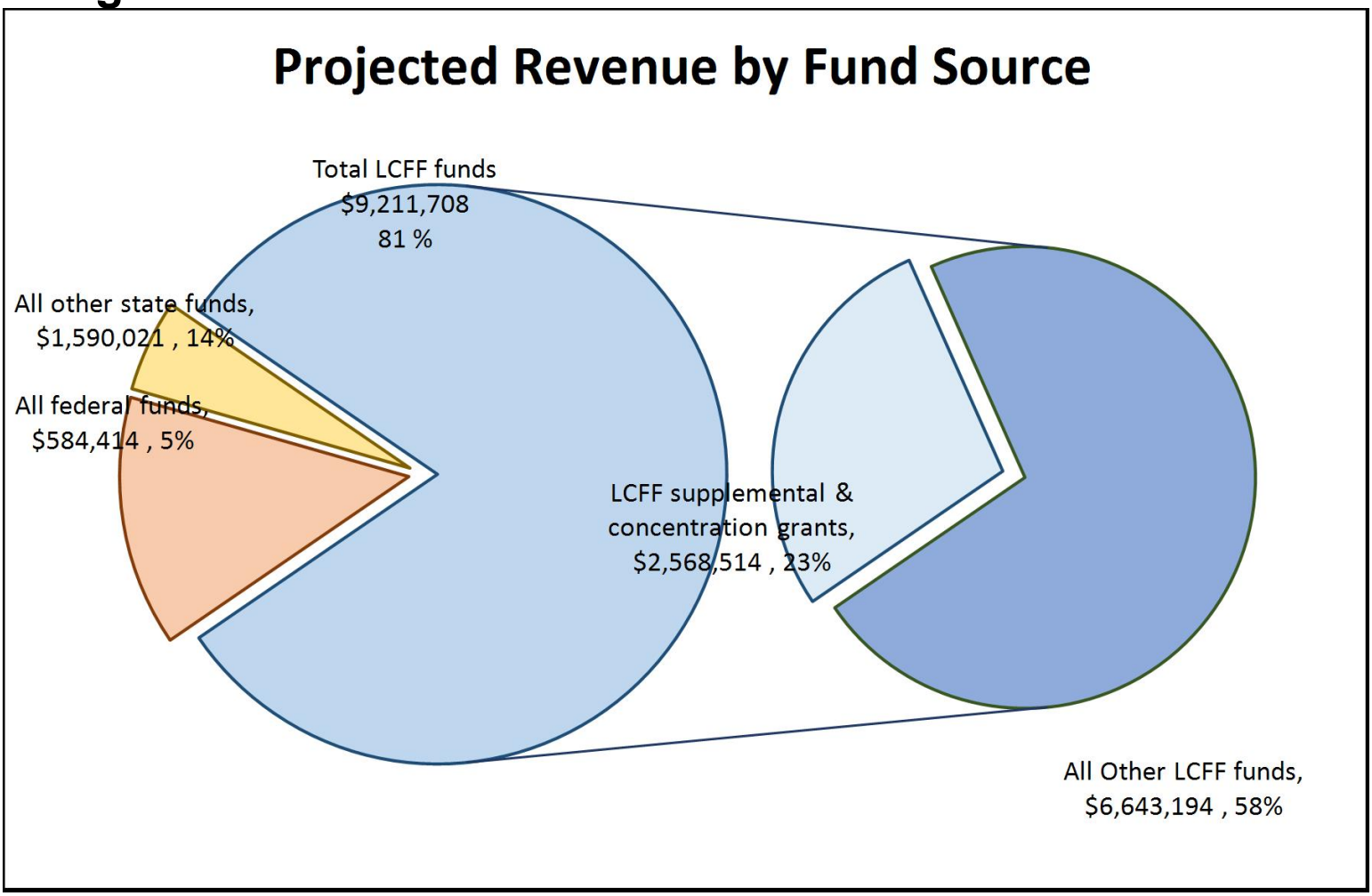
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Ollin University Preparatory Academy
CDS Code: 19-10199-0112128
School Year: 2025-26
LEA contact information:
Negar Mizani
Principal
AspireOUP@aspirepublicschools.org
323-277-2901

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

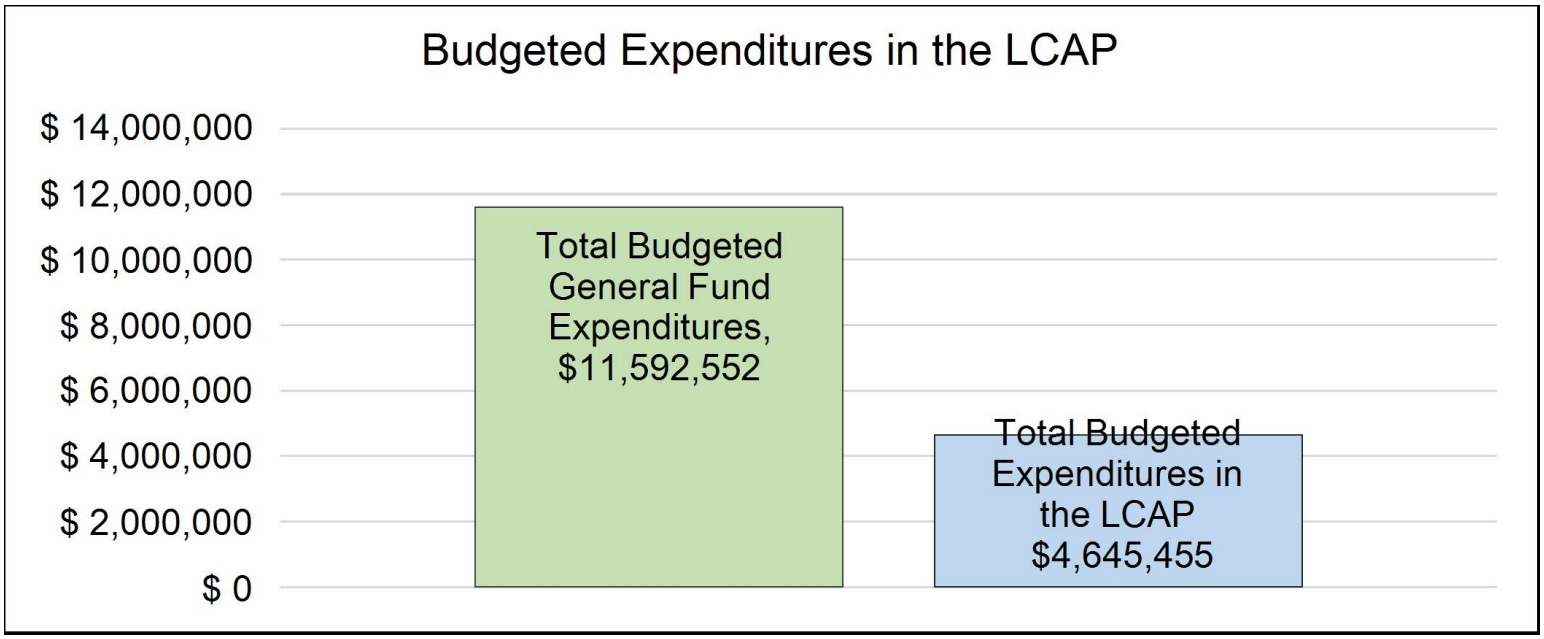


This chart shows the total general purpose revenue Aspire Ollin University Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Ollin University Preparatory Academy is $11,386,143, of which $9,211,708 is Local Control Funding Formula (LCFF), $1,590,021 is other state funds, $0 is local funds, and $584,414 is federal funds. Of the $9,211,708 in LCFF Funds, $2,568,514 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 Ollin University Preparatory 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 Ollin University Preparatory Academy plans to spend $11,592,552 for the 2025-26 school year. Of that amount, $$4,645,455 is tied to actions/services in the LCAP and $6,947,097 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

