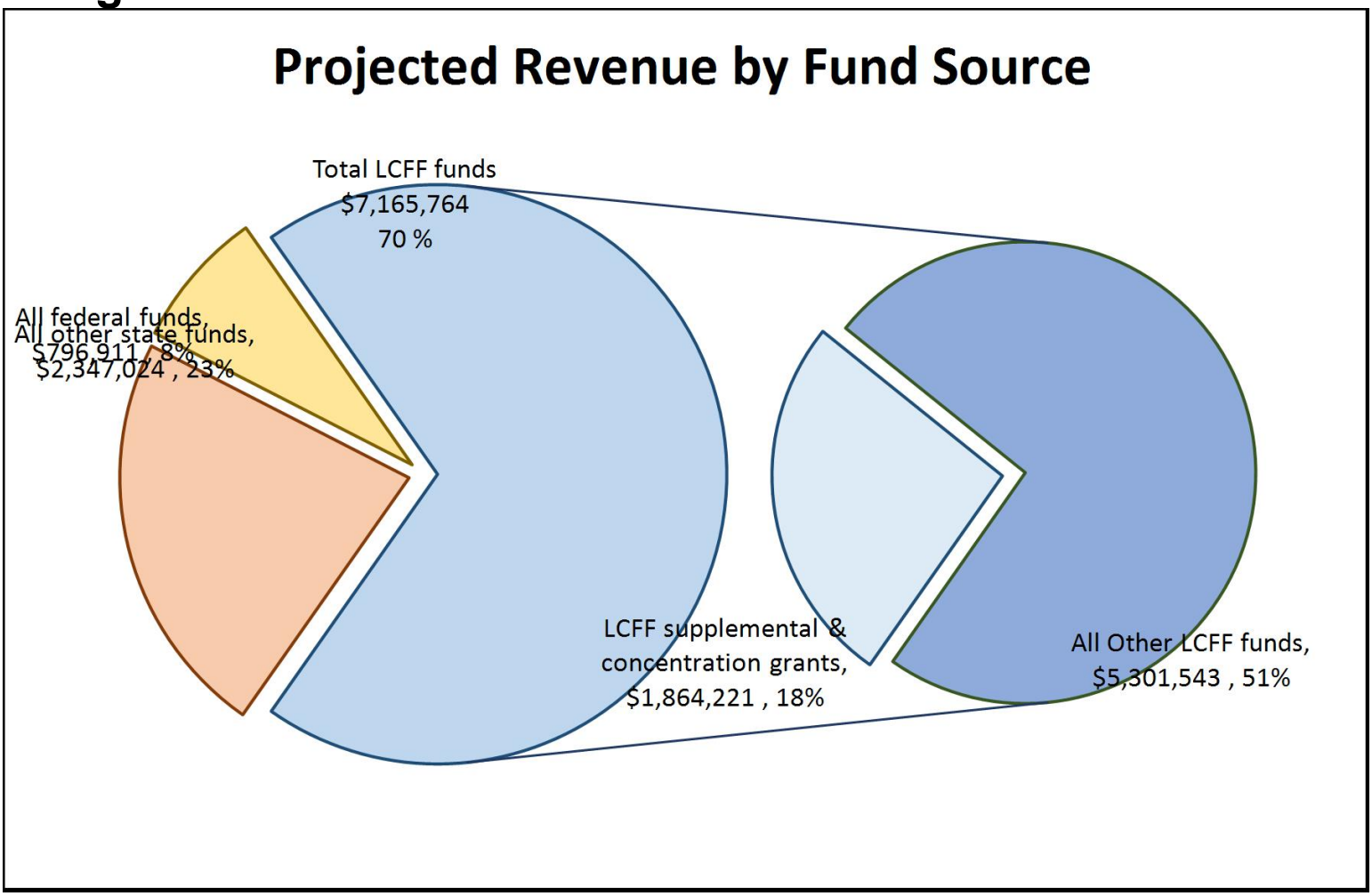
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Alexander Twilight Secondary Academy
CDS Code: 34-67447-0121467
School Year: 2025-26
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 2025-26 School Year

