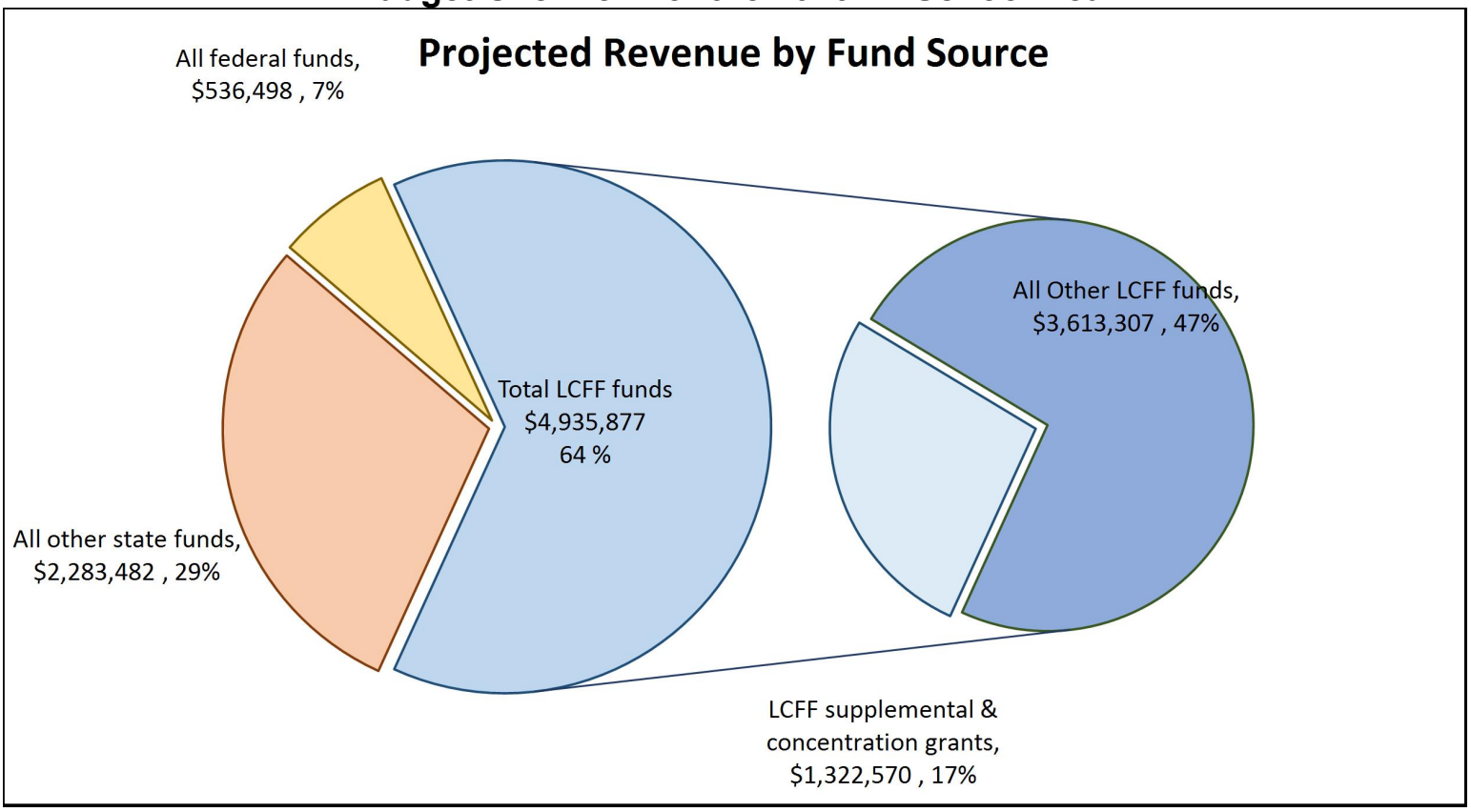
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Titan Academy
CDS Code: 19-64733-0120477
School Year: 2026-27
LEA contact information:
Christopher Lopez
Principal
AspireTTN@aspirepublicschools.org
323-583-5421

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

Budget Overview for the 2026-27 School Year

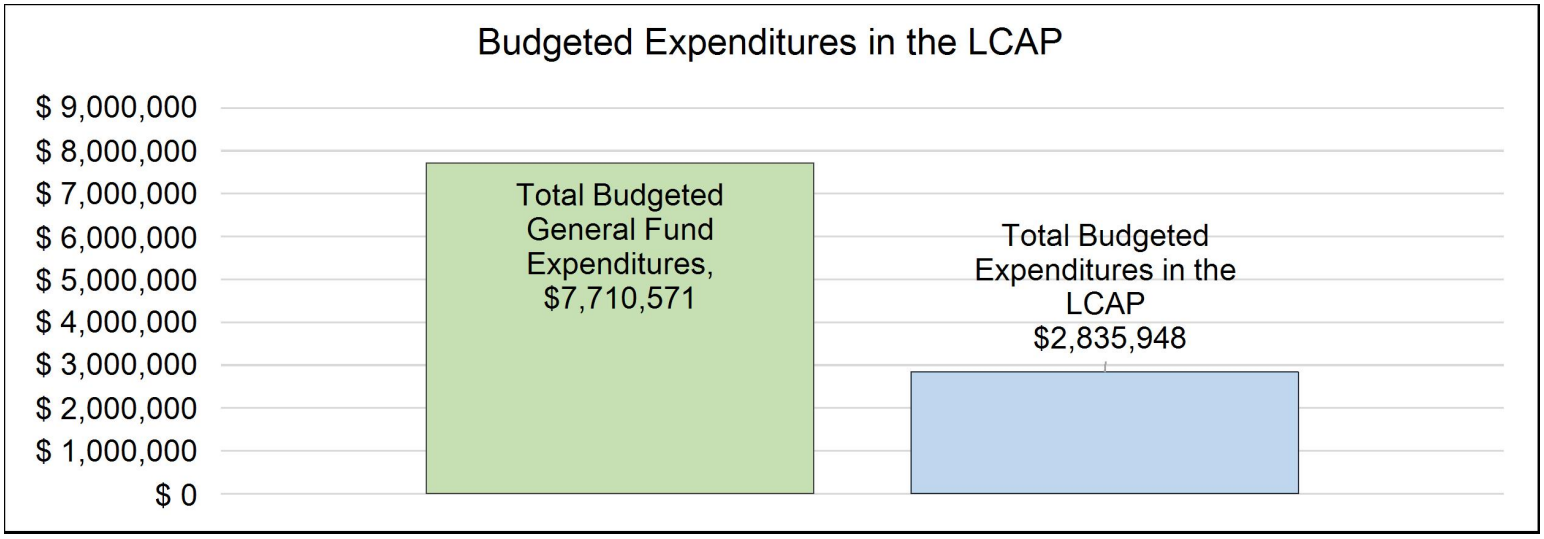


This chart shows the total general purpose revenue Aspire Titan Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Titan Academy is $7,755,857, of which $4,935,877 is Local Control Funding Formula (LCFF), $2,283,482 is other state funds, $0 is local funds, and $536,498 is federal funds. Of the $4,935,877 in LCFF Funds, $1,322,570 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 Titan Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Titan Academy plans to spend $7,710,571 for the 2026-27 school year. Of that amount, $2,835,948 is tied to actions/services in the LCAP and $4,874,623 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

