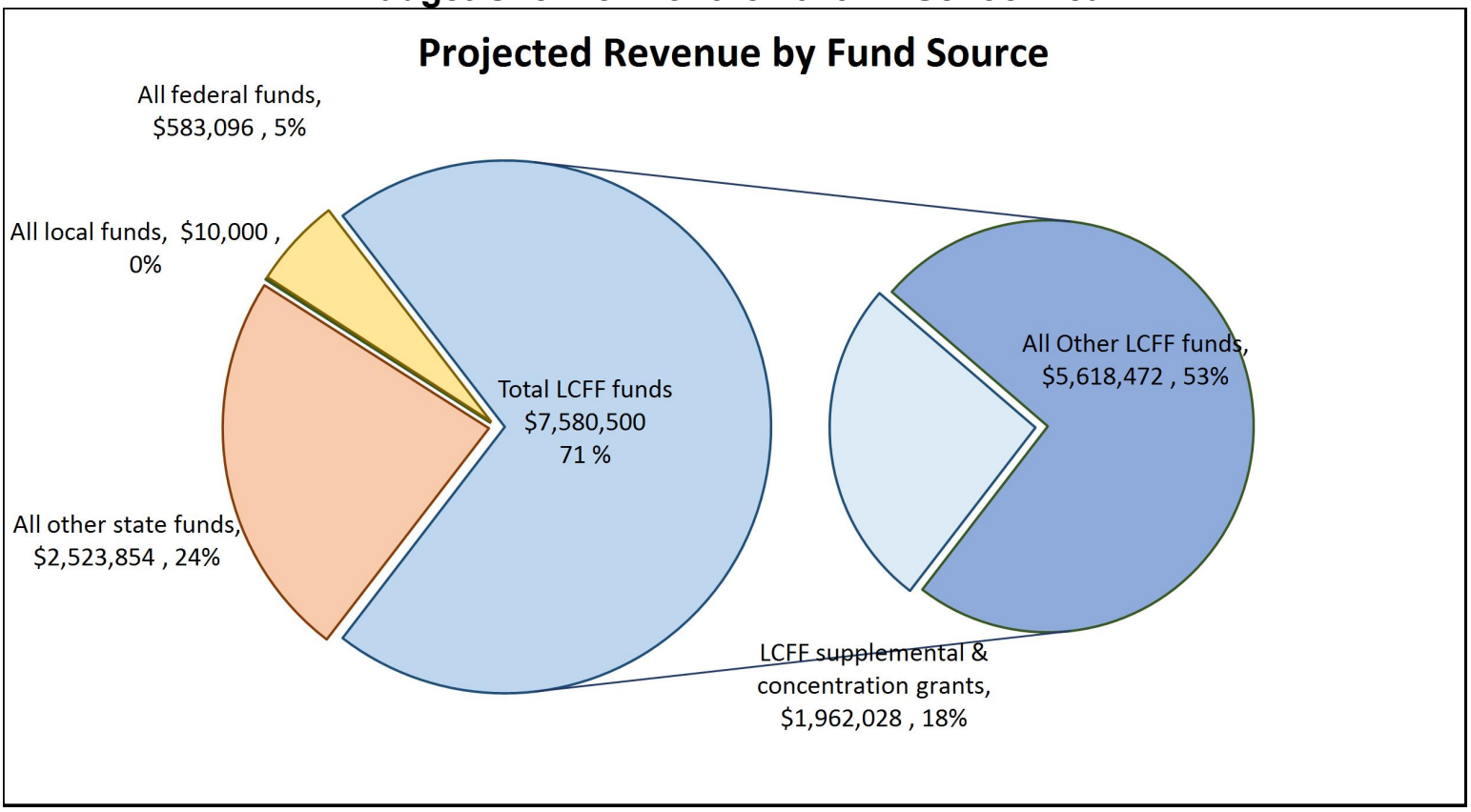
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Alexander Twilight Secondary Academy
CDS Code: 34-67447-0121467
School Year: 2026-27
LEA contact information:
Mercedes Macumber
Principal
AspireATSA@aspirepublicschools.org
916-979-1788

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

Budget Overview for the 2026-27 School Year

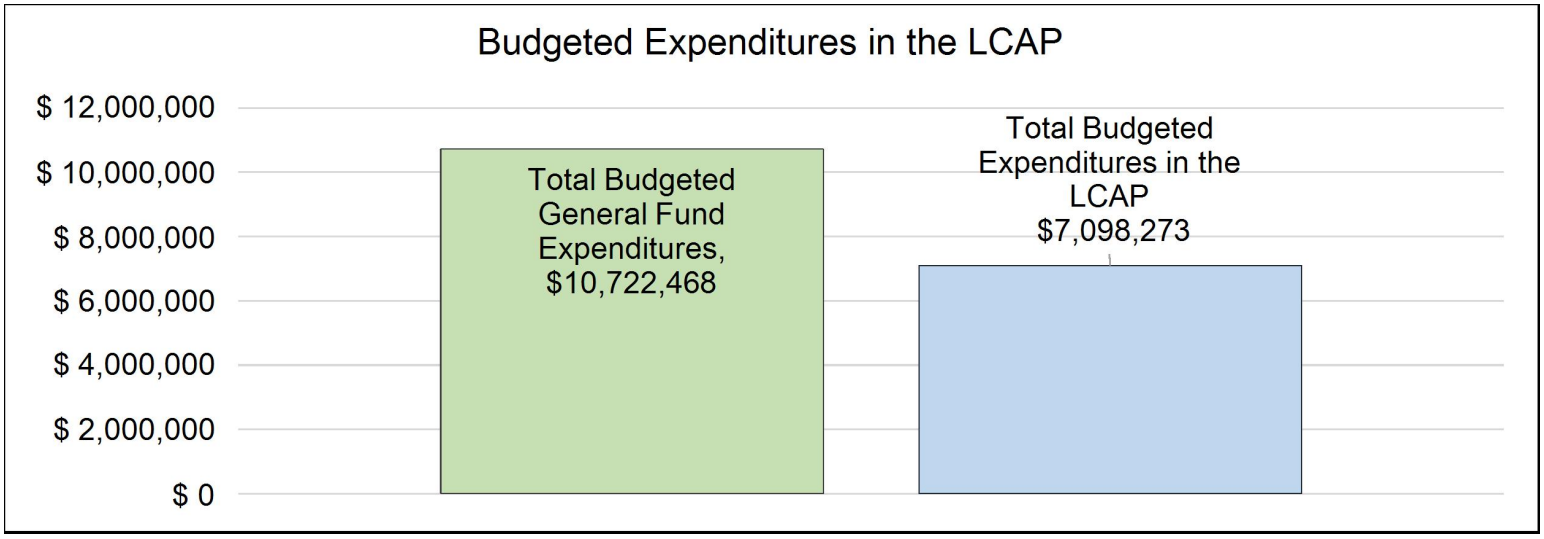


This chart shows the total general purpose revenue Aspire Alexander Twilight Secondary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Alexander Twilight Secondary Academy is $10,697,450, of which $7,580,500 is Local Control Funding Formula (LCFF), $2,523,854 is other state funds, $10,000 is local funds, and $583,096 is federal funds. Of the $7,580,500 in LCFF Funds, $1,962,028 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Aspire Alexander Twilight Secondary Academy plans to spend $10,722,468 for the 2026-27 school year. Of that amount, $7,098,273 is tied to actions/services in the LCAP and $3,624,195 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

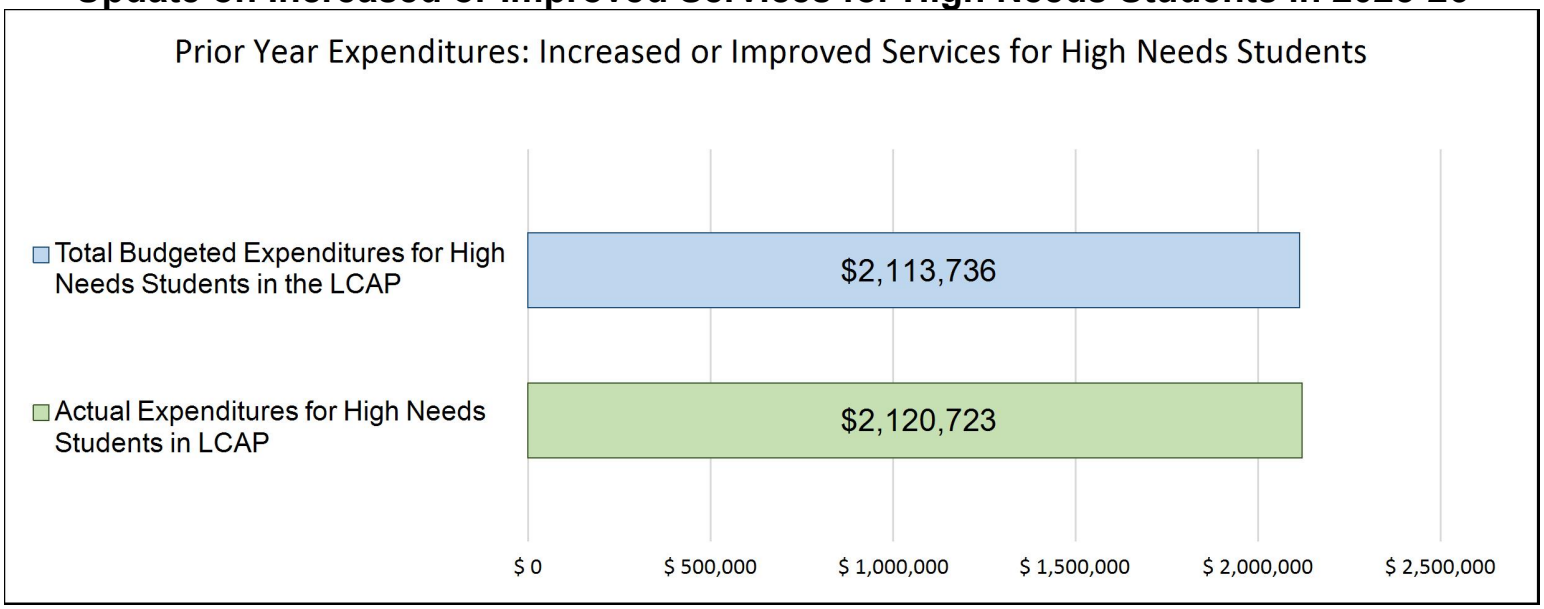
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Alexander Twilight Secondary Academy is projecting it will receive $1,962,028 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Alexander Twilight Secondary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Alexander Twilight Secondary Academy plans to spend $2,223,172 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Aspire Alexander Twilight Secondary Academy's LCAP budgeted $2,113,736 for planned actions to increase or improve services for high needs students. Aspire Alexander Twilight Secondary Academy actually spent $2,120,723 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Alexander Twilight Secondary Academy	Mercedes Macumber Principal	AspireATSA@aspirepublicschools.org 916-979-1788

Plan Summary [2026-27]

General Information

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

Aspire Alexander Twilight Secondary Academy (ATSA) is a 6-12 school located in Sacramento, California, and part of the Aspire Public Schools network. Since opening in 2010, ATSA has been dedicated to providing a rigorous, high-quality education that prepares students for college and future success. The school serves 471 students, with 59% identifying as Hispanic, 18% as African-American, 3% as Asian-American, 3% as Caucasian, and 5% as multiracial. Approximately 72% of students qualify for free or reduced lunch, highlighting the school's mission to support underserved communities and promote equitable access to learning.

Led by Principal Mercedes M. Macumber, who has served in various roles within Aspire for the past nineteen years, ATSA embraces a culture of high expectations, community partnership, and student empowerment. Principal Macumber's journey as a first-generation college graduate embodies the mission of the school, which focuses on helping students overcome societal and generational barriers through academic achievement, social-emotional growth, and readiness for college and careers.

ATSA is committed to living out Aspire's core values: Bienestar (Well-Being), Culture of Belonging, Community Partnership, Agency + Self-Determination, and Joy. The school works to create a safe and nurturing environment where students feel valued and motivated to excel. Through rigorous academic programs, character development, and college readiness initiatives, students are encouraged to apply themselves, think critically, and achieve at high levels.

Family engagement and collaboration with community stakeholders are central to the school's success, as ATSA recognizes the importance of working closely with families to support students academically and emotionally. The school also provides students with opportunities to participate in enrichment activities through its afterschool program.