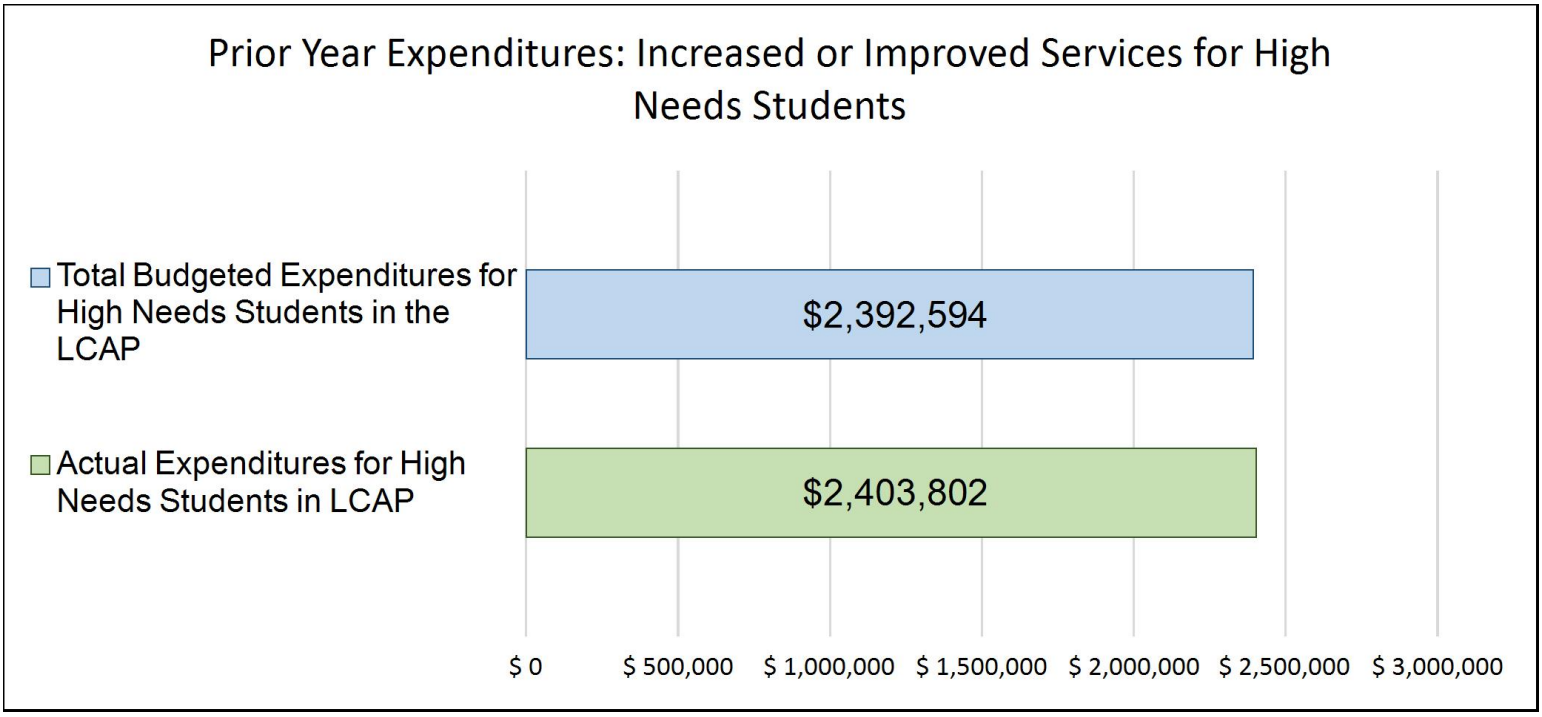
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Ollin University Preparatory Academy is projecting it will receive $2,568,514 based on the enrollment of foster youth, English learner, and low-income students. Aspire Ollin University Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Ollin University Preparatory Academy plans to spend $$2,577,390 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 Ollin University Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspire Ollin University Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Aspire Ollin University Preparatory Academy's LCAP budgeted $$2,392,594 for planned actions to increase or improve services for high needs students. Aspire Ollin University Preparatory Academy actually spent $$2,403,802 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 Ollin University Preparatory Academy	Negar Mizani Principal	AspireOUP@aspirepublicschools.org 323-277-2901

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 Ollin University Preparatory Academy (OUP) is a public charter school located in Southeast Los Angeles, serving students in grades 6-12. Established in 2006 as part of Aspire Public Schools, OUP transitioned into a full high school program in 2012 and has since graduated seven classes of seniors who have gone on to attend prestigious institutions such as the University of California, Boston College, and the University of Chicago. The school enrolls 555 scholars, with a predominantly Hispanic population (99%) and 93% of students qualifying for free or reduced lunch.

OUP is deeply committed to fostering an inclusive and supportive environment where scholars from socioeconomically disadvantaged backgrounds, English Language Learners, and students receiving special education services can thrive academically and socially. The school's mission centers on providing rigorous, joyful academic experiences and promoting inclusivity to disrupt systemic barriers to success.

Led by Principal Negar Mizani, OUP prioritizes academic excellence, anti-racism, and student agency. Educators at OUP utilize research-based practices and data-driven instruction to support the unique needs of each scholar, ensuring that they are prepared for postsecondary education, meaningful careers, and active citizenship. Collaboration between school staff, families, and students is key to the school's success, creating a vibrant learning community where every member is valued and empowered.

OUP's focus on social-emotional learning, college readiness, and artistic development underscores its holistic approach to education. By fostering academic growth, leadership, and personal development, OUP aims to create a community of empowered scholars who contribute positively to society and advocate for justice.

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 English Language Arts: English Learner, Students with Disabilities
Chronic Absenteeism: All Students, Hispanic, Socioeconomically Disadvantaged
English Learner Progress: English Learner
SBAC Math: English Learner, Students with Disabilities
Suspension: All Students, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

As we reflect on our LEA's annual performance on the Dashboard, we recognize both the progress we have made and the challenges that remain. This year, our data tells a story of resilience, targeted interventions, and the collective efforts of our educators, scholars, and families.

One of our most significant successes is the remarkable progress in English Learner achievement. Moving from Red to Green, this improvement reflects the effectiveness of our instructional supports, intervention programs, and the dedication of our educators in fostering language acquisition. Similarly, our commitment to fostering a positive school climate is evident in the sharp decline in suspension rates. Student groups that previously faced high suspension rates, including Socioeconomically Disadvantaged students, now find themselves in the Green category—a testament to our focus on restorative justice practices and student-centered approaches to discipline.

Chronic absenteeism has also seen encouraging improvements, with multiple student groups moving from Red to Yellow or even Green. The success of our attendance initiatives underscores the importance of strong relationships between school and home, and we must continue to build on these efforts to ensure every scholar remains engaged in their learning. Additionally, our graduation rate remains strong, particularly among Socioeconomically Disadvantaged and Hispanic scholars, who continue to demonstrate perseverance and determination in reaching this milestone.

However, while we celebrate these successes, we must also confront the areas where our scholars continue to face barriers. Mathematics remains a pressing challenge, with several student groups still performing in the Red category. This signals an urgent need for strengthened instructional strategies, increased intervention support, and continued professional development for educators. In English Language Arts, some of our most vulnerable learners, including Students with Disabilities, are struggling to make gains, emphasizing the necessity of targeted literacy interventions.

Our College and Career Readiness indicator has moved from Orange to Green, reflecting our commitment to preparing scholars for life beyond high school. This progress highlights the impact of our efforts in expanding opportunities for students to explore and pursue their post-secondary goals. While we recognize this success, we remain dedicated to further strengthening career pathways, including career technical education (CTE) programs, dual enrollment opportunities, and additional post-secondary readiness supports, to ensure that every scholar graduates equipped for their future.

As we move forward in shaping our Local Control and Accountability Plan (LCAP), these findings will guide our priorities. Expanding math intervention programs will be critical to addressing our scholars' academic needs, just as sustaining our attendance and engagement efforts will ensure that all students have access to learning opportunities. Additionally, we must continue to strengthen college and career readiness initiatives to ensure that every scholar graduates with a clear path to success.

Above all, this data reaffirms the impact of our collective work. Every improvement reflects the dedication of our educators, the commitment of our scholars, and the unwavering support of our families. While challenges remain, our progress demonstrates that when we are intentional, responsive, and committed to equity, we can create lasting change.

Reflections: Technical Assistance

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

In 2023, our school's qualification for Differentiated Assistance was significantly influenced by the performance of English Learners and Students with Disabilities. Both these student groups faced considerable challenges, receiving 'Red' ratings in English Language Arts (ELA) and Mathematics. This reflects a continuation of the trend observed in 2022, where English Learners and Students with Disabilities were also marked 'Red' in both ELA and Math. The persistent underperformance in these key academic areas over two consecutive years emphasizes the urgent need for focused interventions and specialized support strategies.

Summary of Work Underway: Currently, OUP is partnering with the Statewide System of Support – Geographic Lead, Kern County Superintendent of School who is facilitating support with our charter team around the California School Dashboard data and other local data, identifying strengths and areas of growth, determining the roots causes of identified challenges, and providing assistance in the development of an improvement plan. As a leadership team, we have participated in two meetings with the aforementioned team and a two-day retreat in April for our team to assemble and collaboratively delve into this work. We will continue to maintain fidelity to the action plan and steps determined. These include but are not limited to adoption of an ELA curriculum to create and maintain alignment in the 6-12 classrooms; expansion of college courses by offering a health-care related course to 11th/12th grade scholars (this is in addition to the 9th grade course already offered); maintaining continue fidelity to the already adopted i-ready curriculum and providing teacher continued professional development. Maintaining cycles of teaching, observation/feedback, and coaching, and engaging in scholar work analysis through our newly revised COI process.

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.

ATSI
Aspire Ollin University Preparatory Academy
Student Group(s): English Learners, Students with Disabilities

Support for Identified Schools

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

After conducting a Need's Assessment, root cause analysis, engaging with our educational partners as well as study of evidenced based practices, we have developed a theory of action to support our scholars receiving Special Education services in the areas of English Language Arts, Mathematics, Academic Engagement Chronic Absenteeism, and Conditions and Climate: Suspension. Our theory of action is if we implement a robust co-teaching model, increase opportunities for teacher curriculum training, further develop PBIS to include incentives, increase opportunities for parent-engagement through workshops and community events as well as implement a multi-departmental attendance team, which consists of front office staff, administrators, and mental health therapists, then we will see improved outcomes in the aforementioned. We plan to implement these as universal supports so we expect to not only improve outcomes for our scholars with disabilities, but all scholar groups.

