LCFF Budget Overview for Parents

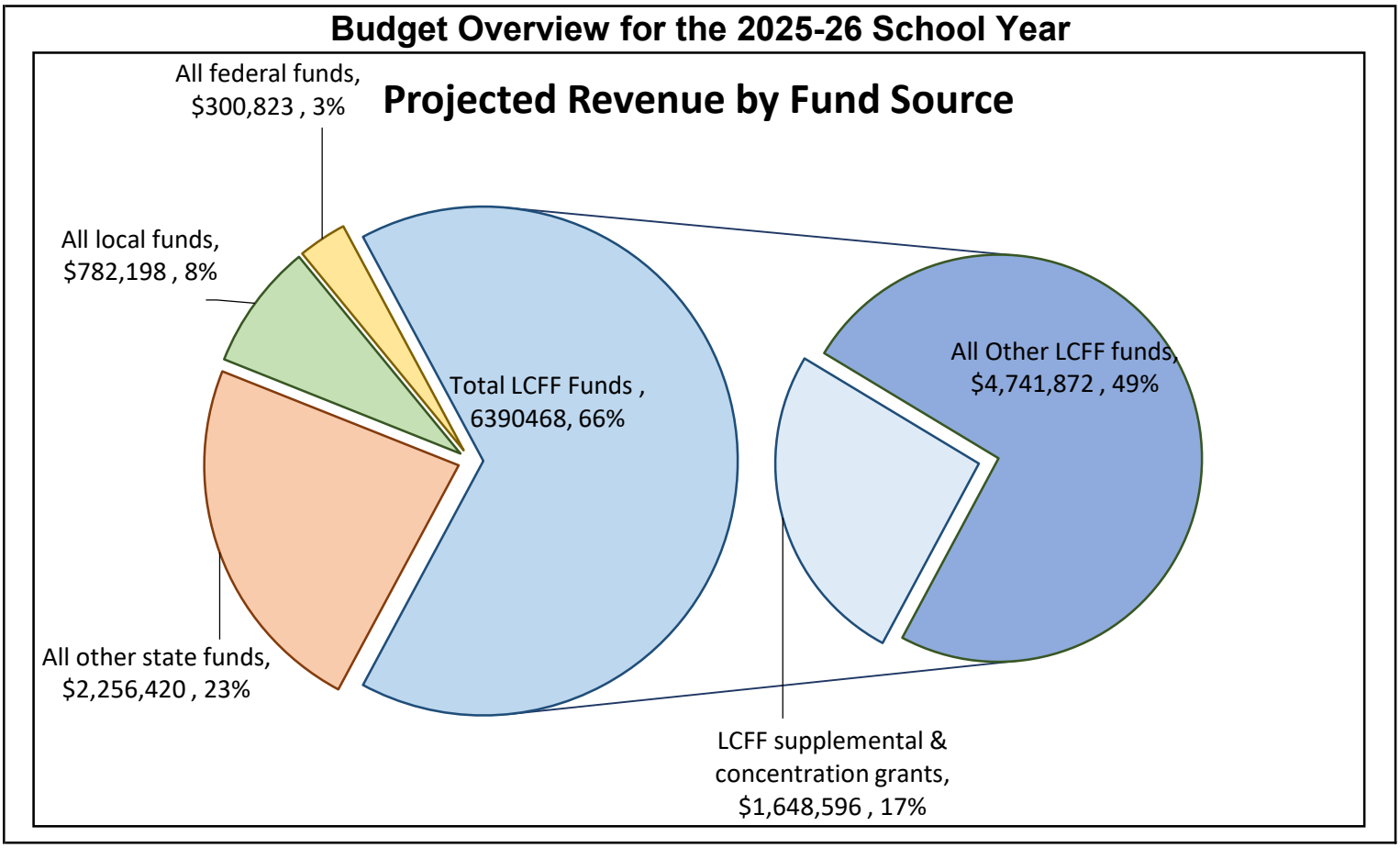
Local Educational Agency (LEA) Name: ARISE High School

CDS Code: 1612590115238

School Year: 2025-26

LEA contact information: Karla Gandiaga Karla@ARISEhighschool.org, 510-436-5487

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).

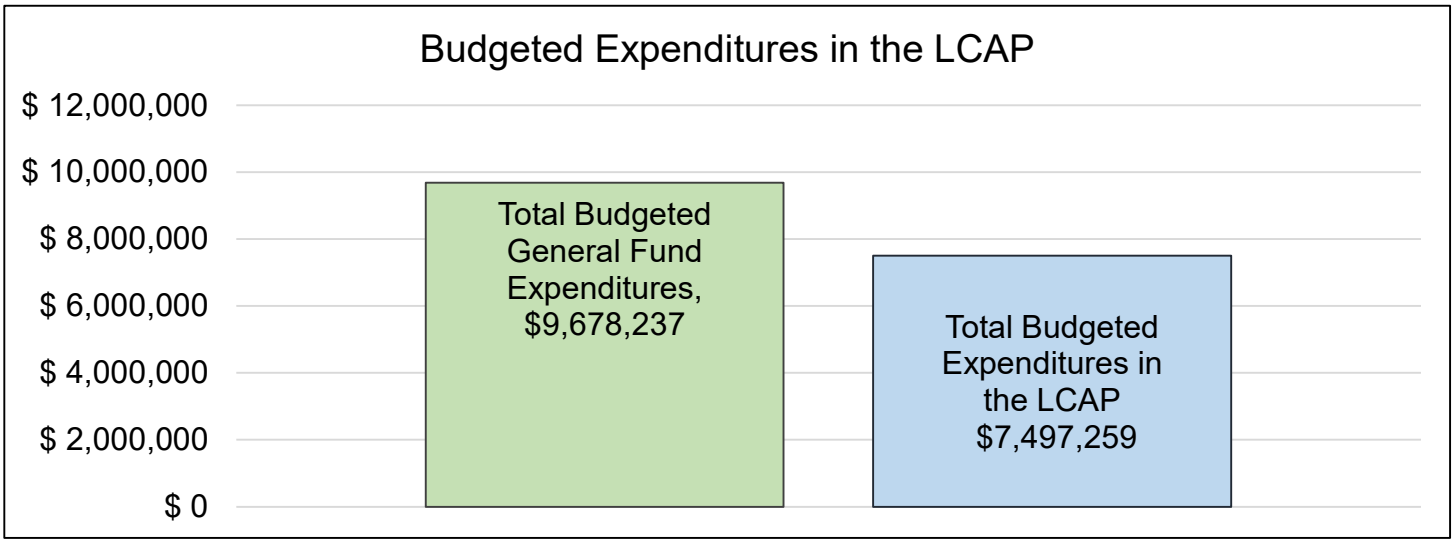


This chart shows the total general purpose revenue ARISE High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ARISE High School is $9,729,909.00, of which $6,390,468.00 is Local Control Funding Formula (LCFF), $2,256,420.00 is other state funds, $782,198.00 is local funds, and $300,823.00 is federal funds. Of the $6,390,468.00 in LCFF Funds, $1,648,596.00 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 ARISE High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ARISE High School plans to spend $9,678,237.00 for the 2025-26 school year. Of that amount, $7,497,259.00 is tied to actions/services in the LCAP and $2,180,978.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

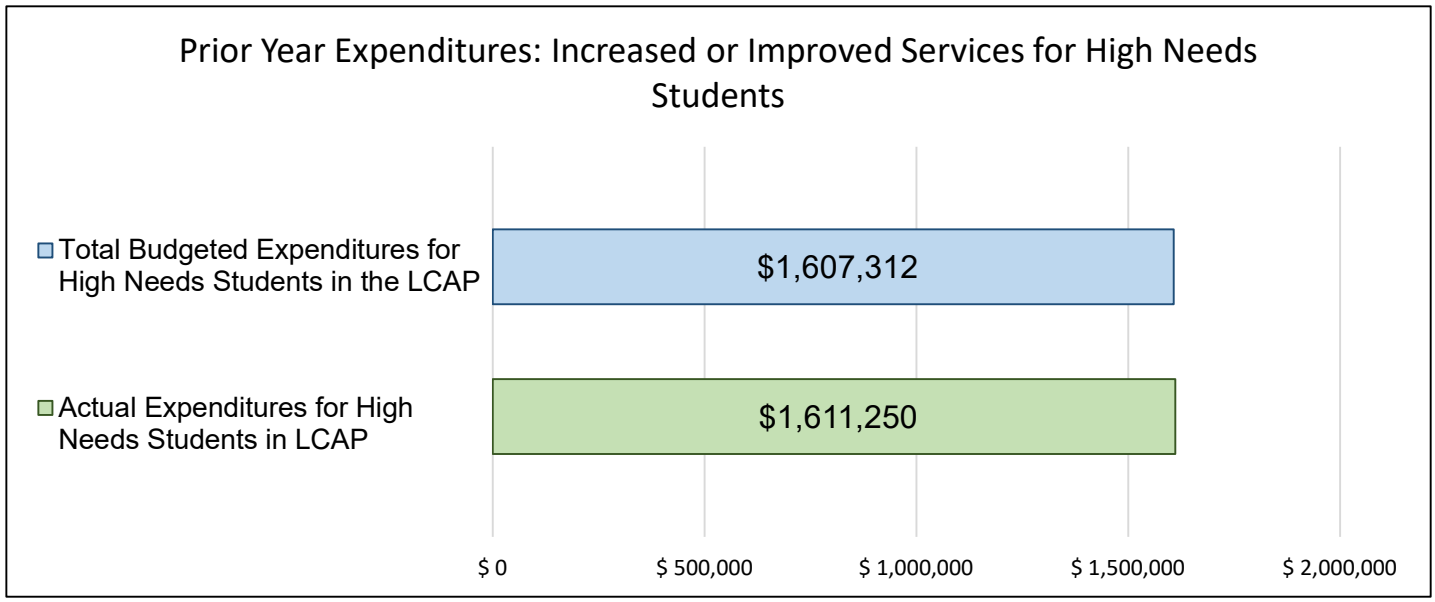
Business Services, Food Services, Postage, Equipment Leases, Depreciation, Interest, Legal and Oversight Fees