ATSA's vision is to empower scholars to build fulfilling and liberated futures for themselves and their communities. Its mission focuses on fostering a joyful and rigorous academic experience that cultivates students' unique skills and talents while promoting inclusivity and addressing systemic inequities that impact marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

With its strong commitment to academic excellence, equity, and student well-being, Aspire Alexander Twilight Secondary Academy continues to prepare students to thrive in college and beyond while contributing positively to their communities.

Reflections: Annual Performance

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

Successes

ATSA continues to see important progress in programs designed to support Multilingual Learners (MLL) and students with disabilities. Through targeted academic interventions, structured ELD supports, and collaboration between general education and special education staff, we have seen improvements in student course performance and increased access to grade-level instruction. Many of our students in both groups are demonstrating stronger course completion and maintaining passing grades across core content areas, reflecting our commitment to inclusive instructional practices and differentiated support.

Our ELD program continues to show positive progress as students demonstrate growth toward English language proficiency. Instructional strategies such as targeted language development, content-integrated ELD instruction, and collaboration between teachers have strengthened supports for multilingual learners. These efforts are complemented by professional development for staff and the continued recruitment and retention of qualified educators with experience supporting multilingual learners.

In addition, the school has strengthened collaborative professional learning structures that support instructional improvement. Teachers meet weekly in content teams to analyze student work and identify standards that require reteaching, and grade-level teams collaborate to monitor individual student progress and coordinate interventions. These structures allow teachers to respond more quickly to student learning needs and align instructional strategies across classrooms. The school also participates in quarterly instructional rounds, where staff collaboratively observe classrooms, review student learning data, and reflect on instructional practices that support student engagement and achievement.

We have also continued to strengthen our student support systems, including Social Emotional Learning (SEL) programming and expanded counseling services. Additional student supports, including the presence of a Social Worker, Mental Health Therapist, Parent Outreach Coordinator, and Community Supports staff, have helped improve access to academic, behavioral, and social-emotional resources for students and families.

Challenges

While progress has been made, several challenges remain that require continued focus. Local assessment data, including iReady and other benchmark assessments, indicate that student growth in ELA and Math remains an area of concern, particularly for students performing significantly below grade level. While collaborative planning structures have strengthened instructional alignment, continued work is needed to ensure consistent implementation of rigorous, standards-aligned instruction across classrooms.

Additionally, inconsistent attendance continues to impact student learning and academic outcomes. While the school has strengthened its attendance monitoring systems and family outreach strategies, improving student attendance remains a priority area within the LCAP.

Behavioral data also indicates the need to continue strengthening school climate and restorative practices. While improvements have been made in staff training and social-emotional supports, maintaining a safe and supportive learning environment continues to require ongoing collaboration among staff, students, and families.

Another ongoing challenge identified through surveys and engagement sessions is the need to increase family engagement and strengthen communication with families regarding academic progress, student supports, and school programs. Feedback from Panorama surveys and community meetings highlighted the importance of ensuring families feel connected to the school and have access to clear information about how to support their students.

Actions Taken

In response to these findings, ATSA has implemented several strategies aligned with our LCAP goals. The school has strengthened its MTSS framework by increasing collaboration between teachers, counselors, administrators, and support staff to monitor student progress and coordinate interventions. Grade-level and content-area teams now use student data more intentionally to identify students in need of additional academic support and to plan targeted instructional responses.

The school has also reinforced its attendance improvement strategies, including regular attendance team meetings, proactive family outreach, and partnerships with community-based resources to address barriers to attendance. These efforts aim to ensure that students are consistently present and able to fully engage in learning opportunities.

Additionally, ATSA continues to prioritize professional learning and instructional coaching aligned with the Aspire Student Learning Framework. Teachers participate in instructional rounds, coaching cycles, and collaborative planning meetings that focus on improving instructional rigor, strengthening student engagement, and addressing learning gaps.

Finally, ATSA has continued expanding family engagement opportunities, including Parent Teacher Conferences, Family Nights, Student-Led Conferences, ELAC and SSC meetings, and other community events. These opportunities ensure that families remain active partners in the school community and that their feedback continues to inform school improvement efforts.

Through this ongoing reflection process, ATSA remains committed to using both Dashboard indicators and local data to guide decision-making and ensure that all students receive the academic, social-emotional, and behavioral supports needed to succeed.

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

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

Reflections: Technical Assistance

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

Aspire Alexander Twilight Secondary Academy (ATSA) is eligible for Differentiated Assistance based on California Dashboard indicators related to both academic performance and chronic absenteeism for several student groups, including English Learners, African American students, Students with Disabilities, and Socioeconomically Disadvantaged students. Dashboard and local data identified persistent performance gaps in English Language Arts and Mathematics, as well as ongoing challenges with student attendance rates among these groups.

Aspire Alexander Twilight Secondary Academy (ATSA) has worked consistently with Sacramento County Office of Education (SCOE) partners since the 2023–2024 school year as part of the school’s Differentiated Assistance process. Through ongoing collaboration, ATSA has participated in regular planning meetings, data reflection, gap identification and continuous improvement discussions focused on identifying and addressing gaps in student achievement and engagement. As a result of this work, the school prioritized professional learning opportunities centered on supporting English Learners, African American students, Socioeconomically Disadvantaged students, and Students with Disabilities, with a specific focus on strengthening academic supports and reducing chronic absenteeism. During the 2025–2026 school year, ATSA’s Special Education Department participated in six separate professional development opportunities with SCOE, while English Language Development teachers engaged in four targeted professional development sessions designed to strengthen instructional practices and improve outcomes for students furthest from opportunity.

Comprehensive Support and Improvement

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

Schools Identified

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

ATSI
Aspire Alexander Twilight Secondary Academy

English Learner student group, which received Red performance levels on the following indicators:

2022–23: Chronic Absenteeism, ELPI (English Learner Progress Indicator), Math, and Suspension.
2023–24: ELA, Chronic Absenteeism, Math, and ELPI.

Support for Identified Schools

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

The LEA has demonstrated a robust commitment to bolstering the development of comprehensive support and improvement plans for our school, particularly in addressing the needs of English Learners, Students with Disabilities, enhancing our Math and ELA programs, and tackling Chronic Absenteeism. A cornerstone strategy has involved organizing monthly informational meetings that foster a collaborative learning environment with other Charter Schools in our area. These meetings serve as a vital platform for sharing best practices, innovative strategies, and challenges, facilitating a communal approach to solving common issues.

Additionally, the LEA has implemented monthly coaching meetings specifically designed to equip our staff with resources and strategies that directly support the advancement of our English Learners, the ELAC Committee, and our ELD program. This initiative ensures that our educators are continually exposed to the latest educational trends and techniques, enabling them to tailor their instruction to meet the unique needs of our diverse student body effectively. To combat Chronic Absenteeism, a Social Worker has been hired to track student attendance data, reach out to families with support, implement incentives for positive attendance changes, and participate in weekly Attendance Meetings to ensure targeted interventions.

Furthermore, recognizing the critical importance of specialized support for Students with Disabilities, the LEA is actively supporting our efforts to hire two additional SPED Instructional Assistants. These assistants are set to play a pivotal role in our co-teaching model, working closely with the SPED department to provide the necessary support to ensure an inclusive learning environment for all students. The implementation of universal supports centered around Math and ELA is another area where the LEA's support has been instrumental. By focusing on these core academic skills, the initiative aims to create a solid foundation for academic success across all student groups. Through these strategic actions, the LEA is not only enhancing our school's capacity to meet the diverse needs of our students but also ensuring that our educational practices are both inclusive and effective, setting a precedent for excellence in education.

Monitoring and Evaluating Effectiveness

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

To ensure the effectiveness and responsiveness of our plan to support student and school improvement, a rigorous monitoring and evaluation framework has been established. This framework leverages a blend of online assessments such as iReady and SBAC, along with onsite daily informal assessments of student work samples, to gather comprehensive data on student performance. These tools allow for real-time insights into student progress and areas in need of intervention. Furthermore, to foster a collaborative and responsive environment, we have instituted weekly staff meetings dedicated to reviewing this student data. These meetings bring together a diverse team comprising SPED teachers, SPED Instructional Assistants, and after-school program leaders, facilitating a multi-disciplinary approach to student support. By engaging in regular discussions and planning sessions, the team ensures that strategies are continuously adapted to meet the evolving needs of our students, particularly focusing on English Learners and SPED students.

In addition to the collaborative efforts at the staff level, our administrative team meets weekly to focus on the broader aspects of the implementation plan. These meetings are crucial for assessing the need for onsite coaching for all staff, thus ensuring that our educators are equipped with the necessary skills and knowledge to effectively support our students. Moreover, the administration closely monitors the rollout and ongoing effectiveness of our new Math and ELA programs. Through weekly observations during coaching cycles, the team can provide immediate feedback and adjustments to teaching practices, ensuring that the programs are being implemented effectively and are meeting the intended goals. To address Chronic Absenteeism, we have integrated rigorous monitoring protocols, including weekly attendance reviews led by our onsite Social Worker, who provides critical data and coordinates with staff on intervention strategies. This multi-tiered approach to monitoring and evaluation not only facilitates a deep understanding of the impact of our interventions on student learning but also ensures that our school remains agile and responsive to the needs of our students, ultimately driving meaningful improvement across all areas of student and school performance.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Panorama Teammate Surveys (conducted in October 2025 and February 2026), weekly grade-level team meetings, and monthly staff meetings, as well as 1:1 coaching cycles, quarterly Professional Learning Plan (PLP) meetings, and weekly Instructional Leadership Team meetings. These engagement opportunities provided valuable feedback on classroom practices, curriculum implementation, instructional supports, academic and behavioral needs, professional learning priorities, and cultural awareness. This feedback directly informed the development, monitoring, and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including the principal and administrative team, participated in weekly administrative leadership meetings, monthly Communities of Practice meetings, quarterly Professional Learning Plan (PLP) meetings, and bi-annual Panorama Teammate Surveys (October 2025 and February 2026). These engagement opportunities focused on schoolwide planning, resource allocation, professional learning priorities, data analysis, and strategic goal setting aligned with the school's LCAP.
Other School Personnel	Non-instructional staff were engaged through bi-annual Panorama Teammate Surveys (October 2025 and February 2026), weekly team meetings, and monthly staff meetings. These engagements provided important input on school climate, cultural and behavioral awareness, operational effectiveness, and student support services, helping ensure that the perspectives of all staff members contributed to the continuous improvement process.

Educational Partner(s)	Process for Engagement
Parents	Parents and families were engaged through bi-annual Panorama Family Surveys (administered in fall 2025 and spring 2026), Parent-Teacher Conferences, Saturday School, Family Engagement Nights, individual conversations with staff, English Learner Advisory Committee (ELAC) meetings, quarterly School Site Council (SSC) meetings, and school community events. These engagement opportunities allowed families to provide feedback on barriers to engagement, communication preferences, and student support needs. Family input also informed planning and monitoring of LCAP goals and actions.
Students	Students were engaged through the bi-annual Panorama Student Survey administered in October 2025 and February 2026, as well as through Student-Led Conferences, student clubs, athletics, one-on-one conversations with staff, behavior support academies, and student showcase events. These engagement opportunities focused on gathering student feedback regarding classroom climate, belonging, engagement in learning, and their overall school experience.
SELPA (Special Education)	The school also consulted regularly with SELPA representatives through meetings held throughout the school year (fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services for students with disabilities. These consultations occur through MTSS meetings, IEP meetings, and individual discussions with staff and families to ensure that students with disabilities receive appropriate supports and services aligned with their individualized needs.

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

Educational partner feedback played a significant role in shaping adjustments to the LCAP and refining the actions and services implemented throughout the school year. Input gathered from teachers, school leaders, non-instructional staff, students, and families through Panorama surveys, team meetings, committees, and school events highlighted the importance of strengthening data-driven instruction, improving collaboration structures, and increasing opportunities to support individual students.

Based on teacher and school leader feedback, the school strengthened collaborative planning structures by prioritizing weekly content-area meetings focused on analyzing assessment data and identifying standards that require reteaching. In addition, grade-level team meetings were further structured to focus on monitoring individual student progress and coordinating academic and social-emotional supports through the MTSS framework. Educational partners also emphasized the importance of continuous improvement in instructional practices, which led

to the implementation of quarterly schoolwide instructional rounds, allowing staff to collaboratively observe classrooms, review student learning data, and reflect on instructional strategies that support student achievement.

Feedback from families and students highlighted the need for stronger communication, increased opportunities for engagement, and continued focus on school climate and belonging. As a result, the school continued to prioritize family engagement opportunities such as Family Nights, Parent-Teacher Conferences, ELAC and SSC meetings, Saturday School, and community events, ensuring families have meaningful opportunities to provide feedback and participate in decision-making processes.