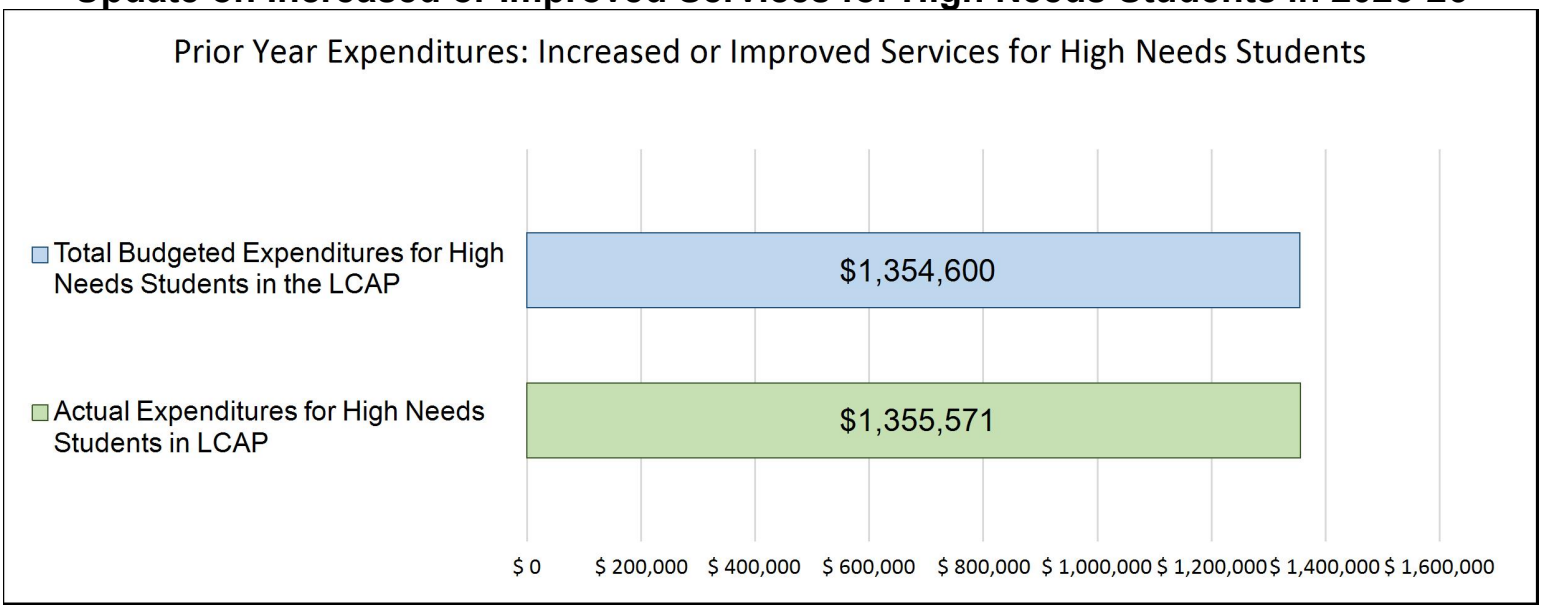
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Titan Academy is projecting it will receive $1,322,570 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Titan Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Titan Academy plans to spend $1,323,413 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Aspire Titan 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 Titan Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aspire Titan Academy's LCAP budgeted $1,354,600 for planned actions to increase or improve services for high needs students. Aspire Titan Academy actually spent $1,355,571 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Titan Academy	Christopher Lopez Principal	AspireTTN@aspirepublicschools.org 323-583-5421

Plan Summary [2026-27]

General Information

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

Aspire Titan Academy, located in Huntington Park, CA, is a TK-5 school within the Aspire Public Schools network. Opened in 2009, Titan Academy has an enrollment of 320 students, the school primarily serves a Latinx student body (95%), with 87% of students qualifying for free and reduced lunch.

Led by Principal Christopher Lopez, Aspire Titan Academy is committed to fostering a rigorous academic and joyous environment paired with a supportive and inclusive culture. The school emphasizes the development of 21st-century skills through technology integration, culturally responsive curriculum, and social justice initiatives. The curriculum includes a strong core program complemented by science, physical education, music, social studies, and specific academic time to meet students' diverse needs. Titan Academy prioritizes students' social-emotional learning (SEL). To support this, dedicated SEL time is embedded into the school day, and staff implement a targeted SEL curriculum to support and differentiate learning for students in TK–5. The school also emphasizes restorative practices and Positive Behavioral Interventions and Supports (PBIS), earning California PBIS Silver Recognition in the 2024–2025 school year.

Approximately 30% of students at Titan Academy are English Language Learners, and the school offers daily dedicated academic English instruction and opportunities for language practice across content areas. The school's commitment to social-emotional learning, anti-racist education, culturally responsive and inclusive learning experiences, and collaboration creates an environment where students are encouraged to view themselves as assets to their communities while working toward academic excellence. Approximately 14% of students at Titan Academy are students with disabilities. The school supports these students through individualized supports, co-teaching models, and responsive, inclusive strategies designed to meet diverse learning needs. Titan Academy prioritizes strong family partnerships and

collaboration, creating regular opportunities for families to engage with the school community through events such as family workshops, Coffee with the Principal gatherings, and other community-building activities that support student learning and well-being. Together, these efforts reflect Titan Academy's ongoing commitment to equity, inclusion, and belonging, ensuring that all students and families feel seen, supported, and valued within the school community. The school believes that meaningful collaboration among students, families, and staff is essential to creating an environment where every learner can thrive.

Aspire Titan Academy's vision is: We believe that it takes a network of exceptional educators and community members to strategically support the development and empowerment of all students. Our purpose is to disrupt the systems of power and privilege in schools through anti-racists practices to ensure all students have access to an equitable education.
And our aligned mission helps us pursue this vision: Routinely reflect on professional growth and social-emotional development of staff in order to have better educational outcomes for students. Affirm the histories and experiences of people of color and expanding on the strengths of the students we serve. Develop partnerships with families and community as a network of resources to honor, design, and implement culturally responsive and inclusive learning experiences for all students.

Through collaboration with all stakeholders, Titan Academy aims to create a communitiy that holistically supports all students and them resources and opportunties to thrive now and in their future to pursue a more equitable future for all communities, espeically our most margainalized students.

Reflections: Annual Performance

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

Successes: One notable success is the significant improvement in both school climate and academic performance, as evidenced by a 0% suspension rate, a 0.3% decrease, placing us in the blue on the state dashboard), a 6.5-point increase in English Language Arts with 36.4 points below standard to 29.9 (moving us from orange to yellow on the state dashboard) and a steady decline in chronic absenteeism from 37.5% (2022–2023) to 23.7% (2024–2025). This was achieved through targeted interventions, consistent implementation of behavioral expectations, data-driven instruction, and strategic support for student attendance and engagement. Additionally, in English Language Arts, students with disabilities, went -103 to -94 Distance from Standard, indicating our supports are increasing growth in this subpopulation. In addition, English Learners experienced some of the most consistent growth gains, demonstrating accelerated academic growth with ELA increases of 9.1 points (current ELs), 14.5 points (recently reclassified ELs), and 9.5 points (English-only students), a lower chronic absenteeism rate than all students (21.3 vs 23.7), alongside increased reclassification rates from 8.6% to 11.19%.

Challenges: However, we identified challenges in mathematics performance and chronic absenteeism among specific student groups. According to the California School Dashboard, some student groups are performing in the orange performance level for chronic absenteeism, including students with disabilities, who have a 32.6% chronic absenteeism rate compared to 23.7% for all students. Similarly, the orange performance level includes our overall student population in mathematics, as we declined from 41.1 points below standard in 2024 to 50.9 points below standard in 2025, representing a 9.7-point decrease and a shift from yellow to orange. Additionally, data from the state dashboard indicates challenges in math achievement for specific student groups, particularly Hispanic students, who experienced an 11.1-point decline—greater than the overall school decline—while English Learners declined by 5.7 points, less than the school average.

Actions Taken: To address identified challenges, particularly to support math instruction and learning and disparities in chronic absenteeism, we are intensifying targeted supports. In math, this includes strengthening Tier 1 instruction through professional development, co-planning and co-teaching with General Education teachers and Special Education Teachers, increasing the use of data to guide instruction, family workshops that focus on math, and expanding small group interventions. To reduce chronic absenteeism, particularly among students with disabilities, we are enhancing our MTSS approach with earlier interventions, individualized attendance plans, and stronger family engagement through consistent communication and outreach. To further support attendance, there is a Regional Newcomer and Attendance Support Specialist, that has been critical in providing culturally responsive support for multilingual learners to support with their attendance and learning. The targeted actions will benefit all students and are aligned to our LCAP goals.