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, ARISE High School is projecting it will receive $1,648,596.00 based on the enrollment of foster youth, English learner, and low-income students. ARISE High School must describe how it intends to increase or improve services for high needs students in the LCAP. ARISE High School plans to spend $1,797,018.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what ARISE High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ARISE High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, ARISE High School's LCAP budgeted $1,607,312.00 for planned actions to increase or improve services for high needs students. ARISE High School actually spent $1,611,250.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@ARISEhighschool.org 510.436.5487

Plan Summary 2025-26

General Information

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

The mission of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a VISION where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, and just society.

ARISE High School has been honored to serve the Oakland community for over 10 years and looks forward to continuing this service during our next charter term. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools that sought to shift the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that doesn't replicate inequitable and oppressive institutions. Instead, we've developed a rigorous, high engagement, and authentic learning experience for our students.

The ARISE High School educational philosophy is rooted in educational research, our own original and innovative practices, and informed by an abolitionist and anti-racist framework, placing our students at the heart of all curricular and instructional design. We believe learning best occurs when students are fully engaged participants in a challenging college and career-prep curriculum that emphasizes knowledge of self, critical consciousness, and performance assessment. Furthermore, we believe this curriculum must be enacted in the context of a highly personalized and supportive environment, which provides wrap-around services through our families, teachers, socio-emotional counselors, college and career advisors, post-secondary mentors, public health partners, and community members.

In 2017, ARISE became a Linked Learning Pathway with a theme of Public and Community Health for the People. Our pathway focuses on the four pillars of Linked Learning: Rigorous Academics, Career Technical Education, Work Based Learning, and Individualized Student Support. ARISE has been a wall to wall Public and Community Health Pathway for the past 5 years. In that time, ARISE has made significant strides to prepare students for college and career readiness through the Public and Community Pathway theme. This has included the creation of our CTE pathway sequence, integrative projects, dual and concurrent enrollment expansion, A-G course completion, Work-based Learning (WBL) initiatives including guest speakers, workplace visits, internships, and industry certifications. ARISE has also supported

these efforts through the creation of our innovative Academic Mentor program which connects ARISE alumni who are currently enrolled in a community college or 4 year university to work part-time as Academic Mentors to better support students with their CTE and Pathway course work and work based learning continuum, as well as provide tiered support as part of our restorative justice and social emotional support teams, and support as mentors, tutors, and liaisons for dual enrollment classes and labs.

In 2022-23 ARISE High School was awarded the Strong Workforce Program (SWP) grant to design a new CTE Pathway, Education for the People, to address major challenges in attracting and retaining people of color to education sector professions, particularly those who live in communities in which they will teach.

In 2023-24 ARISE High School served approximately 400 students in grades 9-12 preparing students from low-income families to be the first to attend college. Approximately 78% of our students qualify for free and reduced lunch and 33.3% of students are English Learners. In addition, about 17.3% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 92%. Approximately 94% of ARISE's students identify as being Hispanic or Latino.

ARISE High School actively works to ensure students enter comprehensive, cohesive CTE pathways. We redesigned our 10th grade "Bridge" program to emphasize an integrated Career Awareness and Exposure through our Public Health professional speaker series, and added a CTE Computer Science Foundations course that enhances the ability of students to succeed in high school and college pathway courses as well as internships. ARISE hosts annual Collaborative Community Action Research Projects and Warrior Intellection Capstone presentations that feature students presenting grade- level, cross-curricular collaborative projects and exploring themes connected to the Public & Community Health Pathway. During freshman year, there are 2 introductory pathway-related courses. Students then enter a 3-year CTE pathway sequence in their sophomore year. In addition to the sequence of CTE courses, CTE standards are integrated into core subjects. Bi-weekly CTE department meetings ensure alignment to the pathway and offer opportunities for collaboration among staff.

ARISE is in year 4 of our dual enrollment expansion initiative in collaboration with Peralta Colleges, the College of Alameda, Merritt College and Laney, which will provide instruction during the school day that counts toward college-level credit (Medical Terminology I and II, Genomics, College and Career Success).

In addition to their advisory class and CTE curriculum, students receive support from career and college counselors, a WBL Liaison, a Pathway Coordinator, and mentors to ensure their timely and efficient completion of the pathway. ARISE currently has more than 60 industry and community partners through our Work Based Learning Enrichment program. We have an MOU with Mentoring in Medicine and Science (MIMS Oakland) to provide deeper career exploration through guest speakers, simulations, internships, mentoring and industry certifications attained through the IPCH class. Our counseling department includes Linked Learning and CTE pathway components to ensure all students receive individualized support and guidance in career opportunities. Industry Advisory Council members provide evaluation for student collaborative projects and capstone defenses. Academic and career mentors facilitate and support career exploration through worksite visits, mock interviews, and other enrichment activities.

As part of our Community Based Learning development, every 11th and 12th grader is in an internship, certification program or dual enrollment course. ARISE partners with more than 60 organizations to create diverse opportunities for our students within the school through our Wednesday Enrichment and Work Based Learning Programming. Students receive real world experiences related to the Public and Community Health pathway through a variety of partners and programs. We invest in soft and hard skill building activities more commonly available to teens with greater socio-economic privilege, and build connections with a wider range of people and communities through after school programming. Students engage with Mentoring in Medicine and Science - MIMS Oakland Partnership - providing health based internships, certifications and mentoring after school and summer. ARISE also offers Summer Internship and Dual Enrollment Programs

through ECCO Oakland and our Peralta Colleges partnership. We are in Year 3 integration of ImBlaze - a platform that enables schools to curate a set of internships for students to request to pursue. The platform allows us to monitor the search process, track internship attendance and ensure compliance, and ensure student success. Students can also easily search for internships and log attendance on any iOS or Android device. For ease of access, after school dual enrollment courses are offered on the ARISE campus.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for ARISE high School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of ARISE High School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include all the significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Reflections: Annual Performance

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

ARISE High School has identified the following successes:

Pathway Access and Equity: Every ARISE student is enrolled in a Linked Learning pathway—either Public and Community Health or Education—with clear, sequenced coursework, internships, and culminating capstone projects that demonstrate 21st century skills.

Restorative and Inclusive School Culture: ARISE has maintained a deeply relational school climate, where restorative practices are embedded into daily life. YouthTruth data shows African-American students report the highest levels of connection and safety, reflecting a culture where belonging and identity are actively nurtured.

Strong Instructional Foundations: Teachers are increasingly aligned in their use of rigorous, backward-mapped unit and lesson planning, supported by embedded coaching, collaborative planning, and school-wide rubrics that define quality across subjects.

Student Voice and Agency: Structures like student-led conferences, Bridge Presentations, Capstone Defenses, Student Justice Panel, and student-led advisory content promote student ownership over learning, identity, and leadership.

College and Career Readiness: Graduation and A–G completion rates remain high, and the majority of students are applying to and being accepted into college. Dual enrollment participation, work-based learning, and industry partnerships are steadily expanding.

Family and Community Partnership: ARISE continues to engage families through multilingual outreach, student-led conferences, college and career events, and SEL/mental health education—building strong alignment between home and school.