Additionally, consultation with SELPA representatives and staff supporting students with disabilities reinforced the importance of strengthening coordination around IEP implementation, MTSS supports, and access to specialized services, which informed ongoing planning and resource allocation.

Through these engagement processes, educational partner feedback helped prioritize actions that strengthen collaboration, data-informed instruction, student supports, and family engagement, ensuring that the LCAP continues to reflect the needs and priorities of the school community.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -78 African American/Black: -93.7 English Learners: -106.4 Socioeconomically disadvantaged: -80.1 Hispanic/Latinx: -68.9	2023-2024 SBAC ELA DFS All Students: -80.2 English Learner: -103.7 Long-Term English Learner: -139.1 Socioeconomically Disadvantaged: -80.2	2024-2025 SBAC ELA DFS All Students: -87.1 Black/African American: -100.5 English Learner: -107.5 English Learners Only: -149.8 English Only: -86.6	2025-2026 SBAC ELA DFS All: -69.00 African American/Black: -84.70 English Learners: -97.40 Socioeconomically disadvantaged: -71.10	All Students: Decreased 9.1 Black/African American: Decreased 6.8 English Learner: Decreased 1.1 Hispanic: Decreased 7.0 Socioeconomically Disadvantaged: Decreased 9.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -164.9	Black/African American: -91 Hispanic: -81 Multiple Races/Two or More: -138.3 Students with Disabilities: -150.1 White: -61.3	Hispanic: -75.9 Long-Term English Learner: -126.3 Multiple Races/Two or More: -100.1 Recently Reclassified Fluent-English Proficient Only: -53.3 Socioeconomically Disadvantaged: -89.2 Students with Disabilities: -146 White: -94.8	Hispanic/Latinx: -59.90 Students with Disabilities: -155.90	Students with Disabilities: Increased 18.9
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -148.3 African American/Black: -161.5 English Learners: -177.5 Socioeconomically disadvantaged: -149.1 Hispanic/Latinx: -143.8 Students with Disabilities: -203.8	2023-2024 SBAC MATH DFS All Students: -148.8 English Learner: -167.1 Long-Term English Learner: -209.7 Socioeconomically Disadvantaged: -147.7 Black/African American: -171.7 Hispanic: -146.2 Multiple Races/Two or More: -171.2	2024-2025 SBAC MATH DFS All Students: -134.7 Black/African American: -147.7 English Learner: -154.7 English Learners Only: -197.2 English Only: -136 Hispanic: -129.3 Long-Term English Learner: -174.4 Multiple Races/Two or More: -159.8	2025-2026 SBAC Math DFS All: -133.30 African American/Black: -146.50 English Learners: -162.50 Socioeconomically disadvantaged: -134.10 Hispanic/Latinx: -128.80 Students with Disabilities: -188.80	All Students: Increased 13.6 Black/African American: Increased 13.8 English Learner: Increased 22.8 Hispanic: Increased 14.5 Socioeconomically Disadvantaged: Increased 14.3 Students with Disabilities: Increased 5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -200.7 White: -126.8	Recently Reclassified Fluent-English Proficient Only: -96.1 Socioeconomically Disadvantaged: -134.8 Students with Disabilities: -198.1 White: -133.4		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 3.62% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 28 points below All Students: 23.6 points below Hispanic: 24.2 points below Students with Disabilities: 39.4 points below English Learner: 31.8 points below Long-Term English Learner: 36.6 points below Socioeconomically Disadvantaged: 24.2 points below 11.03% Met or Exceeded	2024-25 Science Points (SPs) Black/African American: 41.5 science points All Students: 41.4 science points English Learner: 38.4 science points English Learners Only: 29.6 science points English Only: 40.2 science points Hispanic: 42.2 science points Long-Term English Learner: 31.1 science points Recently Reclassified Fluent-English Proficient Only:	2025-2026 Science Test 8.62% Met or Exceeded	Increased 5.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				50.7 science points Socioeconomically Disadvantaged: 40.8 science points Students with Disabilities: 39.8 science points White: 44.8 science points 9.09% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 31.80% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 31.7% of ELs making progress towards English language proficiency LTEL: 27.4% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 56% of ELs making progress towards English language proficiency LTEL: 63% of LTELs making progress towards English language proficiency	2025-2026 ELPI 45% of ELs making progress towards English language proficiency	Increased 24.2%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 26.30%	2023-2024 RFEP Rate: 15.65%	204-25 RFEP Rate: 25.45%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 0.85%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	204-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					curricular materials.	
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: Maintained Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	SY 2023-2024 % of students that met annual typical growth iReady Reading: All Students: 43% Grade 6: 47% Grade 7: 51% Grade 8: 33% iReady Math: All Students: 47% Grade 6: 51% Grade 7: 39% Grade 8: 50%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 40% Grade 6: 35% Grade 7: 44% Grade 8: 31% Grade 9: 48% Grade 10: 49% Grade 11: 33% SY 2024-25 (iReady Math) % of students that met annual typical growth All Students: 34% Grade 6: 25% Grade 7: 22% Grade 8: 31% Grade 9: 42% Grade 10: 47%	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 53% Grade 6: 54% Grade 7: 51% Grade 8: 43% Grade 9: 60% Grade 10: 69% Grade 11: 38% SY 2025-26 iReady Math % of students that met annual typical growth All Students: 50% Grade 6: 42% Grade 7: 47% Grade 8: 43% Grade 9: 53% Grade 10: 78% Grade 11: 27%	SY 2026-2027 % of students that met annual typical growth iReady Reading: All Students: 58% Grade 6: 62% Grade 7: 66% Grade 8: 48% iReady Math: All Students: 62% Grade 6: 66% Grade 7: 54% Grade 8: 65%	iReady Reading: All Students: Increased 10% Grade 6: Increased 7% Grade 7: Maintained 0% Grade 8: Increased 10% Grades 9-11: No baseline available iReady Math: All Students: Increased 3% Grade 6: Decreased 9% Grade 7: Increased 8% Grade 8: Decreased 7% Grades 9-11: No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11: 47%			
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 89.8%	2023-2024 High School Graduation Rate 88.50%	2024-2025 High School Graduation Rate 89.8%	2025-2026 High School Graduation Rate 92.8%	Maintained 89.8%
1.12	% of students who passed AP with 3 or higher (AP Site Coordinator)	2022-2023 0% of students who passed AP with 3 or higher	2023-2024 0% Passed AP with 3 or higher	2024-25 18.00% of students who passed AP with 3 or higher	2025-2026 60% of students who passed AP with 3 or higher	Increased 18.0%
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) % Met & Exceeded	2022-2023 % Met & Exceeded ELA: 60.42% Math: 22.91%	2023-2024 % Met & Exceeded ELA: 47.92% Math: 10.64%	2024-25 % Met & Exceeded ELA: 36.36% Math: 7.15%	2025-2026 % Met & Exceeded ELA: 65.42 Math: 27.91%	ELA: Decreased 24.06% Math: Decreased 15.76%

Goal Analysis [2025-26]

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

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

This year, the school implemented a comprehensive set of actions aligned to improving student outcomes through strengthened academic programming, targeted supports for Multilingual Learners (MLLs) and Students with Disabilities (SWD), expanded MTSS systems, and increased focus on equity-centered initiatives such as Black Excellence and Personalized Learning.

A key area of implementation was the intentional design of the master schedule to ensure equitable access to core instruction, designated ELD, intervention, co-teaching, and enrichment opportunities. The school expanded designated ELD programming, strengthened MTSS data cycles, and increased collaboration between ELD, SPED, and general education teams to better align supports to student needs. Personalized Learning Plans (PLPs) and Student-Led Conferences were implemented to increase student ownership of learning, while Title I-funded positions enhanced academic counseling, family engagement, and mental health supports.

The school also made progress in implementing culturally responsive practices through the Pro-Black Curriculum Initiative and the establishment of both middle school and high school Black Student Unions (BSU), along with identifying a Black Excellence leader to guide this work.

While many planned actions were successfully implemented, there were some substantive differences and challenges. The most significant challenge was staffing shortages, particularly in Special Education, where the school continues to seek a fully credentialed 11th/12th grade Education Specialist. This impacted service delivery and increased demands on existing staff. Additionally, balancing scheduling priorities—such as intervention, co-teaching, and enrichment—within limited space and staffing constraints required ongoing adjustments throughout the year.

Ensuring consistent implementation across all classrooms, particularly with integrated ELD, co-teaching models, and culturally responsive practices, also presented challenges and required ongoing professional development and coaching support.

Despite these challenges, there were notable successes. The school strengthened systems for data-driven decision-making through regular MTSS, ELD, and leadership team collaboration. Student access to interventions, after-school programming, and enrichment opportunities increased. The development of internal capacity through the Resident Teacher model positioned the school for more sustainable staffing in future years. Additionally, increased student engagement, stronger family partnerships, and expanded student voice initiatives contributed to a more inclusive and supportive school environment.

Overall, implementation reflects meaningful progress in building aligned systems and structures to support all students, while highlighting the need for continued focus on staffing, consistency of instructional practices, and acceleration of academic outcomes.

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.

Estimated actual expenditures reflect minor variances from budgeted amounts due to Title I allocation adjustments and position cost distributions across goals. These variances did not materially impact the delivery of planned services.

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

The actions implemented this year have resulted in meaningful progress toward strengthening systems of support and increasing access to instruction for all students, particularly Multilingual Learners (MLLs), Students with Disabilities (SWD), and other historically underserved student groups.

Overall, the actions have been partially effective in producing the intended outcomes. There is strong evidence that foundational systems—such as MTSS data cycles, expanded designated ELD instruction, co-teaching structures, Personalized Learning Plans (PLPs), and Title I-supported services—have improved access to targeted supports, increased student engagement, and strengthened alignment between student needs and interventions.

Data sources, including iReady growth, ELPAC progress monitoring, classroom observations, and participation in intervention and expanded learning programs, indicate that students are making progress in foundational skills, language development, and engagement in learning. Additionally, improvements in school culture, family engagement, and student voice (e.g., Student-Led Conferences, BSU participation) reflect positive movement toward more inclusive and supportive learning environments.

However, while these systems have been successfully established and are functioning with increasing consistency, they have not yet fully produced the expected level of academic outcomes, particularly as measured by SBAC ELA and Math performance for targeted student groups. Achievement gaps for MLLs, SWDs, and other identified groups remain, indicating that increased access to supports has not yet translated into accelerated academic achievement at the desired level.

Key barriers to full effectiveness included staffing challenges—most notably within Special Education—which impacted service delivery and consistency of support. Additionally, variability in the implementation of core instructional practices (such as integrated ELD, co-teaching, and culturally responsive instruction) limited the overall impact of these actions. Balancing multiple priorities within the master schedule (intervention, enrichment, and core instruction) also presented challenges that affected the intensity and alignment of supports.

In summary, the actions taken have been effective in building strong systems, increasing access, and improving student engagement, but only partially effective in achieving the desired academic outcomes. Continued focus is needed on deepening instructional practices, ensuring consistent implementation, and strengthening the connection between supports and measurable student achievement.

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

Based on analysis of multiple data sources—including SBAC ELA and Math results, ELPAC progress, iReady diagnostics, MTSS data cycles, and classroom observation trends—the school has identified the need to move from strong system implementation to deeper instructional impact and accelerated student achievement.

Data indicates that while access to supports has improved, achievement gaps persist for key student groups, including Multilingual Learners (MLLs), Students with Disabilities (SWD), and socioeconomically disadvantaged students. Additionally, ELPAC data shows progress in language acquisition; however, this growth is not yet consistently translating into success on grade-level academic assessments. These findings have informed the following adjustments:

Strengthen Core Instruction: Increase focus on high-quality, standards-aligned Tier 1 instruction across all content areas, with an emphasis on academic discourse, language objectives, and scaffolding to support MLLs and other student groups.
Deepen Integrated ELD and Co-Teaching Practices: Provide ongoing professional development, coaching, and accountability structures to ensure consistent implementation of integrated ELD strategies and effective co-teaching models in all classrooms.
Refine MTSS Systems: Enhance the precision and responsiveness of MTSS by strengthening data cycles, increasing the frequency of progress monitoring, and ensuring interventions are closely aligned to grade-level standards and individual student needs.
Prioritize Strategic Staffing: Continue to prioritize hiring for critical roles, particularly a fully credentialed 11th/12th grade Education Specialist, while expanding the Resident Teacher pipeline to build long-term staffing stability and capacity.
Optimize Master Scheduling: Further refine the master schedule to better balance intervention, core instruction, and enrichment, ensuring that targeted supports do not limit access to rigorous, grade-level content.
Align Supports to Outcomes: Increase intentional alignment between support systems (Title I services, after-school programming, counseling, and family engagement) and measurable academic outcomes, using data to evaluate effectiveness and adjust strategies in real time.
Strengthen Student Ownership of Learning: Enhance the implementation of Personalized Learning Plans (PLPs) by embedding regular goal-setting, monitoring, and reflection within instructional time, and strengthening connections between student goals and classroom instruction.
Expand Equity-Centered Practices: Continue to deepen culturally responsive practices, including the Pro-Black Curriculum Initiative, ensuring these efforts are consistently implemented and connected to both student experience and academic achievement.