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: Chronic Absenteeism: Students with Disabilities

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Teammate Surveys (conducted in October 2025 and February 2026), bi-monthly grade level Team Meetings, bi-monthly Staff Meetings, and bi-annual All Staff Needs Assessments through all-staff PD (February 2026 and May 2026). These engagements provided valuable feedback on classroom practices, curriculum implementation and supports, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the principal and administrators, participated in weekly Lead Team Meetings, weekly Admin Team Meetings, bi-monthly Staff Meetings, Quarterly Professional Learning Plan meetings, and bi-annual Teammate Surveys (October 2025 and February 2026). These engagements focused on schoolwide planning, resource allocation, professional learning, data analysis, and goal setting, ensuring alignment of the LCAP with the overall strategic direction and goals of the school.
Other School Personnel	Non-instructional staff were engaged through the bi-annual Teammate Surveys (conducted in October 2025 and February 2026), weekly non-instructional staff meetings, and bi-monthly Staff Meetings, and bi-annual All Staff Needs Assessments through all-staff PD (February 2026 and May 2026)These engagements provided input on cultural and behavioral awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.

Educational Partner(s)	Process for Engagement
Parents	Parents and families were engaged through the bi-annual Family Surveys (conducted in October 2025 and February 2026), quarterly School Site Council and English Language Advisory Committee meetings, monthly Parent Meetings, Back to School Nights, Parent-Teacher Conferences, Open House, and monthly Parent Workshops. Parents and families explicitly looked LCAP goals and gave feedback in person and via survey on February 2026 at ELAC #3 and an April 2026 at SSC #3. These sessions captured parent feedback on barriers to engagement, family preferences, ideas, suggestions, and progress toward LCAP goals, ensuring that family voices were integrated into the planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in October 2025 and February 2026) that gathered feedback on classroom and school climate, sense of belonging, and learning experiences. Additionally, student-led conferences, Peer Mentor Program, onsite sports, after-school clubs, and Expanded Learning programming and 1-1 conversations contributed to feedback and identify key areas of improvement.
SELPA (Special Education)	Titan consulted regularly with SELPA representatives through quarterly meetings (early fall, winter, spring, and summer), bi-weekly Behavior Support Team meetings, and MTSS meetings to discuss program development, accommodations, and access to specialized services.

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

The educational partner engagement process directly informed refinements to Aspire Titan Academy's LCAP actions, services, and priorities. Feedback was gathered through staff surveys, leadership discussions, collaborative meetings--SSC, ELAC. Family Workshops and Coffee with the Principal, family engagement events, and ongoing educational partner input processes. These opportunities allowed the school to identify strengths and areas for growth related to instructional systems, intervention supports, student engagement, attendance, school culture, and equitable outcomes for student groups.

Feedback from teachers and staff--both instructional and non--instructional--highlighted several strengths across the LCAP goals, including strong curriculum implementation, increasing collaboration between general education and special education teachers through co-teaching models, and growing instructional consistency across classrooms. Staff noted that Students with Disabilities are receiving increased support through collaborative planning and inclusive instructional practices. At the same time, educational partners identified the need for additional intervention systems, expanded instructional support for English Learners and students performing below grade level, and more collaboration time between classroom teachers, intervention staff, instructional aides, and afterschool programs. In response, the LCAP was refined to

prioritize intervention staffing--including a Dean of Instruction and Newcomer Specialists for the 25-26 school year and an Instructional Assistant to support with interventions of English Learners for the 26-27 school year in response to this feedback, expanded professional development aligned to instructional frameworks, additional support for literacy and ELD implementation, and stronger systems for collaborative planning and instructional internalization.

Parent and family feedback reflected positive experiences with academic instruction, school safety, communication, and staff support for students from diverse backgrounds. Families shared appreciation for strong teacher relationships, family engagement opportunities, and schoolwide programs that support student learning and belonging. Parents also expressed interest in additional academic support opportunities, increased literacy support in both English and Spanish, more social-emotional and extracurricular activities, and stronger collaboration between families and schools to support student success. In response, the LCAP continues to prioritize family engagement, academic interventions, culturally responsive learning experiences, student wellness, and opportunities that strengthen partnerships between families, students, and staff. In response to this feedback, a Yearbook club was started, our Peer Mentor Program was expanded, and we held more quarterly workshops focused on academics and wellness for families.

Through consistent and sustained collaboration with key stakeholders, educational partner feedback directly influenced the prioritization and refinement of actions focused on instructional support, targeted intervention support, inclusive practices for students with disabilities and English Learners, attendance improvement, and family 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: -36.9 African American/Black: data not displayed English Learners: -48.8 Socioeconomically disadvantaged: -38.6 Hispanic/Latinx: -37	2023-2024 SBAC ELA DFS All Students: -36.4 English Learner: -51.3 Socioeconomically Disadvantaged: -37.1	2024-2025 SBAC ELA DFS All Students: -29.9 English Learner: -48.7 English Learners Only: -89.4 English Only: -19.4	2025-2026 SBAC ELA DFS All: -21.90 African American/Black: data not displayed English Learners: -33.80	All Students: Increased 7.0 English Learner: Increased 0.1 Hispanic: Increased 5.4 Socioeconomically Disadvantaged: Increased 7.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -95	Hispanic: -35.5 Students with Disabilities: -98.8	Hispanic: -31.6 Recently Reclassified Fluent-English Proficient Only: 24.5 Socioeconomically Disadvantaged: -30.8 Students with Disabilities: -94.2	Socioeconomically disadvantaged: -23.60 Hispanic/Latinx: -22 Students with Disabilities: -80	Students with Disabilities: Increased 0.8
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -54.7 African American/Black: data not displayed English Learners: -53.7 Socioeconomically disadvantaged: -55.8 Hispanic/Latinx: -55.7 Students with Disabilities: -86.4	2023-2024 SBAC MATH DFS All Students: -41.1 English Learner: -52.4 Socioeconomically Disadvantaged: -42.7 Hispanic: -41.7 Students with Disabilities: -97	2024-2025 SBAC MATH DFS All Students: -50.9 English Learner: -58.2 English Learners Only: -80.9 English Only: -49.6 Hispanic: -52.8 Recently Reclassified Fluent-English Proficient Only: -16.5 Socioeconomically Disadvantaged: -51.7 Students with Disabilities: -119.3	2025-2026 SBAC Math DFS All: -36.70 African American/Black: data not displayed English Learners: -35.70 Socioeconomically disadvantaged: -37.80 Hispanic/Latinx: -37.70 Students with Disabilities: -68.40	All Students: Decreased 3.8 English Learner: Decreased 4.5 Hispanic: Decreased 2.9 Socioeconomically Disadvantaged: Decreased 4.1 Students with Disabilities: Decreased 32.9
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 23.33% Met & Exceeded	2023-24 Science Test % Below Standard	2024-25 Science Points (SPs) All Students: 47.4 science points	2025-2026 Science Test 28.33% Met or Exceeded	Increased .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 16.9 points below Socioeconomically Disadvantaged: 17.4 points below All Students: 17 points below Hispanic: 16.5 points below 22.41% Met or Exceeded	English Learner: 45 science points English Learners Only: 31.5 science points English Only: 47.3 science points Hispanic: 47.1 science points Recently Reclassified Fluent-English Proficient Only: 61.9 science points Socioeconomically Disadvantaged: 47.8 science points 23.73% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 50.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 57.7% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 55.4% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 57% of ELs making progress towards English language proficiency	Increased 4.9%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 17.20%	2023-2024 RFEP Rate: 8.66%	2024-25 RFEP Rate: 11.19%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 6.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 5	2025-2026 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	Maintained
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	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	2025-2026 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	2026-2027 Average Rating: 4 or above	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	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	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		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that made annual typical growth All Students: 54% Grade K: 8% Grade 1: 60% Grade 2: 46% Grade 3: 63% Grade 4: 69% Grade 5: 66% iReady Math % of students that made annual typical growth All Students: 53%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 42% Grade 3: 39% Grade 4: 38% Grade 5: 49% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 16% Grade K: 23% Grade 1: 13% Grade 2: 12% Grade 3: 20%	2025-26 Outcome SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 39% Grade K: 63% Grade 1: 40% Grade 2: 28% Grade 3: 58% Grade 4: 28% Grade 5: 24% SY 2025-26 (iReady Math) % of students that met annual typical growth	2026-2027 40% of All Students Met 100% of the Typical Annual Growth	Other academic outcomes (iReady Reading) All Students: Decreased 15% Grade K: Increased 55% Grade 1: Decreased 20% Grade 2: Decreased 18% Grade 3: Decreased 5% Grade 4: Decreased 41% Grade 5: Decreased 42% Other academic outcomes (iReady Math) All Students: Decreased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade K: 36% Grade 1: 78% Grade 2: 40% Grade 3: 55% Grade 4: 54% Grade 5: 52%	Grade 4: 17% Grade 5: 10%	All Students: 40% Grade K: 43% Grade 1: 56% Grade 2: 24% Grade 3: 46% Grade 4: 40% Grade 5: 33%		Grade K: Increased 7% Grade 1: Decreased 22% Grade 2: Decreased 16% Grade 3: Decreased 9% Grade 4: Decreased 14% Grade 5: Decreased 19%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 21% at & above benchmark	2024-25 39.00% at or above benchmark	2025-26 37.00% at or above benchmark	2026-2027 60% at & above benchmark	Increased 16%

