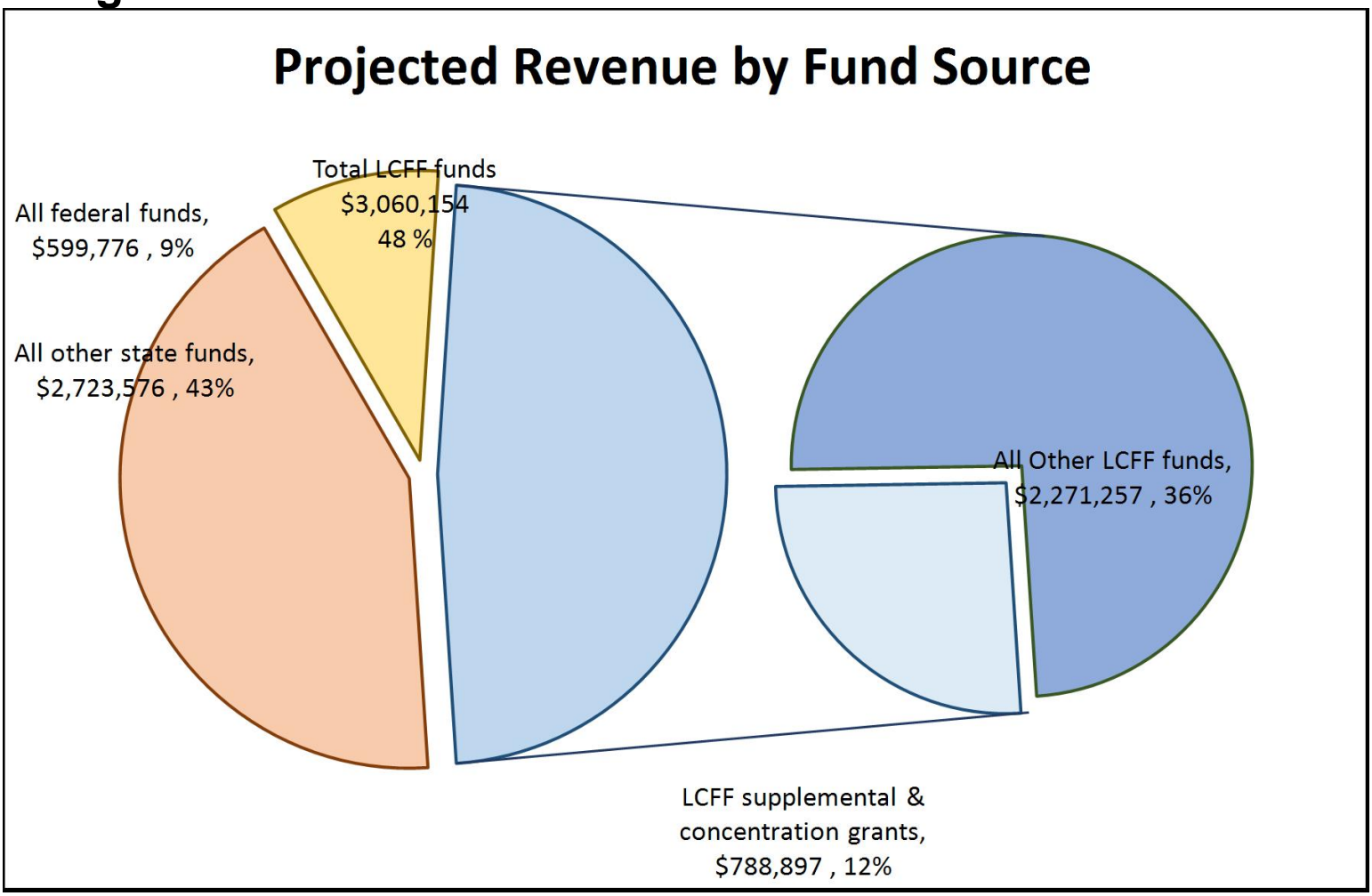
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Capitol Heights Academy
CDS Code: 34674390102343
School Year: 2025-26
LEA contact information:
Matthew George
Principal
AspireCHA@aspirepublicschools.org
916-206-1812

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 2025-26 School Year

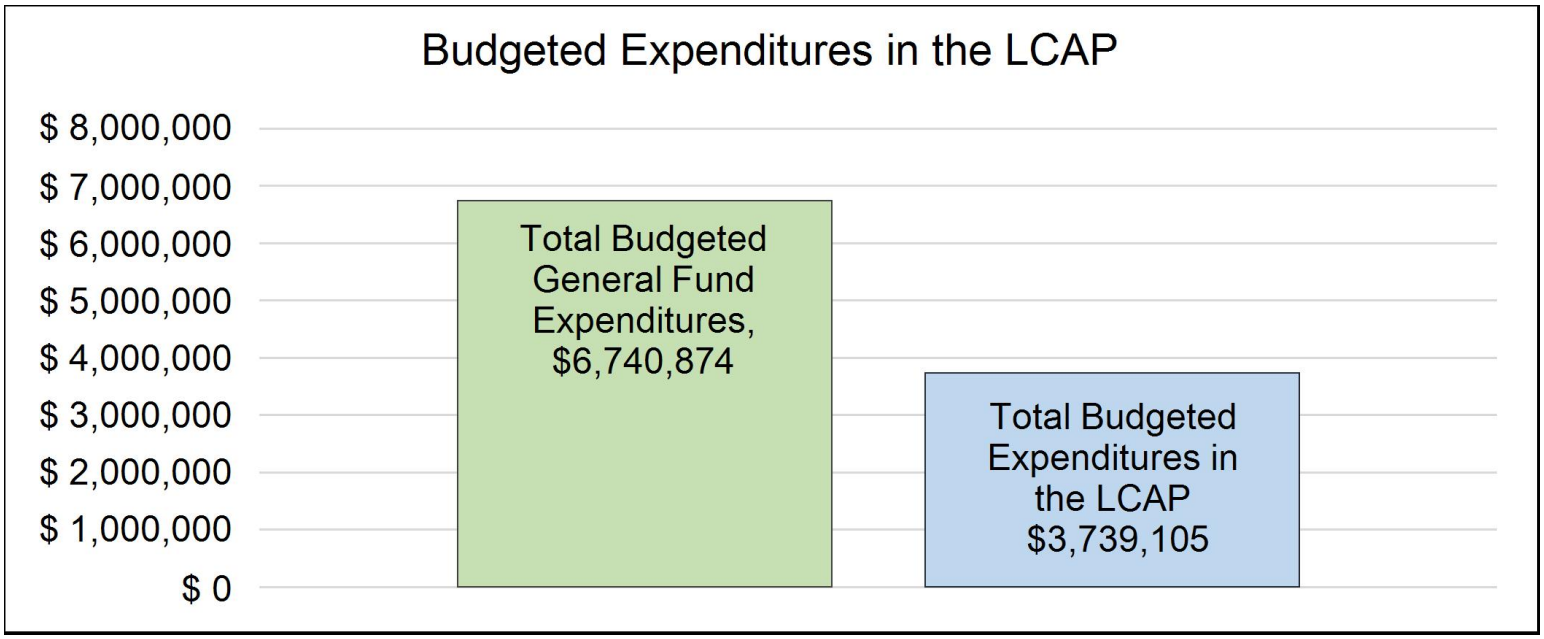


This chart shows the total general purpose revenue Aspire Capitol Heights Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Capitol Heights Academy is $6,383,506, of which $3,060,154 is Local Control Funding Formula (LCFF), $2,723,576 is other state funds, $0 is local funds, and $599,776 is federal funds. Of the $3,060,154 in LCFF Funds, $788,897 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 Capitol Heights Academy plans to spend for 2025-26. 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 Capitol Heights Academy plans to spend $6,740,874 for the 2025-26 school year. Of that amount, $$3,739,105 is tied to actions/services in the LCAP and $3,001,769 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