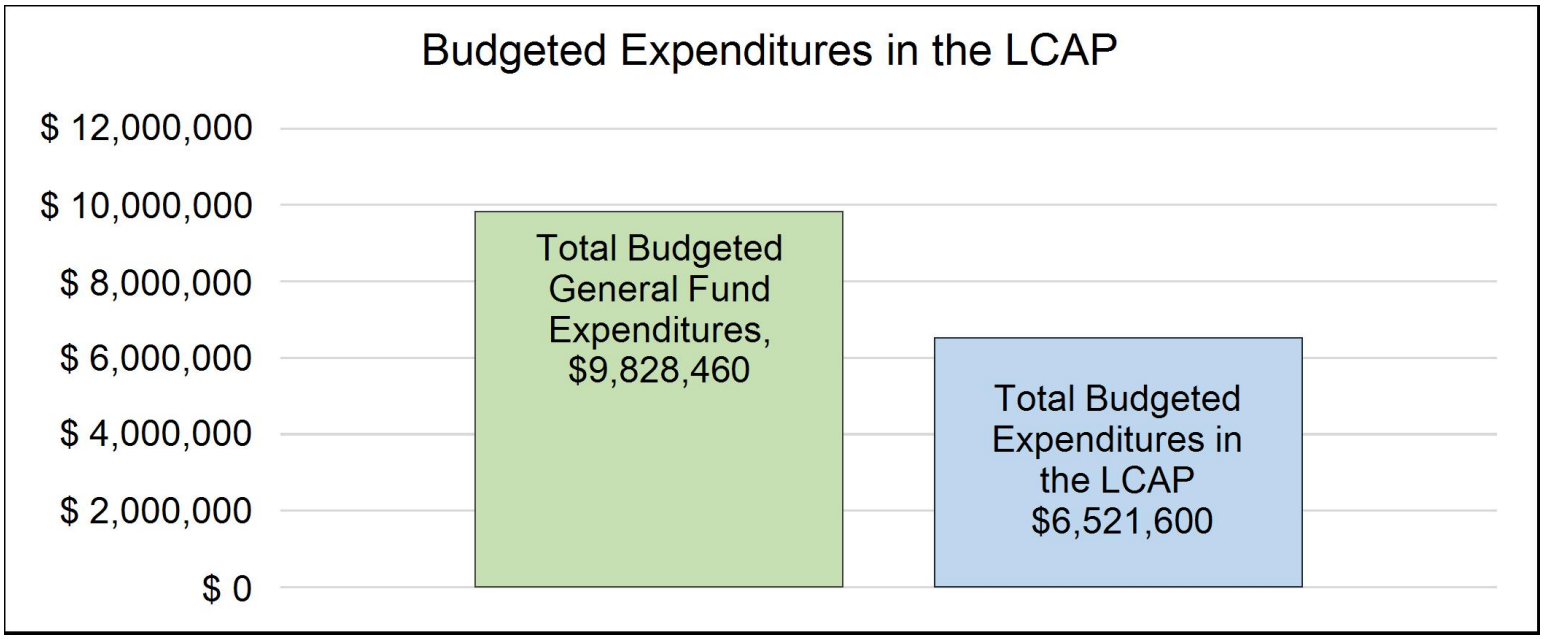


This chart shows the total general purpose revenue Aspire Alexander Twilight Secondary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Alexander Twilight Secondary Academy is $10,309,699, of which $7,165,764 is Local Control Funding Formula (LCFF), $2,347,024 is other state funds, $0 is local funds, and $796,911 is federal funds. Of the $7,165,764 in LCFF Funds, $1,864,221 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Alexander Twilight Secondary Academy plans to spend $9,828,460 for the 2025-26 school year. Of that amount, $$6,521,600 is tied to actions/services in the LCAP and $3,306,860 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

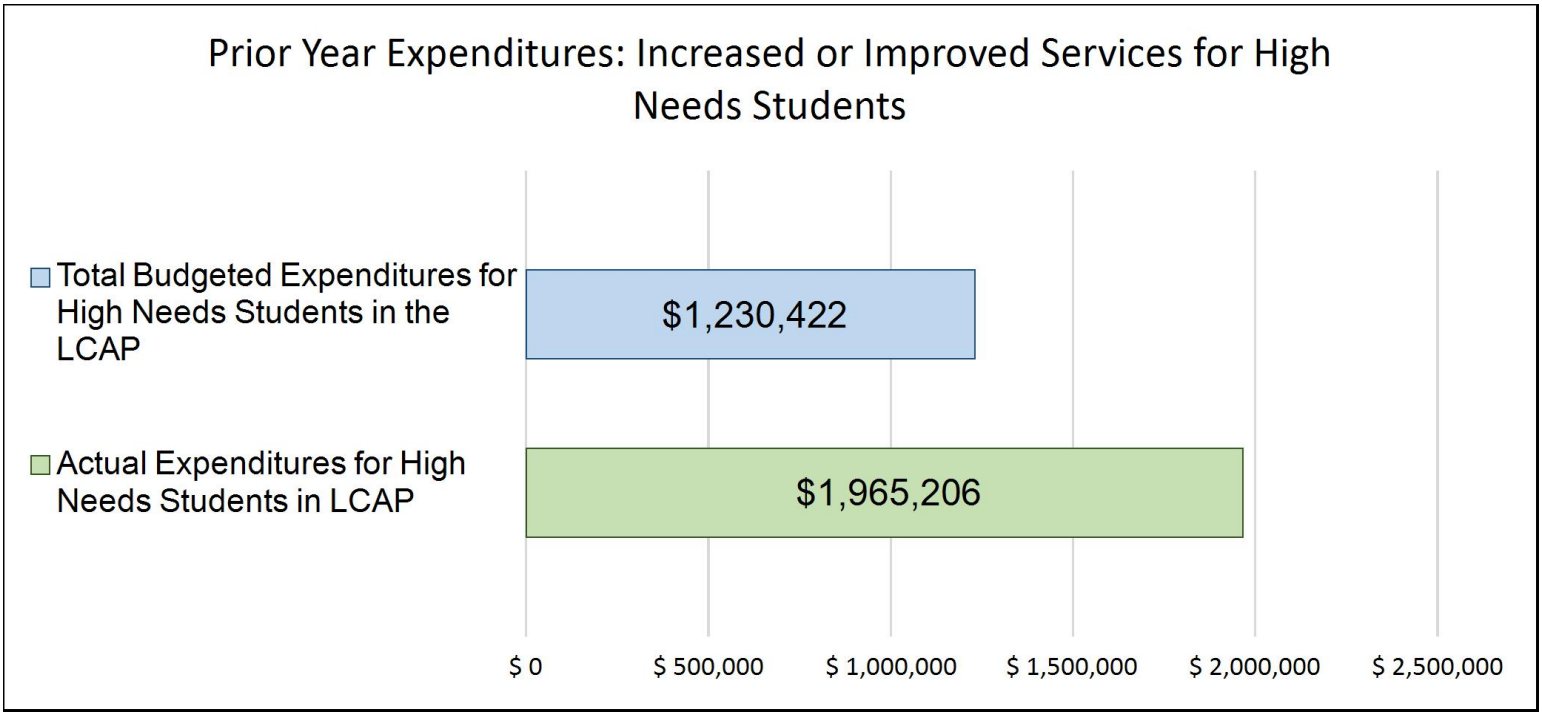
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2025-26, Aspire Alexander Twilight Secondary Academy is projecting it will receive $1,864,221 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 $$2,113,736 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Aspire 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 2024-25, Aspire Alexander Twilight Secondary Academy's LCAP budgeted $$1,230,422 for planned actions to increase or improve services for high needs students. Aspire Alexander Twilight Secondary Academy actually spent $$1,965,206 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Aspire 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.

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

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

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

Successes:
This year, Aspire Alexander Twilight Secondary Academy has seen significant successes, particularly in our programs supporting Multilingual Learners (MLL) and Special Education (SpEd) students. We have successfully decreased the number of MLL students in grades 9-12 with a GPA of 2.0 or lower, showcasing effective academic interventions and targeted support that resonate with the needs of these students. Additionally, our SpEd students across key subjects such as Art, Science, Social Studies, and Math are consistently achieving grades of C or higher. This is a testament to our dedicated special education team's ability to adapt curriculum and instructional strategies to meet diverse learning needs effectively.

Moreover, the GPA of our 11th-grade SpEd students has shown remarkable improvement, with all students maintaining a GPA of 2.0 or higher. This achievement aligns with our commitment to ensuring that all students have the opportunities and supports necessary to succeed academically. Our ELD program also reported substantial progress in 2022, with 67% of students showing at least one level of growth on the English Language Proficiency Indicator (ELPI). This success underlines the importance of continuing to develop our ELD teacher program. By focusing on recruiting and retaining highly qualified ELD teachers, we can enhance our capacity to support English language learners more effectively, ensuring they have the resources to thrive in our educational environment and beyond. These successes not only reflect our commitment to academic excellence but also reinforce our ongoing efforts to create an inclusive and supportive learning environment for all students at ATSA.
Challenges:
This semester has presented several challenges that underscore the need for targeted interventions and strategy adjustments. Notably, we have not met the expected iReady growth in Math and ELA, which signals a gap in our instructional effectiveness. Additionally, while our suspension data has become more accurate and surpassed our goal numbers, this indicates a higher rate of behavioral issues than anticipated. There's also a notable disconnect in family engagement, as evidenced by falling short of our goals regarding the degree to which families feel involved with their child's school. Compounding these issues, there has been a decrease in student survey responses and a concerning drop in teammate retention, with only 80% of our goal met and a decrease in teammate survey responses. These factors point to a need for a deeper look into our communication and engagement strategies.

