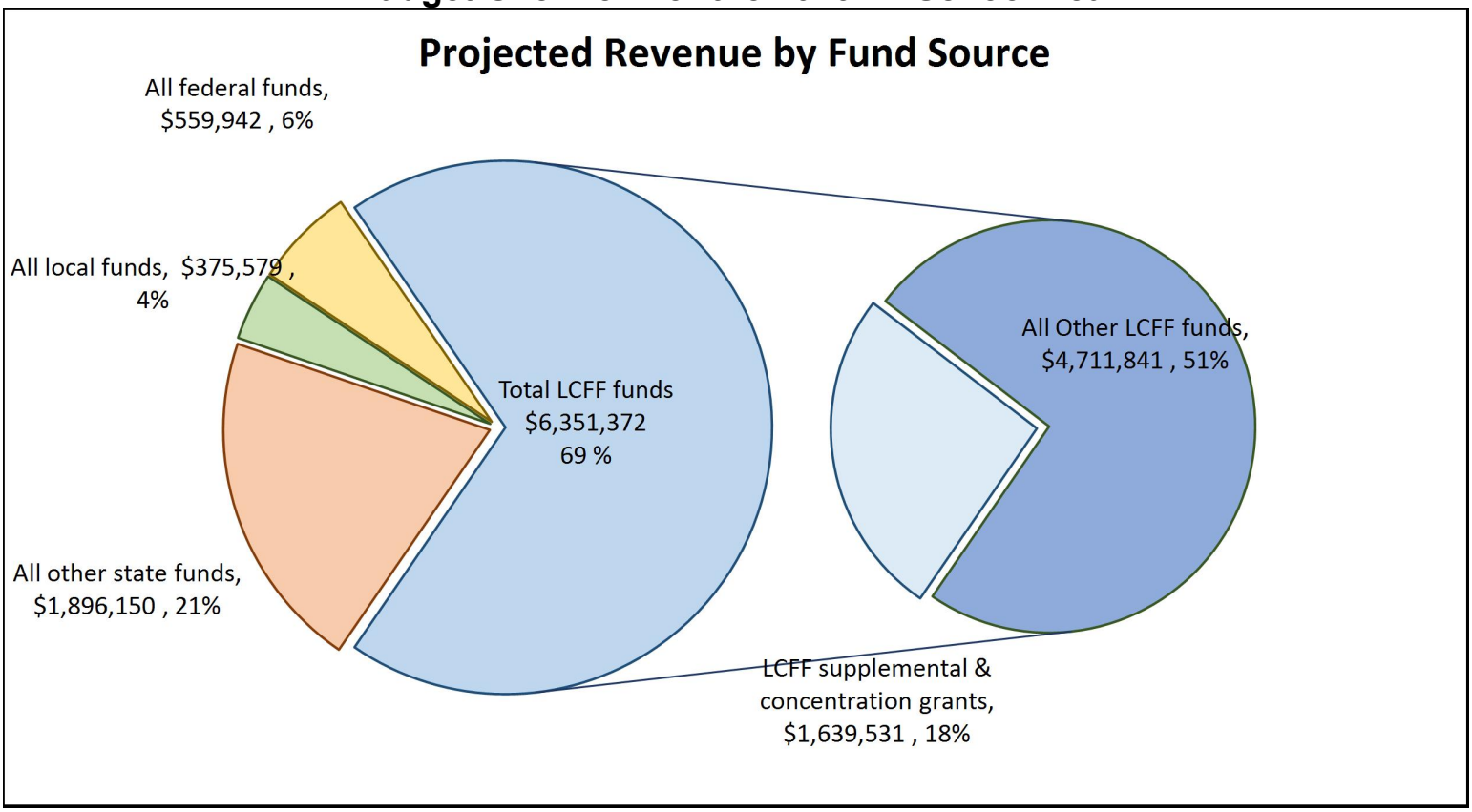
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Lionel Wilson College Preparatory Academy
CDS Code: 01612590130666
School Year: 2026-27
LEA contact information:
Ta Nyka Avington
Principal
AspireLWP@aspirepublicschools.org
510-635-7737

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

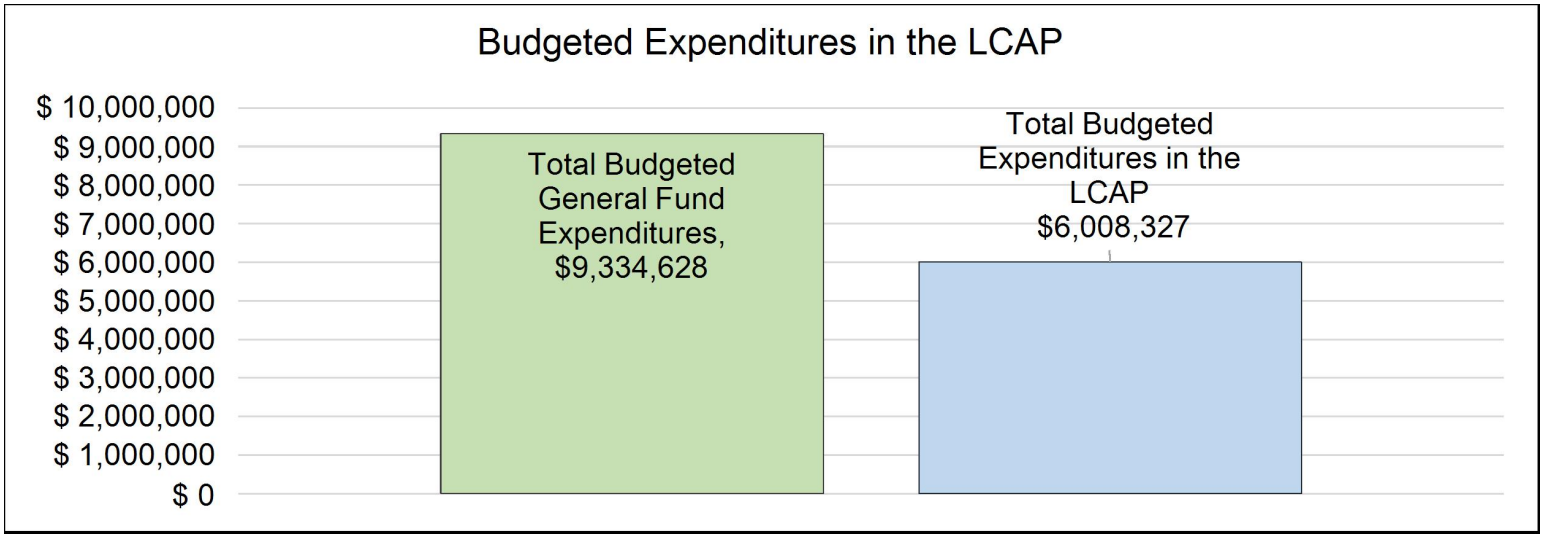


This chart shows the total general purpose revenue Aspire Lionel Wilson College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Lionel Wilson College Preparatory Academy is $9,183,043, of which $6,351,372 is Local Control Funding Formula (LCFF), $1,896,150 is other state funds, $375,579 is local funds, and $559,942 is federal funds. Of the $6,351,372 in LCFF Funds, $1,639,531 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspire Lionel Wilson College Preparatory Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Lionel Wilson College Preparatory Academy plans to spend $9,334,628 for the 2026-27 school year. Of that amount, $6,008,327 is tied to actions/services in the LCAP and $3,326,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

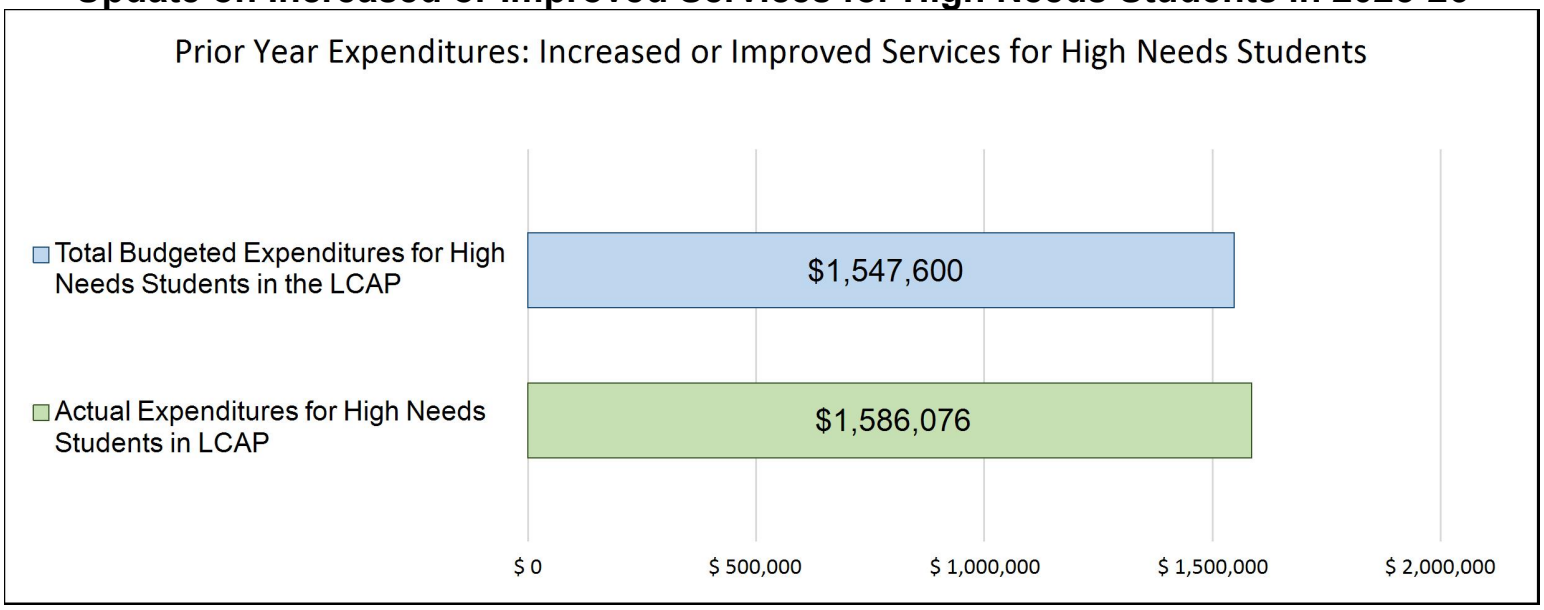
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, utilities, and cafeteria services.