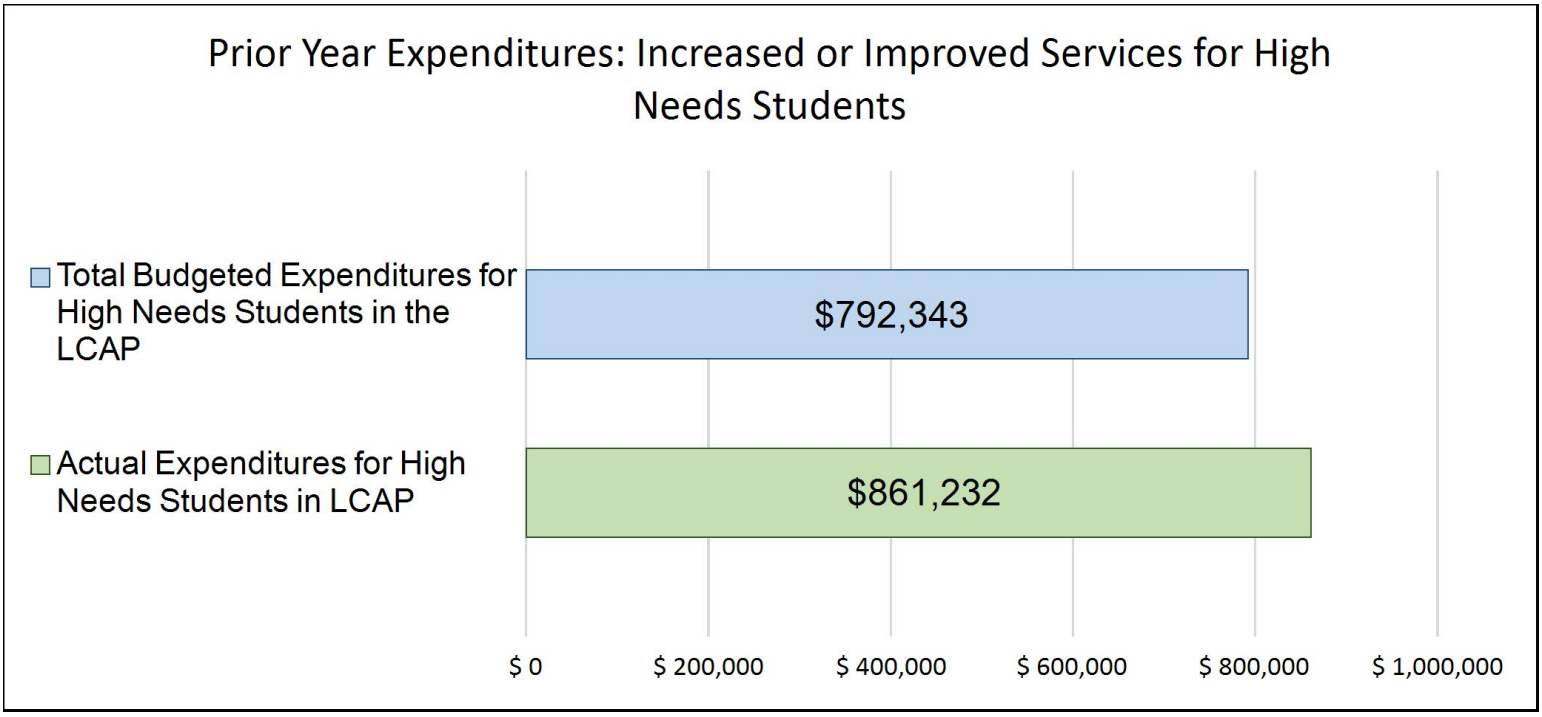
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 2025-26 School Year

In 2025-26, Aspire Capitol Heights Academy is projecting it will receive $788,897 based on the enrollment of foster youth, English learner, and low-income students. Aspire Capitol Heights Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Capitol Heights Academy plans to spend $$967,556 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 2024-25



This chart compares what Aspire Capitol Heights 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 Capitol Heights 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 2024-25, Aspire Capitol Heights Academy's LCAP budgeted $$792,343 for planned actions to increase or improve services for high needs students. Aspire Capitol Heights Academy actually spent $$861,232 for actions to increase or improve services for high needs students in 2024-25.

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 Capitol Heights Academy	Matthew George Principal	AspireCHA@aspirepublicschools.org 916-206-1812

Plan Summary [2025-26]

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 Capitol Heights Academy (CHA) is a TK-8 school in Sacramento, California, and part of the Aspire Public Schools network. Established in 2003, CHA is committed to preparing students for success in college and beyond through rigorous, supportive, and culturally responsive education. Led by Principal Harpreet Chohan, the school serves 212 students, with 60% identifying as African-American, 26% as Hispanic, 6% as multiracial, and smaller percentages identifying as Caucasian and American Indian/Alaska Native. Approximately 78% of students qualify for free or reduced lunch, highlighting the school's focus on equitable access.

CHA emphasizes academic excellence, inclusivity, and social-emotional development. Its key priorities include engaging students in rigorous, standards-aligned learning, creating a safe and inclusive environment, and supporting students through diverse, effective educators who integrate anti-racist teaching practices. The school actively involves families, encouraging regular attendance, academic engagement, and open communication through platforms like ParentSquare.

With a mission rooted in addressing systemic barriers that affect marginalized communities, CHA nurtures students' pride in their identities and abilities while equipping them to excel academically and make meaningful contributions to their communities.

Reflections: Annual Performance

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

We do not have unspent LREBG funds from the prior year. However, with the potential for new LREBG funds to be dispersed in 2025-26, we have incorporated new actions to reflect the use of these funds per the Ed Code requirement and the required needs assessment. The rationale for each action and how it is expected to address the areas of need are included in the action descriptions in the LCAP.

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 Math: Black/African American, All Students, Socioeconomically Disadvantaged
Suspension: Black/African American, All Students, Socioeconomically Disadvantaged

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

Successes:
One notable success is we have seen a decrese in our chronic abseentism rate down seven points from the 2024 school year, while the percentage is still how we are seeing a consistent decline. We have also seen a significant decline in the suspension rate, our internal data has us currently trending at 1.2% which is a 9% derease from the previous school year. If this data continue to trend in this way, we potentially can move into the oraange or yellow dashboard color. Our intermal mid year data also shows that 40% of our kindergarden students are performing at or above grade level in math. This includes foundational number sense, basic geometric ideas, measurement, data analysis andessential vocabulary. This was achieved through a partnership with Math trust and strategic work with the math team which includes observations, walkthroughs, coaching, and bi-monthly professional development which in pedagogy, math practice, lesson planning all connected to our iReady curriculum. The decrease in both suspension rates and chronic absnetism can be attributed to the community schools grant. We have been able to hire a social worker and a a parent liason who have been able to do some guided work with families around getting to school with ride shares for example. We have also been able to do addtional supports with families to reciev wrap around services to ensure that students are able to get into the building daily.

Challenges:
However, we identified challenges in our overall academic program. We are performing significantly below grade-level standards in both math and ela. In math we are performing 129.8 points distance from standard and 104.4 points distance from standard in ELA. According to the California School Dashboard, our African American and social economic disadvantaged students ar performing in the red performance level for Math and ELA. Similarly, the dashboard identifies that our students with special needs are also performing far below grade level in both ELA and Math. Additionally, our internal data indicates challenges in Chronic absentism althrough we have decreased the amount, students are not regularly attending at a higher rate than we would like. These internal trends highlight the need for targeted interventions beyond the metrics reflected in the Dashboard.

Actions Taken:

To address these challenges, we have implemented a targeted math professional development for teachers. This includes bi-monthly professional development for all teachers, teacher coaching, observation and feedback and walkthroughs. There is also strategic support in ELA for techers in K-2 as well as weekly individual coaching and planning support for the middle school ELA teacher.
These actions are designed to support the delievery and fidelity of our instructional program and curriculum; as well a grow teachers in thier practice which we beleive will move the instructional grwpth for all students in both Math and ELA; and aligns with our LCAP goal of increasing our academic data by 5%.

Reflections: Technical Assistance

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

CHA has focused its academic planning on improvement in instructional planning and delivery as well as examining data from IReady and interim assessments to evaluate student performance. Item analysis has become part of the regular academic review to identify specific areas of concern in Math and ELA. A new math curriculum was adopted by CHA this year and is being implemented at the beginning of the 24-25 school year. This curriculum provides current and definitive data regarding student performance levels. After this data has been analyzed, the teachers and administrators have been collaborating with regional math and ELA leadership personnel to discuss this data and make adjustments and decisions for instruction. Teachers are also assigned to one of the two AP's at CHA to insure they are receiving adequate amounts of coaching, observation and feedback from one consistent voice. CHA administration and staff have sets goals to increase scores in ELA and Math, moving from red dials to orange dials this school year which represents a gain of at least 4 - 5% and have committed to similar goals in subsequent school years.
CHA administration has worked diligently with its instructional and support teams to develop and implement alternate methods of interventions for behavioral concerns. SEL curriculum has been implemented as well as de-escalation training for all staff in order to address concerns about school climate. Reduction in suspensions is a strong indicator of the success of these interventions. CHA has seen a significant drop in suspension rates at less than 3%. In addition, we are hopeful this change in climate will translate into higher enrollments for CHA. which continues to be an additional area of concern. Additionally, CHA leadership has been successful in involving parents in discipline resolutions both in school and in communicating regularly with the parents regarding their child's behavioral challenges.