ARISE High School is proud of its 90.1% graduation on the 2024 CA Dashboard. We are proud of all of our students who persevered through the aftermath of the pandemic and returned to school to graduate. Of these graduates, 100% met the A-G requirements making them eligible for UC/CSU admission. 100% of the 2023-24 graduating class completed one CTE pathway. These successes have earned the school Green Status on the CA Dashboard for College and Career Preparedness with 90% of graduates demonstrating preparedness for college/career. Additionally, this year (2024-25), 97% of ARISE 12th graders applied to at least one CSU campus. ARISE's four-year cohort dropout rate is low, at just 10% of students. Additionally, local assessment data shows strong academic growth in math this year with 70% of students meeting Fall to Winter growth targets, a 7 percent increase from the previous year. We attribute these successes to the school's engagement and outreach efforts, as well as the strong support of teachers and academic mentors. Each grade level has an academic counselor who works directly with students to plan their academic and professional future and keep them on track for graduation. Every student also has an advisor who knows them and their family well, checks in with them regularly, and tracks their progress on a weekly basis. ARISE leadership continues to implement strategies and supports (e.g., on-site access to mental health services, academic tutoring, enrichment opportunities during the school day and afterward, student retreats, etc.) to ensure that ARISE successfully serves as many students as possible towards graduation in four years. This involves building individualized and tiered supports through our counseling, restorative justice, and social emotional student support teams.

Based on the 2023 CA Dashboard, the school has identified needs based on its Orange Status regarding suspension rate for all students and all numerically significant subgroups. We believe that our expanded Mental Health Services and Restorative Justice teams will help to better support students who are struggling and result in lower suspension rates.

Learning Recovery and Emergency Block Grant

ARISE does not have unexpended LREBG funds for the 2025-26 school year.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Local Control and Accountability Plan

Schools Identified

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

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

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
Parents	The school has held monthly family meetings focused on informing families of different topics throughout the academic year, answering questions, and gathering feedback and input. Our Family Meetings took place on the following dates: 8/22/24, 9/5/24, 9/19/24, 11/14/24, 1/16/25, 1/23/25, 2/6/25, 2/20/25, 4/10/25 and 5/8/25. In addition, our Family Leadership Institute dates are as follows: 9/10/24, 10/7/24, 11/4/24, and 12/9/24. Presentations are made in both English and Spanish. Input from students and families during meetings like these help ARISE leadership assess existing resources and plan for more. We also received input through one-on-one connections such as text, calls, and Zoom meetings. We have surveyed our families multiple times this year as well to collect feedback.
Teachers, administrators, and other school personnel	ARISE implements a distributive leadership model with the following components: (1) A-Team: each A-Team member leads a leadership team. A-Team members bring concerns, ideas, decisions, and things to take into consideration when implementing any new policies etc. (2) Adelante Student Support Leadership Team (ALT) gathers input from the School Culture Team (hooks), Restorative Justice (RJ) team, SPED team, SPEC attendance team, and Mental Health team. (3) Instructional Leadership Team (ILT) takes input from instructional leaders, Team Freire (teacher leadership group - grade level leads), and Deans (4) Community Leadership Team (CLT) that takes input from all Pathway staff, enrichment, Team Mendez, and advisory council. With these distributive operations and governance in place, ARISE's head of school and its governing board are able to gather nuanced and contextualized insight from all aspects of the school, which helps inform better solutions to identified areas of growth, and helps us better execute our goals, mission and vision.

Students	Students provided input through Wolf Council, student leadership, surveys, advisory, and during student-led conferences.
SELPA	The SELPA provided feedback throughout the year at regular meetings.
Other Community Organizations	Representatives from partner agencies (e.g., Alameda County Health Department, Center for Occupational and Environmental Health), students in health sector degree programs (e.g., PhD student in epidemiology at UC Berkeley), and regional nonprofits (e.g., Green Life Project) provide feedback on our program. As part of our assets and needs assessment activities, these meetings will include on each meeting agenda, a reflection from attendees on how existing services/partnerships/initiatives (assets) are serving stakeholders, and suggestions for improvements and/or expansions of services/partnerships/initiatives to better serve stakeholders based on each attendee's perspective (teacher, student, industry or community organization partner, community member).
Governing Board	Our board holds monthly meetings that provide the public with the opportunity to comment. ARISE promotes parent participation in public meetings and at public hearings through website and agenda postings. Translations are provided, as requested. The LCAP public hearing was held on 5/13/25 and the Board approved the LCAP on 6/10/25.

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

Based on our educational partner feedback, we are going to continue implementing the program as previously planned.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 Basic Conditions of Learning (Teacher credentials, standards aligned materials), #2 State Standards (Implementation of appropriate standards), #4 Pupil Outcomes (EL Reclassification and standardized tests), #7 Course Access (Broad Course of Study)

An explanation of why the LEA has developed this goal.

If ARISE provides Curriculum and Instructional Materials, teacher effectiveness supports, a rigorous Instructional Model adapted to meet the needs of ARISE students, professional development and resources to support data driven instruction, and Summer School, ARISE students will demonstrate progress on CAASPP ELA and Math assessments, NWEA MAP Reading and Math assessments, and report a high degree to which students feel that they are being challenged by their coursework and teachers, a high percentage of teachers fully credentialed and appropriately placed and correctly assigned, all students with access to their own copies of standards-aligned instructional materials for use at school and at home, and full implementation and sustainability of all state-adopted content standards. Additionally, if the school provides English Language Development, Special Education, and a Response to Intervention program, there will be increased English Learner Reclassification rates, English Learner Progress rates and a decrease in the Distance from Standard for our students with disabilities, English Learners, and Socioeconomically Disadvantaged students on the CAASPP assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	All students: -24.2 SED: -21.6 EL: -125.4 (fewer than 30 students Hispanic/Latinx: -22.9 Data Year: 2022-23	All students: -1.3 SED: -7.3 EL: -65.7 SWD: -69 (fewer than 30 students) Hispanic/Latinx: -3.1 Data Year: 2023-24		All students: 28 SED: 28 EL: -40 HI: 28	All students: +22.9 SED: +14.3 EL: +59.7 HI: +19.8
1.2	CAASPP Math: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	All students: -93.7 SED: -91.8 EL: -127.2 Hispanic/Latinx: -94.8 Data Year: 2022-23	All students: -102.5 SED: -107.4 EL: -157.6 SWD- -146.1 (fewer than 30 students) Hispanic/Latinx: -105.9 Data Year: 2023-24		All students: -65 SED: -65 EL: -90 HI: -65	All students: -8.8 SED: -15.6 EL: -30.4 HI: -11.1
1.3	% of students meeting NWEA MAP growth targets in Reading and Math. Source: NWEA extract	2023-2024: 63% met Fall to Winter growth targets in Math 2023-2024: 68% met Fall to Winter growth targets in Reading	2024-2025: 70% met Fall to Winter growth targets in Math 2024-2025: 55% met Fall to Winter growth targets in Reading		Math: 70% meeting growth target Reading: 70% meeting growth target	Math: +7% Reading: -13%

1.4	% of ELs who make annual progress in English fluency as measured by the ELPAC Source: CA Dashboard	47.1% Data Year: 2022-23	29.9% Data Year: 2023-24		55%	-17.2%
1.5	EL Reclassification Rate Source: DataQuest	7% Data Year: 2022-23	13% Data Year: 2023-24		50%	N/A
1.6	Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers. Source: Annual student survey	3.63 Data Year: 2023-24	3.88 Data Year: 2024-25		4.0	+.25
1.7	% of teachers fully credentialed and appropriately placed and correctly assigned Source: SARC	44% fully credentialed 9.3 teachers misassigned Data Year: 2021-22	55.5% fully credentialed 8 teachers misassigned Data Year: 2022-23		100%	+11.5%

1.8	% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local measures	100% Data Year: 2023-24	100% Data Year: 2024-25		100%	Maintained
1.9	Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local measures	100% Data Year: 2023-24	100% Data Year: 2024-25		100%	Maintained
1.10	% of LTELs scoring at Levels 3 or 4 on the ELPAC Source: DataQuest	Level 3: 34.7% Level 4: 25.5% Data Year: 2023-24	Level 3: 38.7% Level 4: 6.45% Data Year: 2024-25		Level 3: 35% Level 4: 35%	Level 3: +4% Level 4: -19.05%

Goal Analysis for 2024-25

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include the following:

Rigorous, Student-Centered Instruction: Students at ARISE continue to engage with rigorous, college-preparatory curriculum across subject areas. Our unique instructional model—including mastery-based grading, a 4x4 block schedule, and double math instruction—supports depth of learning while providing time for academic and socio-emotional support.

Teacher Quality and Stability: The majority of ARISE teachers are fully credentialed and appropriately placed. Ongoing coaching, instructional rounds, and embedded PD structures such as Critical Inquiry Groups and Department Time have increased alignment across grade levels and departments, improved instruction, and helped retain teachers.

Performance Assessment & Standards Alignment: All departments continue to revise and implement performance assessments aligned to Common Core, NGSS, CTE, and ELD standards. These authentic assessments allow students to demonstrate knowledge and skills through meaningful and interdisciplinary tasks.