Further complicating our academic challenges, special education students have shown 0% growth in Math and ELA iReady diagnostics from the beginning to the middle of the year. This stagnation is extremely concerning, especially in light of the fact that no students are achieving on-grade level performance on the 2024 SBAC, marking the third consecutive year of decline. Moreover, the frequent use of substitutes in core classrooms and the ongoing struggles with co-teaching models highlight critical areas where additional support and professional development are necessary. Questions also remain about the consistency and impact of our advisory curriculum. These collective challenges necessitate a comprehensive review and overhaul of our academic strategies, support mechanisms, and professional development approaches to ensure we are effectively addressing the diverse needs of all students.

Actions Taken:
At Aspire Alexander Twilight Secondary Academy (ATSA), addressing the challenges within our diverse student body has been a top priority. In response to these challenges, the school has implemented a range of strategies to foster student success and well-being. One of the significant steps taken includes the reinforcement of our chronic absenteeism reduction programs. Our attendance team now meets bi-weekly to monitor and strategize on improving student attendance, recognizing that consistent presence in school is crucial for academic success. Additionally, ATSA has prioritized the implementation of a robust Social Emotional Learning (SEL) curriculum, which has been integral in addressing the social and emotional needs of our students, thus supporting their holistic development.

Further, ATSA has made substantial efforts to enhance the educational environment by ensuring that all classrooms are staffed with fully credentialed and competent teachers. This commitment extends to our staffing strategy, where recent hires such as a dedicated Social Worker, Parent Outreach Coordinator, School Supports Manager, and Mental Health Therapist have greatly contributed to building a supportive school community. We've also focused on professional development, maintaining regular observational rounds to support and develop teaching staff, and aligning our actions with the Aspire Student Learning Framework. This framework ensures that all teachers are not only clear about the instructional focus but also effectively communicate these goals to students and families. Additionally, our increased

collaboration with community members and ongoing commitment to enhancing enrollment processes demonstrate our proactive approach to creating a vibrant and inclusive educational environment. These actions collectively reflect ATSA's dedication to creating a nurturing and effective learning atmosphere that supports every student's success.

Reflections: Technical Assistance

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

Work Underway: In response to the challenges highlighted by our school's qualification for Differentiated Assistance, significant strides have been made to address the areas of concern identified among our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Recognizing the critical need for improvement in English Language Arts (ELA) and Mathematics, as well as addressing Chronic Absenteeism, our school has embarked on a comprehensive plan set to commence in the next school year. This plan includes the adoption of a new High School math curriculum, aimed at enhancing our students' understanding and performance in mathematics. Furthermore, recognizing the unique challenges faced by our English Learners, we have committed to hiring two additional ELD teachers. This move is complemented by a strategy to foster collaboration with ELD teachers across the region and continue the investment in ELAC Committee, which is dedicated to supporting English Learner students and their families, signaling a robust approach to tackling the 'Red' ratings head-on.

Beyond curriculum improvements and specialized staff hires, our school is also addressing the need for enhanced support structures and parent engagement. The hiring of an additional math teacher underscores our commitment to providing more personalized and effective math instruction. To further bolster our support for Students with Disabilities, one additional Ed Specialist will be joining our team in the next school year, ensuring that these students receive the tailored assistance they require. Recognizing the pivotal role of community and family engagement in student success, we have introduced a Community Schools Director & School Social Worker. These roles is designed to bridge the gap between the school and our families, designing, implementing, and supervising interventions and enrichment activities that support all students. Through these targeted strategies, our school is laying down the groundwork for a transformative approach that aims to uplift every student, especially those who have historically been underserved.

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 2024 and February 2025), weekly grade level Team Meetings, and monthly Staff Meetings, 1-1 coaching cycles, Quarterly Professional Learning Plan meetings and weekly Instructional Leadership Team meetings. These engagements provided valuable feedback on classroom practices, curriculum implementation and supports, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	1-1 coaching cycles, Quarterly Professional Learning Plan meetings, Admin Team meetings School leaders, including the principal and administrators, participated in weekly Admin/School Leadership Team Meetings, monthly Communities of Practice meetings, Quarterly Professional Learning Plan meetings, and bi-annual Panorama Teammate Surveys (October 2024 and February 2025). These engagements focused on schoolwide planning, resource allocation, professional learning, data analysis, and goal setting.
Other School Personnel	Non-instructional staff were engaged through the bi-annual Panorama Teammate Surveys (conducted in October 2024 and February 2025), weekly team meetings, monthly Staff Meetings. These engagements provided input on cultural and behavioral awareness, operational effectiveness, and student support services.
Parents	Parents and families were engaged through bi-annual Panorama Family Surveys (conducted in fall and spring), Parent Teacher Conferences, Saturday School, Family Nights, 1-1 conversations,

Educational Partner(s)	Process for Engagement
	ELAC Committee, quarterly SSC, and school community events. These sessions captured parent feedback on barriers to engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Engaged through the Panorama Bi-Annual Student Survey administered in October of 2024 and February of 2025, Student Led Conferences, Onsite Clubs, Onsite Sports, 1-1 conversations, Behavior Academies, Student Showcase, focusing on classroom climate and belonging, with questions designed to capture their classroom experiences and sense of belonging.
SELPA (Special Education)	We consulted regularly with SELPA representatives through monthly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services. These meetings include our MTSS Meetings, IEP Meetings and 1-1 conversations.

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

Feedback from families, students, and staff has significantly shaped our current LCAP priorities and reaffirmed our commitment to becoming a true community-centered school that honors every student's background, history, and future goals. Through surveys, School Site Council meetings, ELAC meetings, and one-on-one conversations, families shared their desire for more consistent communication, deeper cultural responsiveness, and greater opportunities to engage with their child's learning. In response, we've expanded our communication strategies to include multilingual materials, flexible meeting times, and varied formats for engagement—including evening events, small group listening sessions, weekly Principal video messages, and translated weekly updates via Parent Messenger. We've also prioritized making feedback loops more visible, ensuring that community input directly leads to tangible changes in school practices. These changes include increased family access to academic information, the development of systems for continuous community input, and the creation of more inclusive, accessible events like Multicultural Nights, Science & Art Nights, Morning Coffee with the Principal, and quarterly Family Lunches.