These next steps are designed to build on the strong foundation established this year by increasing the consistency, intensity, and alignment of instructional practices and supports. Moving forward, the focus will be on ensuring that all systems directly contribute to measurable improvements in student achievement and the closing of persistent opportunity gaps.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	To ensure all students have access to rigorous, standards-based instruction, our school will purchase and implement board-approved curriculum across all core content areas, including SEL, ELA, Mathematics, and History. As part of this effort, we will prioritize the implementation of StudySync (grades 6–8) and Carnegie (grades 9–12) to strengthen alignment to grade-level standards and improve student outcomes in literacy and mathematics. In response to our Differentiated Assistance qualification, we will continue the implementation of a new math curriculum designed to deepen conceptual understanding and increase student achievement. To support high-quality implementation, we will provide ongoing, targeted professional development aligned to adopted curricula (iReady, EL Education/StudySync, Carnegie, Amplify, etc.). This will include co-planning and facilitation with regional content directors and program managers, as well as site-based coaching and modeling. Teachers will engage in weekly collaborative planning and lesson internalization using the UnboundEd Planning Process to ensure strong alignment to standards, tasks, and assessments. Weekly lesson internalization structures will remain a core instructional practice, allowing teachers to unpack grade-level content, anticipate misconceptions, and plan targeted supports. Through the GLEAM framework, teachers will integrate culturally responsive teaching practices and implement strategies that specifically support Multilingual Learners while meeting the needs of all students. To increase equitable access to instructional resources, we will continue expanding our 1:1 student device program. All high school students will maintain access to individual Chromebooks, and we will prioritize budgeting and implementation for full 1:1 access at the middle school level. Until full implementation is achieved, middle school students will continue to access devices through classroom-based sets. Recognizing the need to accelerate achievement in ELA and Mathematics and address chronic absenteeism, we will implement a coherent, schoolwide instructional plan that integrates high-quality curriculum,	$222,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
		aligned professional development, consistent instructional routines, and data-driven intervention. This plan builds on lessons learned from prior implementation and emphasizes depth of curriculum use, instructional consistency, and equitable access to grade-level learning experiences for all students.		
1.2	Instruction	Provide protected and structured time for data-driven discussions to guide Tier 1 instruction through shared prep periods, release days with substitutes, and designated early release collaboration time. These data discussions will focus on Common Formative Assessments (CFAs), interim assessments, and iReady data, with clear protocols to ensure teachers identify trends, determine root causes, and plan targeted reteach strategies and small group instruction. Teachers will engage in intentional analysis of student data with a specific focus on the needs of Multilingual Learners (MLL), Black/African American students, Socioeconomically Disadvantaged students, Hispanic/Latinx students, and Students with Disabilities, ensuring instructional decisions are equitable and responsive to student needs. The administrative team will conduct weekly observation cycles to monitor the instructional program, identify bright spots, and provide targeted coaching aligned to schoolwide priorities. In addition, the leadership team will conduct monthly instructional walkthroughs to build collective ownership and ensure consistency in implementation across classrooms. Observation cycles will be aligned to key instructional look-fors, including standards-aligned instruction, use of MLL strategies, student engagement, and effective use of data to inform instruction. We will ensure that learning targets/objectives are consistently standards-aligned, clearly communicated verbally, and visibly posted in all classrooms. Moving beyond compliance, teachers will be expected to actively use learning objectives throughout the lesson to support student understanding and ownership of learning. The admin and leadership teams will monitor this through monthly walkthroughs, lesson plan reviews, and coaching cycles.	$1,299,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These actions are designed to strengthen Tier 1 instruction for all students while providing targeted support for student groups identified through the California School Dashboard. With Red indicators in SBAC Math and ELA, this plan prioritizes instructional coherence, data-driven decision making, and equitable access to rigorous grade-level content, ensuring that all students—especially those most at risk—receive the support necessary to achieve academic success.		
1.3	MLL	Implement a comprehensive MTSS framework that utilizes multiple data sources to identify and provide timely, targeted interventions and supports for Multilingual Learners (MLLs) and other identified student groups. Design and refine the master schedule to ensure equitable access to core instruction, designated ELD, intervention, and enrichment opportunities, while meeting all instructional minute requirements. Ensure that intervention and credit recovery opportunities do not limit student access to grade-level content and enrichment courses. Collaborate with the Program Specialist to expand and strengthen co-teaching models through purposeful student grouping, common planning time, and structured co-planning to support differentiated instruction and integrated ELD. Partner with Expanded Learning programs to provide extended-day and extended-year opportunities that include academic intervention, homework support, and enrichment aligned to student needs in literacy, math, and foundational skills. Continuously monitor and evaluate the effectiveness of MTSS systems, intervention programs, and scheduling structures using student outcome data (SBAC, ELPAC, iReady), and make adjustments to ensure accelerated growth and the closing of achievement gaps for targeted student groups. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for	$3,182,699.00	No

Action #	Title	Description	Total Funds	Contributing
		English Learners in ELPI. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.		
1.4	Academic Program (Master Scheduling)	Design and implement a master schedule that ensures all Multilingual Learners (MLLs) receive designated and integrated ELD instruction a minimum of four times per week, aligned to student proficiency levels and academic needs. Establish and maintain an MLL instructional leadership team responsible for overseeing ELD program implementation, including professional development, progress monitoring of operational (ELPAC, reclassification, placement) and academic data, and ongoing program evaluation. Hire and retain qualified ELD teaching staff to provide targeted designated ELD instruction and reduce reliance on non-specialized supports. Strengthen collaboration structures between ELD and core content teachers to ensure integration of language development across all subject areas. Implement targeted supports for Long-Term English Learners (LTELs), including specialized interventions focused on academic language development, differentiated instruction, and MTSS-aligned supports. Utilize data systems to monitor progress and adjust instruction accordingly. Expand family engagement through ELAC and targeted outreach efforts to increase awareness of reclassification criteria, language development strategies, and student progress. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for the student groups and indicators listed below. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk. SBAC ELA: All Students, Black/African American, English Learner, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities SBAC Math: All Students, Black/African American, English Learner,	$17,088.00	

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged, Hispanic, Students with Disabilities ELPI: English Learners		
1.5	SPED	Strengthen the Special Education program through consistent coaching, professional development, and structured co-teaching practices that support inclusive instruction for students with IEPs. Ensure Education Specialists are regularly observed and provided with actionable feedback aligned to instructional quality and student outcomes. Include Education Specialists in all curriculum-based professional development and provide targeted training on co-teaching models and Universal Design for Learning (UDL). Design the master schedule to include protected common planning time for General Education teachers and Education Specialists to support effective co-planning and co-teaching. Collaborate with the Program Specialist to conduct program reviews, facilitate co-teaching self-assessments, and set measurable instructional goals. Maintain adequate staffing to ensure compliance and high-quality service delivery, including prioritizing the hiring of an 11th/12th grade Education Specialist. Build internal capacity by developing a pipeline of future SPED educators through residency models and mentorship. Provide additional in-class support through SPED Instructional Assistants and continuously monitor the effectiveness of SPED services using student data and program evaluation tools to improve outcomes for students with disabilities.	$1,405,960.00	No
1.6	Black Excellence	Implement and deepen a Pro-Black Curriculum Initiative across SEL, ELA, Math, and other content areas to affirm student identity, elevate Black excellence, and reduce anti-Black bias through culturally responsive and standards-aligned instruction. Partner with the Regional Academic Team to provide ongoing professional development, structured planning/internalization, and learning walks to		No

Action #	Title	Description	Total Funds	Contributing
		ensure high-quality and consistent implementation of culturally responsive practices. Sustain and expand Black Student Union (BSU) programming at both middle and high school levels to promote student voice, leadership, and community, and provide resources to support student-led initiatives and events. Designate and support a Black Excellence leader to coordinate programming, monitor implementation, and build staff capacity across the school. Increase student access to culturally affirming experiences, including participation in Black Excellence events, field trips (including HBCU exposure), and enrichment opportunities. Establish and grow a Black Family Advisory Council to strengthen family engagement, elevate community voice, and partner in supporting student success. Continuously monitor the impact of these actions using student experience and academic data to ensure improved outcomes for Black students.		
1.7	Personalized Learning (students)	SImplement a structured Personalized Learning Plan (PLP) process in which all students set, monitor, and reflect on academic and personal goals aligned to their data, and share progress with families during Student-Led Conferences at least once per semester. Ensure students are provided regular, protected time to monitor progress toward their goals, reflect on outcomes, and adjust action steps as needed. Integrate language development goals into PLPs for Multilingual Learners (MLLs) to align language acquisition with academic growth. Establish consistent data cycles involving ELD, MTSS, and administrative teams to analyze student data, monitor progress (including reclassification for MLLs), and inform instructional decisions, intervention placement, and scheduling.		No

Action #	Title	Description	Total Funds	Contributing
		Collaborate with Program Specialists and Expanded Learning partners to ensure equitable access to intervention, after-school programming, academic recovery, and enrichment opportunities aligned to individual student needs. Continuously monitor and refine the PLP process to strengthen student ownership, align goals to standards-based instruction, and improve academic outcomes for all student groups.		
1.8	Title I	Utilize Title I funds to support key positions, including College Academic Counselor, Manager of Family Supports, and Mental Health Therapist, to provide comprehensive academic, social-emotional, and family engagement supports for students, with a focus on those at the lowest achievement levels. Ensure these roles are strategically integrated into MTSS systems and data cycles to provide targeted interventions, monitor student progress, and remove barriers to academic success. Commit to staffing the school with qualified educators and support personnel to enhance systems and improve student outcomes. Develop and sustain a pipeline of future educators by pairing fully credentialed teachers with Resident Teachers to build internal capacity and support long-term program stability. Align Title I-funded actions with federal guidelines and schoolwide goals to improve academic performance, as measured by progress monitoring, local assessments, and state testing outcomes. Continuously evaluate the effectiveness of Title I-funded supports and adjust resource allocation to ensure equitable access and measurable impact on student achievement.	$180,872.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 47% Teacher-student relationships: Grades 6-12: 68%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 43% Teacher-student relationships: Grades 6-12: 57% School Safety: Grades 6-12: 48%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 45% Teacher-student relationships: Grades 6-12: 52% School Safety: Grades 6-12: 52%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 67% Teacher-student relationships:	Sense of belonging Grades 6-12: Decreased 2% Teacher-student relationships: Decreased 16% School Safety: Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 48%			Grades 6-12: 88% School Safety: Grades 6-12: 68%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 8.2% African American/Black: 8.7% Hispanic/Latinx: 8.1% English Learners: 9.6% Socioeconomically Disadvantaged: 8.4% Students with Disabilities: 13.1%	2023-2024 Suspension Rate All Students: 10.70% Black/African American: 12.90% Asian: 0.00% Hispanic: 10.90% Multiple Races/Two or More: 14.30% Students with Disabilities: 19.00% White: 3.40% English Learner: 13.40% Long-Term English Learner: 17.40% Socioeconomically Disadvantaged: 11.30%	2024-2025 Suspension Rate All Students: 9.49% Black/African American: 0.00% American Indian or Alaska Native: 2.46% Asian: 15.85% English Learner: 8.00% Filipino: 59.56% Foster Youth: 2.00% Hispanic: 0.27% Homeless Youth: 0.00% Multiple Races/Two or More: 5.70% Pacific Islander: 4.64% Socioeconomically Disadvantaged: 12.00% Students with Disabilities: 8.00% White: 4.60%	2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased 1.29% Black/African American: Decreased 8.7% English Learner: Decreased 1.6% Hispanic: Decreased 7.83% Socioeconomically Disadvantaged: Increased 3.6% Students with Disabilities: Decreased 5.1%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate	2023-2024 Chronic Absenteeism Rate	2024-2025 Chronic Absenteeism Rate	2025-2026 Chronic Absenteeism Rate	All Students: Decreased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 38.80% African American/Black: 33.30% Hispanic/Latinx: 37.80% English Learners: 35.70% Socioeconomically disadvantaged: 41.60% Students with Disabilities: 48.80%	All Students: 33.80% Black/African American: 32.70% Hispanic: 36.70% Multiple Races/Two or More: 31.70% Students with Disabilities: 30.60% White: 26.70% English Learner: 36.60% Long-Term English Learner: 34.00% Socioeconomically Disadvantaged: 34.90%	All Students: 36.40% Black/African American: 33.30% English Learner: 36.70% Hispanic: 39.60% Long-Term English Learner: 38.30% Multiple Races/Two or More: 41.80% Socioeconomically Disadvantaged: 37.50% Students with Disabilities: 39.60% White: 7.10%	All: 23.80% African American/Black: 18.30% Hispanic/Latinx: 22.80% English Learners: 20.70% Socioeconomically disadvantaged: 26.60% Students with Disabilities: 33.80%	Black/African American: Maintained 0.0% English Learner: Increased 1.0% Hispanic: Increased 1.8% Socioeconomically Disadvantaged: Decreased 4.1% Students with Disabilities: Decreased 9.2%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 26% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 81% responded favorably Family Engagement: 10% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 14% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 51% responded favorably	Barriers to Engagement: Maintained 0% Family Engagement: Decreased 12%
2.5	Parent Input in Decision Making	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025 Local Performance Indicator, Self-Reflection	2025-26 Local Performance Indicator, Self-Reflection	2026-2027 Local Performance Indicator, Self-Reflection	Supporting Principals and Staff in Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Average Rating: 4 or higher	Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 89.13%	2024-2025 P2 Attendance Rate 90.08%	2025-26 P2 Attendance Rate 90.78%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 1.65%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 94% responded favorably “The school provides a safe environment for my child.” 76% responded favorably "I feel comfortable discussing	2024-2025 Aspire Family Survey 52% responded favorably: "The school provides a safe environment for my child."	2025-26 Aspire Family Survey 75% responded favorably: "The school provides a safe environment for my child."	2026-2027 Aspire Family Survey 94% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable	Safe Environment: Decreased 19% Comfort with Staff: Decreased 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		my child(ren)'s needs with their teacher(s) and/or other school staff."	53% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	67% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained (Good)
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
2.11	Dropout Rate (CDE four-year cohort outcomes, Dataquest)	2022-2023 Dropout Rate (3 of 59) 5.08%	2023-2024 Dropout Rate 7.70%	2024-25 Dropout Rate 6.10%	2025-2026 Dropout Rate 0	Increased 1.02%

