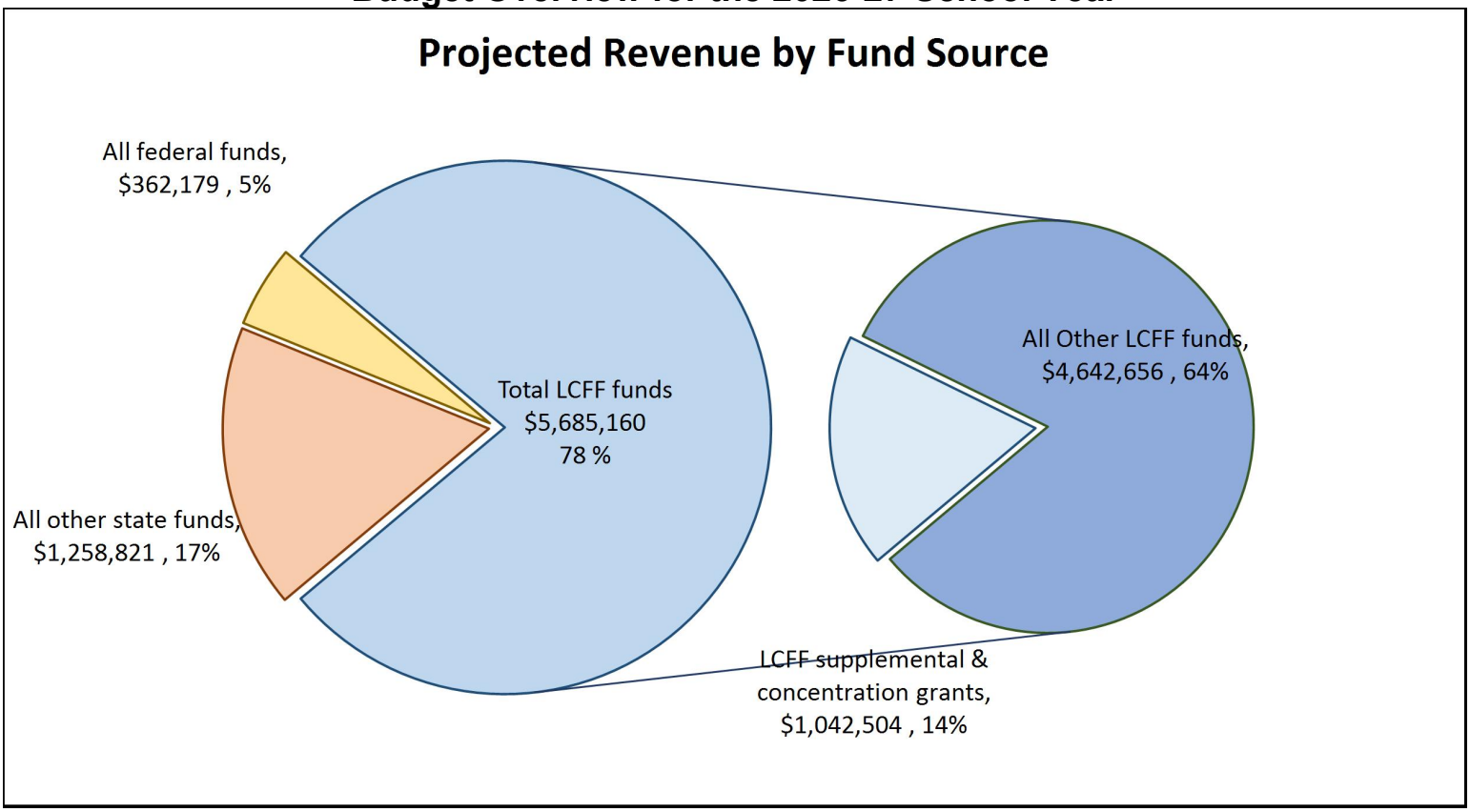
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: AIMS College Prep High School
CDS Code: 01612590111856
School Year: 2026-27
LEA contact information:
Julia Li, Head of School

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 AIMS College Prep High School expects to receive in the coming year from all sources.

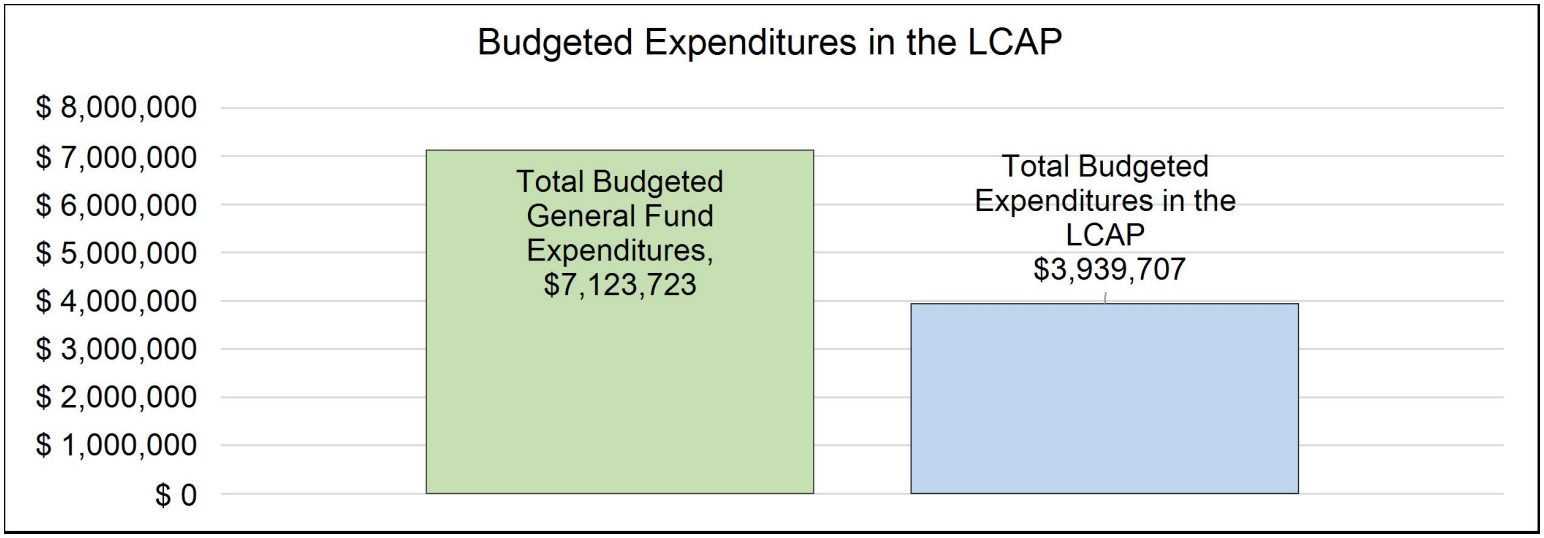
The text description for the above chart is as follows: The total revenue projected for AIMS College Prep High School is $7,306,160, of which $5,685,160 is Local Control Funding Formula (LCFF), $1,258,821 is other state funds, $0 is local funds, and $362,179 is federal funds. Of the $5,685,160 in LCFF Funds, $$1,042,504 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 AIMS College Prep High 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: AIMS College Prep High School plans to spend $7,123,723 for the 2026-27 school year. Of that amount, $3,939,707 is tied to actions/services in the LCAP and $3,184,016 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Fixed operational costs including facilities, salaries, benefits, utilities, and equipment, restricted categorical funds, and contingency reserves.

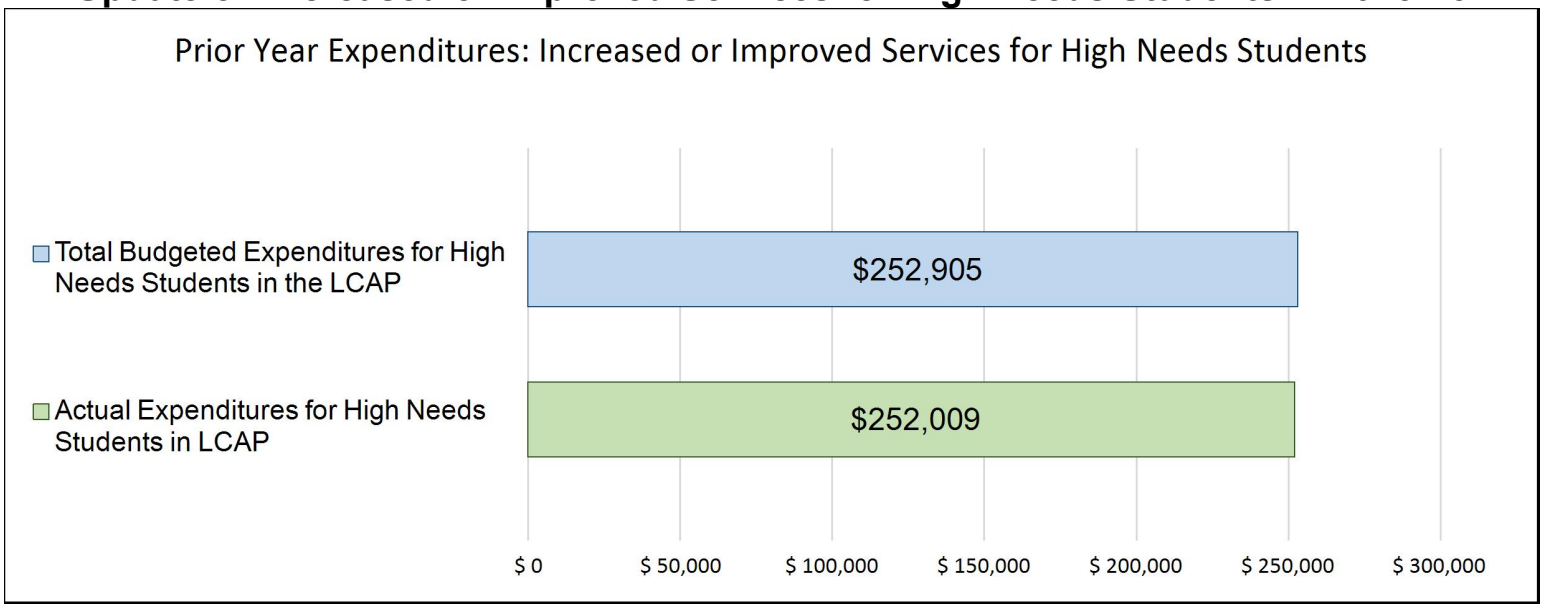
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, AIMS College Prep High School is projecting it will receive $$1,042,504 based on the enrollment of foster youth, English learner, and low-income students. AIMS College Prep High School must describe how it intends to increase or improve services for high needs students in the LCAP. AIMS College Prep High School plans to spend $802,596.00 towards meeting this requirement, as described in the LCAP.

See goals 1, 2, and 3.

LCFF Budget Overview for Parents

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



This chart compares what AIMS College Prep High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what AIMS College Prep High 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, AIMS College Prep High School's LCAP budgeted $252,905 for planned actions to increase or improve services for high needs students. AIMS College Prep High School actually spent $252,009 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $896 had the following impact on AIMS College Prep High School’s ability to increase or improve services for high needs students:

No impact to actions and services.

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
AIMS College Prep High School	Julia Li, Head of School	julia.li@aimsk12.org

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.

School Profile and Mission
AIMS College Prep High School (AIMS HS), located in Oakland, California, serves approximately 369 students in grades 9–12 as part of the American Indian Model Schools (AIMS) network. AIMS HS is dedicated to preparing all students for college, career, and civic life through a rigorous, standards-aligned instructional program, robust student support systems, and a safe, inclusive, and culturally responsive environment rooted in high expectations.

Student Demographics and Commitment to Equity
AIMS HS serves a diverse student body with a high concentration of need; approximately 72% of students are identified as unduplicated pupils, including socioeconomically disadvantaged students, English Learners (EL), and foster youth. This demographic profile fundamentally shapes the priorities of this Local Control and Accountability Plan (LCAP). The school's planning, resource allocation, and targeted expenditures are deliberately structured to ensure that unduplicated student groups and students receiving specialized academic supports receive increased, improved, and clearly documented services. These efforts directly address critical high school milestones, including:

A–G course completion and college readiness,

Targeted academic interventions and English language development,

Comprehensive Multi-Tiered System of Supports (MTSS) to reduce high school chronic absenteeism.

Systemic Alignment with ACOE and AIPCS II MOU
The 2026–27 LCAP marks the Year 3 implementation of continuous district-wide improvement efforts. While AIMS HS is not formally named in the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE), the district has intentionally chosen to align its improvement, fiscal, and operational tracking systems across all AIMS campuses. This alignment ensures strict organizational coherence, heightened transparency, and direct accountability to ACOE oversight standards.

By embedding AIPCS II compliance structures, AIMS HS reinforces its commitment to measurable metrics, rigorous data monitoring, and clear governance. Furthermore, these strategic priorities explicitly incorporate critical stakeholder input from our advisory bodies, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC).

Key Strategic Priorities & Instructional Innovations
In response to educational partner feedback and robust analysis of California School Dashboard and local data, AIMS HS is focusing heavily on strengthening Tier 1 instruction, expanding dual enrollment, and building out Career Technical Education (CTE) pathways.

To optimize these initiatives, beginning in the 2026–27 school year, AIMS HS will transition to a block schedule model. This structural shift is designed to:

Enhance instructional continuity and allow for deeper, project-based learning.

Maximize dedicated, built-in time for MTSS and academic interventions.

Reduce daily instructional transitions to improve student focus.

Expand student access to dual enrollment college courses and CTE pathways.