Goal Analysis [2025-26]

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

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

Aspire Titan Academy mostly implemented the actions aligned to Goal 1 through the continued implementation of standards-aligned curriculum, ASLF-aligned coaching and professional development, equitable master scheduling, data-driven assessment cycles, integrated and designated ELD supports, inclusive SPED practices, and Title I-funded instructional supports designed to strengthen Tier 1 instruction and accelerate academic growth for all students. Throughout the year, staff engaged in collaborative planning, lesson internalization, data analysis cycles, and instructional coaching aligned to the Aspire Student Learning Framework (ASLF) to ensure students had access to rigorous, culturally responsive, and inclusive learning experiences. Teachers implemented small-group instruction, intervention blocks, co-teaching structures, and individualized learning supports while utilizing assessment data to inform instructional adjustments and targeted intervention.

Implementation also included maintaining 1:1 Chromebook access, providing supplemental intervention programs such as Sonday and Heggerty, expanding after-school academic supports, and ensuring master schedules protected access to intervention, enrichment, and collaborative planning opportunities. Titan continued to strengthen supports for Multilingual Learners through designated and integrated ELD instruction, targeted professional development, and ongoing collaboration with regional program managers. Inclusive instructional practices for Students with Disabilities were supported through co-planning structures, progress monitoring, and collaboration between General Education teachers, Education Specialists, and Program Specialists.

Several successes supported progress toward Goal 1. Titan demonstrated positive growth in ELA CAASPP performance, increasing 6.5 points from the previous year. Students with Disabilities in ELA also demonstrated growth, with DFS improving from -103 to -94, reflecting progress in targeted intervention and instructional supports. Multilingual Learners demonstrated accelerated academic growth, including increased reclassification rates from 8.6% to 11.19%, measurable language progress for 55.4% of students, and stronger annual typical growth in both ELA and Math compared to non-MLL peers. Hispanic/Latino students also outperformed non-Hispanic/Latino peers in annual academic growth, reflecting positive progress toward equitable outcomes for historically underserved student groups. For our internal iReady diagnostic benchmark, our goal for middle-of-year is 50% progress to annual typical growth and we surpassed by 19% with 69% progress to annual typical growth for all students. In this same benchmark, Multilingual Learners (MLLs) are outperformed non-MLLs in annual typical growth by 7%, indicating that targeted language development supports are contributing to accelerated progress.

Mathematics achievement for Students with Disabilities remains an ongoing area of focus, as DFS data changed from -110 to -117, indicating the need for strengthened intervention systems, differentiated instruction, and additional targeted support in mathematics. These implementation outcomes reinforced the importance of continued collaborative planning, culturally responsive instruction, progress monitoring cycles, and inclusive instructional practices to ensure all students remain connected to rigorous grade-level learning and demonstrate continued academic growth.

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.

Due to increase in needs, school site spent more in special education expenses than originally budgeted.
Variance in MLL is attributed to updated Title III allocations.
Variance in Title I is attributed to updated allocations.

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

The actions implemented under Goal 1 have been partially effective in improving academic outcomes and increasing equitable access to rigorous instruction for all student groups at Aspire Titan Academy. Full implementation of curriculum, intervention, ASLF-aligned coaching, collaborative planning, MLL supports, SPED supports, and Title I-funded instructional systems contributed to measurable growth in ELA performance and accelerated growth for several student groups. ELA CAASPP performance increased by 6.5 points from the previous year, and Students with Disabilities in ELA demonstrated growth as DFS improved from -103 to -94, reflecting the positive impact of targeted literacy interventions, progress monitoring, and inclusive instructional practices.

Actions related to Multilingual Learner supports were also effective in improving language acquisition and academic growth outcomes. Reclassification rates increased from 8.6% to 11.19%, 55.4% of Multilingual Learners demonstrated measurable language progress in the iReady middle-of-year diagnostic, and MLL students exceeded non-MLL peers in annual typical growth in both ELA and Math for iReady. Hispanic/Latino students also demonstrated stronger annual growth compared to non-Hispanic/Latino peers, indicating that culturally responsive instruction, integrated and designated ELD supports, and targeted interventions positively impacted student achievement.

Mathematics outcomes indicate an opportunity for continued growth and refinement of instructional systems, particularly for Students with Disabilities. While instructional supports, intervention blocks, co-teaching structures, and data-analysis cycles were implemented, DFS for Students with Disabilities in Math changed from -110 to -117, demonstrating that current supports did not yet produce the desired acceleration in math achievement. These outcomes reinforced the importance of strengthening Tier 1 math instruction, increasing differentiated and small-group supports, and ensuring stronger alignment between intervention practices and grade-level standards to improve outcomes for high-need student groups.

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 CAASPP, i-Ready, ELPI, and subgroup performance data, Titan will continue strengthening instructional coherence and fidelity, targeted intervention systems, and differentiated instructional practices during the coming school year. Professional development, PLCs, coaching cycles, and collaborative planning time will place increased emphasis on math rigor, differentiated instruction, small-group learning, and effective supports for Students with Disabilities and Multilingual Learners.

The school will utilize PLCs, cycles of inquiry, and progress monitoring systems to regularly review assessment data, subgroup trends, attendance, and language acquisition outcomes in order to identify students needing additional support and intervention. Titan will also strengthen alignment between core instruction and intervention supports while continuing to expand culturally responsive instructional practices, inclusive co-teaching models, and integrated ELD 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
1.1	Grade Level Curriculum	Continue with the implementation and purchase needed curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. Continue to purchase additional supplemental curriculum (Sonday and Heggerty) for use in core program and during ELOP and integrate data-driven monitoring of student progress to inform adjustments to instruction. Provide professional development and support for current curriculum implementation, including follow-up workshops, PLC's or coaching sessions to address teacher needs and implementation consistency. Purchase replacement Chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences with regular maintenance and tech support provided to ensure consistent functionality. Purchase individualized learning curriculum (iReady Toolbox, Reflect, etc.) and regularly review assessment data to gauge effectiveness and adjust instructional strategies as necessary. 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 with scheduled collaborative planning meetings focused identifying student needs and sharing instructional strategies. In accordance with the Williams-Act Requirements for textbooks and curriculum, incorporating feedback loops to address teacher and student concerns.	$144,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 bi-monthly PLC time for teachers to collaborate and responsively plan, in addition to, 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. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Orange and Yellow indicators for SBAC Math and ELA demonstrate the continued actions of providing professional development monthly on the elements of our Guaranteed and Viable instruction, the continued use of small group data-informed instruction that takes place during team meetings and professional development meetings. Additionally, there is focused intervention to close the achivement gaps for those most at risk, like our Students with Disabilities in both Math and ELA and will gain the help of our regional content directors/program managers to help with our professional development to help further support this group monthly as opposed to every two months. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard.	$558,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Orange and Yellow indicators for SBAC Math and ELA demonstrate the continued actions of providing professional development monthly on the elements of our Guaranteed and Viable instruction, the continued use of small group data-informed instruction that takes place during team meetings and professional development meetings. Additionally, there is focused intervention to close the achivement gaps for those most at risk, like our Students with Disabilities in both Math and ELA and will gain the help of our regional content directors/program managers to help with our professional development to help further support this group monthly as opposed to every two months.		
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 especially in the coring grades. Ensure master schedule has time for intervention to the extent possible that does not limit access to enrichment. Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills) through collaborating and observing classroom teachers during the academic school day. School schedules will reflect time for daily and weekly intervention and acceleration. Early Learning to ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds) with the help of the Early Learning Academic Program Manager.	$186,481.00	No