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

In 2026-27, Aspire Lionel Wilson College Preparatory Academy is projecting it will receive $1,639,531 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Lionel Wilson College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Lionel Wilson College Preparatory Academy plans to spend $1,671,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Aspire Lionel Wilson College Preparatory Academy's LCAP budgeted $1,547,600 for planned actions to increase or improve services for high needs students. Aspire Lionel Wilson College Preparatory Academy actually spent $1,586,076 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Lionel Wilson College Preparatory Academy	Ta Nyka Avington Principal	AspireLWP@aspirepublicschools.org 510-635-7737

Plan Summary [2026-27]

General Information

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

Aspire Lionel Wilson College Preparatory Academy (LWP) is a 6-12 public charter school located in Oakland, California, proudly serving a diverse community within the Aspire Public Schools network. Recognized as one of the Best Charter High Schools by the 2023-2024 U.S. News & World Report, LWP continues to demonstrate a strong commitment to educational excellence and equity. With an enrollment of 408 students, LWP primarily serves a Hispanic/Latine student population (94%), alongside 5% African-American students and 1% from other backgrounds. Over half of the student body (52%) qualifies for free or reduced lunch, reflecting the school's dedication to supporting underserved communities.

LWP is driven by three core priorities: Education for Liberation, A Community of Belonging, and Good to Great. These priorities guide the school's efforts to implement liberatory, culturally responsive instruction, foster inclusive and joyful learning environments, and continually refine instructional quality. The school's mission is to provide scholars with the knowledge, skills, and confidence to succeed in college, careers, and community leadership.

Key highlights from the past year include:

Significant Growth in ELA: LWP achieved a 14.1-point increase in English Language Arts (ELA) from 2019 to 2024, nearing the state average and outperforming its authorizers. This success is attributed to the implementation of targeted literacy interventions and increased professional development for teachers.

College and Career Indicator (CCI) Improvement: The CCI improved by 44.2 percentage points since 2019, reflecting the school's successful strategies in preparing students for postsecondary success.

English Learner Progress: LWP's English Learner Progress Indicator (ELPI) surpassed 80%, demonstrating the impact of the school's multilingual programs and integrated ELD support.

Positive Climate Shift: The suspension rate decreased by 1.3%, showcasing the effectiveness of trauma-informed practices and restorative justice initiatives.

Community Engagement Initiatives: The school successfully hosted workshops on immigrant rights and educational advocacy, strengthening partnerships with families and local organizations.

LWP remains steadfast in its commitment to equity, diversity, and anti-oppression. The school actively works to dismantle systemic barriers to student success by embedding anti-racist practices across instructional frameworks, hiring processes, and community engagement efforts.

Looking forward, LWP plans to expand its math intervention programs to address recent declines, increase attendance interventions to curb rising chronic absenteeism, and further develop student leadership opportunities. Through collaboration with families, data-informed instructional practices, and a resolute focus on high-quality, culturally responsive education, LWP continues to prepare scholars for lives of fulfillment, purpose, and societal impact.

Reflections: Annual Performance

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

Within the 2425 schools year, there were many celebrations that were noted on our California Dashboard. First and foremost we have maintained a graduation rate of 93. 1% and we anticipate seeing growth within our graduation rates this coming June (98. 7%). Thanks to the support of our College and Career Team, our students have also had access to pathways, scholarships, and internships that will support our students in identifying next steps as they transition out of high schools. Our schools commitment to A-G completion has also supported students in having a multitude of opportunities for work or school.

LWP is also rooted in Restorative justice, and utilize systems, such as Class Dojo to support positive behaviors at school. We also consistently work with our families through monthly meetings to gather parent insight and share resources as well as hold administrative meetings to address incidents on campus.

Also, through weekly meetings with our admin team and caseload and planned incentives, our team has been able to decrease chronic absenteeism by more than 3%. LWP students also completed CAST assessments and were able to increase scores by 4.1 points

That said, LWP continues to see incremental growth within Math and ELA, but we need to identify ways to be more intentional around our Special populations (black students, Multilanguage Learners, and students with disabilities) and their academic growth. Our team is currently engaging in weekly PLCs, to engage in student work analysis to address this issue.

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

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

Reflections: Technical Assistance

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

Aspire Lionel Wilson College Preparatory Academy continues to partner closely with the Alameda County Office of Education (ACOE) to strengthen systems of continuous improvement aligned with student and community needs. This partnership supports the development of responsive data analysis systems, coaching structures, and service delivery models, particularly for our Students with Disabilities (SWD) student group. Our Multi-Tiered System of Supports (MTSS) framework is central to this work, prioritizing academic achievement, student engagement and attendance, and a positive, inclusive school climate.

Academic Interventions and Instructional Supports

Targeted Small Group Instruction: We provide small-group instruction in English Language Arts and Mathematics, grounded in real-time formative assessment data and focused on accelerating learning for students who are not yet meeting grade-level standards.

Instructional Coaching: Our differentiated coaching model offers real-time feedback, co-planning, and professional development aligned with standards-based instruction, culturally responsive pedagogy, and strategic differentiation.

Co-Teaching for Inclusion: We utilize a co-teaching model in inclusive settings to support personalized instruction and collaborative planning between general education and education specialists.

Evidence-Based Literacy and Numeracy Programs: We are implementing research-based intervention programs designed to accelerate learning recovery and close opportunity gaps.

Graduation, Engagement, and Attendance Supports

Case Management for At-Risk Students: Our case management process includes individualized graduation plans, regular monitoring, and student-centered interventions.

Expanded Credit Recovery and Intervention Pathways: Students have increased access to credit recovery, intervention electives, and academic acceleration options.

Family Partnerships for Attendance: We support attendance through a multi-pronged approach including: individualized attendance contracts, IEP-integrated attendance goals, daily phone calls from school staff, and home visits when necessary.

School Climate and Behavioral Supports

Restorative Practices and Tiered Discipline: We are expanding our restorative practices to build community, foster accountability, and promote student reintegration. A Suspension Council reviews serious incidents to ensure equity, consistency, and non-exclusionary discipline practices.

Trauma-Informed and Culturally Responsive Professional Development: Ongoing professional development equips staff with strategies for co-regulation, de-escalation, and engaging students through culturally affirming and trauma-sensitive practices.

Continuous Improvement and Monitoring

Implementation fidelity and impact are monitored through regular leadership structures including weekly instructional observations, ILT and Lead Learner meetings, and data protocols such as weekly data chats and quarterly data dives. These processes allow us to respond quickly to student needs, adjust interventions in real time, and drive progress toward closing achievement and engagement gaps.