Monitoring and Evaluating Effectiveness

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

Aspire Ollin will monitor progress on a bi-weekly basis by collecting data on formative and summative assessments results, grades, and behavior incidents. Attendance will be monitored on a daily basis with the Attendance Team following up bi-weekly with scholars who have unexcused absences, excessive absences, and truancies as recorded in a log. Monthly attendance meetings will review data and evaluate monthly attendance incentives program. Ollin will also elicit feedback from parent/family engagement participants for attendance data and input. Leadership and parent/scholar advisory committees will evaluate programs quarterly during the SSC/ELAC meetings.

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	Our staff participated in the engagement process during a meeting on February 28th where we collected their insights and feedback to help shape the LCAP priorities. Teachers were also engaged through Bi-Annual Teammate Surveys (October 2024 and February 2025) as well as Lead Team Meetings.
Principals and Admin	Our staff participated in the engagement process during a meeting on February 28th where we collected their insights and feedback to help shape the LCAP priorities. School Leadership team also engaged through Bi-Annual Teammate Surveys (October 2024 and February 2025) as well as Lead Team Meetings.
Other School Personnel	Our staff participated in the engagement process during a meeting on February 28th where we collected their insights and feedback to help shape the LCAP priorities. All staff also engaged through Bi-Annual Teammate Surveys (October 2024 and February 2025) as well as Lead Team Meetings.
Parents	Parents were engaged during the School Site Council (SSC) meetings on November 6th and February 13th. During these meetings, we collected their feedback on key priorities and areas of focus for the LCAP.
Students	On February 25th, we engaged our scholars, gathering their input specifically on strategies to increase academic achievement in Mathematics. Their perspectives helped inform our approach to supporting student success. Students also engaged through Bi-Annual Aspire Student Surveys (October 2024 and February 2025)

Educational Partner(s)	Process for Engagement
	that gathered feedback on school culture, classroom climate, sense of belonging, and their learning experiences.
SELPA (Special Education)	Our Special Education team participated in the engagement process during a meeting on February 28th where we collected their insights and feedback to help shape the LCAP priorities. Additionally, the LEA consulted regularly with SELPA representatives through quarterly meetings to discuss strategies for enhancing support services and ensuring compliance with special education

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

Based on the feedback gathered from our educational partners, several suggestions were made to the LCAP to better align with the needs and priorities of our school community.

Increased Focus on Mathematics Achievement: In response to scholar feedback on February 25th, we will prioritize strategies to support academic growth in Mathematics. This includes potential intervention programs, additional tutoring opportunities, stronger i-ready Personalized Instruction implementation, and the integration of data-driven instructional practices.

Strengthened Family Engagement: Parents expressed a desire for more opportunities to collaborate with the school on the academic success of their scholars. Based on feedback from the SSC meetings on November 6th and February 13th, we are expanding parent workshops focused on academic support strategies specifically usage of i-Ready at home, which will encompass how families can reinforce math skills at home.

Professional Development for Staff: During our February 28th staff meeting, educators highlighted the need for additional professional learning opportunities to improve instructional strategies in Mathematics. In response, we will incorporate targeted professional development sessions that focus on best practices for math instruction and differentiated support for scholars.

By incorporating this feedback, we will ensure that the LCAP reflects the collective input of our educational partners and prioritizes initiatives that directly support student achievement and engagement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -35.6 African American/Black: Data not displayed English Learners: -106.5 Socioeconomically disadvantaged: -35.4	2023-2024 SBAC ELA DFS All Students: -22.2 English Learner: -84.9 Long-Term English Learner: -120.5		2025-2026 SBAC ELA DFS All: -26.60 African American/Black: Data not displayed English Learners: -97.50	All Students: +13.4 African American/Black: Data Not Displayed English Learners: +21.6 Hispanic/Latinx: +13.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: -35.6 Students with Disabilities: -93.8	Socioeconomically Disadvantaged: -23.7 Hispanic: -22.5 Students with Disabilities: -104.8		Socioeconomically disadvantaged: -26.40 Hispanic/Latinx: -26.60 Students with Disabilities: -84.80	Socioeconomically Disadvantaged: +11.7 Students with Disabilities: +11.0
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -90.8 African American/Black: data not displayed English Learners: -165.6 Socioeconomically disadvantaged: -90.1 Hispanic/Latinx: -90.8 Students with Disabilities: -155	2023-2024 SBAC MATH DFS All Students: -108.1 English Learner: -166.1 Long-Term English Learner: -207.8 Socioeconomically Disadvantaged: -109.5 Hispanic: -108.9 Students with Disabilities: -177.9		2025-2026 SBAC Math DFS All: -115.80 African American/Black: -132.40 English Learners: -174.80 Socioeconomically disadvantaged: -129.40 Hispanic/Latinx: -121.50 Students with Disabilities: -143.40	All Students: -17.3 African American/Black: Data Not Displayed English Learner: -0.5 Hispanic/Latinx: -18.1 Socioeconomically Disadvantaged: -19.4 Students with Disabilities: -22.9
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 22.70% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 16.5 points below Hispanic: 16.5 points below Students with Disabilities: 26 points below		2025-2026 Science Test 27.70% Met or Exceeded	Met or Exceeded decreased by 3.39% (22.70% to 19.31%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 30.2 points below Long-Term English Learner: 36.4 points below Socioeconomically Disadvantaged: 17 points below 19.31% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 36.20% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 50.7% of ELs making progress towards English language proficiency LTEL: 50% of LTELs making progress towards English language proficiency		2025-2026 ELPI 45% of ELs making progress towards English language proficiency	• ELs increased by 14.5%. • No baseline data for LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 24.10%	2023-2024 RFEP Rate: 31.34%		2025-2026 RFEP Rate Maintain 15% or above	Increased by 7.24%
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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	No Change
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 5 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas		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
			where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 56% Grade 6: 50% Grade 7: 49% Grade 8: 71% iReady Math % of students that met annual typical growth All Students: 46% Grade 6: 50% Grade 7: 51% Grade 8: 50%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 49% Grade 6: 41% Grade 7: 51% Grade 8: 37% Grade 9: 44% Grade 10: 56% Grade 11: 65% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 36% Grade 6: 24% Grade 7: 26% Grade 8: 32% Grade 9: 54%		2026-2027 40% of All Students Met 100% of the Typical Annual Growth	SY 2024-25 (iReady Reading) - Change from Baseline All Students: -7% Grade 6: -9% Grade 7: +2% Grade 8: -34% SY 2024-25 (iReady Math) - Change from Baseline All Students: -10% Grade 6: -26% Grade 7: -25% Grade 8: -18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 10: 31% Grade 11: 46%			
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	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 96.1%	2023-2024 High School Graduation Rate 98.70%		2025-2026 High School Graduation Rate 99.1%	Increase 2.6%
1.12	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 52.60% Black/African American: Data not displayed English Learner: 18.80% Socioeconomically Disadvantaged: 52.60% Hispanic: 52.60%	2023-2024 College and Career Readiness All Students: 67.50% English Learner: 38.50% Long-Term English Learner: 41.70%		2025-2026 College and Career Readiness All Students: 61.60% Black/African American: Data not displayed English Learner: 27.30%	All Students increased by 14.90%. English Learner increased by 19.70%. Hispanic increased by 14.90%. Socioeconomically Disadvantaged increased by 14.90%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 26.30%	Socioeconomically Disadvantaged: 67.50% Hispanic: 67.50% Students with Disabilities: 27.30%		Socioeconomically Disadvantaged: 61.60% Hispanic: 61.60% Students with Disabilities: 35.30%	Students with Disabilities increased by 1.00%.
1.13	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 0% of students who passed AP with 3 or higher	2023-2024 9% Passed AP with 3 or higher		2025-2026 60% of students who passed AP with 3 or higher	9% Increase
1.14	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 88%	2023-24 A-G Completion Rates 89.47%		2025-2026 A-G Completion Rates 100%	Decreased 1.47%
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 50.67% Math: 17.57%	2023-2024 % Met & Exceeded ELA: 59.50% Math: 13.93%		2025-2026 % Met & Exceeded ELA: 55.67% Math: 22.57%	Increased by 8.83% for ELA and Decreased by 3.64% for Math.

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.

Throughout the implementation of the outlined actions, the school has made significant progress in addressing its goals, though certain challenges and deviations from the initial plan were encountered.

Most of the planned actions were executed as intended. The school effectively:

~ Provided targeted professional development for educators, enhancing their capacity to deliver culturally responsive, data-informed instruction.
~ Expanded access to intervention programs for students requiring additional support, specifically targeting English Learners (ELs) and Students with Disabilities (SWDs).
~ Utilized personalized learning tools and instructional technology to support student achievement.
~ Established cycles of observation and coaching to monitor and refine instructional practices.