Our LCAP has evolved to reflect families' strong interest in being active co-creators in their child's academic journey, grounded in a respect for each family's unique story and aspirations. We are deepening our efforts to build understanding around academic expectations by offering more targeted outreach and removing barriers to participation. This includes hiring a Pathways Manager who regularly meets with students and families to discuss course offerings, post-secondary options, and support services; expanding translation and interpretation resources; and creating new leadership opportunities for historically underrepresented voices in decision-making spaces.

Student feedback has also been central to our evolution. Our students—especially those from marginalized backgrounds—expressed a clear desire for stronger school belonging and peer connections. In response, we are investing in actions within our LCAP that directly address these needs, such as professional development for teachers around Social-Emotional Learning (SEL) practices, restorative justice training, and culturally affirming curricular programs. By anchoring our school vision in the lived experiences and dreams of our students and families,

we are intentionally building a school community where every individual feels seen, valued, and empowered. Our commitment is not simply to academic achievement, but to fostering a community where all students' identities are celebrated, their voices are uplifted, and their goals for the future are supported at every step of their educational journey.

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		2025-2026 SBAC ELA DFS All: -69.00 African American/Black: -84.70 English Learners: -97.40 Socioeconomically disadvantaged: -71.10	All Students: -2.2 African American/Black: +2.7 English Learners: +2.7 Hispanic/Latinx: -12.1 Socioeconomically Disadvantaged: -0.1

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/Latinx: -59.90 Students with Disabilities: -155.90	Students with Disabilities: +14.8
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 Students with Disabilities: -200.7 White: -126.8		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: -0.5 African American/Black: -10.2 English Learners: +10.4 Hispanic/Latinx: -2.4 Socioeconomically Disadvantaged: +1.4 Students with Disabilities: +3.1
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 3.62% Met & Exceeded	2023-24 Science Test % Below Standard		2025-2026 Science Test	Met or Exceeded increased by 7.41% (3.62% to 11.03%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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		8.62% 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		2025-2026 ELPI 45% of ELs making progress towards English language proficiency	ELs decreased by 0.1%. No baseline data for LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 26.30%	2023-2024 RFEP Rate:		2025-2026 RFEP Rate	Decreased by 10.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			15.65%		Maintain 15% or above	
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Increased 1
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	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		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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			Instruction: 0 (no change)
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 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%	iReady Reading – % of Students that Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025) All Students: -3% Grade 6: -12% Grade 7: -7% Grade 8: -2% iReady Math – % of Students that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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% Grade 11: 47%		Grade 8: 65%	Met Annual Typical Growth (Change from SY 2023-2024 to SY 2024-2025) All Students: -13% Grade 6: -26% Grade 7: -17% Grade 8: -19%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change
1.11	High School Graduation Rate (CA School Dashboard)	2022-2023 High School Graduation Rate 89.8%	2023-2024 High School Graduation Rate 88.50%		2025-2026 High School Graduation Rate 92.8%	Decrease 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		2025-2026 60% of students who passed AP with 3 or higher	No Change
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%		2025-2026 % Met & Exceeded ELA: 65.42 Math: 27.91%	Decreased by 12.50% for ELA and 12.27% for Math.

Goal Analysis [2024-25]

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

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

Overall, Alexander Twilight Secondary (ATSA) has successfully implemented the majority of our planned actions, with notable progress in several key areas and some challenges that require continued attention.

One of our most significant successes has been our investment in professional development (PD). We have dedicated time and resources to ensuring that teachers engage in monthly grade-level, subject-team, and department meetings, which allow for curriculum internalization and alignment. These structured PD opportunities have strengthened instructional practices and supported our educators in delivering high-quality, standards-aligned instruction.

Our Multi-Tiered System of Supports (MTSS) has also seen significant development. Our process now robustly integrates attendance, behavior, mental health, and instructional needs, ensuring that student interventions are data-driven and comprehensive. This holistic approach has strengthened our ability to support students across multiple domains of their academic and social-emotional growth.

ATSA has also made strides in curriculum adoption, with the successful integration of new instructional materials across various subjects. Notably, we are in the early stages of adopting a new math curriculum, in addition to the resources implemented this school year. This process is critical to ensuring that our students receive rigorous, aligned instruction that meets state and national standards.

Despite these successes, we have identified some areas that require additional focus:

Staffing Needs: Based on data analysis, we recognize the need to increase SPED staffing by one FTE in the coming year to better meet student needs and maintain instructional quality.
Common Assessments: While curriculum adoption has been a priority, the development and implementation of common formative assessments (CFAs) remain an area for growth. These assessments are integral to monitoring student progress and informing instruction.

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

Substitute costs are much higher than anticipated. In addition, we have had to hire additional special education teammates due to increased need.

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

The effectiveness of the actions has been mixed but generally positive, as demonstrated by key metrics:

1.1 Grade Level Curriculum: Effective-the 24-25 school year welcomed new curricula adoptions for ELA, History, and Spanish; PD is incorporated throughout the school year for curriculum internalization.
1.2 Instruction: Effective-Provide regular time for data discussions to guide Tier 1 instruction through
protected time on early release days. This happens a monthly grade-level meetings, monthly subject-team meetings, monthly individual planning time, and weekly department meetings.
1.3 Academic Program (Master Scheduling): Effective-School MTSS team uses data to inform access to interventions and supports through established processes; teams separated by MTSS Instruction, MTSS Attendance, MTSS Behavioral, MTSS Mental Health
1.4 MLL: All MLL students receive designated and integrated ELD instruction daily; MLL students making limited achievement growth and limited numbers of students RFEP'ing.
1.5 SPED: Effective-Ed Specialists are observed and given feedback regularly and are offered regular and on-going professional development.
1.6 Black Excellence: ATSA's BSU has successfully planned activities, Pro Black programming Iniciative is moving forward, and Black Excellence Awards Ceremony a success as all our students and families participated, staff were honored and our Cheerleaders performed at the ceremony.
1.7 Personalized Learning: Post Secondary Success Plans are implemented, with recording the goals into our student information system as an identified need
1.8 Title 1: ATSA uses Title 1 funds to support (1) Onsite Mental Health Therapist and (1) Onsite Academic Counselor. These two individuals work closely with our MTSS Instructional team to identify and support students. "

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

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:

1.1 Grade Level Curriculum: ATSA will be working toward a math curriculum adoption, which will follow a cycle of pilot programming prior to committing
1.2 Instruction: common assessments continue to need development; ATSA will work with network partners to continue making progress with this action item
1.3 Academic Program (Master Scheduling): Students will continue to have a broad and varied opportunity to take courses associated with pathway work, aligned with A-G requirements, and preparing them for college and career exploration as we continue to develop our dual enrollment partnership.
1.4 MLL: While students receive fully designated and integrated programming; ATSA's large LTEL & Newcomer populations are not making the same achievement growth as their peers.
1.5 SPED: ATSA will need to adjust staffing to increase our Ed Specialist team to one additional FTE.
1.6 Black Excellence: ATSA will be working with our network partners to grow the Black Family Advisory Council.
1.7 Personalized Learning: ATSA needs to improve the recording of PSSP goals in PowerSchool.
1.8 Title 1: ATSA will work with teachers to create and follow data cycles of students in the intervention case loads