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	Every Friday throughout the year, an all staff meeting as well as Professional development activities concentrated on the action items listed in the LCAP. In addition, the weekly ILT, chaired by our AP's, ensured that their agenda included the action items related to classroom instruction as well as SEL curriculum and an interim assessment schedule and data review to evaluate student growth in Math and ELA. De-escalation strategies are incorporated into the SEL curriculum which is offered each day during classroom advisory period which is approximately 1/2 hour daily. Teachers are afforded latitude to increase that time if they believe there is any problems that may be escalating among their students. Administrative and teaching a staff were made aware of the challenges facing CHA in Math and ELA as well as suspension rates. Teachers were asked to understand that suspension of students that did not present an immediate danger to the community was a last option and that alternative forms of discipline were encouraged such as loss of Dojo points and other restrictions which were not part of the instructional day such as intermural sports.
Principals and Admin	The principal and administrators have attended necessary training in SEL curriculum and CPI de-escalation protocols. The administration was fully aware of the action items in the LCAP and throughout the year made those action items a necessary part of the weekly professional development activities that were created for all staff. Administration also held daily check ins regarding overall school activities which included many of the action items in the LCAP.

Educational Partner(s)	Process for Engagement
	Administration also shared the State dashboard with the staff to ensure they had an accurate picture of the academic and behavioral challenges that CHA was facing as a school community. Those realities were also reinserted into the weekly professional developments to help staff see where progress was being made and where challenges still existed.
Other School Personnel	The principal assigned themselves the supervision of support staff. The principal focused efforts on weekly school environment assessment and student comportment using support staff to ensure that students are using de-escalation strategies in their interactions with other students. Support staff understood that one major challenge was the number of suspensions at CHA and were asked to increase their presence among students to ensure that any behavioral concerns were met with immediate intervention before they could escalate. Restorative activities were used to intervene in such cases in order to deescalate the present concern but also to apply long term resolutions among the students. This effort has decreased school suspensions dramatically and has brought a renewed sense of safety and security to the school community. Support Personnel work both in and out of the classrooms to support instruction, leading to greater academic gains for our students. The support staff also work within the surrounding community, interacting with parents, families and local businesses to gain support for CHA and allowing CHA to offer additional programs and services outside of the school day. These programs add opportunities for our students that build pride in the school community which helps to reduce absenteeism, another of our action items.
Parents	This has been one of our greatest areas of challenge. While our parents have demonstrated great care for their children and their academic performance, their ability to attend PTA, Black Family Advisory and other organizational meetings initially was poor and did not allow us to see our parents regularly. In order to increase our parents, input into the daily operations, we inserted questions regarding our LCAP action items in any activity where parents were present. For example, we used PLP student led conferences to solicit our parents input into the LCAP. We also used teachers and administrators regular contacts with parents through phone

Educational Partner(s)	Process for Engagement
	conferences to gather additional comments and input. We are reevaluating our efforts with parents and will continue to solicit additional feedback to ensure we have given our parents adequate opportunity to have input into the LCAP process
Students	Our students have daily opportunities to give feedback and input into the LCAP action items through advisory time. Teachers insert LCAP action items into these daily discussions and record, through written notes, student responses. In additional teachers use written prompts to gather student reactions to LCAP action items. Students have also been made aware of current academic performance challenges at CHA in the areas of ELA and Math. Weekly reviews of interim assessments keep students aware of their academic performance. A variety of student activities are conducted weekly to involve the students in the compilation of our LCAP action items. These activities involve discussions of school safety and atmosphere both in and out of the classrooms. These discussions also involve student responses to teacher instructional practices, assessments and rigor of coursework. The students' responses are shared with staff and support personnel so that they are aware of students' attitudes and concerns.
SELPA (Special Education)	The CHA special education team is charged with sharing any concerns that are presented by the SELPA. The team is invited to attend all professional development activities as well as all staff meetings which allow them input into the compilation of all CHA action items. The special education team is also charged with supporting our students in their academic performance in the areas of ELA and Math. Appropriate accommodations are identified for SPED students in their testing activities with the intention of providing our SPED students with adequate academic and emotional support in their testing activities.

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

The process used to gather input from our educational partners was not simply a one-time event. CHA administrators intended to make the LCAP a living document where discussions on the LCAP were not static but fluid and constant. We believe this process insured that the LCAP was inclusive of all of our educational partners both in the original compilation of the LCAP document as well as changes and adjustments to those items over the course of the academic year. In early meetings with our educational partners, we explored their concerns regarding the academic and operational functions of CHA. For each action item that resulted from those discussions, the educational

partners were also asked for suggested solutions to their concerns. For example, the educational partners were concerned about the number of student suspensions that were occurring. They recommended additional training for our teaching and support staff that increased staff knowledge of de-escalation strategies, alternatives to suspension that still supported the disciplinary expectations of ASPIRE CHA, and the hiring of support personnel to add additional opportunities for our students to access helpful information and services when facing personal and academic concerns. Our LCAP planning included intervals for revisiting the original action items through additional conversations with our educational partners and supplying them with adequate data to assess the success or non-success of the current instructional and operational action items and making adjustments if needed to maximize the interventions listed in the LCAP. Discussions also focused on the need for involvement of our parents and soliciting input from a larger percentage of the CHA school community. Agendas were compiled, based on the LCAP action items, for weekly conversations with the teaching and support staff. These conversations occurred during our weekly staff meetings and professional development activities. Staff had the opportunity to make recommendations on adjustment that they felt needed to occur to make the action items more relevant to the successful academic and operational performance of CHA. Similarly, the ILT team and our other committees (School Wide Discipline, Ops, Attendance, Special Education, Administration and School Leadership), built their weekly agendas inclusive of LCAP action items giving staff opportunities to address current action item language and suggest changes. Prior to the formulation of the original LCAP action items, CHA's Community Outreach coordinator and our Parent Outreach coordinator convened discussions with our parents and community partners to ensure that their thoughts and ideas were considered in the formulation of the LCAP action items.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Aspire scholars and staff experience grade-level, engaging, affirming, and meaningful, culturally responsive academic programming that prepares them for career and college.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our goal, shaped by the urgent need for superior curriculum and instructional quality, aims to empower every student with engaging, meaningful, and rigorous GLEAM instruction. This approach prepares them for future college and career paths that match their aspirations. In response to the educational disparities widened by the pandemic, we are committed to advancing equity, particularly for historically underserved communities. We pledge to equip our educators with the necessary resources, support, and time to deliver culturally responsive, standards-aligned teaching. By embracing data-informed practices, we ensure continuous assessment and support for our students' journey towards academic excellence and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -80.4 African American/Black: -88.7 English Learners: data not displayed for privacy Socioeconomically disadvantaged: -83.2 Hispanic/Latinx: -68.6	2023-2024 SBAC ELA DFS All Students: -104.4 English Learner: -61.2 Socioeconomically Disadvantaged: -106.9		2025-2026 SBAC ELA DFS All: -60 African American/Black: -68 English Learners: data not displayed Socioeconomically disadvantaged: -62.50	All Students: -24.0 African American/Black: -21.3 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -16.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -109.3	Black/African American: -110 Hispanic: -85.4 Students with Disabilities: -136.3		Hispanic/Latinx: -47.90 Students with Disabilities: -88.60	Socioeconomically Disadvantaged: -23.7 Students with Disabilities: -27.0
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -113.7 African American/Black: -130.5 English Learners: data not displayed for privacy Socioeconomically disadvantaged: -119.3 Hispanic/Latinx: -80.6 Students with Disabilities: -180.7	2023-2024 SBAC MATH DFS All Students: -129.8 English Learner: -49.8 Socioeconomically Disadvantaged: -133.8 Black/African American: -146.9 Hispanic: -95.3 Students with Disabilities: -168.6		2025-2026 SBAC Math DFS All: -104.70 African American/Black: -121.50 English Learners: data not displayed for privacy Socioeconomically disadvantaged: -110.30 Hispanic/Latinx: -71.60 Students with Disabilities: -171.70	All Students: -16.1 African American/Black: -16.4 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -14.7 Socioeconomically Disadvantaged: -14.5 Students with Disabilities: +12.1
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 0% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 33.4 points below All Students: 32.3 points below Socioeconomically Disadvantaged: 33.4 points below		2025-2026 Science Test 5% Met or Exceeded	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 66.70% of ELs making progress towards English language proficiency	2023-24 ELPI EL: Not significant number of ELs LTEL: Not significant number of LTELs		2025-2026 ELPI 73% of ELs making progress towards English language proficiency	• ELs decreased by 0.00%. • Not a significant number of LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 18.20%	2023-2024 RFEP Rate: 14.29%		2025-2026 RFEP Rate Maintain 15% or above	Decreased by 3.91%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
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: 3	2024-2025 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	Increased 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Average Rating: 4 or Above	
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			walkthroughs, teacher pairing): 4			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % Met Annual Typical Growth All Students: 32% Grade K: 21% Grade 1: 9% Grade 2: 13% Grade 3: 25% Grade 4: 48% Grade 5: 40% Grade 6: 44% Grade 7: 29% iReady Math % Met Annual Typical Growth All Students: 34% Grade K: 33% Grade 1: 9% Grade 2: 17% Grade 3: 13% Grade 4: 30% Grade 5: 65% Grade 6: 26% Grade 7: 46%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 38% Grade 3: 22% Grade 4: 40% Grade 5: 40% Grade 6: 38% Grade 7: 48% Grade 8: 41% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 19% Grade K: 22% Grade 1: 14% Grade 2: 11% Grade 3: 22% Grade 4: 15% Grade 5: 16% Grade 6: 17% Grade 7: 40% Grade 8: 14%		2026-2027 iReady Reading % Met Annual Typical Growth All Students: 47% Grade K: 36% Grade 1: 24% Grade 2: 28% Grade 3: 40% Grade 4: 63% Grade 5: 55% Grade 6: 59% Grade 7: 44% iReady Math % Met Annual Typical Growth All Students: 49% Grade K: 48% Grade 1: 24% Grade 2: 32% Grade 3: 28% Grade 4: 45% Grade 5: 80% Grade 6: 41% Grade 7: 61%	iReady Reading – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025) All Students: +6% Grade 3: -3% Grade 4: -8% Grade 5: 0% Grade 6: -6% Grade 7: +19% Grade 8: No baseline data iReady Math – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025) All Students: -15% Grade K: -11% Grade 1: +5% Grade 2: -6% Grade 3: +9% Grade 4: -15% Grade 5: -49% Grade 6: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 7: -6% Grade 8: No baseline data
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 22% at & above benchmark	2024-25 14.00% at or above benchmark		2026-2027 32% at & above benchmark	Decreased 8%