LCAP Goal Framework
To maintain operational alignment with district-wide continuous improvement systems, the 2026–27 LCAP is organized around three broad, metrics-driven goal areas that address the holistic needs of AIMS High School while satisfying compliance standards:

Goal 1: Student Achievement and Academic Outcomes (Focusing on ELA/Math proficiency, A–G completion, dual enrollment, and English Learner reclassification).

Goal 2: School Climate and Student Engagement (Focusing on reducing chronic absenteeism, expanding MTSS, and elevating school connectedness).

Goal 3: High-Performing Organization / Supporting Conditions (Focusing on teacher coaching, operational data tracking, fiscal accountability, and proactive family engagement).

Through this unified framework, AIMS HS ensures that all students have equitable access to the rigorous academic preparation and supportive environment necessary for lifelong success.

Reflections: Annual Performance

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

Reflections: Successes
An analysis of the 2025 California School Dashboard, local assessment metrics, and NWEA MAP benchmark data indicates that AIMS College Prep High School has maintained strong foundational systems in school climate, English language development, and postsecondary preparation. Key areas of strength include:

School Climate and Student Engagement: AIMS HS earned Blue status on the California Dashboard for Suspension Rate with a 0.0% suspension rate, supported by local quarterly data showing an overall low suspension rate of approximately 1.1%. This success reflects the consistent implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and proactive relationship-building strategies.

English Learner Progress: The school achieved Blue status on the English Learner Progress Indicator (ELPI), with 76.7% of English Learners making measurable growth toward English proficiency. This represents a substantial 55.2-point increase from the prior year and reflects the successful execution of Guided Language Acquisition Design (GLAD) strategies alongside designated and integrated English Language Development (ELD).

College and Career Readiness: AIMS HS maintained its hallmark 100% A–G course completion rate and a 100% four-year college acceptance rate for graduating seniors. The school secured Green status on the College/Career Indicator (CCI) with 88.2% of students identified as prepared (an increase from a prior historical baseline of 52.2%).

Local Indicators and Progress Monitoring: The school met all local indicators, including Basic Services, Implementation of State Academic Standards, and Parent and Family Engagement. Furthermore, the implementation of NWEA MAP benchmark assessments improved the consistency of academic progress monitoring across departments.

Reflections: Identified Needs
While foundational systems remain robust, data analysis reveals significant academic achievement gaps, chronic absenteeism challenges, and systemic operational needs that require immediate, structured intervention.

1. Academic Performance & Achievement Gaps (Orange Status)

Statewide summative assessment data indicates a critical need to elevate academic rigor and consistency. AIMS HS earned Orange status in both English Language Arts (ELA) and Mathematics, with severe performance variances across student subgroups:

All Students: ELA performance stands at -37.5 Distance From Standard (DFS), and Mathematics stands at -63.9 DFS (with a historical local baseline of -23.6 DFS and -31 DFS respectively).

English Learners: Performance is significantly below standard, marked at -98.9 DFS in ELA (with prior data at -93.1 DFS) and a critical -127.5 DFS in Mathematics.

Socioeconomically Disadvantaged & Demographic Subgroups: Persistent achievement gaps remain prevalent among socioeconomically disadvantaged students, students with disabilities, Hispanic students (with ELA performance at -102.6 DFS), and African American students (with Math performance at -112.1 DFS).

2. Instructional Inconsistencies and Literacy Frameworks
Internal data demonstrates that students frequently struggle with written justification and analytical reasoning rather than basic procedural knowledge. Departments currently utilize disparate writing and reasoning frameworks, limiting students' ability to transfer literacy skills across content areas. There is an immediate need to implement a unified, evidence-based writing instruction framework across all disciplines.

3. Operational, Staffing, and Coaching Challenges
Implementation fidelity during the 2025–26 school year was heavily impacted by staffing instability, including long-term substitute placements, teacher vacancies, and credentialing hurdles. These vacancies disrupted classroom coaching cycles, professional development continuity, and instructional monitoring. There is an urgent need to build organizational capacity, stabilize teaching staff, and re-establish rigorous instructional coaching cycles to ensure Tier 1 instructional consistency.

4. Chronic Absenteeism & Graduation Rate Accountability
Local quarterly data indicates that chronic absenteeism averaged approximately 34%. This high rate directly undermines student achievement, course completion, and long-term college readiness. Additionally, while internal data reflects a 100% cohort graduation rate for completing seniors, the state Dashboard graduation rate remains in the Orange performance level due to historical accountability calculations. This requires an enhanced early warning system, credit recovery tracking, and intensive attendance case management.

Alignment with ACOE Oversight Feedback and AIPCS II MOU Expectations
To ensure complete transparency, institutional coherence, and strict adherence to the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, AIMS HS has directly mapped its identified needs to structural accountability reforms:

Transparency and Governance: In response to the loss of instructional coaching capacity and past variability in Cycles of Inquiry (COI), AIMS HS is overhauling its data monitoring systems. The school will implement rigorous, formalized tracking protocols to audit intervention placements, monitor MTSS activation, and ensure fiscal resources directly tie to improved student outcomes.

Student Access and Inclusivity: Dashboard data highlights disproportionate outcomes for English Learners, low-income students, and students with disabilities. AIMS HS is restructuring its academic intervention frameworks to ensure that targeted tutoring, Saturday School, and specialized academic supports are explicitly documented, structured, and uniformly accessible to all demographic subgroups.

Clear Stakeholder Input: Input from the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and educational partners directly shaped these reflections. Partners explicitly demanded stronger Tier 1 instructional consistency, expanded intervention flexibility, and proactive attendance intervention systems.

Continuous Improvement and Next Steps: 2026–27 LCAP Highlights
To address these needs while sustaining proven areas of strength, AIMS HS will execute the following strategic actions for the 2026–27 school year, anchored by the transition to a block schedule model:

Transition to Block Scheduling: Beginning in 2026–27, AIMS HS will implement a block schedule model designed to improve instructional continuity, reduce daily transitions, increase intervention flexibility, and maximize student access to dual enrollment and Career Technical Education (CTE) pathways.

Strengthening Tier 1 Instruction & Literacy: The school will establish a unified, cross-curricular, evidence-based writing and reasoning framework to eliminate departmental silos. Re-established instructional coaching cycles will monitor the fidelity of Tier 1 instruction.

Data-Driven MTSS Activation: Using NWEA MAP and local assessment data, AIMS HS will close the gap between data collection and intervention placement, ensuring rapid, tiered academic and behavioral support for at-risk students.

Proactive Attendance & Graduation Tracking: Staff will implement an automated early warning system coupled with intensive family outreach and case management to drastically reduce the 34% chronic absenteeism rate and elevate the Dashboard Graduation Rate indicator.

Enhanced EL Supports: AIMS HS will sustain its ELPI Blue status by deepening integrated/designated ELD alignment, monitoring ELPAC growth, and accelerating reclassification rates for Long-Term English Learners.

Reflections: Technical Assistance

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

Although AIMS College Prep High School was not formally or legally identified for state-mandated Technical Assistance, the school has proactively chosen to embed itself within the rigorous continuous improvement structures, operational frameworks, and oversight standards established under the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE). This deliberate alignment ensures comprehensive district-wide coherence, proactive compliance, and institutional transparency.

To satisfy ACOE's core oversight feedback and maintain heightened operational integrity, AIMS HS has actively implemented systemic improvements across three primary governance areas:

1. Transparency, Governance, and Compliance Oversight
In direct alignment with MOU expectations and fiscal accountability standards, AIMS HS has formalized its internal auditing and data reporting protocols. This includes:

Fidelity in Data Systems: Implementing strict, daily monitoring of CALPADS data auditing to eliminate reporting variances and guarantee absolute compliance with state reporting timelines.

Credential Monitoring: Standardizing routine, proactive audits of teacher credentialing statuses to eliminate vacancies in core instructional tracks and prevent long-term substitute placements from disrupting classroom continuity.

Fiscal and Operational Alignment: Ensuring that all continuous improvement planning processes, localized expenditures, and continuous operational cycles are transparently tracked, reviewed by district leadership, and mapped directly to measurable student outcomes.

2. Student Access, Data-Driven MTSS, and Intervention Fidelity
To systematically address historical achievement gaps among English Learners, socioeconomically disadvantaged pupils, and students with disabilities, AIMS HS has tightly coupled its data tracking with real-time academic interventions:

Multi-Tiered System of Supports (MTSS): Standardizing activation protocols across all departments to ensure that students flagged by local progress monitoring are immediately placed into flexible, targeted intervention tracks (e.g., specialized tutoring, Saturday School).

Cycles of Inquiry (COI): Restructuring the academic calendar to anchor professional development around rigorous Cycles of Inquiry. Content teams utilize NWEA MAP benchmark data and California School Dashboard metrics to evaluate the immediate effectiveness of Tier 1 instruction and adjust integrated/designated ELD supports dynamically.

Attendance and Chronic Absenteeism Case Management: Deploying comprehensive data-monitoring systems that trigger immediate, tiered family outreach and intensive case management when a student's attendance falls below critical thresholds, mitigating high school chronic absenteeism risks.

3. Stakeholder Engagement and Culture Sourcing
AIMS HS actively leverages clear stakeholder input to design, refine, and validate its ongoing continuous improvement efforts. Instructional improvements, school climate initiatives (such as PBIS and restorative practices), and college/career readiness pathways are continuously aligned with the explicit feedback gathered from the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and external support providers.

Through this unified alignment with the AIPCS II Performance Improvement Plan priorities, AIMS HS maintains a high-performing organizational culture focused on long-term educational equity, rigid operational accountability, and college readiness.

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.

Not applicable. AIMS College Prep High School was not identified for Comprehensive Support and Improvement (CSI) during the current accountability and reporting cycle based on the evaluation of the California School Dashboard.

Systemic Commitments and Aligned Continuous Improvement
While the school has successfully avoided state-mandated CSI identification, leadership deliberately treats this status not as a static compliance check, but as a mandate for ongoing, proactive organizational improvement. In order to sustain this standing and systematically address identified high school needs—such as English Language Arts (ELA) and Mathematics achievement gaps, high school chronic absenteeism, and A–G college readiness milestones—AIMS HS continues to systematically implement continuous improvement frameworks across the following core pillars:

Rigorous Governance and Operational Transparency: Although AIMS HS operates outside formal identification, the school chooses to anchor its reporting, progress monitoring, and fiscal transparency directly within the strict continuous improvement frameworks developed under the AIPCS II Memorandum of Understanding (MOU) in collaboration with the Alameda County Office of Education (ACOE). This includes refining internal data infrastructure to guarantee absolute fidelity in student subgroup tracking and operational tracking systems.

Equitable Student Access and Intervention Fidelity: To prevent future risk factors that trigger state interventions, AIMS HS utilizes local assessment data, NWEA MAP benchmarks, and California School Dashboard performance indicators to drive its Multi-Tiered System of Supports (MTSS). Services, targeted tutoring, and instructional pathways are clearly documented, structured, and audited to guarantee they are fully accessible to all vulnerable student subgroups, specifically English Learners, socioeconomically disadvantaged students, and students with disabilities.

Integration of Clear Stakeholder Input: Moving beyond basic compliance, the strategies designed to strengthen academic outcomes, attendance tracking, and school climate are continuously refined using direct feedback from our institutional advisory bodies, including the LCAP Advisory Committee and the District English Learner Advisory Committee (DELAC). This ensures that community-sourced insights directly shape classroom practices, operational accountability, and educational equity.

Support for Identified Schools

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

Although AIMS College Prep High School was not formally identified for Comprehensive Support and Improvement (CSI), the local educational agency (LEA) maintains a rigorous, proactive support and oversight framework. This framework ensures that all AIMS High School continuous improvement systems are structurally aligned with the California School Dashboard performance indicators, local assessment data, the AIPCS II Memorandum of Understanding (MOU), and meaningful educational partner feedback.

To fulfill the Alameda County Office of Education (ACOE) oversight standards and drive sustainable student outcomes, the LEA actively supports the high school's strategic actions across three core institutional pillars:

1. Rigorous Transparency, Governance, and Compliance Tracking
To guarantee fiscal and operational accountability, district leadership provides direct, localized support to high school operations by standardizing administrative data infrastructure:

Operational Monitoring Systems: The LEA conducts mandatory, routine audits of the high school's internal data metrics, including teacher credentialing verification, state-level compliance tracking, and CALPADS reporting timelines, to ensure absolute data fidelity and mitigate compliance risks.

Cycles of Inquiry (COI) Integration: The LEA provides structured professional development and direct administrative oversight to ensure that school leadership and content teams execute rigorous, consistent Cycles of Inquiry to monitor instructional efficacy.

2. Student Access, Intervention Fidelity, and Data-Driven Multi-Tiered System of Supports (MTSS)
To eliminate achievement gaps among historically underperforming student groups—specifically English Learners, low-income students, and students with disabilities—the LEA actively structures and funds targeted high school intervention systems:

Assessment Cycles and Tier 1 Instruction: The LEA supports the implementation of NWEA MAP benchmark assessment cycles, pairing data review with intensive professional development focused on classroom instructional consistency, Guided Language Acquisition Design (GLAD) strategies, and differentiated instruction.

Targeted High School Interventions: LEA leadership ensures that school-level Multi-Tiered System of Supports (MTSS), positive behavioral systems (PBIS), restorative practices, and early-warning chronic absenteeism intervention tracks are clearly documented, fully funded, and uniformly accessible to all vulnerable student subgroups.

High School Milestones and Pathways: The LEA directly supports postsecondary milestone tracking through the expansion of dual enrollment partnerships, localized Career Technical Education (CTE) pathways, intensive academic counseling, and college readiness systems to ensure robust A–G course completion rates.