Through these coordinated efforts, Lionel Wilson is committed to ensuring equitable outcomes for all students—especially those historically underserved—and creating a safe, inclusive, and academically rigorous environment.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers participated in ongoing engagement opportunities throughout the school year, including Fall and Winter Teammate Surveys, weekly grade-level meetings, biweekly data talks, weekly staff meetings, professional development sessions, coaching cycles, and Instructional Leadership Team (ILT) meetings. Teachers also participated in “Stop, Start, and Continue” reflection activities to provide input on school priorities, instructional practices, and supports that informed the development and refinement of the LCAP.
Principals and Admin	School leaders participated in Fall and Winter Teammate Surveys, weekly administrative meetings, and weekly Instructional Leadership Team (ILT) meetings throughout the school year. Leadership teams reviewed schoolwide priorities, student outcome data, instructional goals, and resource allocation to support the ongoing development and refinement of the LCAP.
Other School Personnel	Other school personnel, including counselors, coordinators, and classified staff, participated in Fall and Winter Teammate Surveys, weekly teammate meetings, and staff meetings throughout the year. Staff also participated in “Stop, Start, and Continue” reflection activities to provide feedback on school systems, student supports, and operational needs that informed LCAP planning.
Parents	Parents and families participated in monthly Family Meetings, Donuts with the Deans, Coffee with the Principal, quarterly School Site Council (SSC) meetings, and English Learner Advisory Committee (ELAC) meetings throughout the school year. Families also completed Fall and Winter family surveys and participated in “Stop, Start, and

Educational Partner(s)	Process for Engagement
	Continue” reflection activities to provide feedback on school climate, communication, academic support, and student well-being.
Students	Students participated in Fall and Winter student surveys focused on school culture, safety, engagement, and instructional experiences. School administrators also met monthly with the Student Government Association (SGA) to gather student feedback and input on school priorities and student supports.
SELPA (Special Education)	The Special Education team and SELPA representatives participated in weekly Learning Center meetings focused on student progress, instructional practices, compliance, and program needs. Special Education staff also participated in Fall and Winter staff surveys to provide feedback related to inclusion, instructional supports, and services for students with disabilities.

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

Educational partner feedback gathered throughout the school year influenced the ongoing refinement of LCAP goals, actions, and implementation priorities. Feedback from teachers during grade-level meetings, data talks, coaching cycles, professional development sessions, ILT meetings, and “Stop, Start, and Continue” reflection activities emphasized instructional practices, professional learning needs, and support for schoolwide and grade-level goals. This feedback informed discussions related to instructional priorities, coaching supports, and the monitoring of scholar outcomes aligned to LCAP goals.

Input from principals and administrative team members during weekly administrative meetings, ILT meetings, and teammate surveys informed schoolwide planning, resource allocation, professional development planning, and the refinement of LCAP goals and action steps through the review of aligned metrics and school priorities.

Feedback from other school personnel during teammate meetings, staff meetings, surveys, and “Stop, Start, and Continue” reflection activities provided insight into student support systems, school operations, and areas where additional supports or adjustments were needed. These discussions informed ongoing strategic planning and refinement of LCAP actions and services.

Family feedback collected through Family Meetings, Donuts with the Deans, Coffee with the Principal, SSC meetings, ELAC meetings, family surveys, and reflection activities informed the continued refinement of LCAP goals related to school climate, communication, academic support, student well-being, and family engagement practices.

Student feedback gathered through student surveys and monthly Student Government Association (SGA) meetings informed discussions related to school culture, instructional experiences, student engagement, safety, and student leadership opportunities. This feedback was incorporated into the ongoing refinement of LCAP goals and action steps.

Feedback from the Special Education team and SELPA during weekly Learning Center meetings and staff surveys informed discussions related to instructional practices, programmatic needs, compliance, equity, inclusion, and supports for students with disabilities. This feedback contributed to the refinement of LCAP goals and resources to better align with the needs of students receiving special education services.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -40.9 African American/Black: data not displayed for privacy English Learners: -89.9	2023-2024 SBAC ELA DFS All Students: -26.8 English Learner: -69.3	2024-2025 SBAC ELA DFS All Students: -28.7 English Learner: -53.8	2025-2026 SBAC ELA DFS All: -25.90 African American/Black: data not displayed for privacy	All Students: Increased 12.2 English Learners: Increased 36.1 Hispanic/Latinx: Increased 16.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: -44.9 Hispanic/Latinx: -40.4 Students with Disabilities: -142.3	Long-Term English Learner: -84.7 Socioeconomically Disadvantaged: -31.6 Hispanic: -25.1 Students with Disabilities: -116	English Learners Only: -120.8 English Only: -41.8 Hispanic: -24.3 Long-Term English Learner: -98.2 Recently Reclassified Fluent-English Proficient Only: -18.3 Socioeconomically Disadvantaged: -30.6 Students with Disabilities: -121	English Learners: -74.90 Socioeconomically disadvantaged: -29.90 Hispanic/Latinx: -25.40 Students with Disabilities: -127.30	Socioeconomically Disadvantaged: Increased 14.3 Students with Disabilities: Increased 21.3
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -120.2 African American/Black: data not displayed English Learners: -157.9 Socioeconomically disadvantaged: -118.9 Hispanic/Latinx: -120.5 Students with Disabilities: -184.5	2023-2024 SBAC MATH DFS All Students: -126 English Learner: -157.1 Long-Term English Learner: -165.4 Socioeconomically Disadvantaged: -130 Hispanic: -124.6 Students with Disabilities: -186.4	2024-2025 SBAC MATH DFS All Students: -115.6 English Learner: -124.8 English Learners Only: -155.7 English Only: -128 Hispanic: -112.4 Long-Term English Learner: -148.7 Recently Reclassified Fluent-English Proficient Only: -108	2025-2026 SBAC Math DFS All: -105.20 African American/Black: data not displayed English Learners: -142.90 Socioeconomically disadvantaged: -103.90 Hispanic/Latinx: -105.50 Students with Disabilities: -169.50	All Students: Increased 4.6 English Learners: Increased 33.1 Hispanic/Latinx: Increased 8.1 Socioeconomically Disadvantaged: Increased 1.2 Students with Disabilities: Decreased 15.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: -117.7 Students with Disabilities: -199.7		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 21.82% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 22.3 points below Hispanic: 22.5 points below Students with Disabilities: 32.4 points below English Learner: 34.1 points below Long-Term English Learner: 36.9 points below Socioeconomically Disadvantaged: 22.8 points below 15.18% Met or Exceeded	2024-25 Science Points (SPs) All Students: 46.8 science points English Learner: 36.6 science points English Learners Only: 36.7 science points English Only: 45.6 science points Hispanic: 46.9 science points Recently Reclassified Fluent-English Proficient Only: 36.6 science points Socioeconomically Disadvantaged: 46.7 science points Students with Disabilities: 31.4 science points 17.85%	2025-2026 Science Test 26.82% Met or Exceeded	Decreased 3.97%
1.4	% of EL students making progress toward ELPAC	2022-2023 ELPI	2023-24 ELPI	2024-2025 ELPI	2025-2026 ELPI	EL: Decreased 6.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency (ELPI) CA School Dashboard	59.30% of ELs making progress towards English language proficiency	EL: 81.4% of ELs making progress towards English language proficiency LTEL: 84.8% of LTELs making progress towards English language proficiency	EL: 52.5% of ELs making progress towards English language proficiency LTEL: 47.5% of LTELs making progress towards English language proficiency	69% of ELs making progress towards English language proficiency	
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 39.8%	2023-2024 RFEP Rate: 39.34%	204-25 RFEP Rate: 30.23%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 9.57%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 1 100% of students have access to standards-aligned materials	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD	2023-2024 Rate the LEA's progress in providing	2024-2025 Rate the LEA's progress in	2025-2026 Rate the LEA's progress in	2026-2027 Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 4 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth	2024-25 Reading % of students that met annual typical growth All Students: 48%	2025-26 iReady Reading All Students: 58% Grade 6: 52% Grade 7: 66%	2026-2027 iReady Reading % of students that met annual typical growth	iReady Reading All Students: Decreased 9 Grade 6: Decreased 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: 51% Grade 7: 44% Grade 8: 61% iReady Math % of students that met annual typical growth Grade 6: 53% Grade 7: 60% Grade 8: 49%	Grade 6: 53% Grade 7: 54% Grade 8: 41% Grade 9: 49% Grade 10: 41% Grade 11: 52% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 41% Grade 6: 32% Grade 7: 42% Grade 8: 41% Grade 9: 44% Grade 10: 25% Grade 11: 61%	Grade 8: 61% Grade 9: 53% Grade 10: 60% Grade 11: 56% iReady Math All Students: 47% Grade 6: 37% Grade 7: 44% Grade 8: 41% Grade 9: 58% Grade 10: 53% Grade 11: 50%	Grade 6: 66% Grade 7: 59% Grade 8: 76% iReady Math % of students that met annual typical growth Grade 6: 68% Grade 7: 75% Grade 8: 64%	Grade 7: Decreased 2 Grade 8: Decreased 12 Grade 9: Decreased 6 Grade 10: No Baseline Data Available Grade 11: Increased 4 iReady Math All Students: Decreased 8 Grade 6: Decreased 16 Grade 7: Decreased 15 Grade 8: Decreased 13 Grade 9: No Baseline Data Available Grade 10: No Baseline Data Available Grade 11: Increased 25
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 97.2%	2023-2024 High School Graduation Rate 92.30%	2024-25 High School Graduation Rate 93.1%	2025-2026 High School Graduation Rate 98.7%	Decreased 4.1%
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 38.90% Black/African American: Data not displayed English Learner: 13.30% Socioeconomically Disadvantaged: 40.00% Hispanic: 40.00% Students with Disabilities: Data not displayed	2023-2024 College and Career Readiness All Students: 83.10% English Learner: 84.60% Long-Term English Learner: 82.60% Socioeconomically Disadvantaged: 86.70% Hispanic: 86.90%	2024-2025 College and Career Readiness All Students: 81.00% English Learner: 73.30% Hispanic: 80.40% Long-Term English Learner: 78.60% Socioeconomically Disadvantaged: 79.60% Students with Disabilities: 75.00%	2025-2026 College and Career Readiness All Students: 68.90% Black/African American: Data not displayed English Learner: 43.30% Socioeconomically Disadvantaged: 70.00% Hispanic: 70.00% Students with Disabilities: Data not displayed	All Students: Increased 42.1% English Learner: Increased 60.0% Socioeconomically Disadvantaged: Increased 39.6% Hispanic: Increased 40.4% Students with Disabilities: No Baseline Data Available
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 21% of students who passed AP with 3 or higher	2023-2024 64% Passed AP with 3 or higher	No AP classes offered	2025-2026 60% of students who passed AP with 3 or higher	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 84%	2023-24 A-G Completion Rates 90.80%	2024-25 A-G Completion Rates 96.30%	2025-2026 A-G Completion Rates 100%	Increased 12.3%
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 68.26% Math: 9.52%	2023-2024 % Met & Exceeded ELA: 66.67% Math: 12.07%	2024-25 % Met & Exceeded ELA: 64.15% Math: 9.44%	2025-2026 % Met & Exceeded ELA: 73.26% Math: 14.52%	ELA: Decreased 4.11% Math: Decreased 0.08%