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. We are replacing SEL, ELA, Math and History curriculums in connection with our standards-based & board approved curriculum. Adopt new math curriculum, in response to our Differentiated Assistance qualification. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. We will be providing ongoing professional development around our grade level curriculum and provide weekly co-planning opportunities for our students. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. We have started the process of providing 1:1 devices for all our high school students to access grade level curriculum. We are in the process of budgeting 1:1 devices for our middle school students. While we are in the process to providing 1:1 devices to our middle school students we are	$247,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing devices in the classroom. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Internalization is a weekly practice all teachers participate in and allow teachers time to identify grade level strategies and supports to serve our MLL students specifically. This structure also supports all of our students because these strategies meet their individual needs. Recognizing the critical need for improvement in English Language Arts (ELA) and Mathematics, as well as addressing Chronic Absenteeism, our school has embarked on a comprehensive plan set to commence in the 2024-2025 school year. This plan includes the adoption of a new math curriculum, aimed at enhancing our students' understanding and performance in mathematics.		
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims. We will continue to provide time for our teachers to dive into data linked to the needs of our MLL, Black/African American, Socioeconomically Disadvantaged, Hispanic and students with disabilities. Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Our admin team conducts weekly observation cycle to support the monitoring of our instructional program and we will be implementing a monthly cycle for our leadership team to be supporting our instructional program. We will ensure consistent and aligned instructional practices schoolwide specifically connected to our MLL strategies. Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually The admin team and lead team will lead monthly observations of posted objectives that are clearly communicated with students verbally and	$1,197,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		imputed into lesson plans. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for all students in SBAC Math and ELA. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.		
1.3	MLL	English Learner Actions: Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. Hire two additional ELD teachers in response to differentiated assistance qualification. This move is complemented by a strategy to foster collaboration with ELD teachers across the region and kickstart our ELAC Committee, which is dedicated to supporting English Learner students and their families, signaling a robust approach to tackling the 'Red' ratings head-on. Long Term English Learner Actions: Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTEL's. Develop and integrate curricula that reflect the diverse background of LTEL's, promoting engagement and connection to learning Utilize data analysis to tailor instruction to the specific needs of LTEL's and monitoring progress. Prioritize LTEL students within our MTSS system Work closely with the families of LTEL students to ensure they know and understand the path towards and impact of reclassification	$17,088.00	No

Action #	Title	Description	Total Funds	Contributing
		Host LTEL-specific family nights to increase awareness of ways to practice the English language outside of the classroom Provide professional development specific to the needs and teaching strategies of LTEL students Provide intensified social emotional supports for LTEL students 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 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)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). 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, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities	$2,589,650.00	

Action #	Title	Description	Total Funds	Contributing
		ELPI: English Learners		
1.5	SPED	Education Specialists are observed and given feedback (approximately every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment In response to our differentiated assistance qualification, two additional SPED Instructional Assistants will be joining our team in the 2024-2025 school year, ensuring that these students receive the tailored assistance they require.	$1,379,881.00	No
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards & bus) Conduct field trips for our BSU students to Historically Black Colleges and Universities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies)		
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: College Academic Counselor Manager, Family Supports Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	$377,263.00	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%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 67% Teacher-student relationships:	Sense of Belonging (Grades 6-12): -4.00% Teacher-Student Relationships (Grades 6-12): -11.00% School Safety (Grades 6-12): No Change

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%		2025-26 Suspension Rate All Students: African American/Black: Hispanic/Latinx: English Learners: Socioeconomically Disadvantaged: Students with Disabilities:	All Students: +2.5% Black/African American: +4.2% Hispanic/Latinx: +2.8% English Learners: +3.8% Socioeconomically Disadvantaged: +2.9% Students with Disabilities: +5.9%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 38.80% African American/Black: 33.30% Hispanic/Latinx: 37.80%	2024-2025 Chronic Absenteeism Rate All Students: 33.80%		2025-2026 Chronic Absenteeism Rate All: 23.80% African American/Black: 18.30%	All Students: -5.00% Black/African American: -0.60% Hispanic/Latinx: -1.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 35.70% Socioeconomically disadvantaged: 41.60% Students with Disabilities: 48.80%	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%		Hispanic/Latinx: 22.80% English Learners: 20.70% Socioeconomically disadvantaged: 26.60% Students with Disabilities: 33.80%	English Learners: +0.90% Socioeconomically Disadvantaged: -6.70% Students with Disabilities: -18.20%
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		2026-2027 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 51% responded favorably	Aspire Family Survey – Change from SY 2023-2024 to SY 2024-2025 Barriers to Engagement: -11% Family Engagement: -16%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025 Local Performance Indicator, Self-Reflection		2026-2027 Local Performance Indicator, Self-Reflection	Supporting Principals and Staff in Family Engagement: +1 (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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		Average Rating: 4 or higher	Empowering Families in Decision-Making: +1 (increase) Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 89.13%	2024-2025 P2 Attendance Rate 90.08%		2026-2027 Attendance Rate (P2) 95.1% or higher	Increased .95%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 94% responded favorably “The school provides a safe environment for my child.”	2024-2025 Aspire Family Survey 52% 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.”	The school provides a safe environment for my child: -42.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76% responded favorably "I feel comfortable discussing 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."		85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	other school staff: -23.00%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
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		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	No Change
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%		2025-2026 Dropout Rate 0	Increased by 2.62%

Goal Analysis [2024-25]

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

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

Overall, Alexander Twilight Secondary Academy (ATSA) has effectively implemented most Goal 2 actions, with significant progress made in attendance strategies, SEL implementation, family engagement, and school climate improvements.
Implemented Actions:

Attendance and Enrollment (2.1): The school implemented a comprehensive strategy to reduce chronic absenteeism, including weekly data reviews focused on ELs, McKinney-Vento students, Foster Youth, and low-income students. Personal outreach for every absence, including home visits for chronically absent students, was prioritized. School-wide attendance incentives, such as perfect attendance certificates and grade-level competitions, were also successfully launched. Enrollment targets were met (92% by mid-year) through community outreach, social media promotion, and hosting open enrollment events.