3. Integration of Clear Stakeholder Input
The LEA strictly utilizes community-sourced data to validate and refine its continuous improvement planning. Ongoing feedback from essential advisory bodies—including the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), school leadership, instructional staff, and external support providers—is systematically reviewed by district leadership. This direct collaboration ensures that community voices explicitly drive classroom practices, resource allocations, and Performance Improvement Plan priorities across the network.

Monitoring and Evaluating Effectiveness

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

AIMS College Prep High School (AIMS HS) implements a multi-layered, metrics-driven monitoring and evaluation framework to systematically assess instructional efficacy, verify fiscal accountability, and evaluate student outcomes. This framework ensures that all localized actions are executed with the highest degree of implementation fidelity. It establishes direct alignment with the California School Dashboard indicators, local data benchmarks, Performance Improvement Plan priorities, and the systemic oversight expectations outlined in the AIPCS II Memorandum of Understanding (MOU).

To fulfill ACOE oversight requirements for strict continuous improvement and transparency, the school's evaluation infrastructure is organized around three core operational pillars:

1. Rigorous Governance, Transparency, and Operational Tracking
To ensure complete transparency and direct fiscal and operational accountability, district and school leadership conduct routine, formalized audits of foundational systems:

Data System Fidelity: Standardizing continuous CALPADS audits and internal data verification protocols to prevent reporting variances and ensure precise tracking of student demographic metrics.

Human Resources & Compliance Auditing: Executing monthly teacher credential monitoring cycles to proactively prevent instructional vacancies and verify compliance with state-level staffing mandates.

Administrative and Fiscal Oversight: Evaluating resource allocation and implementation progress through structured leadership briefings, budget monitoring processes, formal presentations to the Governing Board, and compliance tracking systems.

2. Student Access, Intervention Fidelity, and Data-Driven MTSS Evaluation
To guarantee that academic interventions, support services, and specialized pathways are documented as fully accessible and effective for all student subgroups—specifically English Learners, socioeconomically disadvantaged students, and students with disabilities—AIMS HS maintains continuous data loops:

Cycles of Inquiry (COI) and PLC Structures: Utilizing structured Professional Learning Community (PLC) systems to review NWEA MAP benchmark assessment cycles, course pass rates, and English Learner Progress Indicator (ELPI) trends. Academic departments conduct quarterly data reviews to audit the placement, duration, and academic growth of students assigned to intervention tracks.

Fidelity of Tier 1 Instruction: Conducting weekly administrative walkthroughs and instructional coaching cycles to evaluate the classroom implementation fidelity of Tier 1 instruction, Guided Language Acquisition Design (GLAD) strategies, differentiated instruction, and the unified cross-curricular writing and reasoning framework.

Holistic Support Systems Tracking: Actively evaluating student engagement, behavioral health, and chronic absenteeism trends through the continuous aggregation of Student Success Team (SST) actions, Multi-Tiered System of Supports (MTSS) progress data, and Positive Behavioral Interventions and Supports (PBIS) metrics.

3. Evaluation of High School Milestones and the Block Schedule Model
AIMS HS implements specialized evaluation metrics tailored to the high school landscape to guarantee long-term college, career, and civic readiness:

Milestone Monitoring: Conducting monthly audits of graduation cohort progress, individual A–G course completion rates, student academic counseling profiles, and student enrollment in dual enrollment and Career Technical Education (CTE) pathways.

Block Schedule Evaluation: Beginning in the 2026–27 school year, leadership will launch a specialized monitoring initiative to evaluate the systemic impacts of the new block schedule model. This ongoing evaluation will explicitly isolate and measure the model's efficacy in:

Enhancing instructional continuity and reducing daily classroom transitions.

Expanding embedded, daily time for flexible MTSS and academic interventions.

Accelerating student access, enrollment, and completion rates within dual enrollment and CTE pathways.

4. Integration of Clear Stakeholder Input
The continuous refinement of all instructional, operational, and student support systems is directly informed by community-sourced data. School leadership systematically reviews educational partner feedback surveys and collaborates with advisory bodies—including the LCAP Advisory Committee, the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC)—to verify that the actual implementation of this LCAP reflects the expressed needs, priorities, and values of the AIMS community.

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
Students, families, teachers, administrators, classified staff, instructional support staff, School Site Council members, ELAC members, community members, district leadership, and the Governing Board.	AIMS College Prep High School (AIMS HS) executed a comprehensive, year-long educational partner engagement strategy throughout the 2025–26 school year to directly inform the development, review, and continuous refinement of the 2026–27 Local Control and Accountability Plan (LCAP). In accordance with California Education Code requirements for charter schools, and in direct alignment with the continuous improvement and oversight expectations established under the AIPCS II Memorandum of Understanding (MOU) with the Alameda County Office of Education (ACOE), the school systematically consulted with all required statutory partners. The primary objective of these engagement activities was to establish complete transparency and shared governance by co-analyzing California School Dashboard data, local NWEA MAP assessment data, high school attendance metrics, intervention placement numbers, Performance Improvement Plan priorities, and operational tracking frameworks. 1. Statutory Educational Partners Engaged To ensure all institutional perspectives were integrated into the plan, the school structured regular, targeted consultations with the following core groups:

Educational Partner(s)	Process for Engagement
	Instructional & Operational Staff: Teachers, principals, site administrators, classified staff, instructional support staff, and department/Professional Learning Community (PLC) teams. Families & Community: Parents, guardians, community members, and advisory committee representatives. Students: High school students, including student leadership cohorts and representative peer groups. Systemic Governance & Leadership: District leadership teams, School Site Council (SSC) members, English Learner Advisory Committee (ELAC) members, and the Governing Board. 2. Comprehensive Engagement and Consultation Process The consultation process was deliberately woven into the school's regular operating rhythm to maximize partner participation and secure clear stakeholder input across multiple mediums: Formal Governance and Advisory Consultations: The school hosted recurring, structured sessions with the School Site Council (SSC) to audit LCAP goals and establish explicit alignment with localized budget priorities. Parallel consultations were held with the ELAC to review specialized language acquisition metrics and explicitly design targeted academic interventions for English Learners and multilingual students. Collaborative Working Sessions: Staff and site leaders evaluated instructional consistency, Multi-Tiered System of Supports (MTSS) activation protocols, and credential monitoring during routine staff and department meetings. Concurrently, student leadership sessions and family forums focused heavily on high school climate, student belonging, and specific postsecondary pathway interests.

Educational Partner(s)	Process for Engagement
	Multilingual Data-Sourcing Frameworks: To eliminate participation barriers and ensure equitable student access and inclusivity, the school administered comprehensive, translated surveys to families, students, and staff. These assessment tools explicitly captured feedback regarding communication efficacy, attendance intervention supports, specialized academic programming, and high school wellness priorities. Administrative and Board Reviews: Executive leadership and the Governing Board conducted rigorous public review sessions to analyze operational effectiveness, verify data reporting fidelity, and guarantee strict alignment between LCAP actions, restricted expenditures, and continuous improvement metrics. 3. Integration of Partner Feedback and Key Strategic Priorities The feedback compiled from these diverse educational partners directly shaped the metrics, actions, and resource allocations of this LCAP. Partners consistently reinforced an urgent need to build systemic operational accountability and close persistent subgroup achievement gaps through the following mutually established priorities: Academic Excellence & Literacy: Elevating Tier 1 instructional consistency, adopting a unified cross-curricular writing and reasoning framework, and improving core proficiency in ELA and Mathematics. Targeted Intervention & Subgroup Equity: Expanding MTSS frameworks, stabilizing instructional coaching capacity, and strengthening specialized academic tracks for English Learners and students with disabilities.

Educational Partner(s)	Process for Engagement
	High School Milestones & College Readiness: Maximizing individual student A–G course completion rates, expanding dual enrollment partnerships, and establishing robust Career Technical Education (CTE) pathways. Holistic School Connectedness: Drastically reducing high school chronic absenteeism through proactive attendance case management, maintaining low suspension rates via PBIS, and upgrading proactive family communication loops. 4. Community Mandate for the Instructional Block Schedule A major operational outcome of this collaborative engagement process was the overwhelming partner support for structural innovation. Educational partner feedback serves as the primary catalyst for the school's formal transition to an instructional block schedule model beginning in the 2026–27 school year. Staff, families, and students collectively identified this model as a vital structural mechanism to improve instructional continuity, reduce daily classroom transitions, anchor flexible and embedded daily MTSS intervention periods, and drastically expand equitable access to dual enrollment college courses and CTE pathways.

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

The strategic actions, localized resource allocations, and operational metrics within the 2026–27 Local Control and Accountability Plan (LCAP) were directly shaped and revised by the actionable feedback provided by our educational partners. Rather than treating partner feedback as a separate advisory component, AIMS College Prep High School (AIMS HS) deliberately utilized community-sourced insights to structurally influence the plan.

To satisfy the Alameda County Office of Education (ACOE) oversight standards and AIPCS II Memorandum of Understanding (MOU) expectations, the high school mapped the collective input of students, families, staff, and board members directly into three core systemic pillars:

1. Influence on Transparency, Governance, and Operational Accountability

In direct response to feedback from Board members, site administrators, leadership teams, and operational staff, the LCAP was modified to prioritize strict operational controls and data reporting fidelity:

Systemic Tracking Data: Feedback emphasized the urgent need to establish explicit alignment between LCAP actions, restricted expenditures, and ongoing district budget tracking. As a result, the LCAP establishes formalized administrative monitoring systems to verify data accuracy across all platforms.

Fidelity in Compliance Systems: Partner input demanded a higher level of institutional oversight, directly influencing the inclusion of structured operational routines to monitor teacher credentialing verification, safeguard CALPADS data auditing, and protect compliance reporting timelines.

Data-Driven Leadership Systems: Input from instructional leads led to the expansion of actions funding collaborative Professional Learning Communities (PLCs) and formalized Cycles of Inquiry (COI) to regularly evaluate the performance of our local programs.

2. Influence on Student Access, Inclusivity, and Tiered Interventions
Feedback from teachers, instructional support staff, families, and advisory committees (such as the LCAP Advisory Committee and DELAC) heavily influenced how the school structures its academic and cultural support frameworks to ensure they are transparently documented as accessible to all underperforming subgroups:

Targeted High School Interventions: To eliminate achievement gaps among English Learners, socioeconomically disadvantaged students, students with disabilities, and historically underperforming demographic cohorts, partner feedback catalyzed the expansion of Multi-Tiered System of Supports (MTSS). This includes formalized tracking loops for targeted tutoring, Saturday School, and Student Success Team (SST) placements.

Instructional Rigor and Literacy: Faculty and leadership feedback identified inconsistencies in student writing and analytical reasoning across disciplines. This directly influenced the LCAP's mandate to implement a schoolwide, cross-curricular, evidence-based writing and reasoning framework, backed by sustained instructional coaching cycles and professional development in Guided Language Acquisition Design (GLAD) strategies.

Proactive Attendance Systems: Families and student support staff highlighted the critical impact of chronic absenteeism on course completion milestones. This input directly generated expanded LCAP actions for automated early-warning monitoring, targeted family outreach, and intensive, tiered attendance case management.

3. Influence on High School Milestones, Wellness, and the Block Schedule Transition
High school students, parents, and academic counselors provided essential insights regarding the student experience, postsecondary readiness, and campus climate:

Pathway Expansion: Student and family feedback heavily emphasized expanding college and career readiness opportunities. This directly resulted in expanded LCAP actions to build out robust dual enrollment partnerships, develop localized Career Technical Education (CTE) pathways, and broaden student wellness and counseling supports.

The Block Schedule Mandate: Educational partners consistently identified a critical need for increased instructional flexibility, deeper learning opportunities, and dedicated intervention time built directly into the school day. Based on this explicit community mandate, AIMS HS integrated the implementation of a formal block schedule model beginning in the 2026–27 school year. This structural modification was adopted to directly:

Improve instructional continuity and allow for project-based learning.

Reduce daily classroom transitions to boost student focus and school connectedness.

Maximize built-in, flexible hours during the school day for targeted MTSS and academic intervention tracks.