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 school implemented planned actions by focusing on equitable access to high-quality instruction, targeted academic intervention, professional development, and student support systems. Key actions included maintaining access to board-adopted curriculum, continuing i-Ready for personalized ELA and math instruction, and providing structured planning time for lesson planning, data analysis, and support for ELs and SWDs.

The major differences included challenges around ELD staffing, and the progress on our goals. Our team was able to hire, but it was clear that we need to revisit our systems and ensure all are knowledgeable of the systems and protocols.

Successes included Pro-Black programming, college and career pathways, and credit recovery structures. The school also continued using i-Ready, SBAC-aligned assessments, progress monitoring, and disaggregated data analysis to identify student needs and adjust instruction. These efforts strengthened equitable access to academic supports and culturally responsive instruction for students most in need.

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

1.8 SPED expenditures were greater than budgeted due to increased caseload during the school year.
1.10 Actual Title I revenue (I+ II + IV) for 25-26 is less than estimated at the time the LCAP was completed.

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

The actions implemented during this school year were moderately effective in supporting progress toward academic achievement, student social-emotional and behavioral support, English Language Development, and chronic absenteeism goals. We were also able to provide consistent professional development throughout the year, including training focused on standard aligned objectives and lessons, identifying misconceptions in student learning, and progress monitoring.

Some actions, however, were not fully effective. For example, LWP demonstrated some growth on assessments for Math & ELA, but our MLLs and students with disabilities continued to struggle with mastery for both content areas. This was largely due to inconsistency in staffing and novice ed specialist throughout the year. These factors contributed to the lack of growth in ELA and Math outcomes.

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

Based on the assessment data, socio-emotional data, feedback from our stakeholders, there are several areas in which LWP has identified to make improvements. Based on assessment score, about 40% of our students showed mastery on the ELA SBAC and 12% of our students were able to show master for math. Our special populations (SWD, Black, Students, and MLLs continued to struggle in both areas. That said, the decision was made to include an intervention block for more targeted support. Due to role eliminations for support classes (ie. ELD), we are ensuring that staff receive the necessary training to be able to successfully teach ELD and progress monitor.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	• Board adopted curriculum • Ensure 1:1 device access through Chromebook purchases so all students can engage with digital curriculum tools and grade-level content practice. • Continue use of iReady for personalized instruction in ELA and math, with targeted interventions for ELs and SWDs, aligned to quarterly data cycles. • Provide structured grade-level and content planning time (e.g., professional learning communities) for lesson planning, unit development, and data analysis, including paid planning time during breaks—with a continued emphasis on EL and SWD academic outcomes.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Deepen collaboration with the Regional Instructional Team to include curriculum walkthroughs, student work audits, and alignment checks in accordance with Williams Act requirements for instructional materials and student access.		
1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	• BOY PD Scope and Sequence completed, and staff are able to give feedback. • Provide ongoing, comprehensive professional development for all stakeholder groups aligned to instructional programs, research-based strategies, and culturally relevant pedagogy, with a focused emphasis on improving outcomes for English Learners (ELs) and Students with Disabilities (SWDs) in ELA. • Ensure access to high-quality, ongoing professional development designed and facilitated by the Regional Instructional Team. Areas of focus include: Foundational literacy and numeracy EL instructional strategies SWD supports, including accommodations and modifications Culturally and linguistically responsive teaching practices (e.g., Science of Reading) • Leverage the updated Aspire Schools Leadership Framework (ASLF) as a coaching and development tool, integrating Culturally Responsive Teaching (CRT) into both the Culture of Learning and Essential Content domains. • Establish a shared understanding of culturally relevant pedagogy, its connection to critical literacy, and its role in liberatory education to deepen instructional practice and stakeholder capacity. • Continue high-quality PD on instructional rigor, equity, and accommodations with deeper integration of culturally relevant teaching across disciplines and systems.	$591,000.00	Yes
1.3	Instruction (Master Scheduling)	• Continue to create and refine an equitable master schedule that ensures all students have access to core academic content, A-G aligned courses, and enrichment opportunities (e.g., PE, visual and performing arts, dance, and music), with instructional minutes	$2,320,840.00	No

Action #	Title	Description	Total Funds	Contributing
		aligned to both state requirements and the CTE pathway continuum. • Work collaboratively with the CTE support staff and site administrative teams to increase access and success in CTE courses. • Partner with the Regional Expanded Learning Program After School Director to provide targeted after-school academic support for students, particularly for ELs and SWDs. • Offer integrated intervention, ELD, dual enrollment, and CTE access. • Provide extended day programs for an additional 30 days beyond the calendar year (ie. intersession and ESY)		
1.4	Instruction (Assessment)	• Establish and implement a progress monitoring protocol across grade levels and content areas; conduct data analysis (data-driven strategic next steps and planning), focusing on ELL and students with disabilities achievement. • Tiering of students aligned to data to leverage specific support to help students master standards; analysis of proficiency and growth rates. • Disaggregate assessment data to hone in on EL and SWD ELA strengths and areas for growth, which will inform the next steps in instructional planning. • Administer Interim Assessment Blocks (IAB). • Design and implement end-of-chapter assessments, end-of-unit assessments, and exit tickets to reflect the testing question items on the SBAC. • Maintain data cycle, disaggregated analysis, and SBAC-aligned assessments to guide instruction for ELs and SWDs, with enhanced math tracking.		No
1.5	Black Excellence	IImplement culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming.		No