However, there were some deviations:
~ While designated and integrated ELD instruction was implemented, its consistency and fidelity varied across classrooms, highlighting a need for stronger accountability measures.
~ The school planned to provide more frequent professional development on differentiated strategies for LTELs, but time constraints limited the regularity of these sessions.

Challenges Encountered:
~ Time constraints posed a recurring obstacle, particularly in providing ongoing, differentiated professional development.
~ Chronic absenteeism impacted the participation and progress of some student groups, requiring additional outreach efforts.

Successes Achieved:
The school demonstrated measurable growth in academic performance, with improved outcomes on ELA and Math assessments.
The use of targeted intervention blocks and consistent progress monitoring led to increased proficiency for ELs and SWDs.
Enhanced collaboration between general education and SPED teachers through co-teaching practices supported more inclusive and effective instruction.

Overall, while challenges related to time a impacted some areas of implementation, the school's commitment to data-informed decision-making, culturally responsive practices, and intervention strategies contributed to meaningful progress toward its goals.

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 site not receiving Title III funding because the allocation was less than $10,000, and the school did not apply as part of a consortium.

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

The actions implemented to achieve the school's goals have been largely effective as demonstrated by measurable progress across key metrics. The strategies, including targeted interventions, professional development, and personalized learning, have contributed to improved student outcomes.

Improved Academic Performance:
~ The data indicates notable growth in College and Career Readiness (CCR) rates, with all student groups showing measurable progress.

~ English Learners (ELs) experienced significant gains, demonstrating the effectiveness of targeted ELD instruction and interventions.
~ The increase in proficiency among socioeconomically disadvantaged students and Hispanic students reflects the success of equitable interventions and access to personalized learning resources.

Targeted Support for Diverse Learners:
~ The implementation of co-teaching models and collaboration between general education and SPED teachers has improved support for students with disabilities (SWDs), contributing to their gradual academic growth. However, the modest 1% increase in CCR for SWDs suggests that additional, more intensive interventions are still needed to accelerate their progress.

Areas of Ineffectiveness:
Inconsistent ELD Implementation:
~ More frequent professional development and monitoring are needed to ensure consistent, high-quality ELD instruction.

Limited Impact on SWD Growth:
~ Although SWDs showed some improvement, the modest gains indicate that current interventions may not be intensive enough to close the achievement gap.

The actions taken have been effective in making meaningful progress toward the goal, as evidenced by the significant growth in CCR rates and academic performance for most student groups. However, targeted adjustments are needed to address the slower progress of SWDs and to improve the consistency of ELD implementation. Moving forward, refining these areas will help sustain and accelerate the school's positive trajectory.

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

Based on the review of the data and outcomes, the school will implement targeted adjustments to strengthen the effectiveness of its actions and accelerate progress toward its goals.

Data-Informed Adjustments:

~ The College and Career Readiness (CCR) data indicates overall growth across most student groups, highlighting the effectiveness of current strategies. However, the modest gains for Students with Disabilities (SWDs) reveal areas requiring improvement.
~ Chronic absenteeism data also signals the need for enhanced attendance interventions, as student participation directly impacts learning outcomes.

Strategic Changes and Improvements:

To address the slower progress among SWDs, the school will:
~ Expand individualized interventions by incorporating more frequent, targeted small-group support.

~ Increase collaboration between general education and SPED teachers through shared planning time, ensuring more cohesive instruction.
~ Provide specialized professional development focused on differentiated strategies for SWDs.

Strengthening ELD Implementation:

To improve fidelity and consistency of ELD instruction, the school will:
~ Implement regular classroom observations to monitor and support consistent designated and integrated ELD practices.
~ Increase professional development sessions specifically focused on effective ELD strategies and differentiation for LTELs.
~ Provide coaching and feedback cycles to strengthen instructional quality.

Refining Attendance and Engagement Strategies:

Recognizing the impact of chronic absenteeism on student progress, the school will:
~ Expand family outreach initiatives to address attendance barriers.
~ Continue with incentives and positive reinforcement programs to encourage consistent attendance.
~ Strengthen intervention protocols for chronically absent students, including case management and wraparound support.

Expanding College and Career Readiness Supports:

Building on the success of increased CCR rates, the school will:
~ Expand dual enrollment opportunities to allow more students to earn college credits while in high school.

These adjustments aim to sustain and accelerate the school's progress, ensuring that all students—especially those who have shown slower growth—receive the targeted support and equitable opportunities they need to succeed. The school will continue to analyze local and state data to monitor the effectiveness of these changes and make further refinements as necessary.

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 newly adopted curricular materials and annual curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. ~ (6-12 only) Purchase newly adopted ELA curriculum materials ~ Provide professional development for new curriculum purchases ~ Purchase additional chrome books so that all students have devices (1:1)	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and access to regular grade-level content practice experiences ~ Purchase individualized learning curriculum (iReady Toolbox, Reflex, etc.) ~ Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade level curriculum ~ Work with regional academic team to review ELA and 6-12 Social Science curriculum ~ In accordance with the Williams Act Requirements for textbooks and curriculum The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with Disabilities in SBAC ELA & Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. In addition, the actions outlined above include measures implemented in response to our qualification for differentiated assistance, alongside other strategic initiatives designed to enhance our educational offerings. Together, these efforts underscore our commitment to addressing identified needs and improving outcomes for all students.		
1.2	Instruction (Guaranteed and Viable Instruction)	Utilize the Aspire Student Learning Framework to ensure that students received guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. ~ Ensure students have access to culturally responsive texts within each content area ~ Ensure that classroom artifacts reflect the diversity of students and the community ~ Utilize updated ASLF framework as a coaching tool that has integrated Culturally Responsive Teaching Strategies within the four domains. ~ Provide monthly professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data-informed instruction. ~ Co-plan PD with regional content directors/program managers.	$1,167,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with Disabilities in SBAC ELA & Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. These interventions include: -Monthly Internalization/Training on implementation of new math curriculum for all math teachers. -Monthly Academic Program walkthroughs and feedback sessions -Weekly Leadership Math Observations & Feedback -Increased frequency of Coaching/Observations Cycles -Increased Data Analysis cycles and development of focus student groups for progress monitoring. -Executive Director/Principal Weekly walkthroughs/observation cycles & grade-to-assessment analysis In addition, the actions outlined above include measures implemented in response to our qualification for differentiated assistance, alongside other strategic initiatives designed to enhance our educational offerings. Together, these efforts underscore our commitment to addressing identified needs and improving outcomes for all students.		
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/electives. ~ Work with Program Specialists 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 to the extent possible that does not limit access to enrichment (30 minutes of dedicated i-Ready personalized instruction) ~ Work with Regional Expanded Learning Program Manager and After School 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). ~ Ensure access to elective courses	$154,107.00	No

Action #	Title	Description	Total Funds	Contributing
		~ Partner & Offer Dual Enrollment opportunities		
1.4	Instruction (Assessment)	Teachers will conduct regular data analysis in short, medium and long term data cycles to tailor instruction and provide targeted support to students. ~ Interventions include but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan. ~ Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, etc.). ~ Co-plan PD with regional content directors/program managers. ~ Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days and 1:1 coaching meetings). These data discussions will focus on formative short cycle assessments ~ Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners and Students with Disabilities in SBAC ELA & Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. In addition, the actions outlined above include measures implemented in response to our qualification for differentiated assistance, alongside other strategic initiatives designed to enhance our educational offerings. Together, these efforts underscore our commitment to addressing identified needs and improving outcomes for all students.	$0.00	Yes
1.5	MLL	MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. Work with Regional MLL Program Manager to ensure all MLL students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		receive designated ELD instruction 4 times/week without losing access to core content Purchase additional EL Achieve materials/kits for groups of students based on data Purchase English 3D materials as needed Provide Professional Development on Designated MLL support Provide Professional at least 3 Professional Development Sessions on Integrated MLL support (example: structured student talk routines, understanding ELPAC data to inform instruction, or aligned to resources from Ensemble Learning, etc.) Provide targeted professional development and supports for Newcomers as described in the EL Master Plan Provide intensive and targeted support for LTELs as described in the EL Master Plan. Prioritize MLL teaching strategies in the PD calendar. The actions outlined above include measures implemented in response to our qualification for differentiated assistance, alongside other strategic initiatives designed to enhance our educational offerings. Together, these efforts underscore our commitment to addressing identified needs and improving outcomes. In addition, the actions outlined above are designed to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English learners in ELPI. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs. Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs. (from Aspire's inclusion statement) Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration with Program Specialist, conduct a program review and conduct co-	$1,557,163.00	No