Integrated English Learner Support: ARISE's continued partnership with EL Achieve and the use of Constructing Meaning has supported a strong integration of literacy strategies in all classrooms. A multi-tiered system of support for English Learners, including designated ELD courses, academic mentors, and individualized newcomer supports, has contributed to gains in ELPAC performance and reclassification.

Data-Informed Instruction: Teachers and coaches conduct quarterly data reviews and instructional cycles to target students most in need of intervention. NWEA MAP data is embedded in instruction, and student-led conferences allow students to analyze and share their growth goals with families.

Targeted Academic and Summer Support: ARISE expanded credit recovery and enrichment opportunities in June through mastery-based hybrid courses, dual enrollment with Merritt College, and the WBL/internship program. These provide targeted support for struggling students and advanced opportunities for those ready to extend their learning.

Inclusive Support for Students with IEPs: ARISE continues to refine its full-inclusion model. Students with IEPs are supported by a strong Special Education team, trained academic mentors, and access to reading intervention, individualized advisory, and reduced caseloads (average 9 students per case manager).

Culturally Responsive Curriculum: Teachers received ongoing professional development on culturally responsive teaching and curriculum design. Anti-racist PD is now embedded quarterly for all staff and aligned with our instructional priorities.

Some challenges with implementation this year include the following:

Persistent Gaps in Math Achievement: Despite double math instruction and targeted small group support, math achievement as measured by CAASPP and NWEA MAP remains an area of concern, particularly for students with IEPs and English Learners. Teacher turnover in math has also presented challenges to consistent instruction.

Sustaining Teacher Workload and Compensation: While ARISE continues to balance teacher workload and salaries, the demands of teaching within our model—particularly with performance assessment and data review—remain high. Supporting teacher sustainability while maintaining academic rigor is an ongoing tension.

ELD Staffing and Cohort Size: As our newcomer and EL populations grow, providing enough designated ELD support at each level and maintaining manageable class sizes has been difficult. Staffing designated ELD and maintaining fidelity of instructional delivery requires ongoing investment.

Variation in Implementation: While the school has strong instructional frameworks, there remains variation in implementation across classrooms and departments—particularly in the consistent integration of standards, culturally responsive content, and use of formative assessment data.

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.

The difference in Action #7 between the budgeted amount of $3,000 and estimated actuals of $4,500 was due higher than anticipated staffing costs. The difference in Action #10 between the budgeted amount of $750,000 and estimated actuals of $604,052 was due to the fact that we highered fewer academic mentors than originally planned.

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

The effectiveness of the Curriculum and Instructional Materials action is evidenced by 100% of students having access to their own copies of standards-aligned instructional materials for use at school and at home. The effectiveness of the professional development action is evidenced by 100% implementation of all adopted standards, including ELD standards and CTE model standards and access to a broad course of study, and The Youth Truth survey indicating that the majority of students feel that they are being challenged by their coursework and teachers.

CAASPP ELA data indicate that scores have increased significantly among all student groups. We believe this exemplifies the effectiveness of our teacher effectiveness supports, a rigorous Instructional Model adapted to meet the needs of ARISE students, professional development and resources to support data driven instruction, and Summer School actions. CAASPP Math data indicates that scores have decreased slightly, so we plan to prioritize math instruction and interventions in the coming year.

All of these actions, specifically Academic Mentor, Curriculum and Instructional Materials, Instructional Model, Professional Development, Response to Intervention, and Data Driven Instruction were effective in achieving results on the NWEA Map Test; specifically 70% of students met Fall to Winter growth targets in Math, an increase from the prior year.

The effectiveness of the Teacher Effectiveness action is evidenced by 55.5% of teachers being fully credentialed, a more than 11% increase over last year. It is also evidenced by teacher feedback expressing that they appreciate the support of the coaches and the protected professional development time.

The English Language Development action was not as effective this year, as there was a 18 percentage point decrease this year in English Learners who make annual progress in English fluency. In addition, while the % of LTELs scoring at Level 3 on the ELPAC increased, there was a decrease in Level 4 scores. We have welcomed many new English Learners and newcomers this school year, and while we have struggled to meet this growing need, we will continue to prioritize specialized instruction for this growing population.

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.

In reflecting on prior practice, we have made the following changes to our academic programming:

Backward-Mapped Unit Design Across All Classrooms: In alignment with the ARISE Rigor Priority Plan, all teachers will design rigorous, project-based units using the ARISE Unit Design template. These units will be backward-mapped from culminating assessments, such as Rigorous Student Assessments (RSAs), and aligned with Common Core, NGSS, and Linked Learning standards.

Lesson Planning That Centers Differentiation: Daily lesson plans will now be explicitly backward-mapped from the unit design and intentionally differentiated for English Learners and students with IEPs. General education and RSP teachers will collaborate on lesson design from the outset of the year and meet regularly to align accommodations and scaffolds with content instruction.

Focus on Student-Centered Teaching Strategies: All teachers will be supported to use instructional strategies that shift the cognitive load to students. These practices will be monitored and supported through instructional rounds, coaching, and rubrics (including the Instructional Core Rubric and Academic Discourse Rubric). Teachers will be asked to regularly analyze student work and instructional data to refine practice.

Strengthening Vertical and Cross-Grade Collaboration: Greater attention will be paid to vertical alignment—particularly between 9th/10th and 11th/12th grade teachers—to ensure coherence and skill-building across years. Grade-level teams will lead unit design work, with additional collaboration spaces created for departments and cross-grade partners.

Coaching Integration and Curriculum Feedback: Instructional coaching will be more deeply embedded in curriculum planning cycles. Coaches and the PBL Coordinator will provide formative feedback on unit design, lesson plans, and performance tasks. Feedback will be guided by established rubrics like the PBL Kaleidoscope Rubric and the School-wide Writing Rubric.

Reorganization of Professional Learning Time: PD will focus more on practice, planning, and teacher agency. Design team breakouts, teacher-driven workshops, and collaborative feedback sessions will be prioritized. There will also be more differentiation in PD to meet teachers where they are in terms of their curriculum development and instructional practice.

Support for New Teachers and Teachers in Credentialing Programs: Enrichment Block 1 will be more strategically used to support teachers completing their credentialing, providing time for planning, PD, and reflection. The New Teacher Academy and coaching structures will be aligned with the overall rigor plan to ensure consistency of instructional vision.

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	Curriculum and Instructional Materials	We will continue to purchase curriculum and align instructional materials aligned to adopted state standards (including Common Core State Standards, CA ELD standards, Linked Learning, and CTE model standards) to ensure all students have access to rigorous content that prepares them for college and career. This includes digital platforms and licenses such as Schoology, Illustrative Mathematics, IXL, Paxton Patterson and Newsela.	$125,000	N

1.2	Teacher Effectiveness	We will develop and retain highly qualified, appropriately credentialed and assigned teachers. ● Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers. ● Quarterly Instructional round observations executed by administration and Instructional Leadership team using ARISE's Instructional Core Teaching Rubric. Data is used by coaches to inform whole school wide instruction as well as professional development areas of focus. ● Teacher Sustainability: Balance teacher salaries and work load	$11,000	N
1.3	Instructional Model	ARISE provides a unique instructional model that provides rigorous, college preparatory courses with adequate support to ensure student success. Key components of this model include: - 4 X 4 block schedule to meet instructional demands with increased focus and rigor - Double math and English instruction - Mastery-based instruction and grading - Teacher and Academic Mentor in every core classroom - Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.	$1,913,614	N

1.4	Professional Development	Professional Development for Rigorous Academics (Linked Learning Pillar 1): ARISE ensures continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards. The school provides ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development. - Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation - Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, as well as aligning to Linked Learning Pathway standards - Teacher led PD with teachers sharing best practice - Teachers attend specific professional development offerings such as EL Achieve PD for best practices of English learners, Habla Institute and Project based learning trainings for support in creating culturally responsive, meaningful learning experiences for students. - New Teacher Academy - once a month new teachers have PD targeted to new teacher needs - Academic Mentors have professional development sessions designed specifically to meet their needs. - Once a quarter full day professional development - all staff including Academic Mentors, operations, student support staff. - All staff Anti-Racist PD last year began and now with full staff days - the first two hours of full day pd are devoted to this work. - Partnering with Stanford STEP program for student teachers. - Professional development time is embedded into the school day while students are in community based learning. - Preparation periods for teachers are protected time. Art teacher has an academic mentor to support during preparation periods.	$39,887	N

1.5	Data Driven Instruction	We will expand data driven instruction to drive school wide instructional practices and student specific intervention with the support of a Data Coordinator and our Intervention Teachers. ● Teachers Assistants (20%) provide academic support and executive functioning coaching ● Quarterly audits of student data (mastery and percentage of mastered major assessments) by coach and teachers ● Review of data from teaching cycles in departments. Departments review lesson plans and data (NWEA, IXL) to inform upcoming instruction. ● Math quarterly review of NWEA data to provide targeted instruction small group instruction for students most below grade level ● Student data analysis is part of each course and students explaining NWEA MAP data and goals to family members at the student-led conferences. ● Office Hours for student support i. all teachers 1x week after school office hours ii. all students one hour weekly on campus office hours with each teacher	$6,878	N