Action #	Title	Description	Total Funds	Contributing
		• Conduct quarterly learning walks and instructional rounds to review the instructional program, specifically focusing on Black students' academic achievement (including SEL work). • Continue our Black Student Union (BSU) and provide materials (t-shirts,supplies, etc.) • Support Black scholars identified as ELs and SWDs with additional ELA programming to accelerate reading growth. • Conduct empathy interviews with Black scholars to create personalized incentive plans to reduce the chronic absenteeism rate for scholars designated as chronically absent. • Sustain Pro-Black programming, deepen family engagement, and tailor ELA supports for Black SWDs • Launch Black Family Advisory group • Con tiue hosting annual events to celebrate Black Identity (Annual Black History Month Quiz Bowl)		
1.6	English Learners	• MLL program evaluation to adjust instruction for the upcoming school year • Ensure all MLL students received designated EL instruction x minutes a week without losing access to core instruction • Provide access to Professional Learning to improve designated and integrated MLL instruction • Ensure student sare evaluated bi-annually for redesignation and monitored once the reach RFEP. • Maintain our system to ensure newly enrolled English Learners are identified and placed into Designated ELD within 30 days of enrollment. • Work with instructional staff to understand English Learners' MLL indicators, monitor their progress on internal reading assessments throughout the year, and intervene in language development. • Continue to provide specific coaching and training on strategies for Integrated EL support, focusing on differentiated instruction and assessments to enhance their learning experience with documentation of agenda, presentation, and sign-in/out sheets, specifically in ELA	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Long-Term English Learners	• Ensure all MLL students received designated EL instruction x minutes a week without losing access to core instruction • Provide access to Professional Learning to improve designated and integrated MLL instruction • Ensure student sare evaluated bi-annually for redesignation and monitored once the reach RFEP. • Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTELs. • Develop and integrate curricula that reflect the diverse background of LTELs, promoting engagement and connection to learning.		No
1.8	SPED	• Ensure classroom General Education and Education Specialist co-teachers have shared planning time to support co-teaching, co-planning, data analysis, and collaboration. • Based on the self-assessment, create one to two goals to accelerate reading growth for our students with disabilities. • Sustain our SpEd schedule to ensure all SAI and BIS minutes are fulfilled. • Train and continuously coach SpEd instructional aides to provide high- quality BIS support. • Establish days and/ or times to hold IEP meetings to improve the efficient use of instructional time. • Create a section in unit plans and week-at-a-glance lesson documents to plan ELA supports and accommodations for SWDs	$1,427,441.00	No
1.9	College & Career Readiness	Ensure- Ensure all students can access college courses within their high school pathways through our CCAP with Peralta Community College District. • Sustain the College and Career Access Pathway that guarantees dual enrollment courses on our campus. • Build credit recovery sections into the master schedule. • Address students failing multiple courses through team meetings to intervene before reporting periods.	$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Use equity -centered grading policies and practices alined to regional expetcations. • College and Career field trip opportunities.		
1.10	Title I	• Use Title I funds to support key roles, including counseling, college academic support, targeted academic intervention, and part-time advising. • Prioritize support for ELs, SWDs, low-income students, and students performing below grade level, especially in ELA. • Provide targeted interventions, progress monitoring, and academic support to ensure students have equitable access to resources. • Measure impact through assessments, progress monitoring, and state testing results to determine growth and effectiveness.	$200,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Credentials (SARC)	2021-2022 83.12% fully credentialed	2022-23 56.66% Fully Credentialed	2023-24 55.88% Fully Credentialed	100% fully credentialed	Decreased 27.24%
2.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey	School Climate: Decreased 12% Belonging: Decreased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 56% responded favorably Belonging: 69% responded favorably Well-being: 61% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 52% responded favorably	School Climate: 53% responded favorably Belonging: 72% responded favorably Well-being: 59% responded favorably Staff-Leadership Relationships: 51% responded favorably Cultural Awareness and Action: 50% responded favorably	School Climate: 44% responded favorably Belonging: 56% responded favorably Well-being: 62% responded favorably Staff-Leadership Relationships: 22% responded favorably Cultural Awareness and Action: 46% responded favorably	School Climate: 76% responded favorably Belonging: 89% responded favorably Well-being: 81% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 72% responded favorably	Well-being: Increased 1% Staff-Leadership Rel: Decreased 28% Cultural Awareness: Decreased 6%
2.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention 94.2% Retention	Retention Rate 73.10%	Retention Rate 93.00%	2026-2027 to 2027-2028 Retention Maintain 90% Retention	Decreased 1.2%

Goal Analysis [2025-26]

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

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

2.1: Coaching included assigning ILT members to teaching staff to support development and instructional practice. Our teams engaged in regular instructional rounds to collect data on professional development that was needed. A challenge that made implementation difficult was

supporting leaves that create gaps in coaching and building consistencies around accountability and feedback, but our team worked to strengthen teacher support systems through mentorship and collaboration opportunities.
2.2: For professional development, our team was able to hold consistent instructional rounds and professional development. We also collected teacher feedback and adjusted plan according to the data collected. Challenges that were presented was a limitation of coaches, but our teams were able to pivot to mentors to support with coaching and feedback. Our team will also continue to center ASLF as well as regional priorities of returning to the core for the 2627 school year.
2.3: Our team was able to commit to grade level listening tours, gathering feedback through regional and onsite surveys and share feedback with staff. We had challenges with adjustments to the bell schedule as well as holding weekly office hours, but we built strong beginning of the year onboarding practices to best support students and staff for the school year.
2.4: Although we were unable to collaborate with external partners, our admin team and pro black coordinator were able to hold equity leadership professional developments to build empathy and alignment on student community acknowledgements and events.
2.5: Our team was able to use teach boost to set stretch goals for teammates and are aiming to have more alder residents in campus this year.
2.6: Our team worked to hire credentialed staff throughout the school year but did face some challenges with leaves and midyear vacancies. Our school is working diligently to hit for 2627 positions and are prioritizing Alder mentorship and Content lead/additional coaches.

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

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

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

2.1: The coaching model established at the beginning of the year was sufficient in supporting staff members with lesson planning and instructional knowledge but lacked adequate support for the culture and climate needs of novice staff members as the school progressed through the ASLF. Through data analysis, we determined that the highest levels of student growth resulted from PLCs and student data analysis.

2.2: Professional development was partially effective in creating alignment around priority standards, objectives, and formative/summative assessments for students. We held RJ professional development sessions, utilized feedback surveys to inform adjustments, and conducted instructional rounds with our ILT team to support the development of PD topics.

2.3: Staff retention supports were partially effective. Weekly surveys, wellness goal-setting, and protected planning time were implemented. Admin office hours were not effectively implemented; however, we did conduct grade-level Listening Tours focused on supporting staff retention. Changes in leadership and staffing constraints also led to necessary community shifts and adjustments.

2.4: This action was partially implemented through RJ professional development sessions as well as training led through Pro Black Initiatives facilitated by the region. However, the school was unable to partner with external organizations and struggled to build consistent RJ professional development opportunities for novice staff members.

2.5: Teammates set growth goals and participated in stretch opportunities, but pipeline recruitment goals were not met. No Alder Residents or student teachers were secured from Cal State East Bay or UC Berkeley.

2.6: Credentialing was fully effective, with 100% of staff appropriately assigned in accordance with the Williams Act, although the school struggled with mid-year vacancies.

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

Based on staff feedback, instructional rounds, and student data monitoring, the school identified a need to shift from quarterly ASLF-aligned professional development to a spiraled Culture of Learning model that is embedded throughout the entire school year, particularly to better support new staff members joining mid-year. Data and reflection also highlighted the need for stronger onboarding systems, clearer PLP feedback protocols, simplified language for accessibility, and more targeted coaching structures to sustain accountability and instructional growth.
Moving forward, the school will transition from grade-level leads to content-level teams to strengthen collaboration around pedagogy and instructional strategies within content areas, while instructional rounds will focus more intentionally on leads and new teachers. The school will also continue identity-safe, restorative justice, and Pro-Black professional development opportunities, increase mentorship and coaching support through an expanded Alder residency program, and continue prioritizing the hiring and retention of appropriately credentialed teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaching	• Maintain a differentiated coaching model so teachers receive feedback aligned to their strengths, needs, goals, and school instructional priorities. • Use the Aspire Student Learning Framework (ASLF), Teachboost, walkthroughs, and coaching data to monitor teacher growth, coaching frequency, and instructional trends. • Support teacher and admin development through goal-setting, mid-year/end-of-year debriefs, ILT consultancies, anchor texts, and coaching data analysis. • Focus coaching and instructional priorities on accelerating ELA growth for English Learners, Students with Disabilities, and other priority student groups.	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development	• Develop and implement a schoolwide system of lessons inernalization, planning, assessment, anjd reflectionparticularly for Math and ELA. • Facilitate professional development around regional priorities through a lens of culturally Responsive Teaching Practices. • Identify teacher differiented needs to ensure new teachers receive professional development on ELA and math standards and board adopted curriculum. • Build leadership capacity to understand and support string evidence based Tier 1 instructional practices. This includes processional learning, oberservation, feedback support, coaching and peer collaboration aligned to the ASLF. • Conduct regular instructional walks with the instructional leadership team • Participate in Regional and onsite prefessional learning communities.		No
2.3	Teammate Retention	• Recruit high quality credentialed teachers • Encourage all teamates to write a wellness goal to focus on their Professional Learning Plan. • Ensure that teachers have opprtunities to provide input for strategic planning. • Provide opportunities for regular staff input around shool culture and climate • Provide opportunities for staff to reflect together, celebrate successes during PLC and PD, and collaborate around other areas. • Provide targeted support, professional learning, and coaching for new staff members.	$65,000.00	Yes
2.4	Affinity Groups	• Support staff to participate in a Leadership for Equity Cohort. • Incorportate identity safe and Restorative justices practices within professional developments and trainings. • Community engagement in Cultural Celebrations and Events (ie. Latinx Heritage Month Festival, Black History Month Quiz Bowl).		No