Goal Analysis [2024-25]

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.

Academic programming, attendance, suspension and truancy are the main focus of the CHA educational community. Each element must see improvement as the school community works diligently to increase the state dashboard dials miniminally from red to orange. The plan, however, must extend beyond the present year to be inclusive of subsequent years and a goal of incremental growth in all areas. The administration believes that until the school is viewed as a place of educational excellence, enrollment issues will continue to plague CHA. The schools reputation has suffered in the past due to behavioral issues in the school and poor academic performance. That trend is changing as suspension rates have already decreased and current projections, based on IReady and interim assessments, indicate a potential growth in student performance in Math and ELA. After SCAC testing is completed, teachers and administrators will review test

scores and do an item analysis to assess areas of strength and areas needing support. Students who fall into underrepresented population (African American students, socio-economically challenged, special education) will be specifically examined to assess if specialized programming has been effective in meeting their educational needs.

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.

Substitute costs are much higher than expected. In addition, we have had to hire a contracted service for speech.

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

Implementation of curriculum and instructional interventions are in their infancy. Administration needs additional time and data to properly assess their success and/or need for adjustment. Need better teacher continuity. Each subject area implementation has suffered from extended teacher absences due to health or other approved reasons.
SBAC and IReady scores indicate that instruction had made some improvements in selected demographics but are still far below expections and acceptable student performance goals.. The team identifies areas of progress as well as areas of concern. Assistant Principals were reassigned to focus on academics only and relieved of all other operational responsibilities. This had led to greater focus on instructional performance by the current teaching staff and the chance to truly observe (and evaluate) the instructional abilities of our current staff and put into place coaching efforts to support the instruction team.
Academic results for CHA are challenging and do not demostrate a strong effectiveness of the programs and services implemented by the MTSS team. LCAP and Academic data are constantly being reviewed and dissected to fully address the academic challenges of our students and to adjust, improve and re-create programs and services that fully address the academic needs of our students.
The present plan for MLL and ELD instruction are well designed and are being implemented. Assigning an AP to lead the program at CHA brings an added layer of effociency and accountability.
Data results are still outstanding and will be more evident after IReady and SBAC testing is completed this year. Internal assessments show gains in all classrooms and are being used as indicators of areas still needing additional attention.
This goal has been effective. The majority of students feel safe and respected by staff. Those students with concerns are referred to support staff who address those concerns expeditiously if possible.Our Black History month and other events that focus on the african AMerican Heritage of our students have been celebrated school wide and involve the students and their families to ensure these celebrations as known throughout the CHA community.
The action taken was deemed very successful though administrations observations and feedback as well as feedback from the parents that attended. Internal assessments show potential gains in Math and ELA however we are anxious to see how math and ELA scores have grown due to our efforts. We have seen a significant decrease in our suspension rates based on PowerSchool data.

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.

The plan for addressing goals was well designed. Expectations are that the implementation of the plan will be more successful with staffing consistency and adjustments to ensure all staff have (at least) minimum educational requirements. All staff will be required to attend PD's

designed to support the implementation of these programs as well as additional PD's to ensure staff knowledge and ability to evaluate the data collected through the purchased academic programs and how to use that information in driving instruction.
AP's will continue to focus on instruction and coaching of the instructional team. Regional office has 9and will continue to) provided consistent opportunities for coaching and support from regional curriculum leadership team. Additional assessment schedules have been created in response to the need for more data. Trainings have commenced to support the CHA based instructional staff in the understanding of data and applying the data to their instruction plan.
After school program assistant director is new to his position and the director is out on maternity leave. Conversations have been helping with the regional after school oversight staff to discuss future plans for the afterschool program, changes that need to be addressed and efforts to ensure the stated mission of the afterschool program is met with fidelity, Present results are being examined for successes and deficiencies. This data will be used to address future efforts in the afterschool program and desired outcomes.
At present, no adjustments are planned. We will revisit the instructional and operational plans after the 24-25 school year implementation.
CHA staff must unite in their efforts to provide a strong educational environment for the students. The Ed Specialists along with other staff must be made aware of the need for a greater team awareness and support structure. Administration will continue to implement the present plan with a greater emphasis on cross curricular support among the staff and a greater understanding of the roles of the general education specialists in relation to the Ed Specialists.
As our budget improves, we will look to add field trips and other activities that allow the students to celebrate the African American Heritage outside of the school structure, We want to expose them to cultural and educational activities that instill pride in the African American student's heritage as well as sharing those experiences with students at CHA who are not African American. We believe that celebrating the richness of culture will help us build a strong bond among all of our students.
While we have already begun our efforts to improve our math and ELA scores through focused professional development, classroom observations and teacher coaching. Our support staff and administration have also concentrated on building school culture to improve student pride in their school and gain parental support for our efforts. We believe that significant declines have occurred in our suspension rates due to these efforts. Internal Math and ELA assessment show growth in the potential performance of our students in IReady and SBAC testing. Item analysis is being conducted by administration and teaching staff to examine challenging academic areas and building a plan to address those area.,
A second mental health professional would be a great help to our students and the many challenges they are facing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Adopt a new math curriculum: IReady to replace Euerka that did not prove effective.	$64,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on standards-aligned curriculum (iReady math focus). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard and our Differentiated Assistance qualification. Red indicators have been identified for all student groups in SBAC Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims. This work will target Math, ELA and suspension data apart of our DA work. Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually	$329,449.00	Yes
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for	$1,399,761.00	