1.6	English Language Development	Provide all English Learners with a structured English immersion program including integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the ELD standards and designed to support them in achieving English proficiency. ● EL Coordinator to monitor progress, teach, and provide coaching and professional development for teachers ● Majority of Teachers Assistants (80%) support EL students ● Partner with EL Achieve as part of our whole-school literacy model, which uses their Constructing Meaning program as a foundation for all teachers integrating EL-focused literacy strategies in every classroom. Teachers at ARISE are trained in the Constructing Meaning program, including several teachers who attend their 5-day seminar to develop expertise in literacy strategies. ● ARISE has one multi-level designated EL support class for students who are scoring mostly in the Beginning to Develop (1) or the Somewhat Developed (2) assessment levels on the ELPAC. ● Newcomer students at ARISE are assigned a designated Academic Mentor who shadows them throughout the school day to provide individual support. ● Implementation of best practices including increased differentiation for English Learners, especially LTELs.	$100,553	Y
1.7	Academic Supports	ARISE provides students with support in meeting high school graduation, CTE pathway, and college preparation requirements during the summer. ● June WBL and internship program (21st century Skill building, training on resume-building, interviewing, and actual internship) ● Dual Enrollment enrichment courses in and around public and community health, counseling, Spanish, and math intro courses provided by Merritt College ● August 1-week Orientation incoming 9th graders (model, meet advisors, intro) ● Credit recovery courses offered in June for students with disabilities.	$4,500	N

1.8	Special Education	ARISE provides students with disabilities all required special education services in a full inclusion model, except where students need to be pulled out for individual services, like counseling or occupational therapy. This program is overseen by a Director of Special Education and supported with a full-time administrative assistant to schedule IEP meetings. All students with disabilities have an advisory class with both a special education and general education teacher. Academic Mentors, trained in providing accommodations and modifications, provide additional support in excess of the required minutes provided by the education specialists. We currently have six Education Specialists, and each has an average caseload of only 9 students to ensure all students get the support they need. Students with disabilities also have access to our reading intervention classes.	$786,815	N
1.9	Response to Intervention	The Director of Student Support coordinates the Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy. Students are case managed through the academic and personal development process using the structures of Advisory and Coordination of Services Team. A key component of the RTI model is the academic counselor that is assigned to each grade level and loops with the students to ensure students are getting the necessary support based on their needs. Another component of the program is the additional Academic Support class offered once a week.	$609,264	Y
1.10	Academic Mentors	The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for every student in every classroom while increasing teacher capacity to focus on excellent teaching and learning as defined by the ARISE Instructional Core.	$693,477	Y

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 - Basic Conditions (facilities), #5 Pupil Engagement (ADA, Chronic Absenteeism), #6 School Climate (suspension, expulsion, surveys), #3 - Parent involvement

An explanation of why the LEA has developed this goal.

Student engagement as a whole is an ongoing area for growth. If we create a positive school culture, students will attend school regularly with few behavior incidents and develop a strong connection to the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average daily attendance rate Source: Attendance Reports	P2: 93.29% Data Year: 2023-24	P2: 92.62% Data Year: 2024-25		94.5%	-.67%

2.2	Chronic Absence Rate for all students and all numerically significant subgroups Source: CA Dashboard California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS)	All Students: 25.4% SED: 24.3% EL: 28.0% SWD: 34.4% Hispanic/Latinx: 25.5% Data Year: 2022-23	All Students: 22.2% SED: 20.7% EL: 22.6% SWD: 35.2% African American: 45.5% Hispanic/Latinx: 21% Data Year: 2023-24		<10%	All Students: -3.2% SED: -3.6% EL: -5.4% SWD: +.8% Hispanic/Latinx: -4.5%
2.3	Suspension Rate for all students and all numerically significant subgroups Source: DataQuest	All Students: 5.6% SED: 5.4% EL: 5.3% SWD: 7.6% Hispanic/Latinx: 5.7% Data Year: 2022-2023	All Students: 5.1% SED: 5% EL: 7.5% SWD: 14.1% African American: 0% Hispanic/Latinx: 5.4% Data Year: 2023-2024		<3%	All Students: -.5% SED: -.4% EL: +2.2% SWD: +6.5% African American: N/A Hispanic/Latinx: -.3% Data Year: 2022-2023

2.4	Expulsion Rate for all students and all numerically significant subgroups Source: DataQuest	All Students: .7% SED: .5% EL: 0% SWD: 0% African American/Black: 0% Hispanic/Latinx: .7% Data Year: 2022-2023	All Students: 0% Data Year: 2023-2024		<.5%	All Students: -.7% SED: -.5% EL: Maintained SWD: Maintained African American/Black: Maintained Hispanic/Latinx: -.7%
2.5	HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups Source: DataQuest	All: 10.1% HI: 11.1% EL: 19.2% SWD: 25% SED: 10.1% Data Year: 2022-2023	All: 10.2% HI: 10.9% EL: 18.4% SWD: 36.4% SED: 10.4% Data Year: 2023-2024		<6%	All: +.1% HI: -.2% EL: -.8% SWD: +11.4% SED: +.3%
2.6	% of teachers and parents feeling school is safe and that they are connected to school community Source: Youth Truth	Teachers: 64% (feel safe from harm); 91% (feel engaged in their work) Parents: 84% (safe place to learn); 78% (feel engaged in the school) Data Year: 2023-24	Teachers: 54% (feel safe from harm); 81% (feel engaged in their work) Parents: 88% (safe place to learn); 88% (feel engaged in the school) Data Year: 2024-25		93%	Teachers: -10% (feel safe from harm); -10% (feel engaged in their work) Parents: +4% (safe place to learn); +10% (feel engaged in the school)

2.7	Youth Truth Student Survey: % of students who report being bullied or harassed Source: Annual student survey	6% Data Year: 2023-24	5% Data Year: 2024-25		3%	-1%
2.8	Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness Source: Annual student survey	3.17 Data Year: 2023-24	3.63 Data Year: 2024-25		3.55	+.46
2.9	Youth Truth Student Survey: The degree to which students feel welcome at their school and have collaborative relationships with their classmates Source: Annual student survey	3.35 Data Year: 2023-24	3.47 Data Year: 2024-25		3.56	+.12
2.10	School Facilities in Good repair Source: Annual FIT survey	Overall Good Repair Data Year: 2023-24	Overall Good Repair Data Year: 2024-25		Overall Good Repair	Maintained

2.11	% parents attending two student-led conferences annually Source: Parent/Teacher/Student conference attendance logs	90% Data Year: 2023-24	97% Data Year: 2024-25		98%	+7%
2.12	% of families responding to family survey Source: Local Data	12% Data Year: 2023-24	16% Data Year: 2024-25		30%	+4%

Goal Analysis for 2024-25

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include the following:

Deepening Restorative Practices: ARISE continues to model a powerful, student-centered approach to school discipline through its Restorative Justice framework. The Student Justice Panel, Dean of Restorative Justice, and advisory-centered conflict resolution all serve as core components of our culture of repair, respect, and reintegration.

Inclusive Community-Based Learning: Wednesday community-based learning opportunities have been widely embraced. Electives like Sailing, Boxing, Genomics, and Advanced Music, alongside culturally affirming spaces like the Black Student Union, offer students avenues to explore passions, identity, and leadership outside of traditional academic settings.

Advisory as Anchor: The Advisory program, supported by two adults per classroom and inclusive of SEL and mental health programming, continues to be a central structure in fostering relational trust, resilience, and reflection. Advisory is where students process their own growth and goals, and prepare for student-led conferences.

High Levels of Family Engagement: With translation and interpretation provided for all meetings and documents, ARISE maintains strong lines of communication with families. Two student-led conferences per year, multilingual newsletters, and social media outreach all contribute to consistent family connection.

Growing Mental Health Infrastructure: A full-time clinician, school-based therapy groups, and partnerships with La Clínica and substance abuse programs ensure mental health supports are embedded across the school. Wellness is also built into the curriculum through advisory and a full-time health teacher.

Targeted Attendance and Re-Engagement: The Student and Family Engagement Coordinator leads a proactive attendance team that uses a tiered approach—prioritizing personalized supports for historically marginalized students, including Black students, students with IEPs, and ELs. These efforts, combined with on-campus incentives, have helped mitigate chronic absenteeism for many students.

Strong Sense of Belonging Among African-American Students: YouthTruth data confirms that African-American students at ARISE report the highest levels of connection and safety. This is mirrored in enrollment and retention data, with African-American students representing the highest subgroup for sustained engagement and multi-year persistence at ARISE.