Action #	Title	Description	Total Funds	Contributing
2.5	Pipeline Development	• Encourage teachers to serve as mentors for Alder residency program. • Work with Aspire Talent and university partners to secure Alder Resident(s). • Encourage teammates to establish stretch goals that support their desired career trajectory. • Provide release times for teachers to pursue professional learning and leadership opportunities that are aligned to their goals. • Encourage classified staff and engage parent volunteers without bachelor's degrees to participate in our Rivet Program.		No
2.6	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing LWP will improve and clear teaching credentialing misalignment, and ensure individuals with emergency and intern credentials are working towards a permanent credential. • Monitor and support teachers who are working to obtain and/or clear credentials. • Ensure teachers are on track for completion within program timeframes.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 23.70% African American/Black: data not displayed Hispanic/Latinx: 23.20%	2023-2024 Chronic Absenteeism Rate All Students: 30.60%	2024-2025 Chronic Absenteeism Rate All Students: 27.40%	2025-2026 Chronic Absenteeism Rate All: 14.70% African American/Black: data not displayed	All Students: Increased 3.7% Hispanic: Increased 2.0% English Learners: Decreased 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 31.00% Socioeconomically disadvantaged: 24.80% Students with Disabilities: 33.30%	English Learner: 32.80% Long-Term English Learner: 23.50% Socioeconomically Disadvantaged: 32.00% Hispanic: 30.00% Students with Disabilities: 36.70%	English Learner: 24.40% Hispanic: 25.20% Long-Term English Learner: 24.00% Socioeconomically Disadvantaged: 29.10% Students with Disabilities: 31.40%	Hispanic/Latinx: 14.20% English Learners: 22% Socioeconomically disadvantaged: 15.80% Students with Disabilities: 24.30%	Socioeconomically Disadvantaged: Increased 4.3% Students with Disabilities: Decreased 1.9%
3.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4% African American/Black: Data not displayed for privacy Hispanic/Latinx: 3.9% English Learners: 6% Socioeconomically Disadvantaged: 4.5% Students with Disabilities: 8%	2023-2024 Suspension Rate All Students: 2.70% Black/African American: 0.00% Hispanic: 2.90% Students with Disabilities: 9.60% English Learner: 2.70% Long-Term English Learner: 2.80% Socioeconomically Disadvantaged: 2.60%	2024-2025 Suspension Rate All Students: 2.60% Black/African American: 23.10% English Learner: 1.30% Hispanic: 1.00% Homeless Youth: 13.00% Long-Term English Learner: 2.00% Socioeconomically Disadvantaged: 3.00% Students with Disabilities: 7.60%	2025-2026 Suspension Rate All Students: 3.1% African American/Black: Data not displayed for privacy Hispanic/Latinx: 3% English Learners: 5.1% Socioeconomically Disadvantaged: 3.6% Students with Disabilities: 7.1%	All Students: Decreased 1.4% Hispanic: Decreased 2.9% English Learners: Decreased 4.7% Socioeconomically Disadvantaged: Decreased 1.5% Students with Disabilities: Decreased 0.4%
3.3	School Attendance Rate (P2)	2023-2024 Attendance Rate 90.40%	2024-2025 P2 Attendance Rate 92.54%	2025-26 P2 Attendance Rate 92.24%	2026-2027 Attendance Rate 93.40%	Increased 1.84%
3.4	Pupil Expulsion Rates	2022-2023 Pupil Expulsion Rate	2023-2024 Pupil Expulsion Rate	2024-2025 Pupil Expulsion Rate	2025-2026 Pupil Expulsion Rate	Increased 2.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0%	0 %	0 %	0%	
3.5	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)
3.6	Student Sense of Safety and School Connectedness (Aspire Student Survey)	2023-2024 Aspire Student Survey Teacher Student Relationships: 2nd Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 1st Quintile	2024-2025 Aspire Student Survey Teacher Student Relationships: 1st Quintile Sense of Belonging: 1st Quintile School Climate: 1st Quintile School Safety: 2nd Quintile	2025-26 Aspire Student Survey Teacher Student Relationships: 2nd Quintile Sense of Belonging: 2nd Quintile School Climate: 2nd Quintile School Safety: 2nd Quintile	2026-2027 Aspire Student Survey Move up 1 quintile	Teacher-Student Rel: Maintained Sense of Belonging: Increased 1 School Climate: Increased 1 School Safety: Increased 1
3.7	Efforts we make to seek parent input (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 13% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 13% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement: 20% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 38% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 5 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or above	Maintained
3.9	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 67% responded favorably “The school provides a safe environment for my child.” 72% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)	2024-2025 Aspire Family Survey 77% responded favorably: "The school provides a safe environment for my child." 63% responded favorably: "I feel comfortable discussing my	2025-26 Aspire Family Survey 60% responded favorably: ""The school provides a safe environment for my child."" 60% responded favorably: ""I feel comfortable discussing my	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	Safe Environment: Decreased 7% Comfort with Staff: Decreased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."	teacher(s) and/or other school staff."	
3.10	Dropout Rate (CDE Dataquest)	2022-2023 Dropout Rate 2.78% (2 of 72)	2023-2024 Dropout Rate 6.20%	2024-25 Dropout Rate 5.20%	2025-2026 Dropout Rate (0)	Increased 2.42%

Goal Analysis [2025-26]

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

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

3.1: Family and Community Engagement and Outreach Our school has been able to hold community events, and provide regular parent meetings to discuss student data and collect feedack. We have also procided translation and food for accessibility and incentive. There was a challenge around the consistency of principle meetings.
3.2: Our team was able to conduct Weekly data reviews occurred and included subgroup analysis building in schoolwide incentives as well as strategically planning around breaks and holding attendance caseloads to support chronically absent students, yet no home visits wee condcucted this year.
3:3: SEL curriculum materials and advisory structures were implemented. Student Government led school climate initiatives, and grade level and professiona learning time was reserved for staff to develop SEL wellness structures. Through Panorama data analysis, we see that ana emphasis needs to be placed on adult SEL to promote staff wellbeing.
3.4: Regular Student Wellness Team meetings supported systems (COST, SST, Tiered Matrix) and helped identify student needs and next steps for the teaching teams and families. Challenges included building in team capacity for sustainability and consistency of meetings.
3.5: During the 2526 school year LWP hosted Open houses, community events, and held canvassign events with staff to support our enrollment efforts.
3.6: Held walkthroughs and held annual safety trainings occurred in compliance with Williams Act expectations.

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

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

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

3.1: The action was effective because our team was able to regularly engage families through regular meetings and community events as well as built in structure, such as student led conference, to build a stronger family-school partnership. We would like to see more parent participation in team meetings, and we are hoping to build out parent volunteer opportunities.
3.2: This action was partially effective. The attendance team met weekly, and weekly data reviews were conducted, and we did see improvements in attendance for desired incentives. but chronic absenteeism increased, and it was difficult to maintain caseload management.
3.3: This action was somewhat effective. SEL curriculum and advisory structure were partially implemented, but student Government initiatives positively impacted school climate. Circles were also established and integrated into SEL opportunities.
3.4: This action was partially effective. MTSS team meetings were somewhat consistent, and some progress was made in SST/COST systems. Changes we are making to the 2627 school year is implementing intervention blocks to support our MTSS process.
3.5: Enrollment efforts have been effective, and we have been able to reach enrollment targets at the beginning of the year. Barriers include maintaining that enrollment throughout the school year.
3.6: This action was effective. FIT inspections and safety plan trainings were completed as planned. Classrooms remained compliant and learning-ready throughout the year.

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

Data from attendance reviews, family engagement participation, MTSS implementation monitoring, enrollment trends, and school climate feedback informed several adjustments for the 2026–27 school year. While the school saw success in family engagement events, enrollment targets, student government initiatives, safety compliance, and attendance incentives, local data also highlighted areas for growth including increased chronic absenteeism, inconsistent MTSS implementation, limited parent participation in team meetings, and challenges maintaining enrollment throughout the school year.

Moving forward, the school plans to expand parent volunteer opportunities to strengthen family-school partnerships, implement intervention blocks to improve MTSS systems and student supports, and continue refining attendance and caseload management systems to address chronic absenteeism more effectively. The school will also continue integrating circles, advisory, and student leadership opportunities to strengthen school culture and SEL implementation while maintaining strong safety and compliance systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community	Continue to hold regular meeting with families. Continue to survey families to include feedback in strategic planning. Hold regular SSC/ELAC meetings		No

Action #	Title	Description	Total Funds	Contributing
	Engagement & Outreach	Launch a Black Family Advisory group for family members of Black students to provide input on our school culture and climate. Hold parent meetings to discuss strategies to improve ELA outcomes for English Learners and SWDs. Hold monthly middle and high school parent meetings to update families and gather input.		
3.2	Attendance	• Maintain an attendance team that will develop an attendance plan, monitor progress, and lead intervention strategies to reduce chronic absenteeism and promote greater ADA for all students. • Continue to refine the school plan to imporve daily attendance and chronic absenteeism • Comply with legal requirements when addressing attendance concerns through SART and SARB Processes. • Communicate daily absences to families through PowerSchool. • Use case management process for chronically ansent students including personal calls home and scheduled meetings • Procide attendance information during Back to School Night and provide reminders on the importance of attendance. • Back-to-School events, BOY newsletters, First Day Packets, and student handbook, and discuss attendance during SLCs.	$185,000.00	Yes
3.3	SEL	PProvide SEL curriculum materials and resources for teachers. Provide SEL resources for families during parent meetings. Provide SEL lessons on attendance to reduce the chronic absenteeism rate for all scholars. Provide teachers with a suggested SEL focus, cadence, scope, and sequence grounded in SEL data. Provide time for teachers and grade-level teams to review Panorama SEL data and modify SEL units from a data-informed perspective. Provide regular planning time for advisory teams to internalize and adjust SEL units during grade-level meeting times. Leverage student government to promote a more positive student experience, climate, and culture. Maintain weekly student choice clubs. Continue to develop Adult SEL to promote staff wellbeing.	$440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Analyze the SEL data with particular attention to ELs and SWDs to create support plans. • Continue to build shared understanding of adult SEL at Aspire schools.		
3.4	MTSS	C- Convene a team to support foundational MTSS functions (RTI, COST, SWT, Attendance) to progress monitor universal program, additional supports and intensified supports for students. • Provide PD on MTSS topics (UDL, Small Group Instruction, Targeted Interventions, Personalized learning) for teachers based on identified needs. • Provide dedicated time during collaboration blocks for student support discussions and intervention planning.		No
3.5	Enrollment	Maintain our site Enrollment Team, which will develop a student enrollment plan and lead student recruitment efforts. Increase social media outreach and presence to promote ongoing enrollment. Attend community events to advertise our school. Hold at least two Open House events during the open enrollment period. Hold community events. Partner with existing families to assist with recruitment efforts and offer incentives (i.e., school swag and gift cards). Identify school recruitment fairs to participate in. Hold information sessions for current Aspire families. Create a feeder pattern for elementary schools to increase enrollment numbers. Partner with local elementary and middle schools to create opportunities for students and families to participate in Open House/Information sessions. Identify local youth organizations (e.g., school programs, sports) to conduct information sessions and distribute marketing materials.		No