Action #	Title	Description	Total Funds	Contributing
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 included 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, Sonday, etc.). Co-plan PD with regional academic 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). 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.		No
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 receive designated ELD instruction weekly without losing access to core content. Purchase additional materials/kits for student groups (EL, LTEL, Newcomer) of students based on data. Provide Professional Development on Designated MLL support.	$13,434.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide at least 3 professional development sessions on Integrated MLL support (example: structured student talk routines, understanding ELPAC data to inform instruction, content-specific integrated ELD, supporting MLL focus students). 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. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Orange 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 Conduct a program review and conduct co-teaching with program specialists. Complete the self-assessment and create 1-2 goals based on self-assessment. Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough	$1,072,374.00	No

Action #	Title	Description	Total Funds	Contributing
		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-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 regional SPED team to plan instructional PDs for special education staff (co-teaching, disabilities, IAs). Ensure SPED instructional assistants receive appropriate training to support school-wide goals. 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 Students with Disabilities in SBAC Math as well as supporting our Students With Disabilities with making more growth in ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.7	Black Excellence	Continue our Pro-Black Programming through the help of our Pro-Black Program Coordinator role to support our anti-racist work during the school year including our Black History Month celebrations (providing materials t-shirts, supplies, etc.), and adjusting/supporting current curriculum with text and materials that support Black Excellence.		No

Action #	Title	Description	Total Funds	Contributing
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist Ed Tech Specialist 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.	$176,769.00	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 3-5: 81% Teacher-student relationships: Grades 3-5: 87% School Safety: Grades 3-5: 68%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 73% Teacher-student relationships: Grades 3-5: 85% School Safety: Grades 3-5: 62%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 75% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 62%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 100% Teacher-student relationships: Grades 3-5: 100% School Safety: Grades 3-5: 88%	Sense of Belonging (3-5): Decreased 6% Teacher-Student Rel (3-5): Decreased 9% School Safety (3-5): Decreased 6%

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: 0% African American/Black: Data not displayed Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.30% Hispanic: 0.30% Students with Disabilities: 0.00% English Learner: 0.00% Socioeconomically Disadvantaged: 0.30%	2024-2025 Suspension Rate All Students: 0.00% English Learner: 0.00% Hispanic: 0.00% Multiple Races/Two or More: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 0.00%	2025-2026 Suspension Rate All Students: 0% African American/Black: Data not displayed Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Maintained 0% Hispanic: Maintained 0% English Learners: Maintained 0% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Maintained 0%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 37.50% African American/Black: data not reported Hispanic/Latinx: 37.70% English Learners: 36.30% Socioeconomically disadvantaged: 37.30% Students with Disabilities: 36.70%	2023-2024 Chronic Absenteeism Rate All Students: 29.40% English Learner: 27.20% Socioeconomically Disadvantaged: 29.20% Hispanic: 28.60% Students with Disabilities: 35.00%	2024-2025 Chronic Absenteeism Rate All Students: 23.70% English Learner: 21.30% Hispanic: 23.30% Multiple Races/Two or More: 41.70% Socioeconomically Disadvantaged: 24.50% Students with Disabilities: 32.60%	2025-2026 Chronic Absenteeism Rate All: 28.50% African American/Black: data not reported Hispanic/Latinx: 28.70% English Learners: 27.30% Socioeconomically disadvantaged: 28.30% Students with Disabilities: 27.70%	All Students: Decreased 13.8% Hispanic: Decreased 14.4% English Learners: Decreased 15.0% Socioeconomically Disadvantaged: Decreased 12.8% Students with Disabilities: Decreased 4.1%

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)	22023-2024 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 18% responded favorably	2024-2025 Aspire Family Survey 2 Barriers to Engagement: 87% responded favorably Family Engagement: 20% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 19% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 43% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 1%
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	2025-2026 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	Maintained
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.73%	2024-2025 P2 Attendance Rate 92.30%	2025-26 P2 Attendance Rate 93.10%	2026-2027 Attendance Rate (P2)	Increased 0.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					96% or higher	
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 89% responded favorably “The school provides a safe environment for my child.” 80% 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 86% responded favorably: "The school provides a safe environment for my child." 73% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 82% responded favorably: ""The school provides a safe environment for my child."" 81% 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 89% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Decreased 7% Comfort with Staff: Increased 1%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Exemplary	Decreased (Exemplary to Good)

Goal Analysis [2025-26]

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

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

Aspire Titan Academy implemented Goal 2 actions focused on strengthening student wellness, school connectedness, positive school culture, family engagement, attendance systems, and whole child supports. Family and community engagement efforts included workshops, Panorama family surveys, bilingual communication through PowerSchool, SSC and ELAC meetings, and family events that incorporated

classroom walkthroughs and opportunities for families to provide feedback on instructional practices and school climate. The school also implemented targeted attendance systems through bi-monthly Attendance Team meetings, systems for family outreach, attendance incentives, home visits, and peer mentor systems designed to strengthen student belonging, accountability, and school engagement.

Aspire Titan Academy continued strengthening community partnerships and cross-school collaboration with neighboring schools like, Alliance Collins Family High School, through literacy initiatives, mentorship opportunities, volunteer programs, and schoolwide traditions that promoted student belonging, academic achievement, and college-going culture. Collins students supported and will continue to support Titan students through Read Across America activities, academic tutoring, SEL mentorship, and volunteer service, while collaborative projects between elementary and high school students fostered creativity, connection, and student voice. Community partnerships and equity-based practices also provided families with access to resources such as books, toys, hygiene products, workshops, and cultural community events designed to support whole-child wellness and reduce barriers to learning. Schoolwide traditions and positive community-building activities, including senior hallway walks, toy drives, and student-led encouragement during state testing, strengthened school pride, engagement, and connectedness across both school communities.

Titan continued implementation of schoolwide PBIS systems, restorative practices, school-wide SEL curriculum and staff professional development focused on de-escalation, positive behavior supports, and inclusive practices. The school was recognized with the 2024–2025 PBIS Silver Award and is currently on track to earn Gold or Platinum recognition due to strengthened Tier 1, Tier 2, and Tier 3systems, consistent behavior expectations, positive reinforcement structures, student incentives, restorative approaches, and increased implementation fidelity across classrooms. Student support services, including counseling, mentoring, academic interventions, and peer mentorship opportunities, were implemented to support both academic and social-emotional growth for students.

Several successes contributed to progress toward Goal 2. Chronic absenteeism improved from 28.82% in the 2023–2024 school year to 22.54%, just shy of our 20% goal, in the 2024–2025 school year, reflecting the positive impact of attendance interventions, family outreach efforts, peer mentorship supports, and student engagement systems. Family workshops and school engagement opportunities strengthened relationships between families and the school community, while PBIS implementation and restorative practices contributed to a more positive and supportive school climate. Challenges remained in ensuring consistent family participation across all engagement opportunities and continuing to strengthen attendance and behavioral supports for students with the highest levels of need.

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

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 implemented under Goal 2 have been effective in strengthening student engagement, improving school climate, and reducing chronic absenteeism at Aspire Titan Academy. Attendance systems, PBIS implementation, restorative practices, SEL supports, and family engagement efforts contributed to measurable improvements in student connectedness and attendance outcomes. The suspension rate was 0%, indicating the effectiveness of restorative practices in preventing and reducing exclusionary discipline while promoting positive student behavior, accountability, and conflict resolution. Chronic absenteeism decreased from 28.82% in the 2023–2024 school year to 22.54% in the

2024–2025 school year, demonstrating the positive impact of targeted attendance interventions, peer mentorship systems, family outreach, and schoolwide incentive programs.

PBIS and school climate actions were also effective in creating more positive and supportive learning environments for students, this includes: strengthened Tier 1 systems, school-wide alignment on PBIS systems, restorative practices, positive behavior reinforcement systems, and consistent schoolwide expectations. Family engagement efforts, including workshops, classroom walkthrough opportunities, surveys, and SSC/ELAC participation, helped strengthen communication and partnerships between families and the school community.