Action #	Title	Description	Total Funds	Contributing
		teaching self-assessment and create 1-2 goals based on self-assessment from Aspire's Special Education Resource Review current practices to ensure there are cycles of observation built into your schedule to monitor success and challenges of co-teaching models and partnerships Work with Director of Inclusive Instruction and regional SPED team to plan sped instructional PDs (co-teaching, disabilities, IAs) Ensure SPED instructional assistants receive appropriate training to support school-wide goals ~ Dedicate co-planning time for general educators and Education Specialists ~ Cosistent classroom observations ~ Implementation of i-Ready Personalized Instruction		
1.7	Black Excellence	Continue our Black Student Union (BSU) and provide materials (t-shirts, supplies, etc.) Conduct field trips for our BSU students to Historically Black Colleges and Universities Start a Black Family Advisory Council to get input on our school community	$0.00	No
1.8	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Ensure that all scholars have access through A-G courses and are on track to meet A-G requirements by their senior year of high school. Ensure that all students have access to college courses within their high school pathways	$78,038.00	Yes
1.9	Cultivating a Post-Secondary Going Culture	Provide students with opportunities to attend field trips to different post-secondary institutions to promote a post-secondary going culture. Connect students to resources, enrichment, work-based learning, and internship opportunities to support students in discovering their interests and skills that connect to their career and postsecondary goals. This includes supporting students through the post-secondary application process,	$25,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		applying to financial aid, and connecting them to dual enrollment opportunities. Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand. Continue building and sustaining partnerships with industry leaders to provide students with exposure to high-wage, in-demand careers through job site visits, mentorship, and guest speakers.		
1.10	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: College Academic Counselor This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$302,529.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 33% Teacher-student relationships: Grades 6-12: 46% School Safety: Grades 6-12: 50%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 35% Teacher-student relationships: Grades 6-12: 38% School Safety: Grades 6-12: 46%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 53% Teacher-student relationships: Grades 6-12: 66% School Safety: Grades 6-12: 70%	Sense of Belonging (Grades 6-12): +2.00% Teacher-Student Relationships (Grades 6-12): -8.00% School Safety (Grades 6-12): -4.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4.9% African American/Black: Data not displayed Hispanic/Latinx: 4.9% English Learners: 11.8% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9.4%	2023-2024 Suspension Rate All Students: 2.80% Hispanic: 2.60% Students with Disabilities: 5.60% English Learner: 3.80% Homeless Youth: 7.70% Long-Term English Learner: 4.80% Socioeconomically Disadvantaged: 2.70%		2025-2026 Suspension Rate All Students: 1.9% African American/Black: Data not displayed Hispanic/Latinx: 1.9% English Learners: 8.8% Socioeconomically Disadvantaged: 2% Students with Disabilities: 6.4%	All Students: -2.1% Hispanic/Latinx: -2.3% English Learners: -8.0% Socioeconomically Disadvantaged: -2.3% Students with Disabilities: -3.8%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 26.70% African American/Black: Data not displayed Hispanic/Latinx: 26.50% English Learners: 34.60% Socioeconomically disadvantaged: 26.40% Students with Disabilities: 33.30%	2023-2024 Chronic Absenteeism Rate All Students: 19.80% English Learner: 18.90% Long-Term English Learner: 16.00% Socioeconomically Disadvantaged: 20.90% Hispanic: 19.90% Students with Disabilities: 28.60%		2025-2026 Chronic Absenteeism Rate All: 17.70% African American/Black: Data not displayed Hispanic/Latinx: 17.50% English Learners: 25.60% Socioeconomically disadvantaged: 17.40% Students with Disabilities: 24.30%	All Students: -6.90% Hispanic/Latinx: -6.60% English Learners: -15.70% Socioeconomically Disadvantaged: -5.50% Students with Disabilities: -4.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 9% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 86% responded favorably Family Engagement: 11% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 34% responded favorably	Barriers to Engagement: -3.00% Family Engagement: +2.00%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 93.73%	2024-2025 P2 Attendance Rate 91.85%		2026-2027 Attendance Rate (P2) 96% or higher	Decreased 1.88%
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 72% responded favorably “The school provides a safe environment for my child.” 67% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 71% responded favorably: "The school provides a safe environment for my child." 67% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."		2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	The school provides a safe environment for my child: -1.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff: No Change
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
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster	2024-2025 Local Indicator Survey 100% of students, including		2026-2027 Local Indicator Survey 100% of students, including EL, Low-	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	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		income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
2.11	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate 0% (0 of 76)	2023-2024 Dropout Rate 1.30%		2025-2026 Dropout Rate 0	Increased by 1.30%

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.

To achieve the goal of improving school climate and student connectedness, the school implemented multiple actions with varying degrees of success. Efforts to increase family engagement included hosting monthly community meetings and creating a school culture calendar. While these actions helped build trust—particularly with Spanish-speaking and English Learner families—the planned Black Family Advisory Council was not launched, and family participation was limited by scheduling conflicts. In addressing attendance, the school established an Attendance Team and implemented data-driven interventions, leading to a modest reduction in chronic absenteeism. Targeted supports for Foster Youth, English Learners, and African American students contributed to this improvement, though high mobility and inconsistent implementation across classrooms posed ongoing challenges. The school also partially implemented PBIS and MTSS strategies, providing staff with training in de-escalation and restorative practices while promoting shared expectations. However, student survey data reflected declines in perceptions of teacher-student relationships and school safety, indicating a need for greater consistency and fidelity in implementation. Despite these challenges, increased use of restorative practices, a focus on adult SEL, and stronger two-way communication with families represent important steps forward that can be built upon in the coming year.

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

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

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

The actions taken to improve school climate and student connectedness have yielded mixed effectiveness. Family engagement strategies—such as monthly community meetings, and efforts to build relationships with Spanish-speaking and English Learner families—were moderately effective. These actions helped increase family trust and communication but fell short of fully meeting the goal due to barriers like scheduling conflicts and the non-implementation of the planned Black Family Advisory Council. Attendance interventions led to a reduction in chronic absenteeism from indicating effectiveness. Targeted strategies for high-needs subgroups, such as Foster Youth, English Learners, and African American students, contributed to this positive movement. However, challenges such as high student mobility, inconsistent communication with families, and limited outreach capacity hindered broader success. Actions related to PBIS and MTSS—including staff PD on de-escalation, use of restorative practices, and efforts to clarify behavioral expectations—were only partially effective. While some progress was made, student perceptions of school climate declined: favorable responses on teacher-student relationships dropped 8%, and school safety declined by 4%. These declines suggest that implementation lacked consistency and fidelity. Overall, while some actions made progress toward the goal, others were limited by structural challenges and require adjustment and stronger systems to ensure more meaningful and sustainable impact.

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

Based on the review of implementation and effectiveness data, several key adjustments and next steps have been identified to strengthen progress toward the goal of improving school climate, family engagement, attendance, and student support systems. Local data from Panorama surveys, attendance reports, and suspension rates informed the need for targeted improvements. In response to declining student perceptions of school climate and relationships, the school will increase the frequency and consistency of restorative practices and SEL implementation across classrooms. Additional professional development will be provided to deepen staff capacity in universal PBIS strategies, de-escalation strategies, and culturally responsive communication. To address challenges in family engagement, the school will expand outreach in multiple languages, and offer flexible scheduling for family events to improve participation. Regarding attendance, data-driven tiered interventions will be refined to better support high-needs subgroups, and the school will strengthen cross-functional coordination through its Attendance Team. Lastly, more structured fidelity checks and ongoing coaching will be implemented to ensure consistent execution of PBIS and MTSS practices schoolwide. These adjustments are designed to address current gaps, improve student outcomes, and build stronger connections between students, staff, and families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family and Community Engagement & Outreach	Create a variety of events where parents and families can be involved, including opportunities to take on leadership roles. Continue to hold monthly Principal Chats with families Parent Coordinator will support parent engagement efforts Continue to survey families to include feedback in strategic planning create regional black family advisory council group to provide input on our school culture climate and programming Pro Black Programming Coordinators will support with parent engagement and outreach efforts Communication with families in their home language and keeping them up to date with school-wide events calendar using ParentSquare, Google Classroom, and other platforms. Monitor Panorama Family Survey data points related to family engagement for continuous improvement The school will make a concerted effort to seek feedback from as many families as possible through the Panorama Survey.	$88,627.00	Yes
2.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies. Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for subgroups of students. Increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism) 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 Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for all	$284,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		subgroups in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
2.3	PBIS Multi-Tiered system of supports	To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) system across all schools. All staff will receive PBIS training to ensure consistent implementation, while teachers will participate in additional professional development focused on restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. Assemble/continue a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data. We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. We will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors We will norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support. These interventions will include logical consequences as well as restorative practices. 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 all subgroups in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$0.00	Yes
2.4	SEL	Strengthen Adult SEL by practicing CASEL's 3 Signature Practices in school-wide staff meetings Welcoming all-inclusive ritual	$280,557.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Engaging strategies Optimistic closure Promote SEL for Students Implementation of SEL curriculum Community circle Fridays Mindful practices Reflect on data for continuous improvement Data analysis and planning (Panorama SEL surveys) Monitoring and reflection Consistent implementation of circle in Advisory across all grade-levels		
2.5	School Climate	Student support services: We will provide a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Data analysis and planning (Panorama SEL surveys) Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices Provide school-wide Professional Development on CPI and de-escalation techniques Consistent staff coaching and support	$0.00	Yes
2.6	Enrollment	Establish a site Enrollment Team that will partner with schola to develop a student enrollment plan and lead student recruitment efforts Implementation of the Enrollment Guidance/Handbook across the region to ensure all schools reach their budgeted enrollment Increase enrollment by 30 students	$0.00	No
2.7	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least “Good”.	$445,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 54.96% Fully Credentialed	2022-23 62.77% Fully Credentialed		2025-2026 100% Fully Credentialed	Increased by 7.81%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 76% responded favorably Belonging: 78% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 63% responded favorably		2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: -13.00% Belonging: -12.00% Well-being: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 68% responded favorably Staff-Leadership Relationships: 52% responded favorably Cultural Awareness and Action: 38% responded favorably	Belonging: 66% responded favorably Well-being: 68% responded favorably Staff-Leadership Relationships: 61% responded favorably Cultural Awareness and Action: 51% responded favorably		Belonging: 95% responded favorably Well-being: 88% responded favorably Staff-Leadership Relationships: 72% responded favorably Cultural Awareness and Action: 58% responded favorably	Staff-Leadership Relationships: +9.00% Cultural Awareness and Action: +13.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 98.7%	Retention Rate 81.30%		2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased by 17.40%

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.