Action #	Title	Description	Total Funds	Contributing
3.6	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$120,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -40.9 African American/Black: Data Not Displayed for Privacy English Learners: -89.9 Hispanic/Latinx: -40.4 Socioeconomically Disadvantaged: -44.9 Students with Disabilities: -142.3	2023-2024 SBAC ELA DFS All Students: -26.8 English Learner: -69.3 Long-Term English Learner: -84.7 Socioeconomically Disadvantaged: -31.6 Hispanic: -25.1	2024-2025 SBAC ELA DFS All Students: -28.7 English Learner: -53.8 English Learners Only: -120.8 English Only: -41.8 Hispanic: -24.3 Long-Term English Learner: -98.2	2025-2026 SBAC ELA DFS All Students: -25.90 Black/African American: Data Not Displayed for Privacy English Learners: -74.90 Hispanic/Latinx: -25.40	All Students: Increased 12.2 English Learners: Increased 36.1 Hispanic/Latinx: Increased 16.1 Socioeconomically Disadvantaged: Increased 14.3 Students with Disabilities: Increased 21.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -116	Recently Reclassified Fluent-English Proficient Only: -18.3 Socioeconomically Disadvantaged: -30.6 Students with Disabilities: -121	Socioeconomically Disadvantaged: -29.90 Students with Disabilities: -127.30	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -120.2 African American/Black: Data Not Displayed English Learners: -157.9 Hispanic/Latinx: -120.5 Socioeconomically Disadvantaged: -118.9 Students with Disabilities: -184.5	2023-2024 SBAC MATH DFS All Students: -126 English Learner: -157.1 Long-Term English Learner: -165.4 Socioeconomically Disadvantaged: -130 Hispanic: -124.6 Students with Disabilities: -186.4	2024-2025 SBAC MATH DFS All Students: -115.6 English Learner: -124.8 English Learners Only: -155.7 English Only: -128 Hispanic: -112.4 Long-Term English Learner: -148.7 Recently Reclassified Fluent-English Proficient Only: -108 Socioeconomically Disadvantaged: -117.7 Students with Disabilities: -199.7	2025-2026 SBAC Math DFS All: -105.20 African American/Black: data not displayed English Learners: -142.90 Socioeconomically disadvantaged: -103.90 Hispanic/Latinx: -105.50 Students with Disabilities: -169.50	All Students: Increased 4.6 English Learners: Increased 33.1 Hispanic/Latinx: Increased 8.1 Socioeconomically Disadvantaged: Increased 1.2 Students with Disabilities: Decreased 15.2

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.

4.1: Our school has led professional developments, identified priority standards, and consistently held professional learning communities for our content teams to build alignment to support ELA instruction. Challenges with implementation included after school support focused on ELA instruction as well as family engagement workshops although our school was able to review ELA assessment scores and A-G requirements during our student led conferences.
4.2: Our school has led professional developments, identified priority standards, and consistently held professional learning communities for our content teams to build alignment to support Math instruction. Challenges with implementation included after school support focused on Math instruction as well as family engagement workshops although our school was able to review Math assessment scores and A-G requirements during our student led conferences.

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

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

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

4.1/;4.2 : This action was partially effective. Staff were able to align on priority standards, collaborate of skills and instructional practices and analyzed student data, but curriculum internalization appeared to be a challenge which may be attributed to the amount of novice staff (teammates within 1-2 years of teaching).

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.

Data from classroom assessments, including exit tickets and PLC data analysis cycles, showed that targeted small-group instruction positively impacted student mastery and informed adjustments to the school's instructional systems and master schedule. Based on this data, the school identified the need for additional dedicated time and structures for intervention, targeted instruction, and stronger alignment around instructional expectations in Math.
Moving forward, the school will implement master schedule changes that create protected time for intervention and differentiated instruction while continuing to strengthen PLCs and data-driven instructional practices. The school will also align with the regional shift back to core Math instruction, provide beginning-of-year curriculum institutes, and utilize ongoing site-based professional development to support standards alignment, instructional strategies, and effective teaching practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	• Improve foundational literacy skills through small group instruction, office hours, and structured literacy programs and personalized interventions based on diagnostics. • Provide extended learning opportunities through afterschool programming and intersession literacy intervention. • Literacy workshops, take-home literacy activities, high-interest texts, and community partnerships • Professional development and coaching equips teachers with strategies to better support identified subgroups.	$49,523.00	No
4.2	Math	• Improve math skills through small group instruction and personalized math activities. • Provide extended learning opportunities through after school programming and intersession • Provide Math resources to strengthen family engagement and reinforcement skills outside of school. • Professional development & coaching	$49,523.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,639,531	$162,780

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.796%	0.000%	$0.00	34.796%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 53.8 points below standard in ELA and 124.8 points below standard in	By updating and standards-aligned curriculum & adaptive blended learning programs, this action aims to address foundational gaps in reading and writing, equipping teachers with tools to improve student outcomes in this critical subject area. Uniform implementation across the LEA ensures all students have access to high-quality, standards-aligned content that can elevate their academic performance.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Mathematics, while Socioeconomically Disadvantaged students scored 30.6 points below standard in ELA and 117.7 points below standard in Mathematics. Additionally, 52.5% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide		
1.2	**Action:** Instruction (Professional Development and Culturally Relevant Pedagogy) **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 53.8 points below standard in ELA and 124.8 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 30.6 points below standard in ELA and 117.7 points below standard in Mathematics. Additionally, 52.5% of English Learners made progress toward English language proficiency on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	Provides professional development in culturally relevant pedagogy, enhancing teachers' abilities to engage diverse students effectively, thus addressing disparities. LEA-wide training ensures all teachers can support diverse student backgrounds, promoting inclusivity and improving academic outcomes universally.	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** College & Career Readiness **Need:** English Learners and Socioeconomically Disadvantaged students continue to require targeted supports to ensure college and career readiness and successful completion of graduation requirements. According to the 2024 California School Dashboard, College and Career Readiness rates were 73.3% for English Learners and 79.6% for Socioeconomically Disadvantaged students, while graduation rates were 86.7% for English Learners and 92.6% for Socioeconomically Disadvantaged students. Additionally, English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. **Scope:** LEA-wide	This action is aimed at directly enhancing students' academic preparedness and exposure to college-level work, which helps improve their CCI readiness by giving them firsthand experience and potentially early credits in higher education. Integrating credit recovery sections and mandating credit recovery courses ensure students who are behind can catch up on essential credits, a critical factor for maintaining eligibility and readiness for college-level study. This setup prevents academic delays from affecting their long-term educational goals. Additionally, the focus on professional development in equitable grading and creating effective feedback mechanisms empowers teachers to support all students more effectively, particularly helping those from disadvantaged backgrounds to understand and navigate the academic requirements needed for college success, thus directly contributing to better CCI scores.	Metric (1.11) Graduation Rates Metric (1.12) College and Career Readiness
2.1	**Action:** Coaching **Need:** English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. According to the 2024 California School Dashboard, English Learners scored 53.8 points below standard in ELA and 124.8 points below standard in Mathematics, while Socioeconomically	Implements a differentiated coaching model tailored to teacher needs, utilizing the Aspire Student Learning Framework to enhance instructional quality and effectiveness, particularly in areas where students are struggling. Utilization of the Teachboost platform to progress monitor coaching frequency, high leverage coaching points, and PLP goals across the school year. Providing consistent and differentiated coaching across the LEA ensures that all teachers, regardless of school location or specific student	Metric (2.2) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students scored 30.6 points below standard in ELA and 117.7 points below standard in Mathematics. Additionally, only 55.88% of teachers were fully credentialed. **Scope:** LEA-wide	demographics, receive the support needed to address educational disparities effectively.	
2.3	**Action:** Teammate Retention **Need:** English Learners and Socioeconomically Disadvantaged students benefit from stable learning environments and access to effective, qualified educators. The percentage of fully credentialed teachers declined from 83.12% to 55.88%, while teammate survey results showed declines in School Climate (56% to 44%), Belonging (69% to 56%), Staff-Leadership Relationships (50% to 22%), and Cultural Awareness and Action (52% to 46%). Additionally, English Learners and Socioeconomically Disadvantaged students continue to perform below grade-level standards in English Language Arts and Mathematics. **Scope:** LEA-wide	Regular staff input sessions and weekly surveys on culture/climate offer a platform for staff to voice concerns and suggestions, creating a more inclusive environment where staff feel valued and heard. Open office hours and listening meetings with the admin team provide opportunities for staff to communicate directly with leadership, promoting a supportive culture. Sharing survey results and outlining leadership's next steps reinforce transparency and accountability, while adjusting the master schedule to allow for adequate teacher collaboration reduces stress and fosters teamwork. Including wellness goals in each teammate's Professional Learning Plan emphasizes staff well-being and ensures they prioritize mental health. Clear onboarding practices support new teachers, particularly those new to the profession or district, helping them acclimate and reducing the risk of early burnout or turnover. Collectively, these actions promote a healthier work environment and improve staff retention. This continuity benefits unduplicated students by providing consistent relationships, tailored support, and a stable school climate that is essential for their success.	Metric (2.3) Retention Rate
3.2	**Action:** Attendance	Establishes a dedicated Attendance Team to monitor and address absenteeism with targeted	Metric (3.1) Chronic Absenteeism