While progress was made, implementation data and schoolwide trends indicate opportunities to continue strengthening consistent family engagement and targeted supports for students with chronic attendance or behavioral needs. These findings reinforced the importance of continuing whole-child systems, restorative approaches, attendance monitoring, and student mentorship opportunities to improve school connectedness and ensure all students feel safe, supported, and engaged in their learning environment.

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 attendance, Panorama, behavioral, and family engagement data, Aspire Titan Academy will continue strengthening whole-child systems and schoolwide supports during the coming school year. Attendance systems will continue to prioritize early intervention, family outreach, peer mentorship opportunities, attendance incentives, and targeted supports for students identified as chronically absent or at-risk. The school also plans to continue expanding family workshops and engagement opportunities that strengthen partnerships between home and school through classroom walkthroughs, feedback opportunities, and collaborative community-building experiences.

Titan will continue refining PBIS and restorative practice implementation to increase consistency across classrooms and further strengthen positive school culture and student belonging. Professional development will continue focusing on de-escalation strategies, restorative practices, SEL, and culturally responsive approaches to student support. The school will also continue utilizing attendance, behavior, Panorama, and family engagement data to guide cycles of inquiry and improve targeted interventions designed to support student wellness, engagement, and academic success.

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	Continue with a variety of events, meetings, and workshops for families, communication in home language using PowerSchool Communication, parent engagement efforts, family surveys to include feedback in strategic planning, create regional black family advisory council group to provide input on school culture, programming, and outreach efforts for our Black	$40,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and monitor Panorama Family Survey related to family engagement for continuous improvement. Implement strategies to increase family attendance to the School Site Council and English Language Advisory Council meetings.		
2.2	Attendance	Continue with our school's Attendance Team to implement the attendance plan, progress monitor, and lead intervention strategies based on the weekly review of attendance data. Continue with family communication, especially around chronic absenteeism as well as school-wide attendance incentive programs. Focus on early family education around attendance as well as conduct home visits/outreach during the summer and at the beginning of the school year 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 Students with Disabilities in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.	$139,084.00	Yes
2.3	PBIS Multi-Tiered system of supports	Continue expanding our school's tiered Positive Behavioral Intervention and Supports (PBIS) system by cultivating a positive, supporting, and equitable learning environment for all students. Continue training all staff in PBIS training including restorative practices, promoting positive interactions and drive antiracism practices inside and outside the classroom. Continue our Tier 1 intervention plan that regularly meets, analyze and review data and make decisions based on data, implement stakeholder feedback into school decisions, norm on classroom and school routines and procedures, and referral and discipline support for all students specifically targeted subgroups based on data.		No
2.4	SEL	Continue to support adult SEL at our school site through school-wide staff meetings, inclusive rituals, engaging strategies, promoting SEL for students and families, the implementation of SEL curriculum, community		No

Action #	Title	Description	Total Funds	Contributing
		circles and building activities, reflecting on data (Panorama survey) for continuous improvement and progress monitoring.		
2.5	School Climate	Continue providing student support services such as counseling, mentoring, and academic intervention programs, reviewing the discipline data monthly to look and address school-wide trends with support plans, and using and analyzing Panorama SEL surveys to make adjustments/improvements to the school plan. Continue conducting consistent learning walks/fidelity checks on school-wide PBIS and restorative practices through school-wide Professional Development on behavior, CPI, and de-escalation techniques.		No
2.6	Enrollment	Continue having our school's Enrollment Team work on our student enrollment plan and lead student recruitment efforts while also implementing the Enrollment Guidance/Handbook to ensure the school's budgeted enrollment.		No
2.7	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$422,618.00	Yes

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 88.95% Fully Credentialed	2022-23 86.79% Fully Credentialed	2023-24 90.91% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 1.96%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 89% responded favorably Belonging: 88% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 88% responded favorably	2025-26 Aspire Teammate Survey School Climate: 36% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: Decreased 53% Belonging: Decreased 24% Well-being: Decreased 35% Staff-Leadership Rel: Decreased 63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well-being: 83% responded favorably Staff-Leadership Relationships: 93% responded favorably Cultural Awareness and Action: 53% responded favorably	Belonging: 82% responded favorably Well-being: 88% responded favorably Staff-Leadership Relationships: 86% responded favorably Cultural Awareness and Action: 62% responded favorably	Belonging: 64% responded favorably Well-being: 48% responded favorably Staff-Leadership Relationships: 30% responded favorably Cultural Awareness and Action: 32% responded favorably	Belonging: 95% responded favorably Well-being: 95% responded favorably Staff-Leadership Relationships: 95% responded favorably Cultural Awareness and Action: 73% responded favorably	Cultural Awareness: Decreased 21%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 98.1%	Retention Rate 96.20%	Retention Rate 92.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 6.1%

Goal Analysis [2025-26]

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

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

Aspire Titan Academy implemented Goal 3 actions focused on developing, supporting, and retaining educators committed to equity, culturally responsive teaching, and anti-racist instructional practices. Leadership teams utilized TeachBoost and ASLF-aligned coaching cycles to support teacher growth, instructional feedback, and professional development aligned to the Aspire LA Instructional Coaching Model. Sitewide professional development focused on culturally responsive teaching, Universal Design for Learning (UDL), identity, diversity, justice, and action to strengthen inclusive instructional practices and culturally affirming learning environments for students.

Titan also implemented teammate support and retention structures through onboarding supports, regular check-ins, Professional Learning Plan (PLP) meetings, and leadership development conversations focused on career growth and professional advancement. Coaching cycles, collaborative planning opportunities, and ongoing feedback structures supported instructional consistency and teacher development throughout the school year. Staff provide feedback to leadership via the Panorama survey which provides insight and guidance to support staff with responsive development and learning.

Successes included 100% teacher retention from school year 2024-2025 to 2025-2026. Additional successes included maintaining strong coaching and professional learning systems that supported teacher development and instructional alignment across classrooms. Staff collaboration, culturally responsive professional development, and leadership support structures contributed to positive school culture and ongoing instructional growth. Challenges remained in fully implementing all Black Scholar Services programming opportunities and ensuring sustainable capacity for affinity-based supports and leadership development systems, and Titan will have an increased focus on recruiting Black staff.

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 implemented under Goal 3 have been effective in strengthening instructional coaching systems, professional learning structures, and educator development at Aspire Titan Academy. ASLF-aligned coaching cycles, TeachBoost observations, and culturally responsive teaching professional development supported instructional growth and alignment to schoolwide priorities. 100% of staff engage in Professional Learning Plans. Professional Learning Plan (PLP) meetings and career development conversations also provided teammates with opportunities for reflection, goal setting, and professional growth.

Actions related to culturally responsive teaching and inclusive instructional practices contributed to stronger instructional consistency and reinforced the school’s commitment to equity and anti-racist education. Affinity group participation opportunities, coaching supports, and staff collaboration structures positively supported teammate engagement and professional learning throughout the year.

While many actions were successfully implemented and all teammates set goals, not all teammates met goals in their middle of year PLP, as result, differentiated support based on goals completion will be implemented for the next school year to enable equitable development of all staff. In addition, increasing supports to Instructional Assistants can be strengthened to ensure all instructional staff have consistent PLCs. These findings reinforced the importance of continuing to strengthen staff support systems for a diverse staff, leadership development opportunities, and sustainable structures that promote teammate belonging, collaboration, and long-term retention of a diverse staff.

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 implementation outcomes and staff feedback, Aspire Titan Academy will continue strengthening coaching systems, culturally responsive teaching professional development, and leadership development opportunities during the coming school year. The school will continue prioritizing ASLF-aligned coaching cycles, collaborative planning, and Professional Learning Plan (PLP) meetings to support teacher growth, instructional consistency, and career development.

Titan also plans to strengthen implementation of Black Scholar Services programming and affinity-based support structures by increasing opportunities for staff collaboration, targeted professional development, and leadership capacity-building. Future actions will continue emphasizing teammate belonging, culturally responsive instructional practices, staff wellness, and sustainable retention systems to foster a positive and inclusive professional community. Differentiated supports and coaching for school year 2025-2026 will focus on 2024-2025 goal development to ensure responsive coaching is an extension to a teacher's learning progression.