Action #	Title	Description	Total Funds	Contributing
		enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills).		
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities.		
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-	$942,970.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers have regular shared planning time to support co-teaching. We will ensure this is occurring in math to support our DA work to increase performance scores. With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment		
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. This will help us decrease suspension rates, apart of our DA work. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Launch Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards) Conduct field trips for our BSU students to Historically Black Colleges and Universities Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies)	$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. We will ensure to include math and SEL scores based on our DA work to decrease suspension and increase math performance rates. Multi Language Learners include language goals into their PLPs	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following position: Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards this position we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support this critical role, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$138,449.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Aspire scholars and staff are empowered to cultivate communities that foster inclusive, affirming, joyful, and safe learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with Aspires Core Values—joy, well-being, agency, belonging, and community partnership—our region has crafted a graduate profile to inspire and guide our students and educators in Aspire Central Valley. Our aim is to empower them, not just academically but also personally, fostering a culture where everyone can thrive and contribute positively. We are excited to introduce a new social-emotional curriculum, set to unfold over the next three years. Designed to be culturally responsive, it equips our community with the tools to foster empathy and trust. Our commitment to the 'Empowered' goal is a pledge to create a nurturing space where all individuals can excel and support the broader community's well-being. We will track our journey towards this vision, using surveys and data on attendance, discipline, and school climate, to ensure a healthy, inclusive, and vibrant educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 59% Grades 6-12: 41% Teacher-student relationships:	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 53% Grades 6-12: 53% Teacher-student relationships: Grades 3-5: 63% Grades 6-12: 62%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 79% Grades 6-12: 61%	Sense of Belonging (Grades 3-5): -6.00% Sense of Belonging (Grades 6-12): +12.00% Teacher-Student Relationships (Grades 3-5): -1.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 3-5: 64% Grades 6-12: 67% School Safety: Grades 3-5: 28% Grades 6-12: 48%	School Safety: Grades 3-5: 37% Grades 6-12: 44%		Teacher-student relationships: Grades 3-5: 84% Grades 6-12: 87% School Safety: Grades 3-5: 48% Grades 6-12: 68%	Teacher-Student Relationships (Grades 6-12): -5.00% School Safety (Grades 3-5): +9.00% School Safety (Grades 6-12): -4.00%
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 8.9% African American/Black: 13.8% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 10.2% Students with Disabilities: 23.1%	2023-2024 Suspension Rate All Students: 13.50% Black/African American: 21.40% Hispanic: 3.00% Multiple Races/Two or More: 3.00% Students with Disabilities: 28.60% English Learner: 0.00% Socioeconomically Disadvantaged: 14.70%		2025-2026 Suspension Rate All Students: 0% African American/Black: 4.9% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 14.1%	All Students: +4.60% Black/African American: +7.60% Hispanic/Latinx: +3.00% English Learners: 0.00% (no change) Socioeconomically Disadvantaged: +4.50% Students with Disabilities: +5.50%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 42.60%	2023-2024 Chronic Absenteeism Rate All Students: 40.80%		2025-2026 Chronic Absenteeism Rate All: 27.60%	All Students: -1.80% Black/African American: -3.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American/Black: 45.80% Hispanic/Latinx: 42.20% English Learners: 28.60% Socioeconomically disadvantaged: 44.90% Students with Disabilities: 33.30%	English Learner: 26.70% Black/African American: 42.00% Hispanic: 42.60% Socioeconomically Disadvantaged: 42.10% Multiple Races/Two or More: 31.30% Students with Disabilities: 48.80%		African American/Black: 30.80% Hispanic/Latinx: 27.20% English Learners: 13.60% Socioeconomically disadvantaged: 29.90% Students with Disabilities: 18.30%	Hispanic/Latinx: +0.40% English Learners: -1.90% Socioeconomically Disadvantaged: -2.80% Students with Disabilities: +15.50%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 27% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 23% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 52% responded favorably	Aspire Family Survey – Change from SY 2023-2024 to SY 2024-2025 Barriers to Engagement: -7% Family Engagement: -4%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: +1 (increase) Empowering Families in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4			Decision-Making: +1 (increase) Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 90.71%	2024-2025 P2 Attendance Rate 91.71%		2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 1%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0.4 %		2026-2027 Expulsion Rate 0%	.4% Increase
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 74% responded favorably “The school provides a safe environment for my child.” 88% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)	2024-2025 Aspire Family Survey 72% responded favorably: "The school provides a safe environment for my child." 81% responded favorably: "I feel comfortable		2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 88% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	The school provides a safe environment for my child: -2.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: -7.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	discussing my child(ren)'s needs with their teacher(s) and/or other school staff."		teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Exemplary	Change to Good

Goal Analysis [2024-25]

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.

There are no significant differences in the plan description and its implementation. However, we have added a team approach to assessing the ongoing attendance issues using parental input and student feedback to assess the main reasons for student absenteeism. A greater importance has also been placed on our classroom staff to build in encouragement and other messaging about the need to attend school regularly and to discuss with staff any barriers the students can identify to their attendance at school. We are presently compiling a review of those inputs in order to address the concerns brought to us. Those reviews will be shared with regional staff for review and input.
The only challenge that has occurred thus far was a delay in the training of staff and administration in SEL practices and implementation. Some PD has occurred; however, additional training is required is needed for proper implementation of SEL. Staff discussions are also occurring to solidify planning and implementation of SEL in the classroom. While SEL programming is being implemented in the classroom, a more structured approach is needed to assure complete fidelity in implementation. APs are meeting regularly with Regional SEL leadership to complete that plan and assure implementation is completed.
There were no deviations from the described action/goal other than the Black Family Advisory group which did not materialize despite a strong effort to gather parents for that purpose. CHA has a growing social media presence that our Social Worker has managed for CHA. She also has started a newsletter for the school. Our Stronger Connections liaison has been a schedule that allows him to leave the school and interact with the community partners daily. Attendance team meetings are held weekly and are used to discuss students with habitual truancy issues. Parents are regularly invited to visit CHA and enjoy lunch with their children and sit in the classroom to observe our teaching staff. Recently CHA PTA hosted a dance for daughters and their families. Over 100 CHA community members attended,
CHA has engaged in a comprehensive plan of professional development inclusive of all of the trainings described in this action item. There have been challenges due to staff leaves of absence due to personal and health reasons so there are plans to continue these trainings into the 25-26 school year. This will ensure that all staff are trained, and any loss of learning will be supported through ongoing professional development. Recently, there are clear indicators that the students are responding to teacher and administrative interactions focusing on

overall student comportment. Suspensions have been reduced significantly, and restorative practices are being used daily. We are focusing on whether these practices and strategies will help reduce our level of chronic absenteeism and are collecting data to assess impact
PDs were offered in school safety and security. Drills ensuring the entire school community were prepared for any emergency situations with data collected as to the actions and results of each drill to assess successful completion and address any concerns. These drills also helped the administration team to assess staff readiness for such situations.
The teaching staff was assigned to the two assistant principals tonsure they had one voice helping them to address both positives and concerns for their teaching efforts. These AP's work consistently with the teaching staff to provide feedback and support for their classroom efforts. The AP's focus on instructional integrity, consistency in their instructional techniques, and best practices in the classroom. The AP's engage in regular coaching and feedback to the teaching staff focusing on positives in their teaching efforts as well as supplying direction on areas needing their attention. The goals of all of the efforts to improve the teaching environment is to help CHA students to excel in their academics and realize their best efforts in the classroom. The AP's also are focusing on the classroom environment to create classrooms that are places of discovery and excitement for learning. The AP's are fully aware of the DA focus and the need for improvement in Math outcomes. We have expanded that focus to include ELA outcomes, and classroom comportment."

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.

Variance is due to Office Assistant Position being vacant for a portion of the year.

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

Effectiveness:
Attendance initiatives, including meetings, personal outreach, and incentives, had limited impact, maintaining attendance just below 90%. Transportation challenges remained a significant barrier, despite successful family engagement and strong PTA involvement.
Goal 2.2: Social-Emotional Learning (SEL)

Effectiveness:
SEL implementation was partially effective. While SEL practices improved classroom climate, inconsistent training and application hindered full integration. Additional support from regional SEL leadership is needed.
Goal 2.3: Family and Community Engagement

Effectiveness:
Family engagement efforts were effective, with successful events like SSC meetings and PTA-hosted activities. However, the Black Family Advisory group did not form despite outreach efforts. Increased social media presence supported community connections.
Goal 2.4: School Climate

Effectiveness:
PBIS and restorative practices reduced suspension rates significantly. However, gaps in PowerSchool data accuracy and inconsistent training due to staff absences impacted the effectiveness of climate initiatives.