Guarantee equitable student access to rigorous dual enrollment college courses and CTE pathway sequences.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement and Academic Outcomes AIMS College Prep High School (AIMS HS) will improve academic achievement and college and career readiness for all students through strengthened Tier 1 instruction, standards-aligned curriculum, data-driven instructional practices, Multi-Tiered System of Supports (MTSS) intervention systems, and expanded access to rigorous academic and postsecondary pathways. Building upon the foundations of the 2025–26 LCAP, which prioritized high-quality instruction aligned to Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) along with tiered supports to bridge achievement gaps, this broad goal integrates rigorous high school milestone tracking with systemic continuous improvement. The high school will scale instructional consistency across departments through formalized Professional Learning Communities (PLCs), data-driven Cycles of Inquiry (COI), common assessment structures, and targeted instructional coaching across all content areas. To systematically eliminate achievement gaps highlighted in local performance data, AIMS HS will expand accessible and clearly documented academic interventions, including specialized tutoring, Saturday School, English Learner (EL) support frameworks, Special Education services, credit recovery, and NWEA MAP benchmark assessment cycles. Furthermore, to accelerate postsecondary readiness, the school will expand equitable access to A–G aligned coursework, honors tracks, and Advanced Placement (AP) pathways, driven by a structural transition to an instructional block schedule model designed to maximize instructional continuity, increase intervention flexibility, and allow for deeper learning. Actions and Services to Implement: Action 1.1: Strengthening Tier 1 Instructional Efficacy and Cross-Curricular Literacy Description: AIMS HS will stabilize and strengthen core classroom instruction across all disciplines by re-establishing rigorous instructional coaching cycles and collaborative Professional Learning Communities (PLCs). Instructional leaders will conduct routine classroom walkthroughs to evaluate the implementation fidelity of standards-aligned instruction, differentiated teaching methodologies, and Guided Language Acquisition Design (GLAD) strategies. To eliminate departmental silos and address identified student achievement gaps in analytical reasoning, faculty will implement a unified, school-wide, evidence-based writing and reasoning framework across all content areas. Action 1.2: Data-Driven Instruction, Cycles of Inquiry, and Progress Monitoring: To ensure absolute data fidelity and clear tracking of student academic milestones, the school will execute systematic NWEA MAP benchmark assessment cycles (Fall, Winter, Spring). Content and grade-level teams will leverage these localized formative metrics alongside common assessment	Broad Goal

Goal #	Description	Type of Goal
	data during structured Cycles of Inquiry (COI). These data loops will be utilized to audit the efficacy of Tier 1 instruction, measure immediate academic growth, identify trending student needs, and dynamically adjust integrated and designated English Language Development (ELD) supports. Action 1.3: Targeted MTSS Academic Interventions and Subgroup Equity" The high school will expand and formalize its Multi-Tiered System of Supports (MTSS) to provide rapid, targeted academic interventions for students performing below grade level or at risk of credit deficiency. The school will maintain structured, documented systems for specialized after-school tutoring, targeted intervention programming, credit recovery tracks, and Saturday School supports. To fulfill inclusivity mandates, administration will implement rigid tracking controls within Student Success Teams (SST) to verify that intervention placement, duration, and student growth are equitably distributed and accessible to vulnerable student subgroups, with specific tracking for Long-Term English Learners (LTEL) and students receiving specialized academic supports. Action 1.4: Postsecondary Pathways, Milestone Tracking, and Block Schedule Implementation: AIMS HS will expand advanced academic acceleration and career-readiness milestones by broadening access to A–G aligned courses, honors tracks, and Advanced Placement (AP) pathways. To optimize student readiness for college, career, and civic life, the school will deploy intensive academic counseling and formalize partnerships for dual enrollment college courses and Career Technical Education (CTE) pathways. Central to this action, beginning in the 2026–27 school year, the school will transition to an instructional block schedule model. This structural innovation will be explicitly monitored to evaluate its effectiveness in enhancing instructional continuity, reducing daily transitions, and embedding flexible, built-in daily intervention hours during the school day to accelerate student success.	

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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AIMS College Prep High School (AIMS HS) developed Goal 1 (Student Achievement and Academic Outcomes) based on a comprehensive, data-driven analysis of the 2025 California School Dashboard, local NWEA MAP benchmark assessment cycles, and internal classroom

walkthrough reviews. This evaluation explicitly confirmed that while foundational elements are strong, overall academic achievement and persistent subgroup performance variances remain critical areas of institutional need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	ELA CAASPP Distance From Standard (DFS) – All Students	-30.1 DFS	-23.6 DFS	-37.5 DFS	-31.5 DFS	-7.4 DFS
	Math CAASPP Distance From Standard (DFS) – All Students	-74.1 DFS	-31.0 DFS	-63.9 DFS	-57.9 DFS	+10.2 DFS
	CAST: Science Points	38.1 Points	44.3 Points	44.3 Points	48 Points	+6.2 Points
	College/Career Indicator (CCI)	52.2% Prepared	96.5% Prepared	88.2% Prepared	Maintain above 88% Prepared	+36.0 percentage points
	English Learner Progress Indicator (ELPI)	21.5%	76.7%	76.7%	80%	+55.2 percentage points
	NWEA MAP Math Percentile	No baseline available	65th Percentile	65th Percentile	65th Percentile or higher	No baseline available
	NWEA MAP ELA Percentile	No baseline available	46th Percentile	49th Percentile	52nd Percentile	No baseline available
	A–G Completion Rate	95%	100%	100%	Maintain 100%	+5 percentage points
	Course Pass Rates	87%	89%	90%	92%	+3 percentage points
	Graduation Rate	96.5%	96.5%	89.2%	92%	-7.3 percentage points

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.

The 2025–26 LCAP identified overall academic achievement as a major priority. The broad goal focused on ensuring that all high school students received high-quality academic instruction aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). It emphasized targeted supports for English Learners (EL), foster youth, socioeconomically disadvantaged students, students with disabilities, and students performing below grade level.

The prior-year strategy was organized around two major subcategories:

- Provide high-quality academic instruction.
- Provide tiered support to address persistent subgroup achievement gaps.

Overall Implementation, Successes, and Substantive Differences
During the 2025–26 school year, AIMS College Prep High School partially implemented its planned actions under Goal 1. The school successfully maintained several major core systems, including Multi-Tiered System of Supports (MTSS) structures, after-school tutoring, Saturday School systems, and collaborative Professional Learning Community (PLC) meetings.

Major Implementation Successes
Systemic Assessment Overhaul: A major success was the comprehensive transition to the NWEA MAP benchmark assessment system as the school's primary tool for academic progress monitoring. This represented a significant operational shift from prior fragmented data systems. To improve organizational coherence, the high school completely discontinued underperforming platforms, including Illuminate, Unified Insights, and RespondEDU. Teachers demonstrated high platform buy-in, and the common benchmark minimized classroom data confusion while tracking clean formative student growth data across the year.

Professional Development & Targeted EL Growth: Professional development successfully focused on data-driven instructional planning, differentiated instruction, and specialized training in Guided Language Acquisition Design (GLAD) instructional strategies. This targeted approach yielded significant success on the state Dashboard: English Learner Progress Indicator (ELPI) performance improved dramatically, indicating a direct positive impact from the GLAD strategies and structured English language development.

College and Career Readiness Milestones: The school maintained exceptionally strong outcomes on its postsecondary milestones, securing high performance on the Dashboard College/Career Indicator (CCI). It expanded academic counseling, strengthened its 100% A–G completion tradition, and advanced foundational planning for off-campus dual enrollment and localized Career Technical Education (CTE) pathways.

Substantive Implementation Differences
The primary implementation variance centered on data integration and intervention placement. While the school fully completed the

operational transition to NWEA MAP, it experienced a gap between data collection and practical application. Leadership identified that internal protocols lacked the necessary structural alignment to automatically bridge NWEA diagnostic scores with immediate classroom instruction and specific MTSS placement criteria.

Implementation Challenges and Persistent Academic Needs
Despite specific programmatic successes, AIMS HS encountered critical operational and instructional headwinds during the 2025–26 school year that disrupted implementation fidelity:

Staffing Instability and Capacity Losses: The school experienced acute implementation challenges stemming from teacher vacancies, staffing instability, and a high reliance on long-term substitute placements in core tracks. Compounding this, a temporary loss of instructional coaching capacity severely disrupted routine classroom coaching cycles, professional development continuity, and administrative walkthrough monitoring.

Variability in Implementation Fidelity: Due to the disruption in coaching capacity, there was high variability in how effectively different departments executed Cycles of Inquiry (COI) and activated MTSS protocols. This variability limited the acceleration of student growth in classrooms where Tier 1 instruction lacked consistency.

Declining Summative Assessment Metrics: While local NWEA formative data reflected stable progress, statewide summative assessment outcomes on the California School Dashboard declined, proving that standalone intervention systems (like tutoring and Saturday school) were insufficient without uniform Tier 1 classroom rigor.

English Language Arts (ELA): All-student performance declined on the state Dashboard to an Orange status at -37.5 Distance From Standard (DFS) (with a prior local baseline showing -23.6 DFS). Within this metric, English Learners experienced severe gaps, dropping to -98.9 DFS (compared to a prior historical baseline of -93.1 DFS). Significant performance drops were also observed among socioeconomically disadvantaged pupils and Hispanic students (-102.6 DFS).

Mathematics: All-student performance dropped to an Orange status at -63.9 DFS (with a prior local baseline showing -31 DFS). This decline was pronounced across multiple subgroups, particularly for English Learners (-127.5 DFS), African American students (-112.1 DFS), and Hispanic students.

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.

AIMS College Prep High School (AIMS HS) experienced several material variances between original budget projections and estimated actual expenditures under Goal 1 during the 2025–26 school year. These fiscal differences directly reflected the operational complexities of staffing stability, structural shifts in instructional data infrastructure, and responding to localized academic needs.

To satisfy the Alameda County Office of Education (ACOE) oversight standards and AIPCS II Memorandum of Understanding (MOU)

expectations, the high school has organized these material financial differences around three core accountability pillars:

1. Material Differences Due to Governance, Staffing, and Capacity Disruption
The most significant substantive variance between budgeted certificated salaries and estimated actual expenditures was driven by unexpected human resources instability:

- Certificated Salary Variances: Acute teacher vacancies and staffing disruptions in core high school disciplines, specifically English Language Arts (ELA), Special Education, and critical instructional support tracks, forced the school to rely heavily on long-term substitute placements. This operational reality depressed planned certificated salary lines and altered the timing of resource allocation for secondary instructional services.

- Instructional Support and Coaching Downward Variance: An unexpected temporary loss of instructional coaching capacity and staffing transitions forced an adjustment to planned coaching cycles, structured instructional walkthroughs, and specialized professional development sessions. Consequently, restricted operational funds originally earmarked for intensive, teacher-facing coaching support differed from initial LCAP projections.

2. Material Differences Due to Data Infrastructure Realignment
To systematically resolve past feedback regarding tracking fragmentation, the school chose to execute a major systemic data overhaul mid-year, creating a localized shift in technology and software licensing lines:

- Assessment System Transition Costs: AIMS HS completely phased out its underperforming benchmark platforms (including Illuminate, Unified Insights, and RespondEDU) to fund the comprehensive implementation of the NWEA MAP benchmark assessment cycles. This strategic pivot to a single, high-fidelity progress monitoring system altered data system software expenditures compared to the initial budget assumptions.

3. Material Differences in Student Access, Inclusivity, and Pathway Development
While core Multi-Tiered System of Supports (MTSS) structures remained fully functional, the exact execution costs varied dynamically based on staffing parameters and student enrollment characteristics:

- MTSS and Intervention Scaling: Total expenditures for after-school tutoring, Saturday School, credit recovery tracks, and English Learner (EL) support frameworks fluctuated due to shifting teacher availability, actual student participation trends, high school scheduling parameters, and real-time intervention needs surfaced by incoming NWEA data.

- High School Pathway Expansion: In direct response to clear stakeholder input demanding robust postsecondary milestones, the high school redirected a portion of its focus and resources toward advanced developmental planning. This catalyzed expenditure adjustments to fund the initial phase of off-campus dual enrollment partnerships, localized Career Technical Education (CTE) pathway sequences, college readiness initiatives, and the administrative master scheduling needed for the upcoming block schedule model.

- Summary of Ongoing Fiscal Alignment

Despite these necessary operational and staffing-driven expenditure variances, AIMS HS systematically protected the integrity of its restricted funds. The school maintained a strict commitment to equity by prioritizing resource allocations that directly targeted Tier 1

classroom improvement, robust English Learner supports, and continuous improvement systems mandated under the AIPCS II Performance Improvement Plan and developed in tandem with ACOE.

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

AIMS College Prep High School (AIMS HS) conducted a comprehensive evaluation of the specific actions implemented under Goal 1 during the 2025–26 school year. The analysis reveals areas of notable programmatic effectiveness alongside critical systemic limitations that restricted overall academic growth.

To fulfill the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has categorized the effectiveness and ineffectiveness of these specific actions around three core accountability pillars:

1. Evidence of Programmatic Effectiveness & Data Efficacy
Several actions demonstrated measurable success, providing a blueprint for data-driven structures and equitable access:

- Assessment Simplification and Data Accessibility: The transition to the NWEA MAP benchmark assessment system proved highly effective from a governance standpoint. It eliminated fragmented software platforms, established a unified progress-monitoring tool, and provided faculty with immediate access to actionable formative data during Professional Learning Communities (PLCs).

- Targeted English Learner Success: The implementation of specialized language supports and Guided Language Acquisition Design (GLAD) instructional strategies demonstrated notable effectiveness. This targeted approach was validated on the California School Dashboard, where AIMS HS earned a Blue status on the English Learner Progress Indicator (ELPI), representing significant, verified growth toward English proficiency.

- Operational Intervention Access: The high school's Multi-Tiered System of Supports (MTSS) infrastructure, including after-school tutoring, Saturday School, and credit recovery tracks, successfully expanded student access to additional instructional time. These programs provided critical support to secondary students performing below grade-level standards.

- Postsecondary Pathway Planning: Expanded developmental planning for high school milestones (including off-campus dual enrollment partnerships and Career Technical Education pathway models) successfully deepened educational partner engagement and strengthened the long-term roadmap for secondary college readiness.

2. Evidence of Systemic Ineffectiveness & Implementation Gaps
Despite specific pockets of programmatic success, overall student outcomes did not accelerate at the desired rate, revealing critical gaps in execution and classroom delivery:

- The Standalone Intervention Disconnect: The school determined that auxiliary intervention systems (like tutoring and Saturday School) were structurally insufficient to eliminate persistent achievement gaps when divorced from uniform classroom rigor. On the state Dashboard, all-student performance declined into the Orange status for both English Language Arts (-37.5 DFS) and

Mathematics (-63.9 DFS), with widening achievement gaps among low-income, English Learner, African American, and Hispanic subgroups.