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)	Continue to utilize Teachboost as an observation tool to track ASLF observations. Ensure that there is a clear and consistent coaching cycle process in place that is aligned to Aspire LA's Instructional Coaching Model.	$18,000.00	Yes
3.2	Culturally Responsive Teaching (CRT) Professional Development	Continue to provide site-wide professional development on culturally responsive teaching to ensure 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 and follow up cycles to these professional developments.		No
3.3	Teammate Retention	Retention (Hard to fill and Black Staff)- Talent will continue to 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		No

Action #	Title	Description	Total Funds	Contributing
		closely with school leadership to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.		
3.4	Affinity Groups	Continue to ensure all teammates have the ability to attend regional affinity groups.		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.).		No
3.6	Black Scholar Services	Continue to 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.		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: -36.9 African American/Black: Data Not Displayed English Learners: -48.8 Hispanic/Latinx: -37.0 Socioeconomically Disadvantaged: -38.6 Students with Disabilities: -95.0	2023-2024 SBAC ELA DFS All Students: -36.4 English Learner: -51.3 Socioeconomically Disadvantaged: -37.1 Hispanic: -35.5 Students with Disabilities: -98.8	2024-2025 SBAC ELA DFS All Students: -29.9 English Learner: -48.7 English Learners Only: -89.4 English Only: -19.4 Hispanic: -31.6 Recently Reclassified Fluent-English	2025-2026 SBAC ELA DFS All: -21.90 African American/Black: data not displayed English Learners: -33.80 Socioeconomically disadvantaged: -23.60 Hispanic/Latinx: -22 Students with Disabilities: -80	All Students: Increased 7.0 English Learner: Increased 0.1 Hispanic: Increased 5.4 Socioeconomically Disadvantaged: Increased 7.8 Students with Disabilities: Increased 0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Proficient Only: 24.5 Socioeconomically Disadvantaged: -30.8 Students with Disabilities: -94.2		
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -54.7 African American/Black: Data Not Displayed English Learners: -53.7 Hispanic/Latinx: -55.7 Socioeconomically Disadvantaged: -55.8 Students with Disabilities: -86.4	2023-2024 SBAC MATH DFS All Students: -41.1 English Learner: -52.4 Socioeconomically Disadvantaged: -42.7 Hispanic: -41.7 Students with Disabilities: -97	2024-2025 SBAC MATH DFS All Students: -50.9 English Learner: -58.2 English Learners Only: -80.9 English Only: -49.6 Hispanic: -52.8 Recently Reclassified Fluent-English Proficient Only: -16.5 Socioeconomically Disadvantaged: -51.7 Students with Disabilities: -119.3	2025-2026 SBAC Math DFS All: -36.70 African American/Black: data not displayed English Learners: -35.70 Socioeconomically disadvantaged: -37.80 Hispanic/Latinx: -37.70 Students with Disabilities: -68.40	All Students: Decreased 3.8 English Learner: Decreased 4.5Hispanic: Decreased 2.9 Socioeconomically Disadvantaged: Decreased 4.1 Students with Disabilities: Decreased 32.9

Goal Analysis [2025-26]

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

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

Aspire Titan Academy fully implemented Goal 4 actions focused on providing targeted academic interventions and expanded learning opportunities to accelerate learning recovery and improve outcomes for identified student groups in ELA and Math. Students received small-group instruction, personalized learning supports through MyPath, before- and after-school intervention opportunities, and targeted academic

support during the instructional day. Teachers also engaged in professional development, coaching, and co-planning aligned to the California ELA/ELD and Mathematics Frameworks to strengthen instructional practices, scaffolding strategies for Multilingual Learners, and culturally responsive instruction.

Family engagement efforts included literacy and math workshops, class walkthroughs, take-home learning resources, and continued communication to support student learning outside of the classroom. Expanded learning opportunities and intervention systems were implemented to provide additional instructional time and differentiated support for students requiring acceleration and targeted intervention. Successful implementation was supported through collaborative planning structures, ongoing progress monitoring, and the use of assessment data to guide instruction and intervention decisions.

Several successes contributed to progress toward Goal 4, including increased ELA performance, accelerated growth for Multilingual Learners, and improvement in ELA outcomes for Students with Disabilities. Challenges remained in strengthening math acceleration and ensuring intervention systems consistently met the needs of all high-need student groups, particularly Students with Disabilities in Mathematics

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 implemented under Goal 4 have been partially effective in accelerating learning recovery and improving academic outcomes for identified student groups. ELA interventions, literacy supports, personalized learning pathways, and expanded instructional opportunities contributed to measurable academic growth, including a 6.5-point increase in ELA CAASPP performance and improved ELA DFS outcomes for Students with Disabilities from -103 to -94. Multilingual Learners also demonstrated strong academic growth and language progress, reflecting the positive impact of scaffolded instruction, targeted interventions, and designated supports.

Math intervention systems and expanded learning opportunities supported continued student access to academic supports and intervention services; however, data indicates an ongoing need to strengthen math acceleration systems for Students with Disabilities. While small-group interventions, MyPath supports, and instructional coaching were implemented, Math DFS for Students with Disabilities changed from -110 to -117, and a decrease from -41.2 to -50.9 for all students indicating that additional refinement of instructional strategies and intervention alignment is needed to accelerate student outcomes.

Overall, the implementation of targeted interventions, culturally responsive instructional practices, and expanded learning opportunities positively supported student engagement and academic growth. These findings reinforced the importance of maintaining strong progress-monitoring systems, differentiated instruction, and intervention structures to ensure all students continue making progress toward grade-level standards.

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 CAASPP, i-Ready, and subgroup performance data, Aspire Titan Academy will continue strengthening intervention systems and instructional supports during the coming school year. The school will prioritize increasing math acceleration opportunities, strengthening of tier 1 instruction and tier 2 differentiated small-group instruction, and improving alignment between intervention supports and core instruction for Students with Disabilities and other high-need student groups.

Titan will continue implementing expanded learning opportunities, personalized learning pathways, and culturally responsive instructional practices while refining progress-monitoring systems to more quickly identify and respond to student learning needs. Professional development and coaching will continue focusing on effective intervention practices, scaffolding strategies, and data-informed instruction to ensure all students have equitable access to rigorous learning experiences and accelerated academic growth opportunities.

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.	$63,477.00	No

Action #	Title	Description	Total Funds	Contributing
		Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,322,570	$96,546

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
36.603%	0.000%	$0.00	36.603%