Deepening Restorative Practices: ARISE's Restorative Justice framework—anchored by the Student Justice Panel and staff leads in culture and discipline—has created pathways for healing and accountability rooted in student leadership and care.

Inclusive Community-Based Learning: Wednesday electives like Boxing, Sailing, Genomics, and the Black Student Union continue to offer culturally relevant, community-driven learning that builds identity, confidence, and joy.

Some challenges with implementation this year include:

Persistent Gaps in Re-Engagement for Other Subgroups: While African-American students are thriving in terms of school connection and retention, other student groups—including English Learners and students with high SEL needs—require more personalized and sustained re-engagement strategies. Disparities in chronic absenteeism and access to leadership or enrichment roles remain areas for growth.

Balancing Culture-Building with Academic Rigor: As previously stated, ensuring the same level of safety, connection, and cultural affirmation is matched with academic challenge remains a key area for growth across classrooms.

Advisory Alignment: Advisory quality and implementation varies by grade level. Vertical alignment and clear spiraling of SEL and core value instruction needs to be strengthened.

Scaling Student Leadership: There is strong leadership among some students (e.g. in Student Justice Panel), but additional opportunities are needed to expand leadership across the student body—especially in enrichment and athletic contexts.

Facility Improvements: While basic needs are met, the aging building infrastructure and limited space call for ongoing investment to ensure all facilities remain safe, welcoming, and functional.

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.

The difference in Action #5 between the budgeted amount of $220,000 and estimated actuals of $307,470 was due to the fact that some of the money from Academic Mentors was spent on Linked Learning.

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

The effectiveness of the Attendance Initiatives is evidenced by the average daily attendance rate of 92.62% and the chronic absence rate which has decreased by 3 percentage points from last year. These data points still reflect attendance struggles in the aftermath of the pandemic, but we anticipate marked improvement in the coming year.

The Restorative Justice, Positive School Culture, Enrichment, and Social Emotional Learning actions' effectiveness are evidenced by the increase of scores on the Youth Truth student survey, a suspension rate of 5.7%, and a 0% expulsion rate. This suspension and expulsion data represent a decrease from last year, and the dropout rate was maintained. We believe our investment in increasing student engagement will lead to improved rates moving forward.

The effectiveness of the Health and Safety action is evidenced by the School Facilities rating on the Annual FIT survey of "Overall Good Repair" and that student and parent survey data indicating a perception that school is a safe place.

The Parent Engagement action's effectiveness is evidenced by 97% attendance at student-led conferences. We had a fairly low family survey return rate, but we did increase 4 percentage points from the previous year.

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

In reflecting on prior practice, we are making the following changes:

Elevating Student-Centered Discipline and Leadership: ARISE will expand its RJ practices by embedding them more intentionally into advisory, leadership structures, and schoolwide expectations. Students will have more ownership in culture-shaping roles and peer accountability.

Refining Advisory Scope and SEL Spiraling: A vertically aligned advisory curriculum will be developed, ensuring that SEL skills, conflict resolution, and ARISE core values build coherently across all grade levels.

More Strategic Use of Community-Based Learning: Community-based electives will be refined to deepen student engagement and connection to real-world pathways, identity development, and postsecondary preparation.

Leveraging Student Voice: Feedback from student surveys and focus groups will more directly inform schoolwide culture efforts, with a focus on expanding peer mentorship and student-led programming.

Integrated Support Team Collaboration: Culture, academic, and wellness teams will collaborate more systematically to review student data and coordinate interventions, particularly for students showing signs of disengagement or trauma.

Targeted Attendance Campaigns: New culturally responsive incentive systems will be piloted to support attendance growth and re-engagement, with an emphasis on joy, connection, and belonging.

PD Focused on Culture, Equity, and Joy: Staff PD will continue to prioritize anti-racist practice and relational culture, but will include more time for collaboration, implementation, and reflection on how to center student voice and foster joy in learning.

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	Restorative Justice	The Restorative Justice team will utilize a Restorative Justice Model based on a school-wide discipline praxis that supports students in expressing ARISE core values: ● School-wide discipline praxis ● Student Justice Panel, group of students trained in Restorative Justice to address issues in the school community ● Restorative Justice Team has five staff members including a full time Dean of Restorative Justice	$138,502	Y
2.2	Positive School Culture	The ARISE School Culture Coordinator will ensure students have opportunities to engage meaningfully in a positive school culture - Advisory and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE core values. - Student Activities Class to organize events and build positive school culture	$138,502	N
2.3	Attendance Initiatives	The ARISE Student and Family Engagement Coordinator meets weekly with the student attendance team to provide personalized supports for students to ensure regular attendance.	$58,146	N
2.4	Health and Safety	With the coordination of our facilities manager, we will provide regular clearing and maintenance of our facilities, as well as improve our facilities as needed and according to health and safety guidance from local officials.	$1,314,880	N
2.5	Enrichment	● Community Based Learning on Wednesdays with 3 Blocks that include classes such as Cooking, Sailing, Boxing, GEnomics Lab, Advanced guitar and piano, Black Student Union, photography ● Athletics: Soccer; Flag Football, Volleyball, Cross Country, Basketball and Cheerleading. ● Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.	$200,112	Y

2.6	Social Emotional Learning	• Full time Clinician supports student mental health needs with the support of clinician interns (when available) • School Culture Coordinator develops an advisory curriculum. Every advisory group has two advisors. • Group therapy for students and families • Partnerships with La Clinica and Substance Abuse program • Family education on SEL and Mental health • Full time Health teacher	$375,044	Y
2.7	Parent Engagement	The ARISE Family Coordinator ensures families have access to information and opportunities to participate in decision-making. The Family Coordinator also supports in coordinating family events for family members to learn how to best support their child academically and socio emotionally at home. • Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees. • Coordinate family meetings and focus groups, and manage surveys to get input and feedback on our school wide plans. • Family Leadership Group and Family Nights • Newsletter, Social Media, Parent Communication through email and Powerschool • Translation for all documents • Interpreting for all meetings • Student Led Conferences where students meet with advisors and families to discuss graduation tracks and progress	$22,450	Y

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #7 Course Access (Broad Course of Study)

An explanation of why the LEA has developed this goal.

We are proud of the number of students that continue on to college after they graduate from ARISE. However, we can continue to increase the level of college preparation to ensure our graduates will be successful in college and career readiness. We can also continue to improve upon our college preparedness metrics for our subgroup populations, especially our African-American students, students with disabilities, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who stay enrolled at ARISE from May to May Source: CALPADS 8.1 Reports	90% Data Year: 2023-24	87.96% Data Year: 2024-25		95%	-2.04%
3.2	Cohort 4 & 5-Year Cohort Graduation Rate Source: CA Dashboard	All Students: 90.1% HI: 89.2% EL: 80.8% SWD: 75% SED: 90.1% Data Year: 2022-2023	All Students: 90.1% HI: 89.5% EL: 82.1% SWD: 66.7% SED: 89.9% Data Year: 2023-2024		98%	All Students: Maintained HI: +.3% EL: +1.3% SWD: -8.3% SED: -.2%
3.3	% of students who graduate with UC/CSU eligibility Source: DataQuest	100% schoolwide and for all student groups Data Year: 2022-23	100% schoolwide and for all student groups Data Year: 2023-24		100%	Maintained

3.4	% of students who are college ready in ELA as measured by the UC/CSU Early Assessment Program (EAP) Source: DataQuest (CAASPP)	All Students: 46.8% Hispanic/Latinx: 46.7% Fewer than 11 SWD tested SED: 48.3% EL: 24% Data Year: 2022-2023	All Students: 50.6% Hispanic/Latinx: 48.8% SWD: 28.6% SED: 48.2% EL: 3.7% Data Year: 2023-2024		60%	All Students: +3.8% Hispanic/Latinx: +2.1% SWD: N/A SED: -.1% EL: -20.3%
3.5	% of students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP) Source: DataQuest (CAASPP)	All Students: 13.8% Hispanic/Latinx: 14.5% Fewer than 11 SWD tested SED: 15% EL: 0% Data Year: 2022-2023	All Students: 12.8% Hispanic/Latinx: 13.5% SWD: 0% SED: 10.2% EL: 0% Data Year: 2023-2024		30%	All Students: -1% Hispanic/Latinx: -1% SWD: N/A SED: -4.8% EL: Maintained
3.6	% of students who apply to one or more CSU Source: College Counselor records	97% Data Year: 2023-24	97% Data Year: 2024-25		100%	Maintained
3.7	% of students who are accepted to a four-year college or university Source: College counselor records	N/A Data Year: 2023-24	N/A Data Year: 2024-25		90%	N/A

3.8	% of seniors who have completed a pathway internship Source: College counselor records	96% Data Year: 2023-24	100% Data Year: 2024-25		100%	+4%
3.9	% of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: College counseling records	90%- Bridge Defense 100%- Senior Warrior Intellectual Defense Data Year: 2023-24	95% Data Year: 2024-25		100%	Maintained
3.10	% Career technical education (CTE) pathway completers	18.5% Data Year: 2022-23	95% Data Year: 2023-24		80%	+76.5%
3.11	% of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities Source: College counseling records	4.9% Data Year 2022-23	95% Data Year 2023-24		60%	+90.1%

Goal Analysis for 2024-25

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include the following:

Pathway Access and Equity: Every ARISE student participates in a pathway, with growing numbers completing internships, capstone defenses, and dual enrollment courses. Our full-inclusion model ensures that students with IEPs, English Learners, and other target groups are supported in reaching these milestones.