- Human Resources and Capacity Roadblocks: The effectiveness of planned instructional actions was heavily compromised by external staffing pressures. Acute teacher vacancies, staffing instability, and a high reliance on long-term substitute teachers disrupted instructional continuity across multiple departments. This challenge was compounded by a temporary loss of instructional coaching capacity, which stalled classroom walkthrough loops, disrupted professional development consistency, and lowered overall implementation fidelity.

- Literacy Silos and Analytical Reasoning Gaps: Internal instructional audits identified a lack of cross-curricular coordination regarding evidence-based writing and reasoning instruction. High school students frequently demonstrated adequate procedural skills but struggled significantly with written justification and analytical reasoning. This trend highlighted a clear need to align literacy expectations across ELA, History, Science, and Mathematics.

- Intervention Placement Variability: Reviewers noted high variability in the activation of Cycles of Inquiry (COI) and MTSS protocols. While the intervention infrastructure was operationally active, the school lacked automated internal triggers to instantly translate NWEA diagnostic score drops into immediate intervention placements and altered classroom practices.

3. Clear Stakeholder Input & Future Continuous Improvement
To resolve these core challenges while sustaining proven organizational strengths, AIMS HS has directly integrated the feedback from its educational partners, the LCAP Advisory Committee, and DELAC into the strategic design of the 2026–27 plan.

Rather than continuing with underperforming structures, the school is deploying targeted reforms explicitly tied to its identified needs. Resources and restricted expenditures for the upcoming cycle are locked into a unified improvement strategy focused on:

Re-establishing and expanding rigorous administrative walkthroughs and instructional coaching cycles to eliminate Tier 1 classroom variance.

Deploying a school-wide, cross-curricular, evidence-based writing and reasoning framework to merge literacy standards across all subject areas.

Restructuring the data framework to tighten the operational alignment between incoming NWEA assessment data and immediate, mandated MTSS intervention placements.

Systemic Solution: The Block Schedule Integration
As a direct structural response to these implementation reflections, and backed by an explicit mandate from educational partners, AIMS HS will formally transition to an instructional block schedule model beginning in the 2026–27 school year. This change is designed to resolve historical instructional gaps by increasing classroom continuity, reducing daily transitions, expanding open slots for off-campus dual

enrollment and CTE pathways, and embedding flexible, dedicated intervention hours directly into the high school day.

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

Based on systemic reflections from the 2025–26 implementation year, AIMS College Prep High School (AIMS HS) executed several strategic refinements to Goal 1 for the 2026–27 school year. These modifications were deliberately designed to transition underperforming academic structures into an integrated, high-fidelity instructional system.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, these changes are structured around three core accountability pillars:

1. Changes Influenced by Governance, Structural Consolidation, and Data Fidelity
To build strict operational transparency and ensure that restricted expenditures are clearly auditable, AIMS overhauled the administrative architecture of the plan:

- Strategic Action Consolidation: AIMS HS consolidated several previously fragmented actions from the prior year into broader, comprehensive strategic action blocks. This structural change eliminates procedural redundancies, enhances implementation monitoring, and forces tight fiscal alignment between district budgeting and localized high school operations.

- Rigorous Instructional Monitoring Systems: Recognizing that standalone professional development was vulnerable to classroom variance, actions were significantly expanded to mandate rigorous internal oversight. The school has locked in formalized, routine administrative walkthroughs and structured instructional coaching cycles. These routines will audit the classroom implementation fidelity of common assessment systems and data-driven planning processes across all departments.

2. Changes Influenced by Student Access, Inclusivity, and Intervention Fidelity
Reflections on the widening Dashboard achievement gaps for vulnerable student groups catalyzed a major shift in how the school triggers and tracks its student supports:

- Data-Triggered MTSS Alignment: Prior practice revealed high variability in how student services were deployed. In response, AIMS refined its Multi-Tiered System of Supports (MTSS) actions to introduce objective data triggers. For the 2026–27 cycle, entry into intervention tracks is bound to automated diagnostic thresholds derived from NWEA MAP assessment cycles. Expectations for NWEA participation were formalized, and tracking systems were added to audit student growth, duration, and placement fidelity within tutoring and Saturday School systems.

- Unified Cross-Curricular Literacy Framework: To eliminate instructional inconsistencies identified across core subject tracks, the school introduced a school-wide, cross-curricular, evidence-based writing and reasoning framework. This modification forces ELA, History, Science, and Mathematics departments to utilize identical analytical reasoning models, ensuring that socioeconomically disadvantaged pupils and students with disabilities encounter uniform literacy expectations across the school day.

- Targeted English Learner Adjustments: To sustain the school's high English Learner Progress Indicator (ELPI) outcomes, actions were expanded to include classroom-level monitoring of Guided Language Acquisition Design (GLAD) instructional strategies, ensuring that integrated and designated ELD delivery remains consistent across all classrooms.

3. Changes Influenced by Clear Stakeholder Input, Metrics, and Postsecondary Pathways
Input compiled from parents, students, the LCAP Advisory Committee, and DELAC served as the primary catalyst for expanding advanced high school milestones and modernizing the schedule:

Milestone Pathway Refinements: In direct response to partner demands for robust postsecondary preparation, Goal 1 actions were expanded to broaden access to college-credit bearing coursework, expand dual enrollment partnerships, establish localized Career Technical Education (CTE) pathways, and deepen targeted academic counseling.

The Block Schedule Integration: Educational partners explicitly identified a need for increased instructional flexibility and deeper learning opportunities. Based on this mandate, AIMS HS formally incorporated the implementation of a block schedule model beginning in the 2026–27 school year. This structural modification was adopted to directly improve instructional continuity, reduce daily transitions, expand access to off-campus college courses, and provide dedicated, built-in hours for flexible daily MTSS interventions.

Recalibration of Metrics and Target Outcomes: To ensure absolute accountability to county oversight boards, the school updated its measurable targets to align with actual baseline data. Rather than relying on generic growth projections, 2026–27 target outcomes establish rigorous, metrics-driven benchmarks for ELA and Mathematics Distance From Standard (DFS) reduction, NWEA participation rates, dual enrollment and CTE enrollment percentages, and verified English Learner reclassification progress.

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	Strengthen Tier 1 Instruction and Instructional Consistency	AIMS HS will continue strengthening Tier 1 instruction through instructional coaching, classroom walkthroughs, standards alignment across content areas. Professional development will focus on differentiated instruction, GLAD strategies, and implementation fidelity to improve instructional consistency across classrooms and departments.	$85,223.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	MTSS, Academic Intervention, and Data-Driven Support Systems	AIMS HS will continue implementing MTSS intervention systems and data-driven academic supports through NWEA benchmark assessment cycles, tutoring, Saturday School, targeted interventions, English Learner supports, credit recovery, intervention progress monitoring, and small-group academic supports.	$284,831.00	Yes
1.3	English Learner, Literacy, and Academic Language Supports	AIMS HS will continue strengthening supports for English Learners and students requiring additional literacy and academic language development through GLAD implementation, designated ELD instruction, differentiated instructional supports, academic language development, writing and reasoning strategies across content areas, and targeted intervention services.	$26,129.00	Yes
1.4	College and Career Readiness	AIMS HS will continue expanding college and career readiness opportunities through A–G aligned coursework, expanded Honors and Advanced Placement offerings, academic counseling, college application support, postsecondary planning systems, internship opportunities, and targeted student supports related to graduation and college readiness. The school will also strengthen equitable access to rigorous coursework by expanding Honors pathways aligned to Advanced Placement courses in order to support academic acceleration, differentiated instruction, and preparation for advanced academic opportunities.	$221,976.00	Yes
1.5	Dual Enrollment, CTE, and Postsecondary Pathway Expansion	AIMS HS will expand access to dual enrollment opportunities, Career Technical Education (CTE) pathways, and postsecondary readiness opportunities through strengthened college partnerships, expanded college-credit bearing coursework, pathway development, career exploration opportunities, and implementation of the block schedule model beginning in 2026–27. The block schedule model is intended to improve instructional continuity, increase intervention flexibility, support deeper learning, and expand access to college and career readiness opportunities.	$79,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Continuous Improvement, PLC, COI, and Instructional Monitoring	AIMS HS will continue strengthening continuous improvement systems through implementation of Professional Learning Communities (PLCs), Cycles of Inquiry (COI), instructional walkthroughs to improve instructional effectiveness, strengthen implementation fidelity, and increase alignment between instructional practices and student outcomes.	$76,806.00	Yes
1.7	Block Schedule Implementation	AIMS HS will implement a block schedule model beginning in 2026–27 designed to improve instructional continuity, increase intervention flexibility, reduce instructional transitions, support deeper learning opportunities, and expand student access to Career Technical Education (CTE), dual enrollment, and college and career readiness opportunities.	$11,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
2	Goal 2: School Climate and Student Engagement AIMS College Prep High School (AIMS HS) will maintain a safe, inclusive, and supportive learning environment by strengthening school climate systems, reducing chronic absenteeism, increasing student engagement, and expanding comprehensive social-emotional, behavioral, and attendance supports for all students. Building upon the success of maintaining exceptionally low disciplinary removal rates, this broad goal addresses critical high school climate milestones and systemic engagement risks. The school will systematically scale its Multi-Tiered System of Supports (MTSS) by deepening the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, Student Success Team (SST) protocols, and individualized attendance case management systems. These programs are designed to ensure that every student feels connected, valued, safe, and academically supported. To reverse elevated chronic absenteeism rates highlighted in local data, AIMS HS will deploy automated attendance monitoring loops, tiered family outreach, and targeted student belonging initiatives. Furthermore, the school will expand high school student life opportunities, including student leadership cohorts, athletics, extracurricular clubs, and culturally responsive school climate initiatives. Central to this goal, the school will utilize its transition to an instructional block schedule model to maximize classroom relationship-building, reduce daily transitional friction, and embed flexible, daily wellness and behavioral intervention periods directly into the school day. Actions and Services to Implement Goal 2: Action 2.1: Tiered Attendance Interventions, Monitoring, and Case Management To aggressively mitigate high school chronic absenteeism, AIMS HS will implement a data-driven, tiered attendance intervention system. The school will deploy automated monitoring infrastructure to identify early signs of student disengagement. Dedicated student support teams will provide intensive case management, including individualized attendance contracts, home visits, and targeted family outreach. Translators and culturally responsive messaging will be utilized to ensure low-income, English Learner, and foster youth families are fully informed and engaged as active partners in student attendance recovery. Action 2.2: PBIS, Restorative Practices, and Mental Health Supports AIMS HS will fund and preserve its strong school climate outcomes by maintaining a safe, inclusive campus culture that sustains a low suspension rate. The school will provide ongoing professional	Broad Goal

Goal #	Description	Type of Goal
	development to faculty on the uniform execution of Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices. To address the unique social-emotional needs of high school students, the school will embed dedicated mental health counseling, crisis intervention, and student wellness supports within the campus structure, establishing non-punitive behavioral tracks that maximize instructional time. Action 2.3: Data-Driven SST Activation and MTSS Behavioral Loops The school will standardize its internal Student Success Team (SST) activation protocols to create seamless, automated behavioral and engagement interventions. Behavioral data, localized check-in/check-out logs, and classroom engagement indicators will be reviewed bi-weekly by school leadership. This data loop ensures that students demonstrating disengagement are instantly matched with targeted MTSS behavioral interventions, with strict administrative controls to verify that placement, progress tracking, and support delivery are equitably accessible to vulnerable student subgroups. Action 2.4: Student Life, Leadership Pathways, and Block Schedule Efficacy To elevate school connectedness and student belonging, AIMS HS will expand high school student life pathways. This includes expanding funded opportunities for student leadership cohorts, competitive athletics, and diverse extracurricular activities that reflect the cultural demographics of the student body. Coordinated with this action, the school will utilize its 2026–27 block schedule transition to improve school climate. Leadership will monitor the block schedule's impact on reducing daily transitional anxiety, expanding dedicated hour blocks for advisory and relationship-building, and offering flexible, built-in intervals for student wellness and academic support during the normal school day.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AIMS College Prep High School (AIMS HS) developed Goal 2 (School Climate and Student Engagement) based on a comprehensive, data-driven analysis of the 2025 California School Dashboard, localized attendance tracking registers, and student wellness outcomes. While the high school successfully maintained model performance in school culture, demonstrated by a 0.0% suspension rate that secured a Blue status on the state Dashboard, reversing the 34% local chronic absenteeism rate remains an urgent institutional priority.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the rationale behind the development of this goal is anchored to three core institutional requirements:

1. Rationale for Transparency, Governance, and Inter-System Coordination
AIMS developed this goal to eliminate operational silos between attendance monitoring, student wellness systems, and academic support frameworks. Historical data reviews revealed that attendance interventions often lacked automated triggers, leading to delays in identifying disengaged students.

- To build strict governance and oversight transparency, this goal introduces a highly coordinated tracking infrastructure. By standardizing bi-weekly leadership audits of Student Success Team (SST) logs, automated data alerts, and Multi-Tiered System of Supports (MTSS) behavioral data, AIMS establishes direct administrative accountability. This ensures that student engagement protocols are tightly monitored, predictable, and fully transparent to county auditors.

2. Rationale for Student Access, Inclusivity, and Removing Engagement Barriers
Analysis of California School Dashboard and local quarterly data demonstrated a critical correlation between high high school chronic absenteeism, lower academic performance, and a heightened need for intensive academic interventions. These challenges are most pronounced among vulnerable, unduplicated student groups, specifically English Learners, socioeconomically disadvantaged pupils, foster youth, African American students, Hispanic students, and students with disabilities.

- AIMS is utilizing this goal to restructure the high school's support infrastructure from a reactive framework into a proactive, non-punitive case management model. By scaling Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, and specialized counseling tracks, the school ensures that all wellness and attendance resources are documented as fully accessible, culturally responsive, and designed to maximize instructional time for historically marginalized subgroups.