Over the course of the year, the school put a series of interconnected actions into practice to support Goal 3, which focused on improving instructional quality, school climate, student outcomes, and educator support systems. Key actions included implementing culturally responsive teaching practices, utilizing observation and coaching tools aligned with the Aspire Student Learning Framework (ASLF), and strengthening staff retention efforts—especially for hard-to-fill roles and Black educators.

Professional development on culturally responsive teaching was delivered site-wide, following regional PD on UDL and CRT. Staff engagement was strong, and many educators began integrating identity, diversity, justice, and action into their units. While most teachers demonstrated increased awareness, the depth of implementation varied. A lack of sufficient planning time posed a challenge to fully embedding these practices across all grade levels. Despite that, the effectiveness of this action was reflected in improved student outcomes: ELA scores increased across subgroups, suspension rates and chronic absenteeism declined, and the College and Career Readiness Indicator improved—all signaling meaningful progress toward the goal.

The school also implemented TeachBoost to conduct ASLF-aligned observations and provide structured feedback. While TeachBoost was used effectively to anchor observations, full implementation of the coaching cycle was inconsistent due to leadership capacity constraints. Where the coaching model was executed with fidelity, teachers reported receiving meaningful, actionable feedback, leading to observable instructional growth. Moving forward, clearer timelines and protected coaching time will support stronger implementation.

On the staff retention front, the Talent team conducted onboarding and initial check-ins, aiming to create a culture of belonging and growth. However, budgetary restrictions and lack of regular follow-up systems and tailored support for staff contributed to a significant drop in retention, underscoring the need for more proactive, ongoing support systems and culturally responsive retention strategies.

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

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

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

The actions taken to support Goal 3 have been partially effective in achieving the desired outcomes, with notable successes in student achievement and areas requiring improvement in coaching and staff retention.

The site-wide professional development on culturally responsive teaching was effective in producing positive results. Teachers increasingly integrated identity, diversity, justice, and action into instructional units, and this aligned shift in pedagogy contributed to increased ELA scores, a decrease in suspension and chronic absenteeism, and an improvement in the College and Career Readiness Indicator. These gains indicate that culturally responsive and inclusive practices had a meaningful impact on both academic performance and student engagement. However, variation in the depth of implementation across classrooms, due to limited planning time and uneven support, suggests room for further growth.

The use of TeachBoost and implementation of coaching cycles showed mixed effectiveness. While TeachBoost was successfully used to track ASLF-aligned observations and support instructional feedback, the coaching cycle was not implemented consistently. Competing demands on school leaders' time were a key barrier to the full realization of the Aspire LA Instructional Coaching Model. In areas where the model was applied with fidelity, teachers showed growth, but the overall inconsistency limited its broader impact.

The staff retention strategies, particularly for hard-to-fill roles and Black educators, were ineffective in reaching the targeted goal. The retention rate dropped significantly by 17.4%. While onboarding and initial check-ins were implemented, ongoing support, career pathway planning were not sustained at the necessary level. This in addition to bedgetary constraints led to attrition, signaling a need for more robust, proactive systems of staff support and belonging.

In summary, the actions related to culturally responsive teaching and instructional observation had a measurable, positive impact on student outcomes, demonstrating effectiveness. In contrast, coaching and retention systems require improvement due to implementation gaps and structural barriers. Adjustments in these areas are essential to ensure all actions contribute fully to the goal.

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

Based on the review of implementation and outcome data—including increases in ELA performance and College and Career Readiness, as well as declines in suspension and chronic absenteeism—the school will continue to build on effective practices, while making targeted adjustments to areas that showed limited progress.

To deepen the impact of culturally responsive teaching, professional development will be expanded to include more collaborative planning time and grade-level support, ensuring that identity, diversity, justice, and action are more consistently embedded across all content areas. The school will also curate and share exemplar units and artifacts to support more uniform implementation.

For instructional coaching, clearer expectations and timelines for coaching cycles will be established, along with additional support for school leaders to manage competing priorities. This includes protecting time for regular observations, feedback, and follow-ups using TeachBoost, and strengthening alignment with the Aspire LA Instructional Coaching Model.

In response to the 17.4% drop in staff retention, Talent and school leadership will implement stronger mid-year and end-of-year check-ins, design more structured onboarding-to-retention pathways, and offer targeted career development support. Culturally affirming staff engagement practices and affinity spaces will also be prioritized to foster belonging and reduce attrition.

Finally, the school will use ongoing Panorama SEL surveys, attendance data, and instructional observation trends to monitor progress and inform iterative changes throughout the year. These adjustments aim to ensure stronger implementation fidelity, more equitable outcomes, and improved sustainability of staff and student success strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Utilize Teachboost as an observation tool to track ASLF observations Ensure that there is a coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model	$27,000.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Provide site-wide professional development on culturally responsive teaching ensuring that units of study include identity, diversity, justice and action after professional development days provided by the LA Region on UDL and culturally responsive teaching	$0.00	No
3.3	Teammate Retention	Retention (Hard to fill and Black Staff)- Talent will support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. Talent will also provide avenues for career growth and advancement, offering support and resources. Additionally, Talent will work closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed. While Budgetary constraints are certain to cause staff attrition, we will continue to use formal and in-formal check-ins to foster a sense of belonging and connectedness amongst new and returning staff.	$6,000.00	Yes
3.4	Affinity Groups	Ensure all teammates have the ability to attend regional affinity groups	$0.00	No
3.5	Pipeline Development	During Professional Learning Plan (PLP) meetings, all teammates will set goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Black Scholar Services	Build capacity of PBP Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces and Black Scholar Services data conversations with principals.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -35.6 African American/Black: Data Not Displayed English Learners: -106.5 Hispanic/Latinx: -35.6 Socioeconomically Disadvantaged: -35.4 Students with Disabilities: -93.8	2023-2024 SBAC ELA DFS All Students: -22.2 English Learner: -84.9 Long-Term English Learner: -120.5 Socioeconomically Disadvantaged: -23.7 Hispanic: -22.5		2025-2026 SBAC ELA DFS All Students: -26.60 Black/African American: Data Not Displayed English Learners: -97.50 Hispanic/Latinx: -26.60	All Students: +13.4 African American/Black: Data Not Displayed English Learners: +21.6 Hispanic/Latinx: +13.1 Socioeconomically Disadvantaged: +11.7 Students with Disabilities: +11.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -104.8		Socioeconomically Disadvantaged: -26.40 Students with Disabilities: -84.80	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -90.8 African American/Black: Data Not Displayed English Learners: -165.6 Hispanic/Latinx: -90.8 Socioeconomically Disadvantaged: -90.1 Students with Disabilities: -155.0	2023-2024 SBAC MATH DFS All Students: -108.1 English Learner: -166.1 Long-Term English Learner: -207.8 Socioeconomically Disadvantaged: -109.5 Hispanic: -108.9 Students with Disabilities: -177.9		2025-2026 SBAC Math DFS All: -115.80 African American/Black: -132.40 English Learners: -174.80 Socioeconomically disadvantaged: -129.40 Hispanic/Latinx: -121.50 Students with Disabilities: -143.40	All Students: -17.3 African American/Black: Data Not Displayed English Learner: -0.5 Hispanic/Latinx: -18.1 Socioeconomically Disadvantaged: -19.4 Students with Disabilities: -22.9

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
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. 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.	$54,266.00	No