Goal 2.5: Classroom Facilities and Student Physical Spaces

Effectiveness:
Facilities initiatives were highly effective, meeting safety standards through regular walkthroughs and staff training. No major issues were reported.
Goal 2.6: Regular Coaching (ASLF & TLF)

Effectiveness:
Coaching was moderately effective, with increased frequency and feedback. However, inconsistency in coaching quality remained, particularly for veteran teachers.

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.

Discussions are being held to address the concerns of our parents regarding the reason(s) for their children's absenteeism. In-school programming has been very successful for the student's attending CHA and has fostered a atmosphere of pride and understanding of school attendance at CHA. CHA has also begin expanding its extracurricular activities (sports/music) and tying it to student attendance as a prerequisite for participation. Addressing transportation has also been added to the planned discussion and making connections with parents to begin possible carpooling for our students to aid them in getting to CHA.
The SEL Regional Leadership will continue to be engaged with the CHA team. Their support will ensure that the SEL program will be correctly and completely implemented
Additional work will be focused on the Black Family Advisory group or in establishing data collection to ensure the CHA African American families have a strong voice at CHA. New support staff hired through this action step will be more involved in the overall decision-making process at CHA. Their input will provide administration with significant information regarding parent and community ideas, concerns, and suggestions. We also will be asking the support personnel to secure potential service-related opportunities for our students to gain an understanding of the community.
CHA staff Will continue to receive training in all of the areas listed in Action 2.4. Plans will be implemented to ensure that staff who cannot be present can complete the training online. We will also provide written materials to the staff to supplement all trainings. Greater attention will be given to communication with parents about the importance of regular attendance and activities and other support programs will be implemented to celebrate excellent attendance providing students with messaging that coming to school will be recognized both in the classroom and school wide. PowerSchool entries will be reviewed by administration to ensure they are complete and thorough and additional trainings will be provided for the staff focusing on any inconsistencies found in PS entries. The merit point system is effective with students who exhibit generally good behavior but does not seem to be effective with students with reoccurring disciplinary violations. Expanding the impact of non-conformity with school rules is being explored such as not allowing participation in any extra curricular activities. CHA staff are also examining the option of merit points being applied to students wanting to attend the SOAR after school program.
No changes are projected for the remainder of the year in that the present planning and implementation show successful knowledge and implementation of all elements of this action item.
Our plans include the continuing of the administrative design which assigns all teaching staff to the care and oversight of the CHA APs to ensure consistency in coaching efforts and feedback concerning areas needing improvement and support. The AP's will continue their efforts

to ensure that all the teaching staff have clear goals and objectives to fulfill and that the teaching staff also have stated outcomes to meet in their classroom work. The APs will also conduct all PD's related to instruction and student academic performance. Item analysis will be performed after IReady and SBAC testing are completed. Data from that analysis will be examined in a coaching structure to ensure that strategies are implemented to address any areas of deficiency.

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	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney- Vento, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business.	$171,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Utilizing social media to share open enrollment information and post stories of school events which occur. Solutions regarding transportation must also be addressed.		
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE. Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups. Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English	$0.00	No
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: "Lunch with a Loved One" or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold quarterly SSC meetings where each meeting includes student performances, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Schools with Stronger Connections Grants: Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.		
2.4	School Climate	Provide staff training on Powerschool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for African American and Low-Income students in Suspension. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.	$111,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility. Inspection Tool (FIT) School Ratings are at least “Good”. Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)	$291,244.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Focus on school climate, reduce suspension rates, and math performance as a part of our DA work. Begin to have lead teachers engage in learning walks and coach teachers on their team.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Aspire scholars and staff engage in meaningful work that is rigorous, culturally relevant, and engaging through real-world experiences to demonstrate opportunities that transform future possibilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our goal is to transcend traditional education by offering real-world opportunities to both students and staff. With programs like Early College High School and project-based learning, we aim to highlight the diverse talents and abilities within our community. We're committed to empowering our community by integrating real-world experiences that not only enhance academic performance but also equip individuals with vital life and career skills. As we transition to innovative, student-centered learning, we will support our educators in updating their teaching methods, ensuring they lead in educational innovation. In championing innovation, fostering teamwork, and empowering our community, we are dedicated to unlocking new possibilities for everyone in the Aspire community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 64% Fully Credentialed	2022-23 60.00% Fully Credentialed		2025-2026 100% Fully Credentialed	Decreased by 4%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 32% responded favorably	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey School Climate: 52% responded favorably	School Climate: +2.00% Belonging: -5.00% Well-being: +2.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 55% responded favorably Well-being: 41% responded favorably Staff-Leadership Relationships: 27% responded favorably Cultural Awareness and Action: 38% responded favorably	School Climate: 34% responded favorably Belonging: 50% responded favorably Well-being: 43% responded favorably Staff-Leadership Relationships: 28% responded favorably Cultural Awareness and Action: 46% responded favorably		Belonging: 75% responded favorably Well-being: 61% responded favorably Staff-Leadership Relationships: 47% responded favorably Cultural Awareness and Action: 58% responded favorably	Staff-Leadership Relationships: +1.00% Cultural Awareness and Action: +8.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 97.1%	Retention Rate 76.50%		2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	Decreased by 20.60%

Goal Analysis [2024-25]

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.

A new math curriculum was installed at CHA and training was provided to all teaching staff to ensure implementation was done with fidelity. DUe to budgetary issues, the consultant was not specifically secured for CHA but regional support was assigned to aid in the math curriculum implementation. Students were exposed to the IReady math curriculum in a planned and sequential manner assuring that the implementation would be successful. Staff need additional training to review and assess the data gathered from the IReady. We have seen

gains in the IReady Math scores at all grade levels. We are hopeful these gains will translate into better SBAC performance for these same scholars. Any variations will be examined thoroughly and will dictate instructional activities and priorities in the 25-26 school year.
The Regional SEL leadership has been working with CHA administration tp ensure that the SEL program would be implmented correctly and that the CHA master schedule will allow for appropriate time to implement the SEL curriculum. Teachers have attended PD specifically focusing on the SEL curriculum. AP's will be adding delivery of SEL curriculum to their observation schedules for evey classroom. Feedback will be provided to teachers on the implementation of SEL curriculum and make any necessary corrections to the instruction of SEL. The regional SEL leadership will also be looking at the implementation of the SEL curriculum at CHA and make recommendations to the Administration if any changes or adjustments are required. In addition to the SEL curriculum, a series of activities and programs have been implemented at CHA to improve student pride in their school and their school community. New sports programs are also being implemented to give students opportunities to represent their school in healthy activities and give their parents an opportunity to join and celebrate their children representing CHA.

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.

Interim IReady scores and other assessments demonstrate growth in Math scores. SBAC testing results will confirm these score gains meeting expectations for increases on state dashboard. After SBAC and IReady scores are received, teachers and administrators will do an item analysis to assess any identifiable areas of instruction needing additional support and planning. Presently the State dasboard shows math score dials are red. Goal is to move the dials to orange.
CHA has already seen a significant reduction in student suspension rates both schoolwide as well as in Black/African American and Socioeconomically Disadvantaged students. We credit the use of restorative practices and CPI de-escalation protocols as a significant element of this reduction as well as the use of the SEL curriculum. Alternative consequences have also been implemented to address students who violate school rules. CHA leadership believe that suspensions are not a productive nor successful consequence for misbehaviors. While there are certain violations of school rules that may require suspension (violence and other acts that present potential harm to another student(s), the most important aspect of CHA's approach to student issues is the desire and effort to keep them in school where they can learn and be exposed to the needed curriculum for their educational success.

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.

After reviewing scores from IReady assessments and SBAC results administration and teachers will evaluate areas needing additional support and develop lesson planning to address those areas. In addition, CHA staff will continue to work with the regional math leadership to strengthen the math curriculum through use of the IReady curriculum as well as supplemental instructional materials that can address any areas of concern in math instruction. Additionally, teachers will be given additional professional development and training to strengthen their

teaching skills, specifically in the area of math instruction. The goal will be to increase math scores incrementally in every subsequent instruction year with a minimum gain of at least 3 percent for Black/African American and Socioeconomically Disadvantaged students as well as the balance of the school population
Full implementation of the SEL curriculum will be a major element of the 25-26 school year. Continuation of SEL training will ensure that the SEL curriculum is fully integrated into the instructional day. teaching staff will have a full complement of trainings led by the regional SEL leadership. Follow-up trainings will also be scheduled to ensure that the teachers have the chance to review their learning with SEL experts and share their experiences teaching SEL to their students. This will allow the teaching staff to hone their SEL skills as they implement the curriculum in the classroom.