3. Integration of Clear Stakeholder Input and Student Life Milestones
The design of Goal 2 directly incorporates clear stakeholder input gathered from families, students, instructional support staff, the LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Educational partners consistently emphasized that high school student engagement cannot be driven by academic instruction alone; it requires a strong sense of school connectedness and belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	Chronic Absenteeism Rate (Schoolwide)	17.39%	16.7%	18.5%	Reduce to 14%	+1.11 percentage points

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	Chronic Absenteeism Rate — English Learners	13.2%	14.8%	16%	Reduce to 10%	+2.8 percentage points
	Chronic Absenteeism Rate — Students with Disabilities	28.4%	26%	30%	Reduce to 20%	+1.6 percentage points
	Suspension Rate (Schoolwide)	2.3%	2%	2.1%	Maintain below 1%	-0.2 percentage points
	Panorama Student Survey	No baseline available	Baseline Administration (May 2026)	62% Favorable	70% Favorable	No baseline available
	Panorama Family Survey	No baseline available	Baseline Administration (May 2026)	64% Favorable	72% Favorable	No baseline available
	SPED Enrollment	8%	9%	10%	Maintain 10% or higher	+2 percentage points
	Latino Enrollment	22%	24%	25%	Maintain 25% or higher	+3 percentage points
	Total HS Enrollment	352 Students	369 Students	369 Students	385 Students	+17 students

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.

The 2025–26 LCAP positioned school climate, student engagement, and behavioral health as major institutional priorities. The broad goal focused on maintaining a safe, inclusive, and supportive campus environment by implementing Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, Student Success Team (SST) protocols, multi-tiered attendance interventions, and multi-lingual family outreach systems.

The primary objectives were to sustain exceptionally low disciplinary removal rates, expand secondary student life (athletics, leadership, extracurriculars), and proactively address high school chronic absenteeism by reinforcing student wellness, safety, and school connectedness.

Overall Implementation, Successes, and Substantive Differences
During the 2025–26 school year, AIMS College Prep High School substantially implemented its planned actions under Goal 2. The school successfully maintained its foundational climate infrastructure, counseling networks, and family communication loops.

Major Implementation Successes
Model School Climate Outcomes: The primary success under this goal was the school's performance in student discipline and campus safety. AIMS HS successfully maintained a 0.0% suspension rate, securing a Blue status on the California School Dashboard. This milestone was achieved through the uniform execution of restorative practices, proactive relationship-building strategies, and structured alternatives to exclusionary discipline. PBIS frameworks effectively reinforced a positive, student-centered culture focused on non-punitive intervention rather than reactive punishments.

Operational SST Systems and Wellness Access: The high school maintained an active Student Success Team (SST) framework. Collaboration between high school counseling staff, student support teams, and families was strong, resulting in an expansion of mental health services, crisis stabilization, and targeted behavioral intervention plans.

Enriched Student Life Platforms: AIMS HS successfully expanded student belonging initiatives by increasing funded opportunities for student leadership cohorts, competitive secondary athletics, and diverse extracurricular activities to boost high school connectedness.

Substantive Implementation Differences
There were no negative material deviations from the core planned actions; however, an operational gap emerged regarding systemic coordination and * bell schedule limitations*. While attendance monitoring, family outreach, and academic tutoring were occurring simultaneously, they operated as separate programs. Internal review revealed that the school lacked an integrated system to instantly connect attendance tracking drops with immediate academic intervention placement and counseling adjustments.

Implementation Challenges and Persistent Engagement Needs
Despite achieving model metrics in suspension reduction, chronic absenteeism remained a severe challenge, exposing structural constraints within the high school's traditional operations:

The Traditional Bell Schedule Bottleneck: The primary barrier to implementation fidelity was the traditional bell schedule. The short, rapid instructional periods created excessive daily transitions that disrupted student focus, amplified campus anxiety, and severely restricted scheduling flexibility. Because the school day lacked built-in, flexible hours for student support, intervention staff faced competing student needs and could not provide individualized, responsive case management during the instructional day without removing students from core academic courses.

Absenteeism Intervention Latency: Local data averaging a 34% chronic absenteeism rate demonstrated that existing tiered outreach occurred too late. Students experiencing chronic absenteeism quickly fell behind academically, which increased disengagement and created a compounding cycle of course failure. The school identified a critical need for earlier identification, digitized early warning triggers, and intensive, localized case management.

Staffing Capacity Strain: Staffing capacity limitations and the high concentration of high-need unduplicated pupils strained student support teams, restricting their ability to execute rapid, daily face-to-face family tracking and home visits.

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.

AIMS College Prep High School (AIMS HS) experienced several material variances between original budget projections and estimated actual expenditures under Goal 2 during the 2025–26 school year. These financial differences were driven by real-time adjustments to staffing structures, the reallocation of resources to aggressively counter high school chronic absenteeism, and investments in expanding high school student life to bolster campus connectedness.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has organized these material financial differences around three core accountability pillars:

1. Material Differences Due to Governance, Staffing Realignment, and Capacity Constraints
Operational realities and adjustments in administrative personnel resulted in variances between budgeted personnel allocations and estimated actual expenditures:

Staffing and Position Reassignments: Shifts in staffing assignments, internal redistributions of student support responsibilities, and adjustments to counseling service coordination altered planned salary lines. These personnel updates impacted the timing and projected execution costs of attendance intervention oversight and specialized student engagement programming.

Implementation Level Dynamics: Total operational expenditures for targeted counseling and attendance supports fluctuated from initial assumptions due to changing staff capacity, student participation rates, and the evolving intervention needs identified dynamically through local school climate registers.

2. Material Differences Due to Expanding Student Access and Inclusivity Barriers
To systematically address the 34% local chronic absenteeism crisis and guarantee that support frameworks are documented as fully accessible, the high school purposefully shifted restricted funding streams to scale direct-service case management:

Attendance Recovery and Case Management Scaling: In response to elevated absenteeism indicators, the school directed an unprojected concentration of resources into localized case management tools, intensified family outreach platforms, and multilingual communication loops. This ensured that non-punitive attendance contracts and translated support documents were uniformly accessible to low-income and English Learner families, creating a material expenditure variance.

Student Wellness and Behavioral Health Investments: Evolving student clinical needs required the school to dynamically adjust localized funding to protect high-fidelity counseling tracks and crisis stabilization services, ensuring student safety and maximizing time spent in the classroom.

3. Material Differences Influenced by Clear Stakeholder Input and Milestone Pathways
Input compiled from high school students, parents, and advisory groups directly catalyzed an intentional expansion of campus life funding, driving a positive variance in extracurricular operational lines, such as, enrichment of high school student life and transitioning to a Block Schedule.

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

AIMS College Prep High School (AIMS HS) conducted a thorough evaluation of the specific actions executed under Goal 2 during the 2025–26 school year. The analysis confirms that while cultural and non-punitive behavioral initiatives achieved exceptional benchmarks, structural boundaries within the traditional operating model heavily limited the long-term effectiveness of attendance and engagement strategies.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, the high school has categorized the effectiveness and ineffectiveness of these specific actions around three core accountability pillars:

1. Evidence of Programmatic Effectiveness & Culture Sourcing
Several actions under Goal 2 achieved high-level effectiveness, reinforcing a safe, student-centered campus environment and protecting the school's foundational strengths:

- Exemplary Disciplinary and Climate Metrics: The systematic deployment of Positive Behavioral Interventions and Supports (PBIS), proactive relationship-building strategies, and restorative justice practices proved highly effective. These non-punitive frameworks minimized disciplinary removals and successfully preserved the high school's 0.0% suspension rate (Blue status) on the California School Dashboard by prioritizing restorative conversations over exclusionary punishments.

- Multidisciplinary Support Identification: The high school’s Student Success Team (SST) infrastructure, counseling pathways, and localized family outreach loops successfully improved the school's capability to flag at-risk secondary students. Enhanced communication between counselors, teachers, site administrators, and families significantly tightened the coordination of wrap-around social-emotional and academic supports.

- Campus Life and Connectedness: Expanded student engagement opportunities, such as student leadership cohorts, competitive secondary athletics, and extracurricular programs, demonstrated a clear positive impact. Educational partner surveys confirmed that students highly valued these avenues for student voice, peer connection, and community participation.

- Attendance Tracking and Communication: Integrated family communication channels allowed for continuous monitoring of baseline attendance concerns, keeping unduplicated families actively informed of initial student participation shifts.

2. Evidence of Systemic Ineffectiveness & Structural Obstacles
Despite strong performance in preserving campus safety, existing actions were ineffective in reversing the high school's elevated chronic absenteeism trends, revealing acute operational and scheduling conflicts:

- The Chronic Absenteeism Crisis: Despite functional tracking and regular outreach routines, local registers confirmed that chronic absenteeism remained an ongoing crisis, averaging approximately 34%. Reviewers determined that existing intervention loops were not activated early enough or with the intensity required to disrupt entrenched patterns of high school disengagement.

- The Traditional Bell Schedule Bottleneck: The primary barrier to effectiveness was identified as the constraints of the traditional legacy bell schedule. Rapid, short class periods created excessive daily transitional friction that elevated student anxiety and fractured focus. Crucially, the traditional day lacked built-in, flexible hour blocks for student services, forcing student support teams to choose between pulling students out of core academic instruction or delaying essential counseling, wellness, and behavioral check-ins.

- Staffing Capacity and Competing Needs: High-intensity social-emotional, academic, and behavioral needs among the high concentration of unduplicated pupils heavily strained staff capacity. This capacity constraint limited the school’s ability to deliver rapid, daily face-to-face case management, home visits, and immediate intervention responsiveness during the regular instructional day.

- Siloed Intervention Frameworks: Internal reviews revealed a critical lack of operational coordination between separate tracking programs. While PBIS, counseling, family outreach, and academic tutoring were all functional, they operated in isolation without automated, centralized data triggers to instantly connect an attendance drop with immediate academic intervention and mental health supports.

3. Clear Stakeholder Input & Future Continuous Improvement
To systematically address these operational deficiencies while protecting proven climate strengths, AIMS HS has directly aligned its 2026–27 LCAP priorities with the explicit feedback gathered from students, families, the LCAP Advisory Committee, and DELAC.

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

Based on intensive, data-driven reflections from the 2025–26 implementation year, AIMS College Prep High School (AIMS HS) executed several crucial refinements to Goal 2 for the 2026–27 school year. These modifications abandon reactive, isolated student support efforts in favor of an integrated, highly responsive framework designed to aggressively reduce chronic absenteeism while preserving the school’s premier safety metrics.

To satisfy the Alameda County Office of Education (ACOE) oversight guidelines and AIPCS II Memorandum of Understanding (MOU) expectations, these changes are structured around three core accountability pillars:

1. Changes Influenced by Governance, Structural Consolidation, and System Inter-Coordination
To build strict operational transparency and ensure that restricted expenditures are clearly auditable by county reviewers, AIMS reorganized the administrative layout of this goal:

Strategic Action Consolidation: AIMS HS consolidated several previously separate climate and attendance actions from the prior year into broader, comprehensive strategic action blocks. This consolidation streamlines implementation monitoring, reduces bureaucratic redundancy, and forces absolute fiscal alignment between network resource allocation and high school operations.

Elimination of Operational Silos: Prior reflections revealed that student supports functioned independently. For 2026–27, actions were fundamentally restructured to mandate tight, cross-functional coordination between attendance monitoring, counseling services, MTSS behavioral tiers, and academic intervention teams.

Rigorous Progress Monitoring Logs: The school expanded its progress monitoring infrastructure to track the actual implementation fidelity and timeline responsiveness of Student Success Team (SST) actions and attendance case management, providing verifiable data loops directly to the governing board.

2. Changes Influenced by Student Access, Inclusivity, and Intervention Responsiveness
Analysis of the 34% local chronic absenteeism baseline and historical tracking latency forced a complete re-engineering of how student support services are accessed and scaled:

Accelerated Attendance Intervention Timelines: To fix past issues where interventions were deployed too late, the high school revised its attendance recovery actions. The school has locked in compressed response timelines backed by digitized early warning alerts. This ensures that when a secondary student triggers an absence threshold, intensive case management, individualized attendance contracts, and localized family outreach are activated immediately.

Culturally Responsive Family Engagement: Actions were refined to provide expanded resources for bilingual family communication loops and direct case management. This guarantees that low-income and English Learner families face no linguistic barriers and are engaged as active partners in student attendance recovery.

Non-Punitive Behavioral Tracks: While PBIS and restorative approaches successfully maintained a 0.0% suspension rate (Blue status), actions were refined to expand proactive mental health counseling and crisis stabilization, ensuring vulnerable student groups have immediate, equitable access to wellness interventions during the day.

3. Changes Influenced by Clear Stakeholder Input, Metrics, and Campus Belonging
Input compiled from high school students, parents, the LCAP Advisory Committee, and DELAC heavily influenced the expansion of campus life pathways and catalyzed a major structural shift in operations:

Enrichment of High School Student Life: Educational partners explicitly noted that reversing chronic absenteeism requires building a deep sense of campus belonging. In direct response to this feedback, the school expanded planned actions and localized funding to support competitive secondary athletics, campus clubs, extracurricular programming, student leadership development, and culturally responsive school culture-building activities.

The Block Schedule Integration: Educational partners strongly identified a need for increased scheduling flexibility to support relationship-building and intervention access. Based on this explicit community mandate, AIMS HS incorporated the implementation of a formal block schedule model beginning in the 2026–27 school year. This structural change was adopted to directly reduce daily transitional anxiety, improve instructional continuity, and embed flexible, dedicated daily hour blocks for student wellness checks, counseling, and MTSS interventions without interrupting core academic coursework.