Goal Analysis [2025-26]

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

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

This year, the school implemented aligned systems to strengthen school climate, maintain safe and compliant learning environments, and improve instructional practice through consistent coaching and leadership development.

For School Climate, the school operationalized a comprehensive behavior and culture system grounded in PBIS and restorative practices. Staff were trained on the PowerSchool Incident Management System to ensure consistent documentation, and a school-wide MTSS structure—including the Equity Leadership Team (ELT) serving as the PBIS team—was established to regularly review behavior, attendance, and SEL data. Incentive systems such as Merit Points and LiveSchool were used to reinforce positive behavior, and the behavior handbook was revised to clarify expectations. Ongoing professional development in CPI, de-escalation, and Restorative Practices supported staff capacity. Learning walks and data reviews were conducted regularly, contributing to improved school climate, as reflected in positive growth in Panorama survey results from students, staff, and families.

For Classroom Facilities and Student Physical Spaces, the school implemented systems to ensure all learning environments were safe, clean, and conducive to learning. Regular walkthroughs using the Facility Inspection Tool (FIT) were conducted, and all staff received training on the Comprehensive Safety Plan. A classroom environment checklist was introduced to establish consistent expectations across classrooms. The school successfully passed the Williams Act inspection, demonstrating strong implementation of safety and facilities systems. At the same time, the school began initial planning for facility expansion to support projected enrollment growth.

For Regular Coaching (ASLF & TLF), the school implemented a structured coaching model aligned to the Aspire Student Learning Framework (ASLF). Teachers engaged in ongoing observation and feedback cycles and set instructional goals tracked through TeachBoost. Weekly administrative learning walks focused on school-wide instructional priorities and were shared with staff to promote alignment. Leadership team members engaged in coaching aligned to the Transformational Leadership Framework (TLF), and lead teachers began participating in learning walks to support team-level coaching and collaboration.

While most planned actions were implemented, there were some differences and challenges. In coaching, although systems for regular observation and feedback were established, maintaining consistent frequency and depth of coaching across all staff was impacted by competing leadership demands. In school climate, variability in the implementation of PBIS and restorative practices across classrooms required continued professional development and monitoring. In facilities, while compliance goals were met, space limitations presented challenges in fully supporting instructional models such as co-teaching and intervention.

Despite these challenges, there were notable successes. The school strengthened systems for behavior tracking and response, resulting in improved stakeholder perception of school climate as evidenced by Panorama data. Facilities remained safe and compliant, with successful completion of Williams Act requirements. Instructional coaching systems increased alignment to ASLF priorities, improved visibility into classroom practice, and began to build a culture of shared instructional ownership through learning walks and leadership development.

Overall, the school made strong progress in implementing cohesive systems that support a safe, inclusive, and academically focused environment, while identifying the need for continued focus on consistency, capacity-building, and long-term facility planning.

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.

Estimated actual expenditures for Goal 2 reflect a variance from budgeted amounts due to unanticipated facility contracted service needs that exceeded original projections.

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

The actions implemented across school climate, facilities, and instructional coaching have been largely effective in building strong systems and improving overall conditions for teaching and learning, though impact on student outcomes and consistency of implementation continues to develop.

For School Climate, actions have been effective in improving systems for behavior tracking, staff response, and student experience. Panorama data reflects positive growth in perceptions of safety, belonging, and relationships among students, staff, and families. PBIS systems, restorative practices, and staff training have contributed to a more positive and structured environment. However, inconsistencies in implementation across classrooms and continued discipline disparities for targeted student groups indicate that these actions have not yet fully achieved equitable outcomes.

For Classroom Facilities and Student Physical Spaces, actions have been effective in maintaining safe, compliant, and functional learning environments. The successful Williams Act inspection demonstrates that systems for monitoring and maintaining facilities are working as intended. Staff training and classroom expectations have supported consistency in learning environments. However, space limitations and growing enrollment present ongoing barriers to fully supporting instructional models such as co-teaching and intervention.

For Regular Coaching (ASLF & TLF), actions have been effective in establishing a clear coaching structure and increasing alignment to instructional priorities. Learning walks, observation cycles, and goal setting have improved visibility into classroom practice and strengthened instructional focus. Leadership development through TLF has also supported greater alignment across the leadership team. However, variability in the frequency and depth of coaching, due to competing priorities, has limited the full impact of these efforts on consistent instructional improvement and measurable student outcomes.

Overall, these actions have successfully established strong foundational systems and improved schoolwide conditions but are partially effective in fully achieving the desired outcomes, particularly in ensuring consistency of implementation and translating system improvements into accelerated student achievement.

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

Based on Panorama survey results, discipline data, Williams Act outcomes, and instructional observation trends, the school will refine systems to improve consistency, equity, and impact on student outcomes.

For School Climate, data showing improvement in perception (Panorama) alongside continued disparities in discipline has informed a stronger focus on consistent implementation of PBIS and restorative practices. Next steps include increasing coaching and accountability for classroom-level implementation, deepening staff training in culturally responsive and restorative practices, and more frequent analysis of discipline data to address inequities for targeted student groups.

For Classroom Facilities and Student Physical Spaces, successful Williams Act results confirm effective maintenance systems; however, enrollment data and space constraints have informed the need for proactive facility planning. Next steps include beginning formal planning for expansion (e.g., additional classrooms or reconfigured spaces) and ensuring facility decisions align with instructional priorities such as co-teaching and intervention.

For Regular Coaching (ASLF & TLF), observation data and learning walk trends indicate improved alignment but inconsistent depth of instructional practice. As a result, the school will strengthen coaching systems by ensuring more consistent observation cycles, increasing the focus on instructional rigor and student outcomes, and expanding peer observation opportunities. Leadership will also more intentionally use TeachBoost and student data to connect coaching feedback directly to student achievement.

Overall, these adjustments are informed by the need to move from strong system implementation to greater consistency, equity, and measurable impact on student learning and experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Implement a comprehensive attendance and enrollment strategy that includes weekly data monitoring, targeted outreach, and proactive interventions to improve attendance and maintain enrollment stability. Utilize an attendance team to review weekly data with a focus on high-need student groups, including English Learners, McKinney-Vento, Foster Youth, and socioeconomically disadvantaged students. Ensure timely and personalized family outreach for all absences, including home visits and individualized support plans for chronically absent students. Develop and implement meaningful incentive systems to promote positive attendance habits, including recognition programs and grade-level competitions, while increasing student engagement and ownership.	$185,915.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide ongoing family education on attendance expectations, protocols, and the impact of absenteeism on academic success through regular communication and engagement opportunities. Maintain accurate and up-to-date data systems (e.g., PowerSchool) to monitor attendance trends and inform interventions. Implement a strategic enrollment plan that includes community outreach, open enrollment events, marketing campaigns, and social media engagement to promote school culture and attract prospective families. Continuously evaluate attendance and enrollment data to refine strategies, address barriers, and ensure equitable access and support for all students.		
2.2	SEL	Implement and sustain a culturally responsive, board-approved SEL curriculum (We Do It 4 The Culture) across all classrooms to promote student well-being, belonging, and engagement. Conduct regular learning walks and fidelity checks to ensure consistent SEL implementation, including the posting and use of SEL-aligned learning targets throughout the school day. Utilize Panorama SEL data within MTSS and team structures to inform instruction, identify student needs, and revise SEL units using a data-driven and antiracist lens. Promote a restorative and inclusive school culture by expanding student leadership opportunities, including programs such as Connect Crew and other student-led initiatives. Strengthen family engagement by providing ongoing education and resources related to SEL and attendance, supporting families in reinforcing these practices at home. Continuously monitor and refine SEL implementation to ensure alignment with academic goals and measurable improvements in student outcomes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Family and Community Engagement & Outreach	Implement a comprehensive family and community engagement strategy that includes regular opportunities for families to connect with the school, participate in decision-making, and support student success. Host quarterly family engagement events (e.g., Family Lunch) to strengthen relationships between families, students, and staff in welcoming and inclusive environments. Facilitate monthly ASC and ELAC meetings that include student voice, translation services, and accessible supports to ensure inclusive participation and meaningful engagement. Collaborate with regional initiatives, including the CVRO Black Family Advisory Group, to elevate family voice and inform school culture and climate. Utilize consistent and strategic communication, including social media and direct outreach, to promote events, share school updates, and strengthen school-family connections. Continuously evaluate and refine engagement strategies to ensure equitable access, increased participation, and alignment with student outcomes.	$0.00	No
2.4	School Climate	Implement a comprehensive school climate strategy that includes consistent behavior systems, data-driven decision-making, and staff development to promote a safe, inclusive, and equitable learning environment. Provide ongoing training for staff on the PowerSchool Incident Management System to ensure accurate and consistent behavior documentation. Establish and maintain a school-wide MTSS structure, including the Equity Leadership Team (ELT) serving as the PBIS team, to regularly review and respond to school climate data.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implement PBIS systems, including incentive programs such as Merit Points and LiveSchool, to reinforce positive behavior and promote a strong school culture. Revise and maintain a clear behavior management handbook aligned to school-wide expectations and data systems. Conduct regular data reviews, learning walks, and fidelity checks to monitor PBIS and restorative practices implementation. Provide ongoing professional development in CPI, de-escalation strategies, and Restorative Practices to ensure consistent, student-centered approaches to discipline. Continuously monitor school climate data, including Panorama survey results and discipline data, to identify trends, address disparities, and refine practices to improve outcomes for all student groups. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for English Learners, Hispanic, and Students with Disabilities in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
2.5	Classroom Facilities, and Student Physical Spaces	Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.	$402,238.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Implement a consistent and structured coaching model aligned to the Aspire Student Learning Framework (ASLF) and Transformational	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Leadership Framework (TLF) to improve instructional practice and leadership development. Ensure all teachers receive regular observation and feedback cycles, with coaching aligned to key ASLF elements and progress tracked through TeachBoost. Support teachers in setting and monitoring 1–2 Professional Learning Plan goals focused on instructional improvement. Conduct weekly administrative learning walks to monitor school-wide instructional priorities, share trends, and promote alignment across staff. Expand opportunities for peer observation and collaboration by training teachers in effective coaching practices and including lead teachers in learning walks and team-based coaching. Develop leadership capacity through ongoing TLF-aligned coaching, including mid-year and end-of-year reflection cyc		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 59.9% Fully Credentialed	2022-23 58.61% Fully Credentialed	2023-24 63.71% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 3.81%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 75% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: Decreased 44% Belonging: Decreased 37% Well-being: Decreased 44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 75% responded favorably Well-being: 82% responded favorably Staff-Leadership Relationships: 50% responded favorably Cultural Awareness and Action: 58% responded favorably	School Climate: 65% responded favorably Belonging: 74% responded favorably Well-being: 60% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 34% responded favorably	School Climate: 31% responded favorably Belonging: 38% responded favorably Well-being: 38% responded favorably Staff-Leadership Relationships: 38% responded favorably Cultural Awareness and Action: 32% responded favorably	Belonging: 95% responded favorably Well-being: 100% responded favorably Staff-Leadership Relationships: 70% responded favorably Cultural Awareness and Action: 78% responded favorably	Staff-Leadership Relationships: Decreased 12% Cultural Awareness and Action: Decreased 26%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 85%	Retention Rate 74.60%	Retention Rate 91.00%	2026-2027 to 2027-2028 Retention (Data Portal) 90% or Higher	Increased 6.0%
3.5	College and Career Readiness (CA School Dashboard)	2022-2023 College and Career Readiness All Students: 54.20% Black/African American: No Data Displayed English Learner: 45.50% Socioeconomically Disadvantaged: 55.60% Hispanic: 58.10% Students with Disabilities: 18.20%	2023-2024 College and Career Readiness All Students: 63.50% English Learner: 66.70% Long-Term English Learner: 63.60% Socioeconomically Disadvantaged: 67.30%	2024-25 College and Career Readiness All Students: 77.60% English Learner: 70.60% Hispanic: 76.90% Long-Term English Learner: 64.30%	2025-2026 College and Career Readiness All Students: 63.20% Black/African American: No Data Displayed English Learner: 54.50% Socioeconomically Disadvantaged: 64.60%	All Students: Increased 36.7% English Learner: Increased 29.5% Hispanic: Increased 29.0% Socioeconomically Disadvantaged: Increased 33.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black/African American: 63.60% Hispanic: 63.60% Students with Disabilities: 36.40%	Socioeconomically Disadvantaged: 77.10%	Hispanic: 67.10% Students with Disabilities: 36.20%	
3.6	A-G Completion Rates (Aspire Org Metric Tool)	2022-2023 A-G Completion Rates 87%	2023-24 A-G Completion Rates 80.43%	2024-25 A-G Completion Rates 85.71%	2025-2026 A-G Completion Rates 100%	Decreased 1.29%