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	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Start/continue affinity groups at school sites.		
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year from University of Pacific.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2024-2025 school year, Capitol Heights will increase Math proficiency by three percent for Black/African American and Socioeconomically Disadvantaged students—our groups showing the lowest performance on SBAC Math (Red status)—and decrease suspension rates by three percent for Black/African American students, also marked by high rates (Red status).	Equity Multiplier Focus 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)

An explanation of why the LEA has developed this goal.

Data shows significant challenges in Math proficiency and an increase in suspension rates, both contributing to lost instructional time and impacting overall student achievement. An integrated approach to address these concerns will promote a positive school culture conducive to learning as we work to target supports for our Black and socio-economically disadvantaged scholars.

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 Math DFS (CA School Dashboard)	2022-2023 SBAC Math DFS All: -113.7 African American/Black: -130.5 English Learners: data not displayed for privacy Socioeconomically disadvantaged: -119.3	2023-2024 SBAC ELA DFS All Students: -104.4 English Learner: -61.2 Socioeconomically Disadvantaged: -106.9		2025-2026 SBAC Math DFS All Students: -103.4 African American/Black: -118.7 English Learners: data not displayed for privacy	All Students: -24.0 African American/Black: -21.3 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -16.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: -80.6 Students with Disabilities: -180.7	Black/African American: -110 Hispanic: -85.4 Students with Disabilities: -136.3		Socioeconomically Disadvantaged: -108.5 Hispanic/Latinx: -73.3 Students with Disabilities: -164.4	Socioeconomically Disadvantaged: -23.7 Students with Disabilities: -27.0
4.2	Suspension Rates	2022-2023 Suspension Rate (CA School Dashboard) All Students: 8.9% African American/Black: 13.8% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 10.2% Students with Disabilities: 23.1%	2023-2024 SBAC MATH DFS All Students: -129.8 English Learner: -49.8 Socioeconomically Disadvantaged: -133.8 Black/African American: -146.9 Hispanic: -95.3 Students with Disabilities: -168.6		2025-2026 Suspension Rate All Students: 0% African American/Black: 4.9% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 14.1%	All Students: -16.1 African American/Black: -16.4 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -14.7 Socioeconomically Disadvantaged: -14.5 Students with Disabilities: +12.1

Goal Analysis [2024-25]

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.

A new math curriculum was installed at CHA and training was provided to all teaching staff to ensure implementation was done with fidelity. DUe to budgetary issues, the consultant was not specifically secured for CHA but regional support was assigned to aid in the math curriculum implementation. Students were exposed to the IReady math curriculum in a planned and sequential manner assuring that the implementation would be successful. Staff need additional training to review and assess the data gathered from the IReady. We have seen gains in the IReady Math scores at all grade levels. We are hopeful these gains will translate into better SBAC performance for these same scholars. Any variations will be examined thoroughly and will dictate instructional activities and priorities in the 25-26 school year.

The Regional SEL leadership has been working with CHA administration tp ensure that the SEL program would be implmented correctly and that the CHA master schedule will allow for appropriate time to implement the SEL curriculum. Teachers have attended PD specifically focusing on the SEL curriculum. AP's will be adding delivery of SEL curriculum to their observation schedules for evey classroom. Feedback will be provided to teachers on the implementation of SEL curriculum and make any necessary corrections to the instruction of SEL. The regional SEL leadership will also be looking at the implementation of the SEL curriculum at CHA and make recommendations to the Administration if any changes or adjustments are required. In addition to the SEL curriculum, a series of activities and programs have been implemented at CHA to improve student pride in their school and their school community. New sports programs are also being implemented to give students opportunities to represent their school in healthy activities and give their parents an opportunity to join and celebrate their children representing CHA.

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.

Variance due to using contracted services for Math support

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

Interim IReady scores and other assessments demonstrate growth in Math scores. SBAC testing results will confirm these score gains meeting expectations for increases on state dashboard. After SBAC and IReady scores are received, teachers and administrators will do an item analysis to assess any identifiable areas of instruction needing additional support and planning. Presently the State dasboard shows math score dials are red. Goal is to move the dials to orange.
CHA has already seen a significant reduction in student suspension rates both schoolwide as well as in Black/African American and Socioeconomically Disadvantaged students. We credit the use of restorative practices and CPI descalation protocols as a significant element of this reduction as well as the use of the SEL curriculum. Alternative consequences have also been implemented to address students who violate school rules. CHA leadership believe that suspensions are not a productive nor successful consequence for misbehaviors. While there are certain violations of school rules that may require suspension (violence and other acts that present potential harm to another student(s), the most important aspect of CHA's approach to student issues is the desire and effort to keep them in school where they can learn and be exposed to the needed curriculum for their educational success.

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.

After reviewing scores from IReady assessments and SBAC results administration and teachers will evaluate areas needing additional support and develop lesson planning to address those areas. In addition, CHA staff will continue to work with the Regional math leadership to strengthen the math curriculum through use of the IReady curriculum as well as supplemental instructional materials that can address any areas of concern in math instruction. Additionally, teachers will be given additiona professional development and training to strengthen their teaching skills, specifically in the area of math instruction. The goal will be to increase math scores incrementally in every subsequent

instruction year with a minimum gain of at least 3 percent for Black/Afican American and Socioeconomically Disadvantaged students as well as the balance of the school population
Full implementation of the SEL curriculum will be a major element of the 25-26 school year. Continuation of SEL training will ensure that the SEL curriculum is fully integrated into the instructional day. teaching staff will have a full complement of trainings led by the regional SEL leadership. Follow-up trainings will also be scheduled to ensure that the teachers have the chance to review their learning with SEL experts and share their experiences teaching SEL to their students. This will allow the teaching staff to hone their SEL skills as they implement the curriculum in the classroom.

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	Math	To enhance our math performance scores by three percent, we will concentrate on implementing a new math curriculum, establishing a math intervention program, and providing coaching and professional development tailored to math. The transition to the IReady math curriculum aligns with the necessity for opportunities for discourse, scaffolding, and culturally responsive strategies for our Black and socioeconomically disadvantaged students who performed poorly on the SBAC allocating funds for the new curriculum. Additionally, the math intervention program will specifically address these subgroups, offering students the chance to bridge any gaps in math proficiency allocating funds for two full time Instructional Assistants. Lastly, coaching and development efforts will emphasize math content knowledge, particularly geared towards serving our Black and socioeconomically challenged students. We will allocate some funds to a consultant to target this support. These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.	$274,051.00	No
4.2	Suspension	To reduce suspension rates, we will implement a targeted Social-Emotional Learning (SEL) scope and sequence while enhancing SEL Tier 1/2 supports, with a particular emphasis on SEL coaching. Our staff will		No

Action #	Title	Description	Total Funds	Contributing
		collaboratively develop the SEL scope and sequence integrating restorative practices, SEL curriculum, school values, and age-appropriate considerations for each grade level. Regular walkthroughs will be conducted to assess program implementation on a weekly basis, ensuring a feedback cycle is in place. A professional development plan will be aligned with our beliefs and their connection to our behaviors as adults, emphasizing adult SEL development. Funds will be allocated towards hiring an SEL consultant coach to support this objective. Additionally, we will strengthen our supports by allocating funds for a full-time Instructional Assistant, who will implement check-in/check-out procedures and provide push-in SEL support based on data analysis. In addition, we will use funds to hire on a full-time social worker to support our schools' needs. These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	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
5.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -80.4 African American/Black: -88.7 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -68.6 Socioeconomically Disadvantaged: -83.2	2023-2024 SBAC ELA DFS All Students: -104.4 English Learner: -61.2 Socioeconomically Disadvantaged: -106.9 Black/African American: -110 Hispanic: -85.4		2025-2026 SBAC ELA DFS All Students: -40.40 Black/African American: -58.60 English Learners: -38.80 Hispanic/Latinx: -19.20 Socioeconomically Disadvantaged: -45.30	All Students: -24.0 African American/Black: -21.3 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -16.8 Socioeconomically Disadvantaged: -23.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -109.3	Students with Disabilities: -136.3		Students with Disabilities: -101.50	Students with Disabilities: -27.0
5.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -113.7 African American/Black: -130.5 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -80.6 Socioeconomically Disadvantaged: -119.3 Students with Disabilities: -180.7	2023-2024 SBAC MATH DFS All Students: -129.8 English Learner: -49.8 Socioeconomically Disadvantaged: -133.8 Black/African American: -146.9 Hispanic: -95.3 Students with Disabilities: -168.6		2025-2026 SBAC Math DFS All: -104.70 African American/Black: -121.50 English Learners: data not displayed for privacy Socioeconomically disadvantaged: -110.30 Hispanic/Latinx: -71.60 Students with Disabilities: -171.70	All Students: -16.1 African American/Black: -16.4 English Learners: Data Not Displayed for Privacy Hispanic/Latinx: -14.7 Socioeconomically Disadvantaged: -14.5 Students with Disabilities: +12.1

Goal Analysis [2024-25]

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.