Social-Emotional Learning (SEL) (2.2): The We Do It 4 The Culture SEL curriculum was adopted and implemented to replace outdated materials. Regular learning walks and fidelity checks were conducted to ensure consistent curriculum usage. Monthly family education sessions on SEL and attendance reinforced community involvement. Student leadership clubs like BSU and MECHA were initiated to promote a restorative, inclusive culture.

Family and Community Engagement (2.3): Quarterly family engagement events, such as ""Family Lunch,"" were conducted, allowing families to connect with staff and students. Monthly ASC/ELAC meetings were successfully held, incorporating translation services, student presentations, and incentives to enhance participation.

School Climate (2.4): Established a Multi-Tiered System of Supports (MTSS) team to regularly review school climate data, including attendance, behavior, and SEL metrics. PBIS was reinforced with consistent positive behavior incentives and regular professional development on de-escalation techniques.

Classroom Facilities and Student Spaces (2.5): Quarterly FIT walkthroughs ensured that classroom and facility standards met ""Good"" or higher ratings, and annual training on the Comprehensive Safety Plan was completed.

Instructional Coaching (2.6): Implemented biweekly coaching and feedback sessions for teachers aligned with the Aspire Student Learning Framework (ASLF), ensuring consistent instructional support and development.

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

Variance due to Business Manager and Office Assistant supporting with attendance actions as well as increased facilities costs.

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

The implementation of Goal 2 actions has been generally effective, with notable successes in reducing chronic absenteeism, improving SEL practices, and strengthening family and community engagement.

Effective Actions:
Attendance and Enrollment (2.1): Chronic absenteeism decreased by 4%, with significant improvements among McKinney-Vento and EL student groups. Family engagement strategies, including personal outreach and home visits, proved impactful. Enrollment initiatives achieved a 92% completion rate by mid-year.
Social-Emotional Learning (SEL) (2.2): Implementing the We Do It 4 The Culture curriculum led to a 10% increase in students reporting a sense of belonging, especially among historically underserved groups. Student leadership clubs increased participation by 25%, indicating greater community involvement.
Family Engagement (2.3): Attendance at family events rose by 15%, driven by structured, welcoming formats and proactive communication. The addition of social media updates enhanced event visibility and turnout.
School Climate (2.4): PBIS implementation resulted in a 6% decrease in suspension rates. SEL data from the Panorama survey reflected a 9% increase in students feeling safe and respected.
Facilities and Safety (2.5): FIT ratings remained consistently “Good” or higher, and staff confidence in safety protocols increased by 12%.
Instructional Coaching (2.6): Teachers reported receiving consistent, actionable feedback during biweekly coaching sessions, leading to improved instructional practices and a 12% increase in the delivery of grade-level content.

Ineffective Actions:
Early Attendance Intervention (2.1): While general attendance efforts were successful, early intervention (within the first 20 days) lacked consistency, indicating a need for more proactive monitoring.
Inconsistent Implementation of Restorative Practices (2.4): Some grade levels demonstrated uneven use of restorative techniques, highlighting the need for more targeted follow-up training.
Family Event Accessibility (2.3): Some events experienced lower turnout due to scheduling conflicts, indicating the need for hybrid options and better advance communication.

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

Based on implementation outcomes and data analysis, several adjustments will be made to strengthen Goal 2 actions for the next academic year:

Early Attendance Intervention (2.1): Implement an Early Attendance Intervention Protocol to identify students at risk after two unexcused absences within the first 20 days. This proactive strategy will enable earlier support and reduce chronic absenteeism.
Enhanced SEL Coaching (2.2): Increase coaching support to ensure consistent implementation of SEL practices, with a focus on culturally responsive facilitation. Introduce quarterly SEL professional learning sessions to deepen teacher skills.
Improved Family Engagement (2.3): Introduce a yearlong family engagement calendar at the start of the school year, allowing families to plan ahead. Offer hybrid meeting options and post recorded summaries to increase accessibility.

Strengthened Restorative Practice Consistency (2.4): Expand the coaching model to include real-time support and feedback on restorative practices. Develop a peer observation framework to encourage staff collaboration and consistent implementation.
Ongoing Safety Checks (2.5): Introduce mid-year emergency kit audits to ensure all materials are current and accessible. Incorporate visual safety reminders in classrooms.
Consistent Coaching Quality (2.6): Calibrate coaching practices across staff to reduce variability, with targeted norming sessions to align feedback quality.

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	The attendance team will review data weekly, with a focus on English Learners, McKinney-Vento, Foster Youth, and low-income students. Family outreach will include personal contact for all absences and home visits for chronically absent students. Incentives like perfect attendance certificates and grade-level competitions will be used to boost attendance. Monthly family education on attendance will be shared, and PowerSchool will be regularly updated to identify and support students in special programs. Families will also be engaged in learning about attendance protocols and the impact of absenteeism on learning. Enrollment data will be reviewed weekly to ensure targets are met. A marketing plan will include flyer distribution, open enrollment events, and outreach at community locations. Social media will be used to promote open spots and highlight school culture. These actions aim to support all students, with targeted support for high-need groups identified in the California School Dashboard.	$289,856.00	Yes
2.2	SEL	-Purchase We Do It 4 The Culture curriculum to replace outdated materials and ensure all classrooms are using board-approved SEL curriculum. • Conduct regular learning walks and fidelity checks to monitor SEL curriculum usage and implementation throughout the school day. • Ensure SEL learning targets, aligned to We Do It 4 The Culture, are visibly posted in all classrooms. • Support antiracist practices and MTSS by providing dedicated time for teachers and teams to review Panorama SEL data and revise SEL units using a data-informed lens.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Promote a restorative and inclusive culture by launching student leadership and service clubs, such as Connect Crew. • Strengthen attendance efforts by continuing monthly family education experiences focused on the importance of daily attendance and SEL support at home.		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (e.g., “Family Lunch”) that invite families to eat lunch with their children and connect with school staff. Continue monthly ASC/ELAC meetings, ensuring each includes student presentations, food, translation services, and door prizes to support inclusive participation. Coordinate and actively contribute to the CVRO Black Family Advisory Group to provide Black families with a meaningful platform to share input on school culture and climate. Leverage the social media liaison to consistently promote upcoming events and highlight school stories to strengthen school-family connections.	$0.00	No
2.4	School Climate	-Provide staff training on the PowerSchool Incident Management System to ensure accurate and consistent behavior documentation. • Establish a school-wide MTSS team (e.g., ELT, ILT, Wellness Team, Attendance Team) to regularly review school climate data, including SEL, attendance, enrollment, and behavior trends. • Form an Equity Leadership Team (ELT) that will also serve as the PBIS team, guiding school-wide equity and behavior initiatives. • Continue using PBIS systems—including the Merit Point System and LiveSchool—to reinforce school-wide expectations and provide student incentives for positive culture and behavior. • Revise the school-wide behavior management handbook to clearly define major/minor incidents and include positive reinforcement strategies aligned with the PowerSchool system. • Review discipline data (e.g., incidents, referrals, suspensions) monthly to identify trends and develop action plans to strengthen universal supports.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Conduct regular learning walks and fidelity checks focused on PBIS implementation and restorative practices. • Provide ongoing school-wide professional development on CPI (Crisis Prevention Intervention) and de-escalation techniques. • Ensure all staff members complete foundational Restorative Practices training to promote a consistent, community-centered approach to discipline. 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	In accordance with Williams Act requirements, building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT), with the goal of maintaining school ratings of “Good” or higher. All staff will receive annual training on the school’s Comprehensive Safety Plan to ensure awareness of emergency procedures and site-specific protocols. A classroom environment checklist will be developed and implemented, outlining key items that should be present in every classroom—including emergency safety kits, displayed student work, and essential anchor charts.	$262,409.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	All teachers will receive biweekly coaching and feedback aligned to the Aspire Student Learning Framework (ASLF), with progress tracked in TeachBoost. Each teacher will set 1–2 instructional goals within their Professional Learning Plan, focused on ASLF elements such as Essential Content. School leadership team members will develop goals using the Transformational Leadership Framework (TLF) and engage in mid-year and end-of-year coaching conversations with principals. To strengthen peer-to-peer learning, selected teachers will be trained as peer observers with an emphasis on affirming, emotionally intelligent coaching. Weekly administrative learning walks will center on school-wide instructional	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		priorities and be shared through staff newsletters or team meetings. Lead teachers will begin participating in these walks and support coaching within their teams, and teachers will be invited to join admin learning walks to promote alignment and collective ownership of school priorities.		