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:** Academic performance data indicate a continued need to improve outcomes for English Learners and Socioeconomically Disadvantaged students. In 2024-25, English Learners scored -48.7 DFS in ELA and -58.2 DFS in Mathematics on the California School Dashboard, while Socioeconomically	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps 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 curriculum	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
	Disadvantaged students scored -30.8 DFS in ELA and -51.7 DFS in Mathematics. Additionally, only 55.4% of English Learners made progress toward English language proficiency (ELPI), and the English Learner reclassification rate was 11.19%. Local iReady data showed only 39% of students met annual typical growth in Reading and 40% met annual typical growth in Mathematics during 2025-26. **Scope:** LEA-wide	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 a 1:1 Chromebook initiative. This ensures that all students, regardless of their socioeconomic status, have equal access to digital learning resources. Providing these resources and supports on an LEA-wide or schoolwide 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:** Academic performance data indicate a continued need to strengthen instructional practices and access to rigorous, inclusive learning experiences for English Learners and Socioeconomically Disadvantaged students. In 2024-25, English Learners scored -48.7 DFS in ELA and -58.2 DFS in Mathematics, while Socioeconomically Disadvantaged students scored -30.8 DFS in ELA and -51.7 DFS in Mathematics on the California School Dashboard. Local iReady data also showed that only 39% of students met annual typical growth in Reading and 40% met annual typical growth in Mathematics during 2025-26. **Scope:** LEA-wide	By utilizing the Aspire Student Learning Framework to ensure that students receive guaranteed and viable instruction, we directly address the engagement and achievement gaps our unduplicated student groups face. By ensuring instruction that is culturally responsive teaching, universal design for learning, and principals of inclusion, we help students see themselves and their experiences and backgrounds in the materials and content which is crucial for improving academic outcomes. Complementing this is professional development an coaching using the updated ASLF framework for our educators to ensure they are equipped to deliver instruction to meet the needs of all students regardless of their language or socioeconomic status to have equal access to guaranteed an viable instruction. Providing these supports on an LEA-wide or schoolwide basis promotes equity and enhances the overall quality of education for every student.	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
2.1	**Action:** Family and Community Engagement & Outreach **Need:** In 2024-25, chronic absenteeism remained elevated for English Learners (23.3%) and Socioeconomically Disadvantaged students (24.5%). Additionally, only 19% of families responded favorably regarding family engagement on the 2025-26 Aspire Family Survey, indicating continued opportunities to strengthen meaningful family participation and school-home collaboration. **Scope:** LEA-wide	By creating a variety of events where parents and families can be involved, including opportunities to take on leadership roles, we can increase the amount of involvement, crease community, foster greater interests in the school and its activities, and directly increase the engagement from family of our unduplicated student groups. The participation, involvement, and input from parents are extremely important and valuable, and creating more opportunities for families through the help of our Parent Coordinator, we can increase collaboration and connection. Providing these increased opportunities LEA-wide or schoolwide, especially parent leadership opportunities, all students, including unduplicated students, will enhance the overall quality of education for every student and increase achievement and joy.	Metric (2.4) Efforts we make to seek parent input
2.2	**Action:** Attendance **Need:** California School Dashboard data indicates that chronic absenteeism remains a significant need for Students with Disabilities and other unduplicated student groups. In 2024-25, the chronic absenteeism rate for Students with Disabilities was 32.6%, compared to 23.7% for all students. English Learners had a chronic absenteeism rate of 21.3%, and Socioeconomically Disadvantaged students had a rate of 24.5%. **Scope:**	By establishing an Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies, we directly address the engagement and achievement gaps for our unduplicated student groups in terms of their daily attendance. These actions are chosen to ensure that we are focusing on not just our unduplicated students, but all students, in order for them to have a solid educational foundation especially for improving the red indicator for our students with disabilities for chronic absenteeism. These actions are crucial for improving academic, social emotional, and joyful outcomes. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education and experience for every student.	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
	LEA-wide		
2.3	**Action:** PBIS Multi-Tiered system of supports **Need:** California School Dashboard and local survey data indicate ongoing school climate and engagement needs for unduplicated student groups. In 2024-25, Students with Disabilities had a suspension rate of 0.0% and a chronic absenteeism rate of 32.6%, compared to 23.7% for all students. Additionally, Aspire Student Survey results show that only 75% of students in grades 3-5 responded favorably regarding sense of belonging and 62% responded favorably regarding school safety **Scope:**	By cultivating a positive, supporting, and equitable learning environment for all students, we directly address the engagement and sense of belonging and safety for our unduplicated student groups. These actions are chosen to ensure that we are not only focusing on our unduplicated students, but all students, in order for them to feel that school is a positive and safe place where they can be their best selves and achieve. Providing these resources and supports on an LEA-wide or schoolwide basis not only promotes equity but also enhances the overall quality of education and experience for every student.	Metric (2.1) Student Sense of Safety
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** School climate and attendance data indicate a continued need to maintain safe, supportive, and well-maintained learning environments for unduplicated student groups. In 2024-25, chronic absenteeism remained elevated for Students with Disabilities (32.6%), Socioeconomically Disadvantaged students (24.5%), and English Learners (21.3%). Additionally, only 75% of students in grades 3-5 responded favorably regarding sense of	These actions support facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. Safe, well-maintained, and welcoming learning environments help create the conditions necessary for students to access instruction, attend school consistently, and develop a sense of belonging and connectedness. These services are provided schoolwide because facility and safety improvements benefit all students and support the overall learning environment across the entire campus.	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
	belonging and 62% responded favorably regarding school safety on the Aspire Student Survey. **Scope:** LEA-wide		
3.1	**Action:** Regular Coaching & Development of Leadership Teams (using ASLF & TLF) **Need:** Local Aspire Teammate Survey data indicates significant declines in staff perceptions of school climate and organizational support. Between 2023-24 and 2025-26, favorable responses decreased from 89% to 36% for School Climate, from 88% to 64% for Belonging, and from 93% to 30% for Staff-Leadership Relationships. **Scope:** LEA-wide	By utilizing Teachboost as an observation tool to track ASLF observations and track feedback to help educators improve their instruction and development, we are able to ensure that all students, in particular our unduplicated students, are receiving an equitable education, their needs are being meant, and data is being collected on their progress. Providing these supports on an LEA-wide or schoolwide basis promotes equity and enhances the overall quality of education for every student, especially our unduplicated student groups, and increase engagement and academic success.	Metric (3.2) Teacher Sense of Safety and School Connectedness

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,613,307	1,322,570	36.603%	0.000%	36.603%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,323,413.00	$1,245,429.00	$0.00	$267,106.00	$2,835,948.00	$2,480,222.00	$355,726.00

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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$144,249.00	$144,249.00				$144,249.00	
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	$558,579.00	$0.00	$558,579.00				$558,579.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$186,481.00	$0.00		$186,481.00			$186,481.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	MLL	All	No			All Schools	Ongoing	$13,434.00	$0.00				$13,434.00	$13,434.00	
1	1.6	SPED	All	No			All Schools	Ongoing	$1,072,374.00	$0.00		$995,471.00		$76,903.00	$1,072,374.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$176,769.00	$0.00				$176,769.00	$176,769.00	
1	1.10							Ongoing								
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	$40,883.00	$0.00	$40,883.00				$40,883.00	
2	2.2	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$139,084.00	$0.00	$139,084.00				$139,084.00	
2	2.3	PBIS Multi-Tiered system of supports	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	SEL	All	No			All Schools	Ongoing								
2	2.5	School Climate	All	No			All Schools	Ongoing								
2	2.6	Enrollment	All	No			All Schools	Ongoing								
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$292,618.00	$130,000.00	$422,618.00				$422,618.00	
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	$18,000.00	$18,000.00				$18,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	All	No			All Schools	Ongoing								
3	3.3	Teammate Retention	All	No			All Schools	Ongoing								
3	3.4	Affinity Groups	All	No			All Schools	Ongoing								
3	3.5	Pipeline Development	All	No			All Schools	Ongoing								
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing								
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	$0.00	$63,477.00		$63,477.00			$63,477.00	
4	4.2	Math	All	No			All Schools	2025-26								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,613,307	1,322,570	36.603%	0.000%	36.603%	$1,323,413.00	0.000%	36.626 %	**Total:**	$1,323,413.00
								LEA-wide Total:	$1,323,413.00
								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 Foster Youth Low Income	All Schools	$144,249.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$558,579.00	
2	2.1	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,883.00	
2	2.2	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,084.00	
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$422,618.00	
3	3.1	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,926,827.00	$2,795,604.00

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	$165,677.00	158,883
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$522,824.00	518,679
1	**1.3**	Instruction (Master Scheduling)	No	$165,289.00	172,540
1	**1.4**	Instruction (Assessment)	No	$17,454.00	15,202
1	**1.5**	MLL	No	$0.00	$0.00
1	**1.6**	SPED	No	$1,206,887.00	1,043,784
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$151,044.00	176,769
2	**2.1**	Family and Community Engagement & Outreach	Yes	$23,897.00	21,866
2	**2.2**	Attendance	Yes	$198,864.00	182,434
2	**2.3**	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	Yes	$0.00	$0.00
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	$416,338.00	446,709
3	**3.1**	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	$24,000.00	24,000
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	$3,000.00	3,000
3	**3.3**	Teammate Retention	No	$0.00	$0.00
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
4	**4.1**	ELA	No	$31,553.00	31,738
4	**4.2**	Math	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,278,321	$1,354,600.00	$1,355,571.00	($971.00)	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	$165,677.00	158,883		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$522,824.00	518,679		
2	2.1	Family and Community Engagement & Outreach	Yes	$23,897.00	21,866		
2	2.2	Attendance	Yes	$198,864.00	182,434		
2	2.3	PBIS Multi-Tiered system of supports	Yes	$0.00	$0.00		
2	2.4	SEL	Yes	$0.00	$0.00		
2	2.5	School Climate	Yes	$0.00	$0.00		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$416,338.00	446,709		
3	3.1	Regular Coaching & Development of Leadership Teams (using ASLF & TLF)	Yes	$24,000.00	24,000		
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes	$3,000.00	3,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,415,665	1,278,321	0.000%	37.425%	$1,355,571.00	0.000%	39.687%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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