Goal Analysis [2025-26]

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

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

This year, the school implemented a comprehensive set of actions aligned to Goal 3, focused on ensuring students and staff engage in meaningful, rigorous, and real-world learning experiences. Across focus areas—including project-based learning, family and community engagement, professional learning, teacher credentialing, college and career readiness, and career pathways—the school prioritized building systems that increase relevance, access, and long-term opportunities for students.

In Rigorous Projects (Project-Based Learning), teachers implemented projects across grade levels with support from regional teams and internal planning structures. Collaborative time was provided for planning and analyzing student work, though implementation varied in depth across classrooms due to time constraints and competing instructional priorities.

For Family Involvement and Community Outreach, the school held Student-Led Conferences twice per year and provided family engagement opportunities to strengthen partnerships. Community members and career speakers were invited to support real-world connections, though participation varied due to scheduling and accessibility barriers.

In Professional Learning (Adults), all staff completed beginning-of-year Professional Learning Plans (PLPs), setting individualized growth goals aligned to career pathways and school priorities. Staff accessed affinity groups and equity-focused development opportunities, with mid-year PLP cycles planned to deepen reflection and alignment.

In Teacher Credentialing, the school established systems to monitor and support teachers working toward credential completion, including regular check-ins and guidance. Efforts were made to build a pipeline of future educators through Resident Teachers and student teachers, though recruitment goals were partially impacted by external program availability.

For College and Career Readiness, the school ensured access to A–G aligned coursework, credit recovery opportunities, financial literacy instruction, and dual enrollment through partnerships with American River College and California State University, Sacramento. Systems were established to monitor student progress, though scheduling and access challenges limited full participation.

In Career Pathways, the school successfully launched Business and Healthcare pathways and aligned them with dual enrollment opportunities and postsecondary planning. Initial steps were taken to expand pathway alignment into middle school for the 2026–2027 school year to create a more cohesive K–12 experience.

While the majority of planned actions were implemented, there were some differences and challenges. Variability in implementation—particularly in project-based learning and access to opportunities such as dual enrollment and family engagement—impacted consistency. Staffing and scheduling constraints also affected the ability to fully scale initiatives across all grade levels. Additionally, external factors such as partner availability influenced progress in areas like credentialing and community engagement.

Despite these challenges, there were significant successes. The school established strong foundational systems across all focus areas, increased student access to real-world learning experiences, strengthened college and career pathways, and deepened alignment between staff development and student outcomes. Student engagement increased through projects, pathways, and leadership opportunities, while families were more actively engaged through structured conferences and events.

Overall, the school made meaningful progress in implementing systems that support rigorous, culturally relevant, and engaging learning experiences, while identifying the need for continued focus on consistency, access, and full implementation across all student groups.

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

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

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

The actions implemented have been partially effective in advancing Goal 3, resulting in stronger systems, increased access to opportunities, and improved student engagement, while full impact on outcomes and consistency is still developing.

In Rigorous Projects (Project-Based Learning), students engaged in more meaningful, real-world tasks that increased engagement and critical thinking. However, variability in implementation and alignment to standards limited the overall impact on academic outcomes.

For Family Involvement and Community Outreach, Student-Led Conferences were effective in increasing student ownership and strengthening communication with families. However, participation in additional events and community engagement opportunities was inconsistent due to barriers such as scheduling and accessibility.

In Professional Learning (Adults), PLP systems were effective in establishing clear professional growth goals and aligning staff development to school priorities. However, the impact on instructional practice and student outcomes has been uneven due to variability in participation and follow-through.

In Teacher Credentialing, systems for monitoring and support were effective in increasing progress toward compliance. However, external factors such as program availability and candidate supply limited full effectiveness in building a complete staffing pipeline.

For College and Career Readiness, students benefited from increased access to A–G coursework, credit recovery, and dual enrollment opportunities through partnerships with American River College and California State University, Sacramento. However, participation was not yet equitable across all students due to scheduling constraints and readiness levels.

In Career Pathways, the launch of Business and Healthcare pathways was effective in increasing relevance and engagement. However, as pathways are still in early stages and not yet fully expanded across all grade levels, overall impact remains limited.

Overall, while the actions successfully established strong systems and increased access to meaningful learning experiences, they have been only partially effective in producing consistent, measurable outcomes across all student groups, due to challenges related to implementation consistency, scheduling, staffing, and equitable access.

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

Based on analysis of local data sources—including SBAC performance, ELPAC progress, iReady diagnostics, participation in dual enrollment and pathways, Panorama survey results, and attendance/engagement data—the school has identified the need to move from strong system development to more consistent implementation and measurable impact across all student groups.

For Rigorous Projects (Project-Based Learning), data and observation trends indicate increased engagement but inconsistent rigor and alignment to standards. Moving forward, the school will strengthen professional development, establish common project expectations, and ensure projects are tightly aligned to grade-level standards and assessments.

For Family Involvement and Community Outreach, participation data from Student-Led Conferences and events shows strong engagement in some areas and lower participation in others. The school will increase flexible scheduling options, expand outreach strategies, and provide more targeted support to ensure equitable family participation.

For Professional Learning (Adults), PLP data and coaching observations highlight the need for stronger alignment between professional goals and instructional outcomes. The school will strengthen mid-year and end-of-year PLP cycles, increase accountability for goal progress, and more directly connect professional learning to student data and classroom practice.

For Teacher Credentialing, staffing and credentialing data indicate a need for earlier and more proactive recruitment and support. The school will strengthen partnerships with preparation programs, expand the Resident Teacher pipeline, and implement clearer timelines and support structures for credential completion.

For College and Career Readiness, participation data in A–G coursework, credit recovery, and dual enrollment indicates the need for expanded access and earlier intervention. The school will refine scheduling structures, increase monitoring of student progress, and strengthen alignment between coursework, dual enrollment, and graduation requirements.

For Career Pathways, implementation data shows strong initial success in Business and Healthcare pathways, with a need for expansion and vertical alignment. The school will extend pathway development into middle school (grades 6–8), strengthen alignment with dual enrollment and labor market demand, and increase opportunities for real-world experiences through partnerships and field trips.

Overall, these adjustments are informed by the need to ensure greater consistency, equitable access, and stronger alignment between systems and student outcomes. Moving forward, the school will focus on deepening implementation, strengthening connections between initiatives, and ensuring that all students benefit from rigorous, relevant, and engaging learning experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Implement a coherent, school-wide approach to project-based learning in which all students engage in rigorous, standards-aligned projects at each grade level. Provide structured and protected time for teachers to plan, internalize, and refine projects with support from regional teams and site-based instructional leaders. Establish collaborative systems for teachers to assess student work using common protocols, analyze outcomes, and adjust instruction to increase rigor and alignment to standards. Ensure project-based learning is integrated into core instruction and aligned to academic goals, including preparation for state and local assessments. Provide ongoing professional development and coaching to build teacher capacity in designing and facilitating high-quality, rigorous projects.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Continuously monitor implementation and student outcomes to ensure consistency, rigor, and impact across all classrooms.		
3.2	Family Involvement and Community Outreach	Provide multiple opportunities for families to engage in their student's learning and connect to real-world experiences through events such as Student-Led Conferences, family engagement activities, and community partnerships. Ensure all students participate in Student-Led Conferences at least twice per year to share academic goals, progress, and next steps with families. Host family engagement events, including Saturday school and other opportunities, designed to strengthen school-family partnerships and support student success. Expand partnerships with career and community members to provide students with exposure to real-world experiences and future pathways. Utilize multiple communication strategies to increase family participation and ensure equitable access to engagement opportunities. Continuously monitor participation and impact to refine strategies and ensure meaningful engagement for all students and families.	$0.00	No
3.3	Professional Learning (adults)	Implement a structured Professional Learning Plan (PLP) process in which all teammates set, monitor, and reflect on professional growth goals aligned to their career aspirations and school priorities. Provide ongoing support and development opportunities, including coaching, observations, and targeted professional learning experiences, to help staff achieve their PLP goals. Ensure all teammates have access to regional affinity groups and equity-focused professional development opportunities, including participation in programs such as National Equity Project: Leading for Equity.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Conduct mid-year and end-of-year PLP meetings to monitor progress, adjust goals, and strengthen alignment to instructional practices and student outcomes. Continuously evaluate and refine professional learning systems to ensure equitable access, consistent implementation, and meaningful impact on staff growth and student success.		
3.4	Teacher Credentialing	Ensure compliance with Williams Act requirements by regularly monitoring teacher credentialing status and providing ongoing support to teachers working toward meeting credential requirements. Conduct consistent check-ins with teachers who are not fully credentialed to provide guidance, resources, and clear timelines for completion. Strengthen partnerships with teacher preparation programs, including Alder Residency and university programs, to secure Resident Teachers and student teachers and build a sustainable pipeline of future educators. Align recruitment and staffing efforts to ensure all teaching positions are filled with qualified and appropriately credentialed educators. Continuously monitor and refine credentialing support systems to ensure compliance, staff development, and long-term sustainability of the teaching workforce.	$0.00	No
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure all students have access to A–G aligned coursework and are supported to remain on track for graduation and postsecondary readiness through ongoing monitoring and counseling. Provide structured credit recovery opportunities, including partnerships and in-person options such as summer school, ensuring all students needing recovery are enrolled and progressing.	$112,242.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expand dual enrollment opportunities through partnerships with American River College and California State University, Sacramento, increasing access to college-level coursework for high school students. Implement financial literacy instruction using regional resources to prepare students with essential life skills. Continuously monitor participation and outcomes to ensure equitable access and improved college and career readiness for all students.		
3.6	Career Pathways	Ensure all students develop a Post-Secondary Success Plan aligned to their college, career, and community goals, connected to the school's graduate profile. Implement and expand career pathways, including Business and Healthcare, aligned to college partnerships and regional labor market demand, with a focus on integrating dual enrollment and early college opportunities. Design the master schedule to ensure equitable access to pathway-aligned coursework, dual enrollment, and career exploration opportunities. Expand career pathway development into middle school (grades 6–8) to provide early exposure and alignment to high school pathways. Strengthen partnerships with American River College and other institutions, as well as industry leaders, to provide students with real-world learning experiences, including guest speakers, mentorship, and field trips. Continuously monitor and refine pathway implementation to ensure equitable access, alignment, and impact on student outcomes.	$0.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS (CA School Dashboard)	2022-2023 SBAC ELA DFS All Students: -78.0 African American/Black: -93.7 English Learners: -106.4 Hispanic/Latinx: -68.9 Socioeconomically Disadvantaged: -80.1 Students with Disabilities: -164.9	2023-2024 SBAC ELA DFS All Students: -80.2 English Learner: -103.7 Long-Term English Learner: -139.1 Socioeconomically Disadvantaged: -80.2 Black/African American: -91	2024-2025 SBAC ELA DFS All Students: -87.1 Black/African American: -100.5 English Learner: -107.5 English Learners Only: -149.8 English Only: -86.6 Hispanic: -75.9	2025-2026 SBAC ELA DFS All Students: -69.00 Black/African American: -84.70 English Learners: -97.40 Hispanic/Latinx: -59.90 Socioeconomically Disadvantaged: -71.10	All Students: Decreased 9.1 Black/African American: Decreased 6.8 English Learner: Decreased 1.1 Hispanic: Decreased 7.0 Socioeconomically Disadvantaged: Decreased 9.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -81 Multiple Races/Two or More: -138.3 Students with Disabilities: -150.1 White: -61.3	Long-Term English Learner: -126.3 Multiple Races/Two or More: -100.1 Recently Reclassified Fluent-English Proficient Only: -53.3 Socioeconomically Disadvantaged: -89.2 Students with Disabilities: -146 White: -94.8	Students with Disabilities: -155.90	Students with Disabilities: Increased 18.9
4.2	SBAC Math DFS (CA School Dashboard)	2022-2023 SBAC Math DFS All Students: -148.3 African American/Black: -161.5 English Learners: -177.5 Hispanic/Latinx: -143.8 Socioeconomically Disadvantaged: -149.1 Students with Disabilities: -203.8	2023-2024 SBAC MATH DFS All Students: -148.8 English Learner: -167.1 Long-Term English Learner: -209.7 Socioeconomically Disadvantaged: -147.7 Black/African American: -171.7 Hispanic: -146.2 Multiple Races/Two or More: -171.2 Students with Disabilities: -200.7	2024-2025 SBAC MATH DFS All Students: -134.7 Black/African American: -147.7 English Learner: -154.7 English Learners Only: -197.2 English Only: -136 Hispanic: -129.3 Long-Term English Learner: -174.4 Multiple Races/Two or More: -159.8 Recently Reclassified	2025-2026 SBAC Math DFS All: -133.30 African American/Black: -146.50 English Learners: -162.50 Socioeconomically disadvantaged: -134.10 Hispanic/Latinx: -128.80 Students with Disabilities: -188.80	All Students: Increased 13.6 Black/African American: Increased 13.8 English Learner: Increased 22.8 Hispanic: Increased 14.5 Socioeconomically Disadvantaged: Increased 14.3 Students with Disabilities: Increased 5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: -126.8	Fluent-English Proficient Only: -96.1 Socioeconomically Disadvantaged: -134.8 Students with Disabilities: -198.1 White: -133.4		