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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.

N/A - New Goal & Action 2025-26

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
5.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.	$8,159.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Math	Targeted Math Interventions – Small-group instruction, high dosage tutoring, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using The 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.	$8,159.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$788,897	$53,786

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
34.734%	0.000%	$0.00	34.734%

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:** Based on the California School Dashboard data and feedback from educational partners, there is a clear need for targeted academic support for low-income students and English learners at our school, particularly in English Language Arts (ELA) and Mathematics:	Actions include switching to IReady math curriculum that provides discourse opportunities, culturally responsive strategies embedded in instruction and includes scaffolds supporting both subgroups. In addition, important that we are providing teacher professional development on internalization of the curriculum, coaching on using data to inform instruction and how to include scaffolds supporting our struggling scholars. These actions will support all struggling scholars access instruction as a Tier 1 support.	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
	Low-Income and English Learner Students: ELA: Both groups are underperforming, with low-income students remaining in the orange category and English learners experiencing a significant decline. There is an urgent need for enhanced ELA support that includes more effective scaffolds and encourages academic discourse. Mathematics: Low-income students' performance has deteriorated further into the red category, indicating a substantial gap that requires specialized math support programs and curricular adjustments. Educational partner feedback emphasizes the necessity of access to grade-level curriculum that incorporates culturally responsive teaching (CRT), especially crucial as over 60% of our scholars identify as Black. This approach will ensure the curriculum meets their cultural and academic needs more effectively. **Scope:** LEA-wide		
1.2	**Action:** Instruction **Need:** Over 80% of scholars are low income. Educational partner feedback focuses on ensuring students who are socio-economically disadvantaged and Black scholars, who make	Progress monitoring through walkthroughs and data chats will help us identify gaps/misconceptions of scholars who identify as low income so we can reteach and add more scaffolds to support access with instruction.	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
	up the majority of that subgroup- over 60%, have access to tier 1 supports **Scope:** LEA-wide	These actions will help all scholars using data to inform instruction/coaching by identifying gaps for all scholars.	
2.1	**Action:** Attendance and Enrollment **Need:** The attendance rate of our low-income students is high. Educational partner feedback indicated we need to create a positive culture regarding attendance throughout the LEA and make transportation more accessible for low-income students. Foster youth students' chronic absenteeism and suspension rates are disproportionately higher than those of their peers. Feedback from foster youth students and their families indicates they need transportation support. **Scope:** LEA-wide	We will provide additional transportation to school, with a focus on areas low-income and foster youth students live in, and implement a new incentive-based program that emphasizes the importance of attendance. These actions will create an opportunity to significantly increase attendance rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance Rate
2.4	**Action:** School Climate **Need:** Although chronic absenteeism among low-income students has improved, it remains concerning at 44.9%, indicating almost half are frequently missing school. English Learners, with a 28.6% absenteeism rate, also face significant barriers to regular attendance.	Staff training on PowerSchool Incident ensures accurate data tracking for behavioral incidents. The MTSS team reviews climate data (SEL, attendance, behavior) to identify trends and design effective interventions. The Equity Leadership Team (ELT), serving as a PBIS team, maintains equity-focused behavior management. The PBIS System and Merit Point incentives reinforce positive behavior and expectations. Regular learning walks and fidelity checks on PBIS	Metric (2.2) Suspension Metric (2.3) 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
	Additionally, suspension rates for low-income students are in the red zone at 10.2%, indicating that disciplinary issues disproportionately affect this group. While ELs currently have a zero-suspension rate, maintaining this requires proactive management. **Scope:** LEA-wide	practices, along with staff training in de-escalation techniques and restorative practices, support proactive behavior management. Providing these actions to all students creates consistency in promoting attendance and positive behavior across the school.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Given that over 80% of the student body comprises English Learners (ELs), low-income, and foster youth, and considering the Aspire Student Survey results, there is a pronounced need for interventions focused on these groups. The survey indicates that only 28% of students in grades 6-12 feel safe at school, while just 41% feel a sense of belonging. **Scope:** LEA-wide	The actions taken by the school ensure compliance with the Williams Act and significantly enhance the safety and well-being of all students. Conducting quarterly facilities walkthroughs with the Facility Inspection Tool (FIT) guarantees that the school environment meets at least a "Good" rating, proactively addressing potential safety hazards and maintaining a secure setting. Annual training on the comprehensive safety plan for all staff members ensures that everyone on campus is prepared to act effectively during emergencies, enhancing overall school safety. Additionally, creating a classroom checklist that includes emergency school safety kits, displays of student work, and key anchor charts not only ensures readiness for emergencies but also creates a nurturing and engaging learning environment. These measures are critical for fostering a sense of security and belonging among students, particularly beneficial for the substantial population of English Learners, low-income, and foster youth who may face additional vulnerabilities.	Metric (2.1) Student 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

2025-26 Total 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	2,271,257	788,897	34.734%	0.000%	34.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,444,497.00	$1,112,377.00	$0.00	$182,231.00	$3,739,105.00	$3,107,488.00	$631,617.00

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	$64,660.00	$64,660.00				$64,660.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$270,767.00	$58,682.00	$329,449.00				$329,449.00	
1	1.3	Academic Program (Master Scheduling)						Ongoing	$1,329,715.00	$70,046.00	$1,140,241.00	$189,474.00		$70,046.00	$1,399,761.00	
1	1.4	MLL						Ongoing								
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$840,767.00	$102,203.00		$906,585.00		$36,385.00	$942,970.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$138,449.00	$0.00	$62,649.00			$75,800.00	$138,449.00	
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$171,199.00	$0.00	$171,199.00				$171,199.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$111,004.00	$0.00	$111,004.00				$111,004.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$111,536.00	$179,708.00	$291,244.00				$291,244.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Math	All	No			All Schools	1 Year	$134,051.00	$140,000.00	$274,051.00				$274,051.00	
4	4.2	Suspension	All	No			All Schools	1 Year								
5	5.1	ELA	All	No			All Schools	2025-26	$0.00	$8,159.00		$8,159.00			$8,159.00	
5	5.2	Math	All	No			All Schools	2025-26	$0.00	$8,159.00		$8,159.00			$8,159.00	

2025-26 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
2,271,257	788,897	34.734%	0.000%	34.734%	$967,556.00	0.000%	42.600 %	**Total:**	$967,556.00
								LEA-wide Total:	$967,556.00
								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	$64,660.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$329,449.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,199.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$111,004.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$291,244.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,212,151.00	$3,195,898.00

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	$155,617.00	$86,980
1	**1.2**	Instruction	Yes	$283,233.00	$385,295
1	**1.3**	Academic Program (Master Scheduling)		$1,384,499.00	$1,268,154
1	**1.4**	MLL		$1,504.00	$1,954
1	**1.5**	SPED	No	$683,654.00	$763,970
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$92,280.00	$75,800
2	**2.1**	Attendance and Enrollment	Yes	$104,481.00	$77,478
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	No	$0.00	$0.00
2	**2.4**	School Climate	Yes	$54,630.00	$79,730

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	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$215,416.00	$231,749
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
4	**4.1**	Math	No	$140,000.00	$224,788
4	**4.2**	Suspension	No	$96,837.00	$0.00

2024-25 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)
$776,838	$792,343.00	$861,232.00	($68,889.00)	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	$134,583.00	$86,980		
1	1.2	Instruction	Yes	$283,233.00	$385,295		
2	2.1	Attendance and Enrollment	Yes	$104,481.00	$77,478		
2	2.4	School Climate	Yes	$54,630.00	$79,730		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$215,416.00	$231,749		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,214,826	$776,838	0.000%	35.074%	$861,232.00	0.000%	38.885%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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