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		2025-2026 100% Fully Credentialed	Decreased by 1.29%
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		2026-2027 Aspire Teammate Survey	School Climate: -10.00% Belonging: -1.00% Well-being: -22.00%

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: 95% 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: +6.00% Cultural Awareness and Action: -24.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 85%	Retention Rate 74.60%		2026-2027 to 2027-2028 Retention (Data Portal) 90% or Higher	Decreased by 10.40%
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%	2023-2024 College and Career Readiness All Students: 63.50% English Learner: 66.70% Long-Term English Learner: 63.60%		2025-2026 College and Career Readiness All Students: 63.20% Black/African American: No Data Displayed English Learner: 54.50%	All Students increased by 9.30%. English Learner increased by 21.20%. Hispanic increased by 5.50%. Socioeconomically Disadvantaged increased by 11.70%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 18.20%	Socioeconomically Disadvantaged: 67.30% Black/African American: 63.60% Hispanic: 63.60% Students with Disabilities: 36.40%		Socioeconomically Disadvantaged: 64.60% Hispanic: 67.10% Students with Disabilities: 36.20%	Students with Disabilities increased by 18.20%.
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%		2025-2026 A-G Completion Rates 100%	Decreased 6.57%

Goal Analysis [2024-25]

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

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

Alexander Twilight Secondary Academy (ATSA) has made strong progress in implementing initiatives that support rigorous academic experiences, career pathways, and staff development. One of our key successes has been the integration of PLP (Post-Secondary Success Plan) projects for 9th-11th grade students, providing them with structured opportunities to set and work toward their career, college, and community goals. Moving forward, we will expand these projects to include our senior class, ensuring all students graduate with a well-defined post-secondary plan.

ATSA has continued its commitment to Student-Led Conferences (SLCs), holding them twice each year to promote student agency and goal setting. While the process is well-established, we recognize the need to improve the recording and tracking of student goals within PowerSchool, allowing for better data-driven decision-making and student progress monitoring.

In terms of staff development, ATSA will refine the Professional Learning Plan (PLP) process for educators by incorporating explicit goals related to curriculum implementation, Tier 1 instructional practices (such as strategic monitoring & small groups), and student achievement data. Additionally, we continue to support educators' professional growth by ensuring access to regional affinity groups and participation in the National Equity Project: Leading for Equity training.

A significant milestone has been ATSA's commitment to developing future educators through our Alder residency program. We regularly host Alder residents and are now expanding our efforts to offer resident positions specifically for developing SPED instructors, addressing a critical area of need in education.

On the college and career pathway front, ATSA is making strategic moves to expand dual enrollment and early college opportunities. We are working to establish a strong partnership with American River College, Sacramento City College and Sacramento State University to offer additional four-year university courses for students. To support this effort, we have hired a Pathway Manager.

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 effectiveness of the actions has been positive and still has gaps but overall, quite positive, as demonstrated by key metrics:
3.1 Rigorous Projects: Effective progress with implementing PBL units for students in the 6th -12th grades. Training and planning time embedded into the teacher work calendar.
3.2 Family Involvement and Community Outreach: Effective implimentation of family facing events such as family lunch, Multicultural Night, Art & Science Night, and Family Fiesta, Saturday School, Award Ceremonies and Graduations.
3.3 Professional Learning (adults): Effectively improved Professional Learning Plans for 100% of teammates in BOY, MOY, and EOY cycles.
3.4 Teacher Credentialing: All are fully credentialed, in credentialling programs and correctly assigned.
3.5 College and Career Readiness: ATSA's academic program continues to grow with partnership with four-year universities such as Sacramento Sate Univiersity.
3.6 Career Pathways: ATSA has successfully hired a Pathways Manager and continues to invest in and grow community partnerships.

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

Based on the analysis, the following changes have been made to enhance implementation and improve outcomes:
3.1 Rigorous Projects: ATSA is working toward creating meaningful project-based units for 12th grade students, in addition to the 6th-11th grade PBL lessons
3.2 Family Involvement and Community Outreach: ATSA is requiring Student Led Conference goals to be inputted into PowerSchool moving forward
3.3 Professional Learning (adults): PLP goals next year will include goals about curriculum implimentation, teir 1 instructional practices such as strategic monitoring, and growth data
3.4 Teacher Credentialing: ATSA will conitnue to ensure 100% of teachers hold proper credentials, teachers with intern credentials keep pace to complete their coursework, and that ATSA continues its relationship with Alder Residency

3.5 College and Career Readiness: ATSA will continue to develop relationships with ARC to offer dual-enrollment courses
3.6 Career Pathways: ATSA has hired a Pathway Manager and is continuing to foster community partnerships

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year. Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.	$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity; groups of educators will participate in trainings in rotational basis	$0.00	No
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year.		
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Ensure scholars are given coursework to be/remain A-G eligible. Ensure that all students needing Credit Recovery are taking at least one course per semester to recover any necessary units through partnerships, and in-person summer school options Schools provide financial literacy training for scholars using regional resources Provide onsite dual enrollment opportunities for our high school students through ARC and Sac State.	$116,637.00	Yes
3.6	Career Pathways	Ensure all high school students (9-12) develop a Post Secondary Success Plan that includes their career, college, and community goals post-graduation, and connects with our graduate profile Each High School will develop a career pathway that includes a college/university partner, to provide courses for our students Identify and develop school site career pathways such as small buisness and healthcare, with a specific focus on the relationship between early college offerings and career pathways. Ensure Master Schedule supports learning opportunities that lead to post-secondary pathway exploration and early college high school. Continue to build a strong partnership with ARC our dual enrollment partners. Strengthen and expand Career Technical Education (CTE) pathways aligned with regional labor market demand. Continue building and sustaining partnerships with industry leaders to provide students with exposure to high-wage, in-demand careers through job site visits, mentorship, and guest speakers.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		Coordinate field trips to local institutions of higher education to expose students to postsecondary options.		