Goal Analysis [2025-26]

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

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

This year, ATSA implemented targeted academic supports in both ELA and Math to accelerate learning recovery and address gaps identified through the LREBG needs assessment. The school prioritized small-group instruction, data-driven interventions (iReady/MyPath), expanded learning opportunities, and strengthened core instruction through curriculum implementation and professional development.

In both ELA and Math, students received targeted support through small-group instruction and personalized interventions aligned to diagnostic data. Expanded learning opportunities—including before- and after-school programs and additional academic supports—were provided to increase access for students needing intervention. The school also made progress in implementing core ELA and Math curricula, with an intentional focus on scaffolding, culturally responsive instruction, and supporting Multilingual Learners. The onboarding of ELD teachers further strengthened alignment between language development and academic instruction.

Teachers engaged in professional development and coaching aligned to the California ELA/ELD and Mathematics Frameworks, with a focus on co-teaching, scaffolding, and increasing student engagement and access to grade-level content. Family engagement efforts included communication and resources to support literacy and math development at home.

While the majority of planned actions were implemented, there were some differences. Full implementation of both the ELA and Math curricula is still in progress, and consistency of instructional practices—particularly small-group instruction and differentiation—varied across classrooms. Additionally, balancing time for core instruction, intervention, and professional learning presented challenges.

Key challenges included ensuring consistent implementation across all classrooms, aligning interventions tightly to student needs, and managing competing instructional priorities.

Despite these challenges, there were notable successes. The school increased access to targeted interventions, strengthened the use of data to inform instruction, and improved alignment between supports and student needs. The onboarding of ELD teachers and the integration of small-group instruction contributed to stronger systems for supporting identified student groups.

Overall, ATSA made meaningful progress in implementing systems to support learning recovery in ELA and Math, while identifying the need for continued focus on consistency, depth of implementation, and alignment to achieve accelerated student outcomes.

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

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

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

The actions implemented have been partially effective in accelerating learning recovery and improving outcomes in ELA and Math for identified student groups.

In both content areas, targeted interventions such as small-group instruction and personalized supports (iReady/MyPath) have led to improvements in foundational skills, as evidenced by local data including iReady growth and classroom-based assessments. Expanded learning opportunities have increased access to additional instructional time, and the onboarding of ELD teachers has strengthened support for Multilingual Learners. Professional development has also improved teacher capacity to implement scaffolding and culturally responsive instructional practices.

However, these actions have not yet produced the full expected results, particularly in state assessment outcomes. SBAC ELA and Math data indicate that achievement gaps for identified student groups persist. Key barriers to full effectiveness include inconsistent implementation of curriculum and small-group instruction across classrooms, as well as challenges in balancing intervention with core instruction. Additionally, variability in instructional rigor and alignment to grade-level standards has limited the impact of interventions.

Overall, while the actions have been effective in building systems, increasing access to supports, and improving foundational skills, they have been only partially effective in achieving accelerated and consistent academic outcomes across all student groups. Continued focus on consistency, instructional quality, and alignment is needed to fully meet the goal.

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

Based on analysis of SBAC results, iReady diagnostic data, ELPAC progress, and classroom observation trends, ATSA will refine its approach to ensure stronger alignment, consistency, and accelerated outcomes in both ELA and Math.

Data indicates that while students are making progress in foundational skills, achievement gaps persist for identified student groups, particularly in meeting grade-level standards. In response, the school will prioritize full and consistent implementation of the ELA and Math curricula across all classrooms, ensuring alignment to the California ELA/ELD and Mathematics Frameworks.

To improve effectiveness of interventions, ATSA will strengthen small-group instruction by establishing clearer structures, expectations, and accountability, and by more tightly aligning interventions to specific student skill gaps identified through diagnostic data. Additionally, the school will deepen integration of ELD strategies within core instruction to better support Multilingual Learners in accessing rigorous content.

Expanded learning opportunities (before/after school and summer) will be more intentionally targeted to high-priority skills and monitored for effectiveness. Professional development and coaching will focus on increasing instructional rigor, academic discourse, and data-driven decision-making.

Family engagement will also be strengthened through more targeted literacy and math workshops and resources that directly support student learning at home.

Overall, these adjustments are informed by the need to move from increased access to supports toward consistent, high-quality instruction and measurable improvements in student achievement for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Implement targeted literacy interventions through small-group instruction, structured literacy programs, and personalized supports informed by diagnostic data to address gaps in foundational skills. Ensure full and consistent implementation of the ELA curriculum aligned to the California ELA/ELD Framework, with integrated supports for Multilingual Learners. Provide expanded learning opportunities, including before- and after-school programs and summer literacy supports, to increase instructional time for students requiring additional support. Deliver ongoing professional development and coaching focused on culturally responsive instruction, co-teaching, scaffolding strategies, and alignment to grade-level standards.	$44,241.00	No

Action #	Title	Description	Total Funds	Contributing
		Strengthen family engagement by providing literacy workshops, take-home resources, and communication to support reading development outside of school. Continuously monitor student progress using local and state data to refine interventions and ensure improved literacy outcomes for all student groups.		
4.2	Math	Implement targeted math interventions through small-group instruction and personalized supports informed by diagnostic data to address gaps in computation, problem-solving, and conceptual understanding. Ensure full and consistent implementation of the math curriculum aligned to the California Mathematics Framework, with integrated supports for English Learners and identified student groups. Provide expanded learning opportunities, including before- and after-school programs and summer math supports, to increase instructional time for students requiring additional support. Deliver ongoing professional development and coaching focused on culturally responsive instruction, scaffolding strategies, mathematical discourse, and alignment to grade-level standards. Strengthen family engagement by providing math workshops, take-home resources, and communication to support math learning outside of school. Continuously monitor student progress using local and state data to refine instruction and interventions and ensure improved math outcomes for all student groups.	$44,241.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,962,028	$231,424