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

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
$2,568,514	$180,582

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.664%	0.000%	$0.00	38.664%

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:** The SBAC ELA and Math results for the 2022-2023 school year reveal significant disparities in academic achievement among our unduplicated student groups compared to their peers. Specifically, English Learners (EL) show a decrease in Distance from Standard (DFS) in ELA to -106.50 and in Math to -	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement opportunities our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new	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
	165.60. Socioeconomically Disadvantaged students' performance also highlights a gap, with ELA DFS at -35.40 and Math DFS at -90.10. These gaps indicate a critical need for engaging, accessible curricula and equitable access to technological resources to support these students' learning. **Scope:** LEA-wide	curriculum effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Furthermore, recognizing the critical role of technology in modern education, we're committing to ensuring that are scholars have chrome books available to them inside each of their classrooms. This ensures that all students, regardless of their socioeconomic status, have equal access to digital learning resources. Providing these resources and supports on a school wide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** The SBAC ELA and Math results for the 2022-2023 school year reveal significant disparities in academic achievement among our unduplicated student groups compared to their peers. Specifically, English Learners (EL) show a decrease in Distance from Standard (DFS) in ELA to -106.50 and in Math to -165.60. Socioeconomically Disadvantaged students' performance also highlights a gap, with ELA DFS at -35.40 and Math DFS at -90.10. These gaps indicate a critical need for engaging, accessible curricula and equitable access to technological resources to support these students' learning. **Scope:**	By utilizing the Aspire Student Learning Framework to ensure that students received guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. By providing training for teachers in cycles of coaching and observation, we directly address the engagement and achievement opportunities our unduplicated student groups face. The ASLF emphasizes a holistic approach to teaching and learning where by the following elements of pedagogy are highlighted: Culture of Learning: Ensuring that all students engaged in learning throughout the lesson; Essential Content: ensuring that all students are working with content aligned to the appropriate standards and cognitively demanding for their subject and grade; Academic Ownership: Ensuring that all students empowered, responsible and supported to do the thinking in this classroom; Demonstration of	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
	LEA-wide	Learning: Ensuing that all students demonstrate what that they are learning. These metrics foster a greater capacity for learning, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver instruction effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Providing these resources and supports on a school wide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.3	**Action:** Instruction (Master Scheduling) **Need:** SBAC ELA and Math results for the 2022-2023 school year reveal significant disparities in academic achievement among our unduplicated student groups compared to their peers. Specifically, socio-economically disadvantaged students show a decrease in Distance from Standard (DFS) in ELA to -35.40 and in Math to -90.10. In addition, College and Career Indicator reveals a gap in the performance of our socio-economically disadvantaged students as they show a decrease in Distance from Standard (DFS) to -47.40. These gaps indicate a critical need for creating an equitable master-schedule that allows for	By continuing to create a master schedule that is equitable and provides students with access to all core content, higher-level and rigorous courses, and opportunities for enrichment/electives, we directly address the engagement and achievement opportunities our unduplicated student groups face. Having appropriate supports in the classroom, access to higher-level and rigorous courses as well as access to college courses through dual enrollment fosters greater interest which is crucial for improving academic outcomes. In particular, access to college courses in high school allows our scholars to experience a college atmosphere and familiarize themselves in collegiate expectations. This is turn will prepare them for post-secondary pursuits and increase their chances of matriculation. Providing these resources and supports on a school wide basis not only promotes equity but	Metric (1.2 & 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
	appropriate supports, access to higher-level and rigorous courses, as well as college courses through dual enrollment. **Scope:**	also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.4	**Action:** Instruction (Assessment) **Need:** The SBAC ELA and Math results for the 2022-2023 school year reveal significant disparities in academic achievement among our unduplicated student groups compared to their peers. Specifically, English Learners (EL) show a decrease in Distance from Standard (DFS) in ELA to -106.50 and in Math to -165.60. Socioeconomically Disadvantaged students' performance also highlights a gap, with ELA DFS at -35.40 and Math DFS at -90.10. These gaps indicate a critical need for engaging in continuous data analysis **Scope:** LEA-wide	By conducting regular data analysis in short, medium, and long-term cycles to tailor instruction and provide targeted support to students, we directly address the engagement and achievement opportunities our unduplicated student groups face. Implementation of data cycles allow teachers the opportunity to identify gaps in student learning, close potential misconceptions/gaps, and promote mastery of standards and content through tailored instruction. In addition, through co-teaching, teachers have the opportunity to provide small group interventions for scholars and monitor their progress. Lastly, the continued implementation of a robust MTSS process -- in particular -- supporting scholar needs through the SST process and providing targeted and intentional support will ensure that we monitor scholars individualized learning plans and make appropriate adjustments based their academic performance to ensure their success.	Metric (1.1 & 1.2) SBAC
1.8	**Action:** College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity) **Need:**	To meet the academic and post-secondary needs of our students we will continue to ensure that all students have access to rigorous A-G courses as well as college courses within their high school pathways. This will come to fruition through a continued partnership with a college/university to	Metric (1.11) Graduation Rates Metric (1.12) Collee and Career Readiness

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
	The College and Career Indicator results for the 2022-2023 school year reveals a significant decrease in Distance from Standard (DFS) to -93.80. These gaps indicate a critical need to ensure that all scholars have access through A-G courses and are on track to meet A-G requirements by their senior year of high school. **Scope:** LEA-wide	provide courses for our students during the school day. In addition, we will build Credit Recovery sections into the master schedule to support all students needing Credit Recovery in completing at least one course per semester to recover any necessary units through partnerships with APEX/Edgenuity in addition to in-person summer school options for students needing credit recovery.	
1.9	**Action:** Cultivating a Post-Secondary Going Culture **Need:** The College and Career Indicator results for the 2022-2023 school year reveals a significant decrease in Distance from Standard (DFS) to -93.80. These gaps indicate a critical need to ensure that all scholars have access through A-G courses and are on track to meet A-G requirements by their senior year of high school. **Scope:** LEA-wide	To meet the academic and post-secondary needs of our students we will continue to provide all students with opportunities to attend field trips to different post-secondary institutions to promote a post-secondary and college going culture. We will continue to connect students to resources, enrichments, work-based learning, and internship opportunities to support students in discovering their interests and skills that connect to their career and postsecondary goals. This includes supporting students through the post-secondary application process, applying to financial aid, and connecting them to dual enrollment opportunities.	Metric (1.11) Graduation Rates Metric (1.12) Collee and Career Readiness
2.1	**Action:** Family and Community Engagement & Outreach	Through creation of intentional opportunities, we hope to increase the confidence of our parents in their involvement with their child(ren)'s schooling.	Metric (2.4) Efforts we make to seek parent input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Panorama survey results indicate that only 9% of our families are fully confident becoming involved with and interact with their child's school. This gap indicates a critical need for engaging our parents in the education of their children through increased access to the school setting. **Scope:** LEA-wide	We will accomplish this by creating a variety of events where parents and families can be involved, including opportunities to take on leadership roles. This may include SSC/ELAC and Community meetings as well as other events such as the Halloween Bash, Take a Cultural Leap, Community Resource Fair, and the Talent Show. In addition, we will continue to survey families to include feedback in strategic planning and seek feedback from our regional black family advisory group to provide input on our school culture climate. We will continue to communicate with families in their home language and keeping them up to date with school-wide events calendar using Parent Square, Google Classroom, and other platforms. Finally, we will monitor and utilize the data from the Panorama Family Survey for continuous improvement.	
2.2	**Action:** Attendance **Need:** The COVID Pandemic has impacted chronic absenteeism in the past several years, including the 22-23 SY. With the Chronic Absenteeism rate of 26.70 precent during the 22-23 SY impacting most vulnerable pupils including our English Language Learners and our Student with Disabilities more than their peers, there is a critical need for decreasing Chronic Absenteeism and increasing Average Daily Attendance (ADA). **Scope:** LEA-wide	In order to decrease Chronic Absenteeism and increase Average Daily Attendance, the School Attendance Team meets bi-weekly to support the reduction of Chronic Absenteeism, specifically using data to ensure subgroups are being supported. The team is in charge of developing an attendance plan, progress monitoring, and lead intervention strategies, and reviews attendance data weekly. During data reviews, the attendance team focuses on looking at attendance rates specifically for subgroups of students, making contact with families to increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism). Furthermore, school-wide attendance incentive programs (perfect attendance certificates, grade level attendance	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		competitions, rewards) are are provided as a means to increase and maintain motivation amongst the student body. Finally, SART and SARB procedures are followed to stress the importance of school attendance to all students and their families.	
2.3	**Action:** PBIS Multi-Tiered system of supports **Need:** The suspension results for the 22-23 SY reveal a significant increase of 3.30% in the the school's Pupil Suspension Rate with English Language Learners and Students with Disabilities being most impacted. This increase indicates a critical need for engaging in Positive Behavior Intervention Systems (PBIS) and Mutil-Tiered Systems of Support (MTSS) to meet the needs of our students and decrease Pupil Suspension Rates. **Scope:** LEA-wide	To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) systems. Our teachers will receive training on universal tier 1 strategies that they can employ in their classrooms to de-escalate and prevent behaviors that are not desired in an academic setting. In addition, teachers will participate in additional professional development focused on restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. Furthermore, we will assemble a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data to ascertain whether certain universal interventions are proving effective. We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors, and norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support.	Metric (2.2) Suspension