Recalibration of Metrics and Target Outcomes: Performance indicators were updated to transition away from generic targets. The 2026–27 metrics establish rigorous, metrics-driven benchmarks for chronic absenteeism reduction, student connectedness and belonging measures, counseling participation data, and verified extracurricular participation percentages.

Through these intentional structural and operational updates, AIMS HS maintains its core alignment with the AIMS Way pillars and the AIPCS II continuous improvement priorities established in partnership with ACOE, ensuring a safe, supportive, and deeply engaging high school learning environment.

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	PBIS, Restorative ~~Practices, and School Climate Systems~~	AIMS HS will continue implementing Positive Behavioral Interventions and Supports (PBIS), restorative practices, behavioral interventions, and proactive student support structures designed to maintain a safe, inclusive, and supportive learning environment. Staff will continue utilizing restorative approaches, alternatives to exclusionary discipline practices, and student-centered intervention systems to strengthen school climate and student connectedness.	$112,850.00	Yes
2.2	Attendance Intervention and	AIMS HS will continue strengthening attendance intervention systems through attendance monitoring, Student Success Team (SST) coordination, family outreach, attendance meetings, individualized	$161,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
~~2.3~~	Case Management Systems	intervention planning, and progress monitoring supports designed to reduce chronic absenteeism and improve student engagement. The school will strengthen coordination between attendance, counseling, intervention, and academic support systems to improve responsiveness for students experiencing chronic absenteeism or disengagement from school.		
2.4	Counseling, Wellness, and Student Support Services	AIMS HS will continue expanding counseling services, social-emotional supports, crisis response systems, behavioral support services, and individualized student support systems designed to strengthen student wellness, belonging, and school connectedness. Student support staff will collaborate with teachers, families, and intervention teams to coordinate services and support student success. Additionally, advisory will be incorporated into student schedules to provide structured opportunities for relationship-building, academic monitoring, college and career readiness, and social-emotional support.	$64,122.00	Yes
2.5	Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	AIMS HS will continue expanding opportunities for student engagement through athletics, clubs, extracurricular programs, student leadership opportunities, school culture-building activities, and culturally responsive engagement activities designed to strengthen belonging, participation, and student connectedness. The school will continue expanding student leadership opportunities and engagement programming in response to educational partner feedback supporting increased student involvement and school connectedness.	$76,272.00	Yes
2.6	Family Engagement and Communication Systems	AIMS HS will continue strengthening family engagement and communication systems through family outreach, attendance communication, parent engagement activities, translation and interpretation supports, family meetings, educational workshops, and communication systems designed to strengthen partnerships between families and the school community.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	AIMS College Prep High School will strengthen organizational effectiveness through improved operational systems, staff capacity, data monitoring, compliance structures, and continuous improvement processes to support student achievement, educational equity, and long-term sustainability. The school will continue enhancing governance, fiscal oversight, staffing, professional development, technology, safety, communication, and data reporting systems aligned to the AIPCS II MOU. AIMS HS will utilize data-driven decision-making, PLCs, Cycles of Inquiry, educational partner feedback, Dashboard data, and operational monitoring systems to improve organizational coherence and student outcomes. Beginning in 2026–27, the school will also strengthen implementation systems related to the block schedule, dual enrollment, CTE pathways, and intervention supports to increase student engagement, college and career readiness, and equitable access to rigorous instruction and student supports.	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 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.

Goal 3 was developed based on analysis of organizational systems, Dashboard data, implementation monitoring, staffing trends, educational partner feedback, and continuous improvement priorities aligned to the AIPCS II MOU. The goal focuses on strengthening operational effectiveness, staffing stability, implementation fidelity, compliance systems, fiscal oversight, communication, technology infrastructure, and data monitoring processes to better support student achievement and equitable outcomes. Feedback and internal reflections identified the need for stronger coordination between instructional, operational, and intervention systems, as well as improved professional development, operational transparency, and staffing support. Planning for the 2026–27 block schedule, expanded dual enrollment, and CTE pathway implementation also highlighted the need for stronger scheduling, operational planning, and implementation monitoring systems. This goal was created to ensure AIMS HS maintains the organizational capacity, accountability structures, and continuous improvement systems necessary to support rigorous instruction, student supports, safe learning environments, and long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
	Teacher Credentialing Rate	68% credentialed	70% credentialed	72.2% credentialed	Increase to 80% credentialed	+4.2 percentage points
	CALPADS/Data Reporting Accuracy	90% accurate	94% accurate	97% accurate	100% accurate	+7 percentage points

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.

During the 2025–26 school year, AIMS College Prep High School substantially implemented Goal 3 actions focused on strengthening operational systems, compliance monitoring, staffing structures, professional development, data reporting, communication systems, and continuous improvement processes. The school maintained implementation of PLCs, Cycles of Inquiry (COI), NWEA benchmark systems, CALPADS monitoring, compliance reporting, and operational oversight structures to support data-driven decision-making and organizational effectiveness. Professional development emphasized standards alignment, differentiated instruction, assessment analysis, intervention systems, and instructional best practices.

Several successes were observed, including improved access to student performance data through NWEA implementation and stronger coordination between instructional, operational, counseling, and intervention teams. However, implementation challenges included teacher vacancies, staffing instability, limited instructional coaching capacity, and inconsistent implementation fidelity across departments. The school also identified a need for stronger alignment between instructional systems, operational planning, intervention monitoring, staffing structures, and fiscal systems.

Educational partner feedback emphasized the need for improved communication, staffing stability, professional development, accountability systems, and stronger coordination across departments. In response, AIMS HS refined Goal 3 for 2026–27 by expanding implementation monitoring systems, increasing instructional walkthroughs and coaching cycles, strengthening staffing recruitment and retention efforts, and improving alignment between instructional and operational planning. Planning for the block schedule model, dual enrollment expansion, CTE pathways, and intervention scheduling also highlighted the need for stronger operational coordination and implementation monitoring systems moving forward.

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.

Several Goal 3 expenditures differed from original budget projections during the 2025–26 school year due to staffing changes, hiring delays, substitute coverage needs, operational adjustments, and evolving implementation priorities. Variances occurred across staffing, professional development, instructional coaching, technology systems, operational coordination, compliance monitoring, and continuous improvement efforts. Changes in instructional coaching capacity and implementation adjustments related to PLCs, Cycles of Inquiry (COI), and walkthrough systems also impacted planned expenditures.

Additional expenditure shifts were connected to expanded NWEA MAP implementation, CALPADS monitoring, staffing recruitment and onboarding, intervention coordination, block schedule planning, dual enrollment expansion, and Career Technical Education (CTE) pathway development. Despite these adjustments, AIMS HS continued prioritizing investments in staffing stability, professional development, instructional collaboration, operational accountability, compliance systems, technology infrastructure, communication systems, and continuous improvement structures aligned to student achievement and organizational effectiveness. These adjustments reflected the school's efforts to align resources with evolving student needs, educational partner feedback, Dashboard data, and organizational improvement priorities.

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

Several Goal 3 actions were effective in strengthening operational systems, organizational coordination, compliance monitoring, and continuous improvement processes during the 2025–26 school year. Implementation of PLCs, Cycles of Inquiry (COI), and NWEA MAP benchmark assessments improved instructional collaboration, access to student performance data, intervention planning, and data-driven decision-making. The school also maintained effective systems related to CALPADS monitoring, compliance reporting, staffing oversight, fiscal accountability, communication systems, safety planning, and organizational accountability aligned to Dashboard and MOU priorities.

Increased collaboration between instructional leadership, operational staff, counseling teams, and intervention staff strengthened coordination and alignment across departments. However, implementation effectiveness was impacted by teacher vacancies, staffing instability, long-term substitute placements, and limited instructional coaching capacity, which affected implementation fidelity and instructional consistency. Variability in implementation across COI processes, walkthrough systems, intervention monitoring, professional development, and instructional collaboration structures also limited the effectiveness of some improvement efforts.

Educational partner feedback identified continued needs for stronger staffing stability, communication systems, instructional coaching support, accountability structures, operational coordination, and stronger alignment between instructional and operational systems. Planning for the 2026–27 block schedule, dual enrollment expansion, and CTE pathway development further highlighted the need for stronger operational coordination and implementation monitoring systems. As a result, AIMS HS identified key priorities for 2026–27, including strengthening staffing recruitment and retention, increasing implementation fidelity monitoring, expanding coaching and walkthrough

systems, improving communication and operational coordination, and strengthening alignment between instructional, operational, and intervention systems.

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.

For the 2026–27 school year, AIMS HS refined Goal 3 to strengthen staffing stability, implementation fidelity monitoring, instructional coaching, operational coordination, communication systems, compliance processes, and alignment between instructional and operational planning. The school expanded actions related to instructional walkthroughs, coaching cycles, PLC implementation, Cycles of Inquiry (COI) monitoring, operational review processes, data analysis systems, and accountability structures to improve consistency and implementation follow-through across departments.

Goal 3 was also revised to address staffing challenges identified during 2025–26 by increasing focus on recruitment timelines, onboarding systems, credential monitoring, substitute coordination, and professional capacity development. Additional refinements strengthened technology systems, operational planning, communication responsiveness, and cross-department coordination to better align instructional systems, intervention supports, fiscal planning, and operational decision-making.

Planning for the 2026–27 block schedule, expanded dual enrollment, and Career Technical Education (CTE) pathways also resulted in expanded actions related to scheduling coordination, staffing alignment, intervention scheduling, and implementation monitoring structures. Additionally, several operational actions were consolidated into broader strategic action areas to improve coherence, reduce redundancy, strengthen fiscal alignment, and better support continuous improvement efforts aligned to Dashboard priorities, educational partner feedback, and the AIPCS II MOU.

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	Proactive Recruitment, Credential Pathways, and Compliance Reporting	Maintain and utilize our formalized legal personnel compliance roadmaps and county reporting structures to systematically eliminate high school instructional vacancies and out-of-field assignments. Operating under a structured professional framework overseen by the Director of HR, the high school division conducts meticulous monthly assignment audits to ensure absolute alignment with California Commission on Teacher Credentialing (CTC) standards and Alameda County Office of Education (ACOE)	$352,583.00	No

Action #	Title	Description	Total Funds	Contributing
		secondary oversight parameters. Concurrently, the Human Resources Department actively manages and leverages strategic talent pipelines by partnering with leading teacher preparation programs—including Reach University, Moreland University, California State University East Bay (CSU East Bay), Dominican University of California, Alliant International University, and the University of San Francisco (USF)—to fast-track qualified secondary internal candidates, residents, and interns into full California certification tracks. To anchor these operations, administrative staff systematically manage the centralized data collection logs and verification pipelines required to maintain absolute organization-wide data governance and ensure uncompromised reporting transparency in accordance with county data-governance standards. Effectiveness Measure: Progress will be actively monitored and measured by evaluating monthly secondary CTC credential status logs, tracking the percentage of properly assigned and authorized high school teachers via CALPADS submissions, and reviewing the submission timeliness metrics of required operational data disclosures to ACOE and related oversight agencies.		
3.2	Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	Maintain and utilize our robust professional retention framework designed to support effective school operations, stabilize the secondary classroom learning climate, and actively reduce midyear student transfers across our high school cohorts. For the 2026–2027 school year, the Human Resources Department executes an upgraded onboarding sequence structured as a continuous, multi-quarter professional mentorship track where high school educators are paired with experienced network coaches and navigated systematically through required district induction clearance workflows. This action is principally directed toward supporting secondary instructors who serve high concentrations of low-income students and English Learners across our classrooms, providing them with competitive compensation placements, protected preparation collaborations, and specialized, job-embedded professional development to maximize instructional fidelity and maintain alignment with county teacher retention benchmarks.	$21,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness Measure: Progress will be actively monitored and measured by analyzing midyear and annual high school teacher retention logs, tracking completion milestones within the secondary credential induction track, and cross-referencing staff stabilization metrics against reductions in mid-year student mobility across the high school campus.		
3.3	Structured Stakeholder Complaint Resolution and Operational Accountability System	Maintain and utilize our site-based structured formal complaint system to ensure all stakeholder concerns continue to be documented, investigated, and resolved in a timely, legal, and transparent manner. The high school division executes standardized local administrative procedures to track formal complaints received, ensure appropriate investigative follow-up, and document definitive resolution outcomes. An established, designated compliance process supports independent site review and ensures absolute adherence to legal, regulatory, and statutory guidelines. This system actively strengthens organizational accountability, parent-community responsiveness, and institutional trust across the high school campus by ensuring consistent handling of all concerns in alignment with applicable oversight parameters. Effectiveness Measure: Progress will be actively monitored and measured by reviewing local compliance log metrics to verify that 100% of formal complaints received are successfully investigated and resolved within state-mandated or designated organizational timelines.	$79,704.00	No Yes
3.4	CALPADS Data Accuracy and State Compliance Reporting	Maintain and utilize our accurate and timely CALPADS data reporting frameworks to ensure continuous compliance with California Department of Education (CDE) requirements and reliable student-level data for organizational decision-making. The high school division executes ongoing, formalized data verification cycles to ensure absolute precision in student enrollment tracking, demographic logging, program participation metrics, and cumulative student records. Internal data staff consistently review, audit, and validate CALPADS submissions throughout the school year to guarantee completeness, accuracy, and seamless alignment with	$64,008.00	No