Integrated College and Career Systems: With 4 grade-level counselors, looping advisory curriculum, My10YearPlan, and a schoolwide focus on A–G completion and postsecondary readiness, ARISE offers a comprehensive and personalized pathway to graduation and beyond.

Authentic Work-Based Learning: Students complete meaningful internships during the school day—often in public health or education—and apply these experiences in their capstone defenses. The WBL Liaison has established multiple community partnerships and secured internship placements that reflect students' interests and community needs.

Capstone Defenses & 21st Century Skill Development: 100% of seniors complete a capstone defense aligned to the ARISE Graduate Profile, demonstrating mastery in communication, critical thinking, and self-awareness. Bridge Presentations and mock interviews provide early scaffolding for this process.

Dual Enrollment and Summer Enrichment: Students access summer bridge, college classes, and on-campus support to complete dual enrollment courses, with increasing numbers graduating with college credits and exposure to college-level rigor.

CTE-Embedded Curriculum & Certification: CTE-certified teachers implement curriculum aligned to state standards and the four pillars of Linked Learning. ARISE is actively working toward Gold Certification with the Linked Learning Alliance.

Some challenges with implementation this year include the following:

Math and EAP College Readiness: While overall college readiness has grown, EAP data shows that students continue to face challenges in math. This impacts CSU eligibility and highlights a need for earlier, deeper alignment of pathway coursework with quantitative reasoning skills.

Sustaining WBL and Dual Enrollment Growth: With more students participating in internships and dual enrollment, ARISE must continue investing in staffing, systems, and academic supports to ensure success, especially for students juggling IEPs or first-time college-level expectations.

Staffing and Credentialing for CTE Courses: Meeting state certification requirements for CTE instructors is an ongoing priority, particularly as pathway offerings expand. Recruiting and retaining industry-aligned teachers while supporting current staff in certification processes remains key.

Differentiated Student Support: The volume of support needed for students in pathways—especially those with IEPs or language needs—requires sustained collaboration between academic mentors, deans, counselors, and college instructors.

Pathway Vertical Alignment: While ARISE students all access pathways, more work is needed to ensure that 10th–12th grade experiences are intentionally aligned in rigor, skill-building, and career exploration across both pathways.

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

There were no material differences between budgeted expenditures and estimated actuals for this goal.

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

Much of the state data such as College Readiness (Reading: 50.6%, Math: 12.8%) and graduation rate (90.1%) shows that even though the aftermath of the pandemic was very challenging for many of our students and families, we are seeing success regarding College and Career outcomes. 100% of the graduating cohort completed A-G requirements during that time period and we saw an increase in sustained enrollment about 88% of students stayed enrolled from May to May. The local data also demonstrates the effectiveness of all actions with 97% of students applying to one or more CSU, 95% of students completing a CTE pathway internship, 95% of graduating students on track to complete 2+ college courses via concurrent and dual enrollment opportunities, 95% of students on track to demonstrate mastery of 21st century skills as measured by completion of the 10th grade bridge presentation and the senior seminar capstone defense, and 100% of seniors on track to complete a pathway internship.

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.

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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	CTE Standards Integration	Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills ● every student completes pathway ● internship in public/community health ● capstone presentation senior year ● interdisciplinary projects	$67,349	N

3.2	College and Career Counseling	• 9th grade advisory helps to identify career goals and aspirations and in creating an individualized 10-year college and career plan to reach those goals. • Counselor ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE course to become pathway completers, A-G course requirements, and including additional support with pathway orientation. • Four college counselors 9-12 • Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway. • College and Career Family Classes to educate families about the college admissions process.	$8,000	Y
3.3	CTE Work Based Learning Liaison	CTE Work Based Learning Liaison -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to): • Engage with community partners • Establish and maintain internship/externship opportunities for students and staff • 21st century Skill building, training on resume-building, interviewing, and actual internship class as part of the school day • Lead PD around connecting WBL learning with classrooms learning • Co-produce weekly Linked Learning newsletter • Manage student off site internships, including during the school day • Execute MOU's and partnership agreements with partnership organizations • Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes • Attend and participate in key CTE/Linked Learning conferences and workshops	$387,398	N

3.4	Community Leadership Team	Community Leadership Team ● Supports all teachers, especially CTE teachers, with pathway implementation in their classroom. ● Manages the WBL Liaison to support student work based learning ● Designs and implements professional learning around linked learning, WBL, and our pathway ● Works directly with the Pathway Advisory Board ● Manages the Measure N grant, expenditures, site visits, and reports. ● Co-produces weekly Linked Learning newsletter, ● Executes MOU's and partnership agreements with partnership organizations, ● Manages and oversees Linked Learning certifications.	$228,555	N
3.5	Dean of Education Pathway	The Dean of Education Pathway will coordinate and manage mentorship, tutoring and individualized student support programs (with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge. -Develop and implement a system for tracking individualized supports for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.) -Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed). -Develop and facilitate ARISE's Peer Tutoring Program -Coordinate 12th grade Senior Seminar Capstone mentorships -Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc. -Complete associated paperwork, data analysis, and evaluation as needed. -Provide resources and referrals for services -Pilot new Spring Mentoring program -Support IEP students and other target population students in successfully achieving their learning goals -Provide resources and referrals of services in coordination with the Pathway Case Manager	$22,574	N

3.6	College and Career Prep Student Presentations	Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.	$122,186	N
3.7	Capstone Defense	Continue to use the graduate profile as the guiding principle of the CTE Pathway Senior Seminar: Advanced Public and Community Health Capstone Defense. Continue to use 21st century skills in classrooms. Continue to incorporate My 10 Year Plan into senior defense. Students use their internship that they participate in during the winter as part of their capstone defense, emphasizing their internship and/or working experience.	$3,000	N
3.8	Public and Community Health Coursework	As we strive for gold certification with the Linked Learning Alliance, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement course work that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world.	$114,573	N
3.9	Public Health Speaker Series	Cafe Talks: Public Health Speaker Series. Guest Speaker Stipends and Organization Honorariums for our Pathway Themed discussions. This will raise the quality and capacity of these presentations and thank our Industry Partners for their time and continued partnership with ARISE.	$5,000	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,648,956	$178,518

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.78%	0%	$0	34.78%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9 and 1.10	Our socioeconomically disadvantaged students are performing 91.8 points below standard and our English Learners are performing 127.2 points below standard on the CAASPP Math.	The Response to Intervention program provides additional staffing to meet the academic needs of students. The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for struggling students. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	CAASPP ELA and Math: Distance from Standard for SED and EL subgroups

2.1, 2.5, 2.6	Based on the 2023 CA Dashboard, the school has identified needs based on its Orange Status regarding suspension rate for all students and all numerically significant subgroups, including English Learners and socioeconomically disadvantaged students.	Our Restorative Justice Program includes five staff members and our Student Justice Panel, a group of students specially trained to address issues in the school community. We offer Community Based Learning on Wednesdays with 3 Blocks that include classes such as Cooking, Sailing, Boxing, GEnomics Lab, Advanced guitar and piano, Black Student Union, and photography along with many athletic enrichment options. In addition, we now have 3 full-time clinicians to support students' mental health needs. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	Suspension Rate for SED and EL subgroups
2.7	Parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	ARISE provides multiple opportunities for parents to participate in the school community. We hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees. We also coordinate family meetings and focus groups, and utilize surveys to get input and feedback on our school wide plans. These actions are provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional parent events and parent workshops.	% parents attending two student-led conferences annually
3.2	Only 15% of sociologically disadvantaged students and 0% of English Learners are college ready in math as measured by the UC/CSU Early Assessment Program.	Our Counseling team ensures students are getting individualized support completing and enhancing their Get Focused Stay Focused 10 year plan, developing evidence for the college and career portfolio, succeeding in their CTE course to become pathway completers, A-G course requirements, and including additional support with pathway orientation. We also provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway. These actions are provided on a school-wide basis because all students will benefit, but Socioeconomically Disadvantaged and English learners will benefit the most from the additional parent events and parent workshops.	% of SED and EL students who are college ready in math as measured by the UC/CSU Early Assessment Program (EAP)

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
1.6	47.1% of English Learners made annual progress towards English fluency on the CA Dashboard. Our English Learners are performing 83.1 points below standard on the CAASPP ELA and 127.2 points below standard on the CAASPP Math.	ARISE has an EL Coordinator to monitor progress, teach, and provide coaching and professional development for teachers. There is also one multi-level designated EL support class for students who are scoring mostly in the Beginning to Develop (1) or the Somewhat Developed (2) assessment levels on the ELPAC. In addition, newcomer students at ARISE are assigned a designated Academic Mentor who shadows them throughout the school day to provide individual support.	% of ELs improving on ELPAC (ELPI) CAASPP ELA and Math: Distance from Standard for the EL subgroup

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.