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
34.921%	0.000%	$0.00	34.921%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 107.5 points below standard in 2024-25, declining from 106.4 at baseline, and are	To address the identified need of improving academic outcomes in Math and ELA for ELs, SPED, and low-income students, we are undertaking the purchase of necessary curriculum replacements to ensure that all core subjects are equipped with the latest standards-based and board-approved curriculum. This action is crucial as it directly tackles the foundational quality of educational materials available to all students, ensuring that they are contemporary, comprehensive, and capable of meeting diverse	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.3) ELPI Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identified as Red on the Dashboard. Socioeconomically Disadvantaged students scored 89.2 points below standard in 2024-25, also identified as Red and declining from baseline. In Mathematics, English Learners scored 154.7 points below standard in 2024-25, identified as Orange, showing improvement from the baseline of 177.5. Socioeconomically Disadvantaged students scored 134.8 points below standard in 2024-25, identified as Orange, improving from 149.1 at baseline. Additionally, the school's qualification for Differentiated Assistance reflects continued need for accelerated academic improvement for unduplicated pupils. ELPI data shows 56% of English Learners making progress toward proficiency in 2024-25, identified as Blue, indicating positive momentum that requires continued instructional support to sustain. **Scope:** LEA-wide	learning needs. By upgrading our curricula, we aim to standardize teaching materials across all core subjects, thereby enhancing the coherence and efficacy of instruction received by every student. Providing this action on a schoolwide basis is essential because all students, regardless of their academic standing, benefit from high-quality and consistently applied instructional strategies. Such a unified approach not only supports our MLL and low-income students by offering them equal access to superior educational resources but also elevates the overall academic environment. By integrating updated curricula throughout the school, we foster a uniformly high standard of education, where every student is given the tools to succeed and the disparity in learning outcomes is systematically addressed. This schoolwide enhancement ensures that every classroom is equipped to provide an inclusive education that acknowledges and supports the needs of every student, particularly those who are most at risk of academic underperformance.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. In ELA, English Learners scored 107.5 points below standard in 2024-25, declining from 106.4 at baseline, and are identified as Red on the Dashboard.	The action of providing regular time for data discussions to guide Tier 1 instruction specifically addresses the need to improve educational outcomes for MLL, Black/African American, Socioeconomically Disadvantaged, Hispanic, and students with disabilities by facilitating targeted analysis and discussion of student performance data from Common Formative Assessments (CFAs) and interim assessments. By dedicating time for teachers to analyze this data, the action enables educators to pinpoint specific areas where students are struggling and adjust their	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.3) ELPI Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged students scored 89.2 points below standard in 2024-25, also identified as Red and declining from baseline. In Mathematics, English Learners scored 154.7 points below standard in 2024-25, identified as Orange, showing improvement from the baseline of 177.5. Socioeconomically Disadvantaged students scored 134.8 points below standard in 2024-25, identified as Orange, improving from 149.1 at baseline. Additionally, the school's qualification for Differentiated Assistance reflects continued need for accelerated academic improvement for unduplicated pupils. ELPI data shows 56% of English Learners making progress toward proficiency in 2024-25, identified as Blue, indicating positive momentum that requires continued instructional support to sustain. **Scope:** LEA-wide	instructional strategies accordingly. This focused approach helps to better meet the individual learning needs of these student groups, enhancing their academic performance. Implementing this action schoolwide is crucial as it standardizes the practice of data-driven instruction across all classrooms, ensuring that every student benefits from teaching strategies that are continuously refined based on actual performance data. This systematic approach not only improves the quality of instruction but also promotes consistency in how educational strategies are applied, regardless of the classroom or teacher. Furthermore, the involvement of the leadership team in monitoring these data discussions ensures that the school maintains a unified focus on using data effectively to guide instruction, thus supporting consistent and aligned instructional practices across the school.	
1.4	**Action:** Academic Program (Master Scheduling) **Need:** California Dashboard data shows persistent language development needs for English Learners at ATSA. In ELA, English Learners scored 107.5 points below standard in 2024-25, declining from 106.4 at baseline, and are identified as Red on the Dashboard. Long-Term English Learners scored 126.3 points below standard in 2024-25, identified as Orange, declining from 139.1 in 2023-24. ELPI	By leveraging the school's MTSS team to use data-driven insights, these initiatives ensure that interventions and supports are accurately tailored and accessible to students who require them most, optimizing the impact on their learning outcomes. Creating a Master Schedule that is both equitable and comprehensive facilitates access to core academic content alongside enrichment opportunities and the arts, without compromising on required instructional minutes. This scheduling enables purposeful grouping and co-teaching arrangements that enhance instructional delivery	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data shows 56% of English Learners making progress toward English language proficiency in 2024-25, identified as Blue and representing a significant improvement from 31.80% at baseline. However, the RFEP reclassification rate declined from 26.30% at baseline to 15.65% in 2023-24 before recovering to 25.45% in 2024-25, indicating continued variability in language development outcomes that requires sustained structured support. Socioeconomically Disadvantaged students are included as an unduplicated pupil group given the significant overlap between socioeconomic disadvantage and English Learner status at this school. **Scope:**	and support, particularly benefiting students with learning gaps. Including designated time slots for interventions and credit recovery in the schedule ensures that students at risk do not miss out on enrichment opportunities, thereby providing a balanced educational experience. These strategic actions collectively ensure a focused approach to addressing the achievement gaps for unduplicated students, providing them with the necessary resources and support to improve their performance in critical academic areas. Implementing these actions on an LEA-wide basis ensures that all students benefit from a consistent, high-quality educational experience and equitable access to resources, fostering a supportive and inclusive learning environment. This approach not only addresses the specific needs of underperforming groups but also enhances overall academic quality and equity, promoting success for every student.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent and critically high chronic absenteeism rates for English Learners and Socioeconomically Disadvantaged students. English Learners recorded a chronic absenteeism rate of 36.60% in 2023-24, increasing to 36.70% in 2024-25, identified as Red on the Dashboard and trending upward from the 35.70% baseline. Socioeconomically Disadvantaged	By conducting weekly data reviews focused specifically on these groups, the attendance team can identify trends and intervene early with personalized communication strategies, home visits for those with chronic absenteeism, and school-wide incentives to encourage regular attendance. Additionally, by educating families—especially those of younger students—about the importance of regular attendance through various outreach efforts, the LEA reinforces the foundational role of consistent school attendance in educational success.	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students recorded 34.90% in 2023-24 and 37.50% in 2024-25, identified as Red and remaining significantly elevated above acceptable levels. Hispanic students recorded 36.70% in 2023-24 increasing to 39.60% in 2024-25, also identified as Red. Overall school attendance stood at 90.08% in 2024-25, indicating continued need for strengthened attendance intervention and family outreach systems. **Scope:** Schoolwide	Implementing these strategies LEA-wide benefits all students by creating a uniform approach to managing and improving attendance, which is crucial for academic performance and long-term educational outcomes. This consistent approach not only helps in addressing the immediate needs of at-risk groups but also builds a broader community awareness and involvement in attendance issues, thereby fostering a more supportive and engaged school environment for every student.	
2.4	**Action:** School Climate **Need:** California Dashboard data shows persistent and elevated suspension rates for English Learners and Socioeconomically Disadvantaged students. English Learners recorded a suspension rate of 9.6% at baseline, increasing to 13.40% in 2023-24 before improving to 8.00% in 2024-25, remaining elevated and identified on the Dashboard. Socioeconomically Disadvantaged students recorded 8.4% at baseline, increasing to 11.30% in 2023-24 and further increasing to 12.00% in 2024-25 — a consistent upward trend from baseline. Overall suspension rates increased from 8.2% at baseline to 9.49% in 2024-25, indicating continued need for strengthened and consistent behavior systems schoolwide.	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local Aspire Student Survey data shows only 52% of students responded favorably to school safety questions in Year 2, up from 48% at baseline but still indicating that nearly half of students, including unduplicated pupils, do not consistently feel safe at school. Sense of belonging stood at 45% in Year 2, declining from 47% at baseline, and teacher-student relationships declined significantly from 68% at baseline to 52% in Year 2, indicating persistent needs related to school climate and connectedness for unduplicated pupils. **Scope:** LEA-wide	ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** Local Aspire Student Survey data indicates persistent needs related to school safety perceptions for English Learners and Socioeconomically Disadvantaged students. Student survey data shows only 52% of students responded favorably to school safety questions in Year 2, up from 48% at baseline but still indicating that nearly half of students, including unduplicated pupils, do not consistently feel safe at school. Local Aspire Family Survey data shows parent safety perceptions declined significantly from 94% at baseline to 52% in 2024-25 before partially recovering to 75% in Year 2 — indicating	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. Substitute coverage through Scoot ensures classrooms and office functions remain consistently staffed, reducing instructional disruptions across all grade levels. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and staffing supports operate at the whole-school level and cannot be delivered selectively to individual students. For English	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued variability in family safety perceptions that requires ongoing attention. **Scope:** LEA-wide	Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	
3.5	**Action:** College & Career Readiness (Early College HS, A-G Readiness) **Need:** California Dashboard data shows improvement in College and Career Readiness for English Learners and Socioeconomically Disadvantaged students, with CCI increasing from 45.50% to 70.60% for English Learners and from 55.60% to 77.10% for Socioeconomically Disadvantaged students between baseline and 2024-25. While these gains are significant, both groups remain below the school's overall CCI of 77.60%, indicating continued need for structured supports to maintain college eligibility. Graduation rates show concerning declines for key unduplicated subgroups, with English Learners declining from 90.90% at baseline to 76.50% in 2024-25 and Long-Term English Learners declining from 100% in 2023-24 to 71.40% in 2024-25. A-G completion rates also declined from 87% at baseline to 85.71% in 2024-25, indicating continued need for structured graduation and postsecondary readiness supports for unduplicated pupils. **Scope:**	By maintaining A-G eligibility and offering credit recovery options, the LEA ensures that all students, particularly those at risk of falling behind, have the opportunity to meet graduation requirements and remain competitive for college admissions. Financial literacy training further supports students by equipping them with essential skills for managing personal finances effectively, an important component of post-secondary success. Providing these actions on an LEA-wide basis ensures that every student, regardless of background or academic standing, receives consistent support and resources necessary for academic success and future opportunities.	Metric (3.5) College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.6	**Action:** Career Pathways **Need:** California Dashboard data shows improvement in College and Career Readiness for English Learners and Socioeconomically Disadvantaged students, with CCI increasing from 45.50% to 70.60% for English Learners and from 55.60% to 77.10% for Socioeconomically Disadvantaged students between baseline and 2024-25. While these gains are significant, both groups remain below the school's overall CCI of 77.60%, indicating continued need for structured career pathway development and postsecondary planning supports for unduplicated pupils. Graduation rates for English Learners declined from 90.90% at baseline to 76.50% in 2024-25, and Long-Term English Learners declined from 100% in 2023-24 to 71.40% in 2024-25, indicating that structured postsecondary planning and career pathway access remain critical for unduplicated pupils who are at greater risk of not completing graduation requirements. **Scope:**	By having each high school student develop a Post-Secondary Success Plan that outlines their career, college, and community goals, the action provides a structured approach that aligns with our graduate profile, helping English learners specifically to articulate and plan for their future aspirations in a concrete manner. This planning is crucial for students who might not have a clear path to post-secondary success, offering them a roadmap that ties their current educational experiences directly to their future goals. Additionally, the establishment of career pathways that include partnerships with colleges and universities allows for direct exposure to advanced academic opportunities and career-oriented learning, which is particularly beneficial for English learners striving to improve their standing on the CCI. By implementing these initiatives LEA-wide, we ensure that all students, including English learners, have equitable access to resources and opportunities that support their growth and readiness for post-secondary challenges. This approach not only aids in lifting the CCI performance of English learners but also enriches the overall educational environment by fostering a culture of planning, preparation, and achievement across the district.	Metric (3.5) College and Career Indicator

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,618,472	1,962,028	34.921%	0.000%	34.921%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,091,103.00	$1,729,533.00	$0.00	$277,637.00	$7,098,273.00	$6,001,427.00	$1,096,846.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$222,880.00	$222,880.00				$222,880.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,193,824.00	$106,073.00	$1,299,897.00				$1,299,897.00	
1	1.3	MLL	All	No			All Schools	Ongoing	$3,131,175.00	$51,524.00	$2,867,931.00	$314,768.00			$3,182,699.00	
1	1.4	Academic Program (Master Scheduling)	English Learners Low Income			English Learners Low Income	All Schools	Ongoing	$0.00	$17,088.00				$17,088.00	$17,088.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,092,055.00	$313,905.00		$1,326,283.00		$79,677.00	$1,405,960.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing								
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$180,872.00	$0.00				$180,872.00	$180,872.00	
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$185,915.00	$0.00	$185,915.00				$185,915.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.5**	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$105,344.00	$296,894.00	$402,238.00				$402,238.00	
2	**2.6**	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Professional Learning (adults)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.4**	Teacher Credentialing	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$112,242.00	$0.00	$112,242.00				$112,242.00	
3	**3.6**	Career Pathways	English Learners			English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.1**	ELA	All	No			All Schools	2026-27	$0.00	$44,241.00		$44,241.00			$44,241.00	
4	**4.2**	Math	All	No			All Schools	2026-27	$0.00	$44,241.00		$44,241.00			$44,241.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,618,472	1,962,028	34.921%	0.000%	34.921%	$2,223,172.00	0.000%	39.569 %	**Total:**	$2,223,172.00
								LEA-wide Total:	$2,037,257.00
								Limited Total:	$0.00
								Schoolwide Total:	$185,915.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,880.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,299,897.00	
1	**1.4**	Academic Program (Master Scheduling)			English Learners Low Income	All Schools		
2	**2.1**	Attendance and Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$185,915.00	
2	**2.4**	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$402,238.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	LEA-wide	English Learners Low Income	All Schools	$112,242.00	
3	**3.6**	Career Pathways			English Learners	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,521,600.00	$6,437,918.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$247,540.00	227,328
1	**1.2**	Instruction	Yes	$1,197,294.00	1,178,543
1	**1.3**	MLL	No	$17,088.00	17,088
1	**1.4**	Academic Program (Master Scheduling)		$2,589,650.00	2,630,422
1	**1.5**	SPED	No	$1,379,881.00	1,444,831
1	**1.6**	Black Excellence	No	$0.00	$0.00
1	**1.7**	Personalized Learning (students)	No	$0.00	$0.00
1	**1.8**	Title I	No	$377,263.00	180,872
2	**2.1**	Attendance and Enrollment	Yes	$289,856.00	281,523
2	**2.2**	SEL	No	$0.00	$0.00
2	**2.3**	Family and Community Engagement & Outreach	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	School Climate	Yes	$0.00	$0.00
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	$262,409.00	325,378
2	**2.6**	Regular Coaching (using ASLF & TLF)	No	$0.00	$0.00
3	**3.1**	Rigorous Projects (Project-Based learning)	No	$0.00	$0.00
3	**3.2**	Family Involvement and Community Outreach	No	$0.00	$0.00
3	**3.3**	Professional Learning (adults)	No	$0.00	$0.00
3	**3.4**	Teacher Credentialing	No	$0.00	$0.00
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$116,637.00	107,951
3	**3.6**	Career Pathways		$0.00	$0.00
4	**4.1**	ELA	No	$21,991.00	$21,991.00
4	**4.2**	Math	No	$21,991.00	$21,991.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,880,342	$2,113,736.00	$2,120,723.00	($6,987.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$247,540.00	227,328		
1	1.2	Instruction	Yes	$1,197,294.00	1,178,543		
2	2.1	Attendance and Enrollment	Yes	$289,856.00	281,523		
2	2.4	School Climate	Yes	$0.00	$0.00		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$262,409.00	325,378		
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$116,637.00	107,951		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,393,520	1,880,342	0.000%	34.863%	$2,120,723.00	0.000%	39.320%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024