Action #	Title	Description	Total Funds	Contributing
		all state reporting deadlines and statutory guidelines. This sustained system supports site-level accountability, state funding baseline accuracy, and long-term operational transparency. Effectiveness Measure: Progress will be actively monitored and measured by verifying 100% error-free completion of formal CALPADS Fall 1, Fall 2, and End-of-Year (EOY) certification cycles ahead of state-mandated submission windows, alongside matching state audit compliance reports.		
3.5	Tracking Mid-Year Transfers And Implement Universal Student Retention Supports	Maintain and utilize our site-based integrated student data tracking networks to systematically monitor, evaluate, and reduce mid-year student transfers across all general secondary student demographics. High school registrars and site-level administrative staff execute real-time exit interview protocols and enrollment tracking loops the moment an unexcused student movement pattern or formal withdrawal request emerges. By gathering immediate qualitative feedback from departing families, the high school division works proactively to address localized student mobility variables, clarify home-to-school communication channels, and deploy targeted resources to preserve student enrollment stability, minimize attrition, and maximize general secondary campus continuity. Effectiveness Measure: Progress will be actively monitored and measured by evaluating monthly Student Information System (SIS) withdrawal logs to verify a net percentage decrease in general mid-year secondary student transfers compared to the designated baseline.	$35,483.00	No
3.6	Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	Maintain and utilize an early-intervention stabilization framework explicitly engineered to minimize mid-year student transfers among secondary Students with Disabilities (SWD), excluding Non-Public School (NPS) placements. The Special Education department, in tandem with high school site leadership, initiates proactive family engagement syncs and student case-review diagnostics well ahead of formal annual IEP timelines to identify scholars exhibiting early risk indicators of school instability or placement anxiety. This action is principally directed toward providing	$216,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enhanced secondary inclusion scaffolding, adaptive classroom resources, and targeted multi-quarter socio-emotional coordination to insulate vulnerable exceptional learners from academic disruption and preserve long-term institutional stability across the high school campus. Effectiveness Measure: Progress will be actively monitored and measured by evaluating quarterly high school special education enrollment retention spreadsheets to verify a reduction in mid-year transfer rates specifically for Students with Disabilities (excluding NPS).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline

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.

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.

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

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.

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

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
$	$

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
	0.000%	$0.00	

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
	Action: Strengthen Tier 1 Instruction and Instructional Consistency **Need:** **Scope:**		

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
	Schoolwide		
	Action: MTSS, Academic Intervention, and Data-Driven Support Systems **Need:** **Scope:** Schoolwide		
	Action: English Learner, Literacy, and Academic Language Supports **Need:** **Scope:** Schoolwide		
	Action: College and Career Readiness **Need:** **Scope:** Schoolwide		
	Action:		

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
	Dual Enrollment, CTE, and Postsecondary Pathway Expansion **Need:** **Scope:** Schoolwide		
	Action: Continuous Improvement, PLC, COI, and Instructional Monitoring **Need:** **Scope:** Schoolwide		
	Action: Block Schedule Implementation **Need:** **Scope:** Schoolwide		
	Action: PBIS, Restorative Practices, and School Climate Systems		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Schoolwide		
	Action: Attendance Intervention and Case Management Systems **Need:** **Scope:** Schoolwide		
	Action: Counseling, Wellness, and Student Support Services **Need:** **Scope:** Schoolwide		
	Action: Student Engagement, Leadership, Athletics, and Extracurricular Opportunities **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
	Action: Family Engagement and Communication Systems **Need:** **Scope:** Schoolwide		
	Action: Structured Teacher Induction Mentorship Tracks and Staff Retention Supports **Need:** **Scope:** Schoolwide		
	Action: Structured Stakeholder Complaint Resolution and Operational Accountability System **Need:** **Scope:** Schoolwide		

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
	Action: Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities **Need:** **Scope:** Schoolwide		

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.

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.

AIMS College Prep High School will utilize additional concentration grant add-on funding to increase and strengthen staffing supports that provide direct services to students, particularly students identified as low-income, English Learners, foster youth, students experiencing chronic absenteeism, and students requiring additional academic, behavioral, social-emotional, or intervention supports.

Additional concentration grant add-on funding will support increased staffing capacity related to:

academic intervention and MTSS services,
counseling and wellness supports,
attendance intervention and case management,
English Learner instructional supports,
instructional aides and intervention staffing,
tutoring and targeted intervention services,
college and career readiness supports,
and expanded student engagement and support services.

The school will continue prioritizing staffing structures that increase direct student support services, including:

intervention and academic support staff,
counseling and student wellness staff,
instructional support personnel,
English Learner support services,
attendance and case management supports,
and staff providing targeted interventions and individualized student supports.

Additional staffing capacity will support implementation of:

MTSS intervention systems,
tutoring and academic intervention programs,
Student Success Team (SST) coordination,
attendance intervention systems,
counseling and social-emotional supports,
English Learner interventions,
restorative practices,
and expanded college and career readiness opportunities.

The school will additionally utilize funding to support expanded direct services connected to implementation of the block schedule model beginning in 2026–27, including increased intervention flexibility, expanded student support coordination, and additional opportunities for targeted academic and social-emotional supports during the instructional day.

These staffing supports are intended to improve:

academic achievement,

attendance and student engagement,
English Learner outcomes,
intervention responsiveness,
school connectedness,
and overall student success outcomes for unduplicated student groups and students requiring additional support services.

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	Not applicable for charter schools	Not applicable for charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools	Not applicable for charter schools

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				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,204,670.00	$619,586.00	$0.00	$153,573.00	$1,977,829.00	$642,875.00	$1,334,954.00

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		Strengthen Tier 1 Instruction and Instructional Consistency	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$85,223.00		$70,000.00		$15,223.00	$85,223.00	
1		MTSS, Academic Intervention, and Data-Driven Support Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$48,510.00	$236,321.00	$48,510.00	$120,000.00		$116,321.00	$284,831.00	
1		English Learner, Literacy, and Academic Language Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$26,129.00	$4,100.00			$22,029.00	$26,129.00	
1		College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$121,370.00	$100,606.00	$100,606.00	$121,370.00			$221,976.00	
1		Dual Enrollment, CTE, and Postsecondary Pathway Expansion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$29,450.00	$50,000.00		$79,450.00			$79,450.00	
1		Continuous Improvement, PLC, COI, and Instructional Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$56,806.00	$20,000.00	$20,000.00	$56,806.00			$76,806.00	
1		Block Schedule Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$11,000.00	$11,000.00				$11,000.00	
2		PBIS, Restorative Practices, and School Climate Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth		2026-27	$72,850.00	$40,000.00	$112,850.00				$112,850.00	

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
						Low Income										
2		Attendance Intervention and Case Management Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$142,172.00	$19,000.00	$161,172.00				$161,172.00	
2		Counseling, Wellness, and Student Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$58,122.00	$6,000.00	$64,122.00				$64,122.00	
2		Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$30,272.00	$46,000.00	$76,272.00				$76,272.00	
2		Family Engagement and Communication Systems	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$7,500.00	$7,500.00				$7,500.00	
2																
3		Proactive Recruitment, Credential Pathways, and Compliance Reporting	All	No				2026-27	$0.00	$352,583.00	$302,583.00	$50,000.00			$352,583.00	
3		Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$0.00	$21,960.00		$21,960.00			$21,960.00	
3		Structured Stakeholder Complaint Resolution and Operational Accountability System	All	No Yes	School wide			2026-27	$0.00	$79,704.00	$79,704.00				$79,704.00	
3		CALPADS Data Accuracy and State Compliance Reporting	All	No				2026-27	$47,840.00	$16,168.00	$64,008.00				$64,008.00	
3		Tracking Mid-Year Transfers And Implement Universal Student Retention Supports	All	No					$35,483.00	$0.00	$35,483.00				$35,483.00	
3		Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$216,760.00	$116,760.00	$100,000.00			$216,760.00	

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
			0.000%		$802,596.00	0.000%	0.000 %	**Total:**	$802,596.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$802,596.00

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		Strengthen Tier 1 Instruction and Instructional Consistency	Yes	Schoolwide	English Learners Foster Youth Low Income			
1		MTSS, Academic Intervention, and Data-Driven Support Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$48,510.00	
1		English Learner, Literacy, and Academic Language Supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,100.00	
1		College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income		$100,606.00	
1		Dual Enrollment, CTE, and Postsecondary Pathway Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income			
1		Continuous Improvement, PLC, COI, and Instructional Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	

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		Block Schedule Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income		$11,000.00	
2		PBIS, Restorative Practices, and School Climate Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$112,850.00	
2		Attendance Intervention and Case Management Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$161,172.00	
2		Counseling, Wellness, and Student Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income		$64,122.00	
2		Student Engagement, Leadership, Athletics, and Extracurricular Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income		$76,272.00	
2		Family Engagement and Communication Systems	Yes	Schoolwide	English Learners Foster Youth Low Income		$7,500.00	
3		Structured Teacher Induction Mentorship Tracks and Staff Retention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income			
3		Structured Stakeholder Complaint Resolution and Operational Accountability System	Yes	Schoolwide			$79,704.00	
3		Targeted Inclusion Scaffolding and Retention Interventions for Students with Disabilities	Yes	Schoolwide	English Learners Foster Youth Low Income		$116,760.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,447,331.91	$4,604,653.45

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		Administrators		$256,722.00	228,021.35
1		Teachers		$1,375,000.00	1,030,462.11
1		Substitutes		$80,000.00	435,219.99
1		Approved curriculum (textbooks, online learning platforms)		$40,000.00	49,514.72
1		Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes	$17,000.00	15,445.77
1		Instructional Materials/Supplies		$50,000.00	121,094.10
1		Teacher professional development		$50,000.00	59935
1		Professional Development for Administrators		$20,000.00	10000
1		Implement a robust data monitoring system		$30,749.35	22500
1		Grade Level Chairs		$12,000.00	12000
1		Increase Teacher Collaboration Time			
1		Field Trips		$20,000.00	10,136.09
1		Testing supplies and fees		$92,651.00	139,482.96
1		Increase Access for Students with Disabilities			9,670.70
1		Reduce Student Retention		$55,000.00	15000

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		ELD Manager	Yes	$40,564.07	31,714.30
1		ELD Teacher	Yes	$70,834.00	0
1		ELD Supplies and Materials	Yes	$2,500.00	450.77
2		Teacher Assistants	Yes	$394,522.00	199,388.69
2		Intervention Aides	Yes	$253,082.57	0
2		Support Staff Training			
2		Hire MTSS Director		$120,000.00	50000
2		Increase Number of Students with Disabilities			
2		Materials, Supplies, and Personnel to Support Special Education Programs and Students		$98,036.00	139027
2		Increase Access for Latino Students		$5,000.00	500
2		Public Transportation Support to Vulnerable Student Populations		$70,000.00	35000
2		Establish Enrollment Monitoring Systems		$100,000.00	50000
2		Provide a Safe School Environment		$20,000.00	46378
2		Provide a Safe School Environment and Reduce Suspensions		$10,000.00	0
2		Reduce Chronic Absenteeism		$54,788.00	8,014.60

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		Reduce Midyear Transfers			
2		Campus Safety and Security Enhancements		$30,000.00	73,777.25
2		Safe and Secure Facilities		$220,000.00	193,310.26
2		GoGuardian		$6,000.00	6000
2		Counseling for Students and Health Support		$170,840.00	323,464.08
2		Vision and Hearing Screenings		$4,000.00	2000
2		Health and First Aid Equipment		$1,920.00	22,487.96
2		AIMS Athletic Department and Clubs		$76,160.00	65000
2		ParentSquare		$2,400.00	2400
2		PowerSchool (SIS)		$6,515.00	6515
2		After School & Enrichment/ Extracurricula r Programs		$84,000.00	17,761.71
2		ESL		$3,563.92	1500
2		SEL Curriculum & Professional Development		$5,000.00	2500
2		Parent Engagement Events		$3,979.00	650
2		Student Recognition Events		$10,000.00	8885
2		Student Government		$3,000.00	1,584.87
2		Annual Yearbook		$2,000.00	20,559.40
2		Translation Services		$3,000.00	35
2		Bridge Program		$10,000.00	7500
3		Meet MOU Deadlines and Reporting Requirements			
3		Improved Board Governance		$16,000.00	4000
3		Improved Board Communication		$25,600.00	5000
3		Complaint Procedures		$38,400.00	15000
3		Oakland Enrolls / Avela		$13,000.00	13,478.60

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)
3		IT Services / IT Maintenance		$71,159.00	35,076.57
3		Human Resources and Compliance		$304,713.00	302000
3		Communications		$160,215.00	13,202.93
3		Business Services		$352,014.00	221050
3		Student Services and Facilities Operations		$142,565.00	0
3		CSMC		$125,569.00	125569
3		Ensure teachers are highly qualified.		$25,000.00	92,229.41
3		Teacher Induction Support		$11,000.00	5000
3		Teacher Intern Support		$10,000.00	2000
3		Instructor Permit Fees		$1,000.00	1000
3		Ensure quality data for accurate reporting			
3		NWEA	Yes	$19,698.00	5000
3		Nutrition Services		$150,572.00	290160.26

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)
$1,155,246	$252,905.00	$252,009.53	$895.47	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		Books and Other Reference Materials- Supplemental Curriculum, Online Learning Platforms	Yes	15455	15455.77		
1		ELD Manager	Yes	32000	31714.30		
1		ELD Teacher	Yes		0		
1		ELD Supplies and Materials	Yes	450	450.77		
2		Teacher Assistants	Yes	200000	199388.69		
2		Intervention Aides	Yes		0		
3		NWEA	Yes	5000	5000		

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)
	$1,155,246		0.000%	$252,009.53	0.000%	0.000%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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