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
		Finally, we will utilize alternatives to suspension including individualized Behavior Plans to support students who struggle with personal and academic conduct. These interventions will include logical consequences as well as restorative practices. Finally, we will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations.	
2.4	**Action:** SEL **Need:** The Panorama survey results indicate a decrease in students feeling a sense of belonging to the school community with only 33% of students indicating that "they are valued members of the school community." This gap indicates a critical need for providing our staff and students with robust Social Emotional Learning practices that will in turn support students feeling a sense of belonging and value within the school community. **Scope:** LEA-wide	Through creation of intentional opportunities we hope to increase our students' sense of belonging to the school community. We will accomplish this through implementation of the following: Strengthen Adult SEL by practicing CASEL's 3 Signature Practices in school-wide staff meetings: Welcoming all-inclusive ritual Engaging strategies Optimistic closure In addition, we will engage our staff in Circles at least 4 times a year in order to build their own skills in holding Circles as spaces of emotional growth and healing in their classrooms. Furthermore, we will continue to promote SEL for Students through implementation of Character Strong, a SEL curriculum during the Advisory period, and maintain mindful practices and mindfulness moments during Advisory and Quiet Time.	Metric (2.1) Student Sense of Safety and School Connectedness
2.5	**Action:** School Climate **Need:** The Panorama survey results indicate that only 37% of students have a positive	Through creation of intentional opportunities we hope to increase the overall culture and climate of the school. We will accomplish this through implementation of the following: Student support services: We will provide a comprehensive range of student support services,	Metric (2.1) Student Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	perception of the overall social and learning climate of the school. This gap indicates a critical need for providing our staff and students with robust Social Emotional Learning practices, increasing Positive Behavior Intervention Support (PBIS), and offering alternatives to suspension, all of which will support a positive school climate. **Scope:** LEA-wide	such as counseling, mentoring, and academic intervention programs. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal programs. Data analysis and planning (Panorama SEL surveys) to identify trends and address potential gaps. Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide Professional Development on CPI and de-escalation techniques.	
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to survey data, 50% feel safe at school and 72% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Regular Coaching & Development of leadership Teams (using ASLF & TLF) **Need:** The SBAC ELA and Math results for the 2022-2023 school year reveal significant disparities in academic achievement among our unduplicated student groups compared to their peers. Specifically, English Learners (EL) show a decrease in Distance from Standard (DFS) in ELA to -106.50 and in Math to -165.60. Socioeconomically Disadvantaged students' performance also highlights a gap, with ELA DFS at -35.40 and Math DFS at -90.10. These gaps indicate a critical need for engaging our educators in consistent cycles of observation and feedback in order to create opportunities for educator development and close potential pedagogical gaps through 1:1 coaching, learning, and support. **Scope:** LEA-wide	By supporting our educators in strengthening practices that are culturally responsive and aligned with our anti-racist mission and values we directly address the engagement and achievement opportunities our unduplicated student groups face. We will support the growth of our educators in a consistent coaching cycle of observation and feedback aligned to Aspire LA's Instructional Coaching Model and rooted in Aspire Student Learning Framework. We will also utilize TeachBoost as an observation tool to track ASLF observations and determine next steps for our educators as the grow the profession of teaching. This ensures that all students, regardless of their socioeconomic status, have equal access to robust learning. Providing these supports on a school wide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	Metric (3.2) Teacher Sense of Safety and School Connectedness
3.3	**Action:** Teammate Retention **Need:** Due to the COVID 19 Pandemic, Ollin has experienced staff turn-over in the course of the last few years with many vacancies being filled by long-term substitutes for the 22-23 SY. Considering, we want to ensure that all vacancies are filled by credentialed teachers and the staff is retained on site to maintain	Retention (Hard to fill and Black Staff)- the regional Talent team will support retention by ensuring a thorough and transparent recruitment process, provide ongoing support and communication to new hires during their onboarding and conduct check-ins with staff to foster a sense of belonging and appreciation. The Talent team will also provide avenues for career growth and advancement, offering support and resources. Additionally, the Talent team will work closely with school leadership to identify and	Metric (3.3) Teammate Retention

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	stability and consistency for our students, which will in turn increase student achievement for all student groups including our most vulnerable pupils. A high teammate retention rate is crucial for unduplicated students, such as English learners, foster youth, and low-income students, because consistent staff presence helps build strong relationships and creates a stable learning environment. Unduplicated students often require sustained support to overcome academic barriers, and continuity in staffing ensures that educators are better acquainted with each student's needs, learning history, and challenges. This continuity allows staff to provide tailored support, foster trust, and implement strategies effectively, thereby improving academic and socio-emotional outcomes. **Scope:** LEA-wide	address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	

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	6,643,194	2,568,514	38.664%	0.000%	38.664%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,577,390.00	$1,687,200.00	$0.00	$380,865.00	$4,645,455.00	$4,457,255.00	$188,200.00

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	$100,000.00	$75,000.00	$175,000.00				$175,000.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,167,281.00	$0.00	$1,167,281.00				$1,167,281.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$154,107.00	$0.00		$154,107.00			$154,107.00	
1	1.4	Instruction (Assessment)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.5	MLL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00			$0.00	$0.00	
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,557,163.00	$0.00		$1,478,827.00		$78,336.00	$1,557,163.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$78,038.00	$0.00	$78,038.00				$78,038.00	
1	1.9	Cultivating a Post-Secondary Going Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,200.00	$25,200.00				$25,200.00	
1	1.10	Title I	All	No			All Schools	Ongoing	$302,529.00	$0.00				$302,529.00	$302,529.00	

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	2.1	Family and Community Engagement & Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$88,627.00	$0.00	$88,627.00				$88,627.00	
2	2.2	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$284,202.00	$0.00	$284,202.00				$284,202.00	
2	2.3	PBIS Multi-Tiered system of supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$280,557.00	$0.00	$280,557.00				$280,557.00	
2	2.5	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	Enrollment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$390,485.00	$55,000.00	$445,485.00				$445,485.00	
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$27,000.00	$27,000.00				$27,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Teammate Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
3	3.5	Pipeline Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Black Scholar Services	All Black Students	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$54,266.00	$0.00		$54,266.00			$54,266.00	
4	4.2	Math	All	No			All Schools	2025-26								

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
6,643,194	2,568,514	38.664%	0.000%	38.664%	$2,577,390.00	0.000%	38.797 %	**Total:**	$2,577,390.00
								LEA-wide Total:	$2,577,390.00
								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	$175,000.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,167,281.00	
1	**1.4**	Instruction (Assessment)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.8**	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,038.00	
1	**1.9**	Cultivating a Post-Secondary Going Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,200.00	
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,627.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Foster Youth	All Schools	$284,202.00	

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 (%)
					Low Income			
2	**2.3**	PBIS Multi-Tiered system of supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.4**	SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,557.00	
2	**2.5**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$445,485.00	
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,000.00	
3	**3.3**	Teammate Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,648,371.00	$4,473,069.00

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	$389,042.00	$400,637
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$616,814.00	$618,149
1	**1.3**	Instruction (Master Scheduling)	No	$149,789.00	$147,726
1	**1.4**	Instruction (Assessment)	Yes	$0.00	$0.00
1	**1.5**	MLL	No	$8,298.00	$0.00
1	**1.6**	SPED	No	$1,831,930.00	$1,660,477
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Yes	$105,197.00	$105,115
1	**1.9**	Cultivating a Post-Secondary Going Culture	Yes	$25,200.00	$27,222
1	**1.10**	Title I	No	$265,760.00	$261,064
2	**2.1**	Family and Community Engagement & Outreach	Yes	$88,606.00	$85,197

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Attendance	Yes	$352,890.00	$354,010
2	2.3	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00
2	2.4	SEL	Yes	$275,131.00	$270,273
2	2.5	School Climate	Yes	$0.00	$0.00
2	2.6	Enrollment	No	$0.00	$0.00
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$473,714.00	$465,199
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$30,000.00	$27,000
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	No	$0.00	$0.00
3	3.3	Teammate Retention	Yes	$36,000.00	$51,000
3	3.4	Affinity Groups	No	$0.00	$0.00
3	3.5	Pipeline Development	No	$0.00	$0.00
3	3.6	Black Scholar Services	No	$0.00	$0.00

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)
$2,359,446	$2,392,594.00	$2,403,802.00	($11,208.00)	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	$389,042.00	$400,637		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$616,814.00	$618,149		
1	1.4	Instruction (Assessment)	Yes	$0.00	$0.00		
1	1.8	College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity)	Yes	$105,197.00	$105,115		
1	1.9	Cultivating a Post-Secondary Going Culture	Yes	$25,200.00	$27,222		
2	2.1	Family and Community Engagement & Outreach	Yes	$88,606.00	$85,197		
2	2.2	Attendance	Yes	$352,890.00	$354,010		
2	2.3	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00		
2	2.4	SEL	Yes	$275,131.00	$270,273		
2	2.5	School Climate	Yes	$0.00	$0.00		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$473,714.00	$465,199		
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$30,000.00	$27,000		

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)
3	**3.3**	Teammate Retention	Yes	$36,000.00	$51,000		

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)
6,009,258	$2,359,446	0.000%	39.264%	$2,403,802.00	0.000%	40.002%	$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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