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: English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism. According to the 2024 California School Dashboard, chronic absenteeism rates were 24.4% for English Learners and 29.1% for Socioeconomically Disadvantaged students, compared to 27.4% for All Students. **Scope:** LEA-wide	strategies, including direct family communication, attendance incentives and interventions. A schoolwide focus on improving attendance ensures that interventions reach all affected students, helping to reduce absenteeism rates across the LEA and improve overall student engagement and achievement.	Metric (3.3) Attendance
3.3	**Action:** SEL **Need:** English Learners and Socioeconomically Disadvantaged students benefit from safe, supportive, and engaging school environments that promote attendance, belonging, and academic success. According to the Aspire Student Survey, students reported low levels of school connectedness, including 1st percentile ratings in Sense of Belonging and School Climate and 2nd percentile ratings in Teacher-Student Relationships and School Safety. Additionally, chronic absenteeism rates remained elevated for English Learners (24.4%) and Socioeconomically Disadvantaged students (29.1%). **Scope:**	Providing curriculum materials and resources ensures that teachers have what they need to deliver high-quality SEL instruction. Reviewing Panorama SEL data and modifying SEL units helps tailor instruction to identified student needs. Regular planning time for advisory teams ensures consistency in implementing SEL strategies. Student leadership clubs like service, environment, and safety crews offer students opportunities to engage in meaningful activities and develop leadership skills, fostering a stronger sense of belonging. Monthly family education experiences help reinforce SEL concepts at home and strengthen school-family connections. Developing Adult SEL empowers staff to model positive behaviors, contributing to a healthier school environment.	Metric (3.6) Student sense of safety and connectedness

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
	LEA-wide		
3.6	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students benefit from safe, supportive, and well-maintained learning environments that promote engagement, belonging, and consistent attendance. According to the Aspire Student Survey, students reported low levels of school connectedness, including 1st percentile ratings in Sense of Belonging and School Climate and 2nd percentile ratings in Teacher-Student Relationships and School Safety. Additionally, chronic absenteeism remained elevated for English Learners (24.4%) and Socioeconomically Disadvantaged students (29.1%). **Scope:** LEA-wide	Facilities improvements, classroom readiness systems, safety trainings, and campus safety measures help ensure that students have access to safe, welcoming, and supportive learning environments. These actions support student engagement, attendance, and school connectedness by maintaining classrooms and facilities that are conducive to learning and aligned with Williams Act requirements. Providing these services schoolwide ensures that English Learners and Socioeconomically Disadvantaged students, who experience higher rates of chronic absenteeism and lower levels of school connectedness, benefit from consistent access to safe and supportive learning environments.	Metric (3.6) Student Sense of Safety Metric (3.9) Parent Sense of Safety

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,711,841	1,639,531	34.796%	0.000%	34.796%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,991,130.00	$1,615,662.00	$0.00	$401,535.00	$6,008,327.00	$5,443,327.00	$565,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$576,000.00	$15,000.00	$591,000.00				$591,000.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$2,200,840.00	$120,000.00	$1,645,000.00	$541,580.00		$134,260.00	$2,320,840.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	Black Excellence	All	No			All Schools	Ongoing								
1	1.6	English Learners	All	No			All Schools	Ongoing	$10,000.00	$0.00				$10,000.00	$10,000.00	
1	1.7	Long-Term English Learners	All	No			All Schools	Ongoing								
1	1.8	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,167,441.00	$260,000.00	$675,130.00	$695,036.00		$57,275.00	$1,427,441.00	
1	1.9	College & Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$270,000.00	$0.00	$270,000.00				$270,000.00	
1	1.10	Title I	All	No			All Schools	Ongoing	$200,000.00	$0.00				$200,000.00	$200,000.00	
2	2.1	Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$230,000.00	$0.00	$230,000.00				$230,000.00	
2	2.2	Professional Development	All	No			All Schools	Ongoing								
2	2.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$65,000.00	$0.00	$65,000.00				$65,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Affinity Groups	All	No			All Schools	Ongoing								
2	2.5	Pipeline Development	All	No			All Schools	Ongoing								
2	2.6	Teacher Credentialing	All	No			All Schools	Ongoing								
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing								
3	3.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$185,000.00	$0.00	$185,000.00				$185,000.00	
3	3.3	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$440,000.00	$0.00	$160,000.00	$280,000.00			$440,000.00	
3	3.4	MTSS	All	No			All Schools	Ongoing								
3	3.5	Enrollment	All	No			All Schools	Ongoing								
3	3.6	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$49,523.00	$0.00		$49,523.00			$49,523.00	
4	4.2	Math	All	No			All Schools	2025-26	$49,523.00	$0.00		$49,523.00			$49,523.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,711,841	1,639,531	34.796%	0.000%	34.796%	$1,671,000.00	0.000%	35.464 %	**Total:**	$1,671,000.00
								LEA-wide Total:	$1,671,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	LEA-wide	English Learners Low Income	All Schools	$591,000.00	
1	**1.9**	College & Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	$270,000.00	
2	**2.1**	Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$230,000.00	
2	**2.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income	All Schools	$65,000.00	
3	**3.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$185,000.00	
3	**3.3**	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	$160,000.00	
3	**3.6**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$120,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,574,440.00	$3,971,002.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$70,000.00	75,340
1	**1.2**	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$490,000.00	507,818
1	**1.3**	Instruction (Master Scheduling)	No	$527,000.00	575,700
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	Black Excellence	No	$0.00	$0.00
1	**1.6**	English Learners	No	$11,000.00	11,000
1	**1.7**	Long-Term English Learners	No	$0.00	$0.00
1	**1.8**	SPED	No	$1,069,000.00	1,413,353
1	**1.9**	College & Career Readiness	Yes	$362,000.00	353,022
1	**1.10**	Title I	No	$234,000.00	200,056
2	**2.1**	Coaching	Yes	$155,000.00	159,305

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Development	No	$0.00	$0.00
2	2.3	Teammate Retention	Yes	$95,000.00	100,393
2	2.4	Affinity Groups	No	$0.00	$0.00
2	2.5	Pipeline Development	No	$0.00	$0.00
2	2.6	Teacher Credentialing	No	$0.00	$0.00
3	3.1	Family and Community Engagement & Outreach	No	$0.00	$0.00
3	3.2	Attendance	Yes	$175,000.00	178,586
3	3.3	SEL	Yes	$242,600.00	242,331
3	3.4	MTSS	No	$0.00	$0.00
3	3.5	Enrollment	No	$0.00	$0.00
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$100,000.00	110,000
4	4.1	ELA	No	$21,920.00	22,049
4	4.2	Math	No	$21,920.00	22,049

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)
1,488,809	$1,547,600.00	$1,586,076.00	($38,476.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$70,000.00	75,340		
1	1.2	Instruction (Professional Development and Culturally Relevant Pedagogy)	Yes	$490,000.00	507,818		
1	1.9	College & Career Readiness	Yes	$220,000.00	212,303		
2	2.1	Coaching	Yes	$155,000.00	159,305		
2	2.3	Teammate Retention	Yes	$95,000.00	100,393		
3	3.2	Attendance	Yes	$175,000.00	178,586		
3	3.3	SEL	Yes	$242,600.00	242,331		
3	3.6	Classroom Facilities, and Student Physical Spaces	Yes	$100,000.00	110,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,260,559	1,488,809	0.000%	34.944%	$1,586,076.00	0.000%	37.227%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024