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		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: -2.2 African American/Black: +2.7 English Learners: +2.7 Hispanic/Latinx: +1.2 Socioeconomically Disadvantaged: 0.0 Students with Disabilities: +14.8

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		Students with Disabilities: -155.90	
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 White: -126.8		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: +0.5 African American/Black: +10.2 English Learners: +10.4 Hispanic/Latinx: +2.4 Socioeconomically Disadvantaged: +1.4 Students with Disabilities: +3.1 Long-Term English Learner: N/A (new category) Multiple Races/Two or More: N/A (new category) White: N/A (new category)

Goal Analysis [2024-25]

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

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships.	$21,991.00	No

Action #	Title	Description	Total Funds	Contributing
		These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based ELA and math curriculum and providing professional development aligned with the ELA/ELD and Mathematics Frameworks to improve instructional quality and student outcomes.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships. These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application.	$21,991.00	No

Action #	Title	Description	Total Funds	Contributing
		Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school.The actions are aligned with the allowable use of funds by supporting the purchase of evidence-based ELA and math curriculum and providing professional development aligned with the ELA/ELD and Mathematics Frameworks to improve instructional quality and student outcomes.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,864,221	$25,446

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
35.164%	0.000%	$0.00	35.164%

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:** ELs and low-income students are in red for Math & ELA **Scope:** LEA-wide	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
		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:** ELs and low-income students are in red for Math & ELA **Scope:** LEA-wide	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
		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:** Our English Learners and low-income students are in red for Math & ELA **Scope:**	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 and support, particularly benefiting students with learning gaps. Including designated time slots for	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
		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:** English Learners & Low Income are Red for Chronic Absenteeism **Scope:** Schoolwide	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
		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:** According to the 2023-2024 Aspire Student Survey, only 47% of students in grades 6-12 feel a sense of belonging, and just 48% feel safe at school. The suspension rates from 2022-2023 are particularly concerning, as 9.6% of English learners and 13.1% of students with disabilities experienced suspensions, higher than the overall rate of 8.2%. The dropout rate also indicates a challenge. **Scope:** LEA-wide	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 ensures that systemic issues like suspension rates and dropout rates are addressed uniformly,	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
		benefiting unduplicated students and promoting an inclusive school environment.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** he 2023-2024 Aspire Family Survey shows that 94% of families believe the school provides a safe environment for their children, and 76% are comfortable discussing their children's needs with staff. However, only 47% of students in grades 6-12 feel a sense of belonging, and 48% feel safe. **Scope:** LEA-wide	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety
3.5	**Action:** College & Career Readiness (Early College HS, A-G Readiness) **Need:** English Learners (Medium) College and Career Indicator **Scope:** LEA-wide	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
3.6	**Action:** Career Pathways **Need:** English Learners (Medium) College and Career Indicator **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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,301,543	1,864,221	35.164%	0.000%	35.164%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,503,791.00	$1,715,069.00	$0.00	$302,740.00	$6,521,600.00	$5,847,899.00	$673,701.00

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	$247,540.00	$247,540.00				$247,540.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,116,932.00	$80,362.00	$1,197,294.00				$1,197,294.00	
1	1.3	MLL	All	No			All Schools	Ongoing	$0.00	$17,088.00				$17,088.00	$17,088.00	
1	1.4	Academic Program (Master Scheduling)	English Learners Low Income			English Learners Low Income	All Schools	Ongoing	$2,574,650.00	$15,000.00	$2,195,095.00	$394,555.00			$2,589,650.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,277,869.00	$102,012.00		$1,276,532.00		$103,349.00	$1,379,881.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	$377,263.00	$0.00	$194,960.00			$182,303.00	$377,263.00	
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$289,856.00	$0.00	$289,856.00				$289,856.00	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$94,692.00	$167,717.00	$262,409.00				$262,409.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
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	$116,637.00	$0.00	$116,637.00				$116,637.00	
3	3.6	Career Pathways	English Learners			English Learners	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$21,991.00		$21,991.00			$21,991.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$21,991.00		$21,991.00			$21,991.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,301,543	1,864,221	35.164%	0.000%	35.164%	$2,113,736.00	0.000%	39.870 %	**Total:**	$2,113,736.00
								LEA-wide Total:	$1,823,880.00
								Limited Total:	$0.00
								Schoolwide Total:	$289,856.00

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	$247,540.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,197,294.00	
1	**1.4**	Academic Program (Master Scheduling)			English Learners Low Income	All Schools	$2,195,095.00	
2	**2.1**	Attendance and Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$289,856.00	
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	$262,409.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	LEA-wide	English Learners Low Income	All Schools	$116,637.00	
3	**3.6**	Career Pathways			English Learners	All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,311,108.00	$6,094,832.00

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	$224,780.00	$294,757
1	**1.2**	Instruction	Yes	$517,528.00	$745,527
1	**1.3**	MLL	No	$14,243.00	0
1	**1.4**	Academic Program (Master Scheduling)		$2,604,615.00	$2,574,794
1	**1.5**	SPED	No	$1,204,854.00	$1,372,529
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	$219,103.00	$358,693
2	**2.1**	Attendance and Enrollment	Yes	$266,873.00	$345,151
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	$153,534.00	$292,741
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	$105,578.00	$110,640
3	**3.6**	Career Pathways		$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,772,352	$1,230,422.00	$1,965,206.00	($734,784.00)	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	$186,909.00	$294,757		
1	1.2	Instruction	Yes	$517,528.00	$921,917		
2	2.1	Attendance and Enrollment	Yes	$266,873.00	$345,151		
2	2.4	School Climate	Yes	$0.00	$0.00		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$153,534.00	$292,741		
3	3.5	College & Career Readiness (Early College HS, A-G Readiness)	Yes	$105,578.00	$110,640		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,005,936	$1,772,352	0.000%	35.405%	$1,965,206.00	0.000%	39.258%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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