ARISE is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:

Goal 1, Action 10 increases the number of classified staff providing direct services to students through the addition of Academic Mentors.

The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for every student in every classroom while increasing teacher capacity to focus on excellent teaching and learning as defined by the ARISE Instructional Core.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 4,741,512	$ 1,648,956	34.78%	0.000%	34.78%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,733,466	$ 1,246,521	$ 296,196	$ 221,076	$ 7,497,259	$ 5,804,732	$ 1,692,527

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
1	1	Curriculum & Instructional Materials	All	No	LEA-wide	N/A	ARISE	Ongoing	$ -	$ 125,000	$ 125,000	$ -	$ -	$ -	$ 125,000
1	2	Teacher Effectiveness	All	No	LEA-wide	N/A	ARISE	Ongoing	$ -	$ 11,000	$ 11,000	$ -	$ -	$ -	$ 11,000
1	3	Instructional Model	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 1,913,614	$ -	$ 1,731,100	$ -	$ 182,514	$ -	$ 1,913,614
1	4	Professional Development	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 22,786	$ 17,101	$ 22,786	$ -	$ -	$ 17,101	$ 39,887
1	5	Data Driven Instruction	All	No	LEA-wide	N/A	ARISE	Ongoing	$ -	$ 6,878	$ 6,878	$ -	$ -	$ -	$ 6,878
1	6	English Language Development	All	Yes	Limited	English Learners	ARISE	Ongoing	$ 100,553	$ -	$ 100,553	$ -	$ -	$ -	$ 100,553
1	7	Summer School	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 4,500	$ -	$ 4,500	$ -	$ -	$ -	$ 4,500
1	8	Special Education	SPED	No	LEA-wide	N/A	ARISE	Ongoing	$ 702,932	$ 83,883	$ 388,074	$ 341,321	$ -	$ 57,420	$ 786,815
1	9	Response to Intervention	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 609,264	$ -	$ 376,368	$ -	$ 86,341	$ 146,555	$ 609,264
1	10	Academic Mentors	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 693,477	$ -	$ 693,477	$ -	$ -	$ -	$ 693,477
2	1	Restorative Justice Model	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 138,502	$ -	$ 138,502	$ -	$ -	$ -	$ 138,502
2	2	Positive School Culture	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 138,502	$ -	$ 138,502	$ -	$ -	$ -	$ 138,502
2	3	Attendance Initiatives	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 49,946	$ 8,200	$ 58,146	$ -	$ -	$ -	$ 58,146
2	4	Health & Safety	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 70,756	$ 1,244,124	$ 823,072	$ 491,808	$ -	$ -	$ 1,314,880
2	5	Enrichment	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 31,112	$ 169,000	$ 200,112	$ -	$ -	$ -	$ 200,112
2	6	Social Emotional Learning	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 375,044	$ -	$ 257,556	$ 117,488	$ -	$ -	$ 375,044
2	7	Parent Engagement	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 22,450	$ -	$ 22,450	$ -	$ -	$ -	$ 22,450
3	1	CTE Standards Integration	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 67,349	$ -	$ -	$ 67,349	$ -	$ -	$ 67,349
3	2	College & Career Counseling	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 8,000	$ -	$ 8,000	$ -	$ -	$ -	$ 8,000
3	3	Work-Based Learning	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 387,398	$ -	$ 387,398	$ -	$ -	$ -	$ 387,398
3	4	Pathway Coordination	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 228,555	$ -	$ -	$ 228,555	$ -	$ -	$ 228,555
3	5	Pathway Mentoring & Support	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 22,574	$ -	$ 22,574	$ -	$ -	$ -	$ 22,574
3	6	College & Career Student Presentations	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 94,845	$ 27,341	$ 94,845	$ -	$ 27,341	$ -	$ 122,186
3	7	Capstone Defense	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 3,000	$ -	$ 3,000	$ -	$ -	$ -	$ 3,000
3	8	Public & Community Health Coursework	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 114,573	$ -	$ 114,573	$ -	$ -	$ -	$ 114,573
3	9	Public Health Speaker Series	All	No	LEA-wide	N/A	ARISE	Ongoing	$ 5,000	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,741,512	$ 1,648,956	34.78%	0.000%	34.78%	$ 1,797,018	0.000%	37.90%	**Total:**	$ 1,797,018
								LEA-wide Total:	$ 1,696,465
								Limited Total:	$ 100,553
								Schoolwide	$ -

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	6	English Language Development	Yes	Limited	English Learners	ARISE	$ 100,553	0.000%
1	9	Response to Intervention	Yes	LEA-wide	All	ARISE	$ 376,368	0.000%
1	10	Academic Mentors	Yes	LEA-wide	All	ARISE	$ 693,477	0.000%
2	1	Restorative Justice Model	Yes	LEA-wide	All	ARISE	$ 138,502	0.000%
2	5	Enrichment	Yes	LEA-wide	All	ARISE	$ 200,112	0.000%
2	6	Social Emotional Learning	Yes	LEA-wide	All	ARISE	$ 257,556	0.000%
2	7	Parent Engagement	Yes	LEA-wide	All	ARISE	$ 22,450	0.000%
3	2	College & Career Counseling	Yes	LEA-wide	All	ARISE	$ 8,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,178,755	$ 7,246,399

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	Curriculum & Instructional Materials	No	$ 108,824	$ 113,525
1	2	Teacher Effectiveness	No	$ 5,412	$ 5,098
1	3	Instructional Model	No	$ 1,849,253	$ 1,802,117
1	4	Professional Development	No	$ 38,346	$ 37,868
1	5	Data Driven Instruction	No	$ 6,867	$ 6,867
1	6	English Language Development	Yes	$ 93,783	$ 95,234
1	7	Summer School	No	$ 3,000	$ 4,500
1	8	Special Education	No	$ 673,516	$ 719,616
1	9	Response to Intervention	No	$ 591,642	$ 565,502
1	10	Academic Mentors	Yes	$ 750,000	$ 649,052
2	1	Restorative Justice Model	Yes	$ 131,535	$ 130,056
2	2	Positive School Culture	No	$ 131,535	$ 130,056
3	3	Attendance Initiatives	No	$ 37,865	$ 39,525
2	4	Health & Safety	No	$ 1,236,590	$ 1,278,228
2	5	Enrichment	Yes	$ 220,000	$ 307,470
2	6	Social Emotional Learning	Yes	$ 381,380	$ 397,663
2	7	Parent Engagement	Yes	$ 20,614	$ 21,775
3	1	CTE Standards Integration	No	$ 61,842	$ 65,324
3	2	College & Career Counseling	Yes	$ 10,000	$ 10,000
3	3	Work-Based Learning	No	$ 404,514	$ 442,124
3	4	Pathway Coordination	No	$ 166,666	$ 161,933
3	5	Pathway Mentoring & Support	No	$ 20,000	$ 20,000
3	6	College & Career Student Presentations	No	$ 123,040	$ 119,661
3	7	Capstone Defense	No	$ 3,000	$ 3,000
3	8	Public & Community Health Coursework	No	$ 104,531	$ 115,205
3	9	Public Health Speaker Series	No	$ 5,000	$ 5,000

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,555,197	$ 1,607,312	$ 1,611,250	$ (3,938)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	6	English Language Development	Yes	$ 93,783	$ 95,234	0.000%	0.000%
1	10	Academic Mentors	Yes	$ 750,000	$ 649,052	0.000%	0.000%
2	1	Restorative Justice Model	Yes	$ 131,535	$ 130,056	0.000%	0.000%
2	5	Enrichment	Yes	$ 220,000	$ 307,470	0.000%	0.000%
2	6	Social Emotional Learning	Yes	$ 381,380	$ 397,663	0.000%	0.000%
2	7	Parent Engagement	Yes	$ 20,614	$ 21,775	0.000%	0.000%
3	2	College & Career Counseling	Yes	$ 10,000	$ 10,000	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,501,424	$ 1,555,197	0.000%	34.5%	$ 1,611,250	0.000%	35.8%	$0.00 - No Carryover	0.00% - No Carryover

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.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

Local Control and Accountability Plan Instructions

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

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.

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- 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.

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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.

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- 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,

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- 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.

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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.

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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.

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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.

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- 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:

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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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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

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- 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.

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- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

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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.

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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.

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- 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

Local Control and Accountability Plan Instructions

- **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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