoing								
3	**3.6**	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$100,000.00	$45,000.00	$145,000.00				$145,000.00	
4	**4.1**	ELA	All	No			All Schools	2025-26	$49,523.00	$0.00		$49,523.00			$49,523.00	
4	**4.2**	Math	All	No			All Schools	2025-26	$49,523.00	$0.00		$49,523.00			$49,523.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,750,213	1,926,439	40.555%	0.000%	40.555%	$1,979,000.00	0.000%	41.661 %	**Total:**	$1,979,000.00
								LEA-wide Total:	$1,979,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$45,000.00	
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	$1,009,000.00	
2	**2.1**	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$210,000.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$80,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$120,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$370,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$145,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,941,234.00	$6,545,938.00

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	$110,000.00	107,267
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$1,074,000.00	775,622
1	**1.3**	Instruction (Master Scheduling)	No	$2,635,000.00	2,610,433
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners	No	$33,000.00	33,000
1	**1.7**	Long-Term English Learners	No	$0.00	$0.00
1	**1.8**	SPED	No	$1,705,000.00	1,664,712
1	**1.9**	Title I	No	$242,000.00	247,217
2	**2.1**	Coaching	Yes	$40,000.00	42,000
2	**2.2**	Professional Development	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	**2.3**	Teammate Retention	Yes	$63,000.00	58,055
2	**2.4**	Affinity Groups	No	$0.00	$0.00
2	**2.5**	Pipeline Development	No	$0.00	$0.00
2	**2.6**	Teacher Credentialing	No	$0.00	$0.00
3	**3.1**	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	**3.2**	Attendance	Yes	$207,000.00	194,103
3	**3.3**	SEL	Yes	$507,000.00	502,007
3	**3.4**	MTSS	No	$0.00	$0.00
3	**3.5**	Enrollment	No	$0.00	$0.00
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	$276,000.00	262,000
4	**4.1**	ELA	No	$24,617.00	24,761
4	**4.2**	Math	No	$24,617.00	24,761

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)
1,852,876	$2,177,000.00	$1,859,054.00	$317,946.00	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	$110,000.00	107,267		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$1,074,000.00	775,622		
2	2.1	Coaching	Yes	$40,000.00	42,000		
2	2.3	Teammate Retention	Yes	$63,000.00	58,055		
3	3.2	Attendance	Yes	$207,000.00	194,103		
3	3.3	SEL	Yes	$507,000.00	502,007		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$176,000.00	180,000		

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)
4,527,181	1,852,876	0.000	40.928%	$1,859,054.00	0.000%	41.064%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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