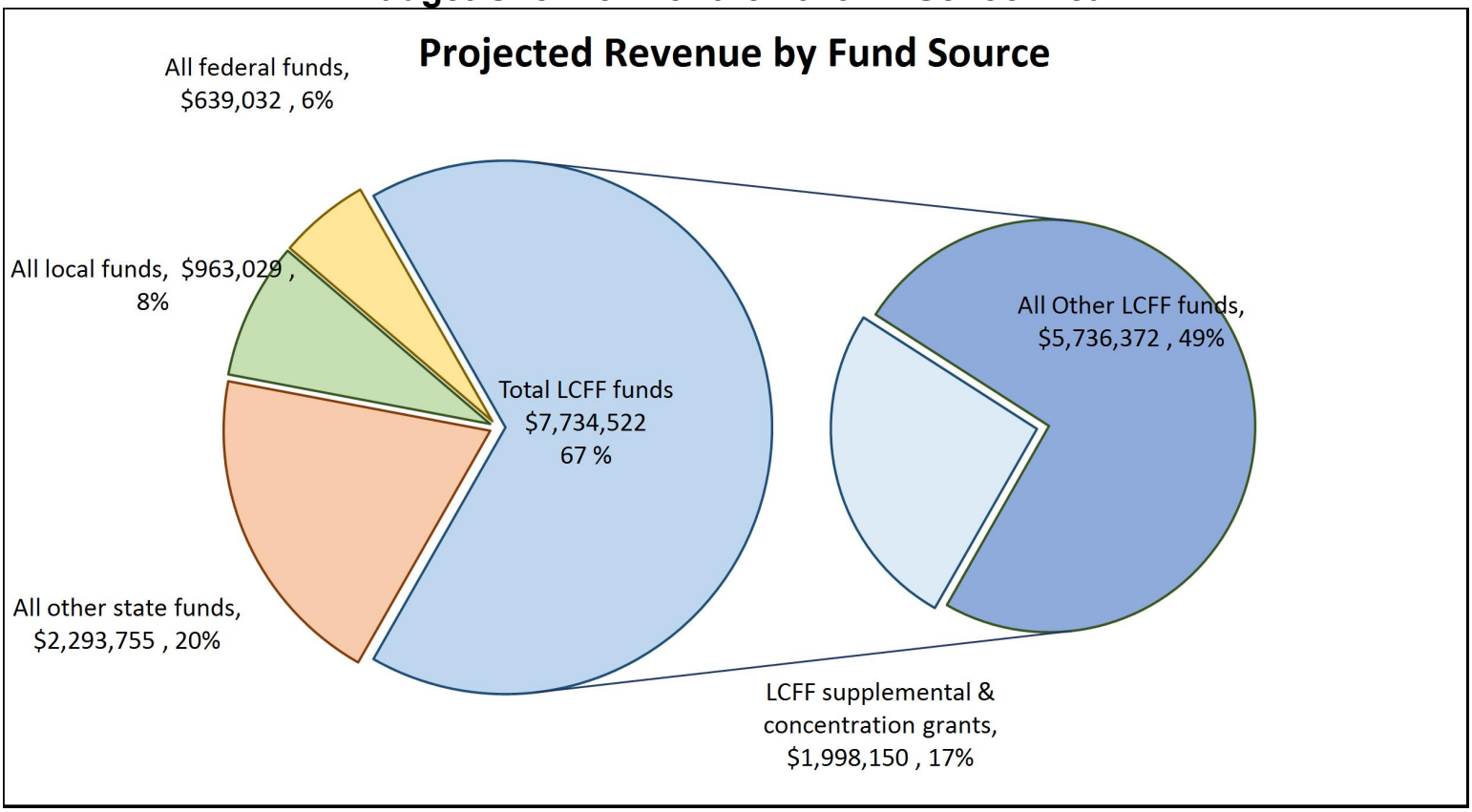
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Stockton Secondary Academy
CDS Code: 39 68676 0139865
School Year: 2026-27
LEA contact information:
LaNitra Curtis
Principal
AspireASSA@aspirepublicschools.org
209-208-9900

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

Budget Overview for the 2026-27 School Year

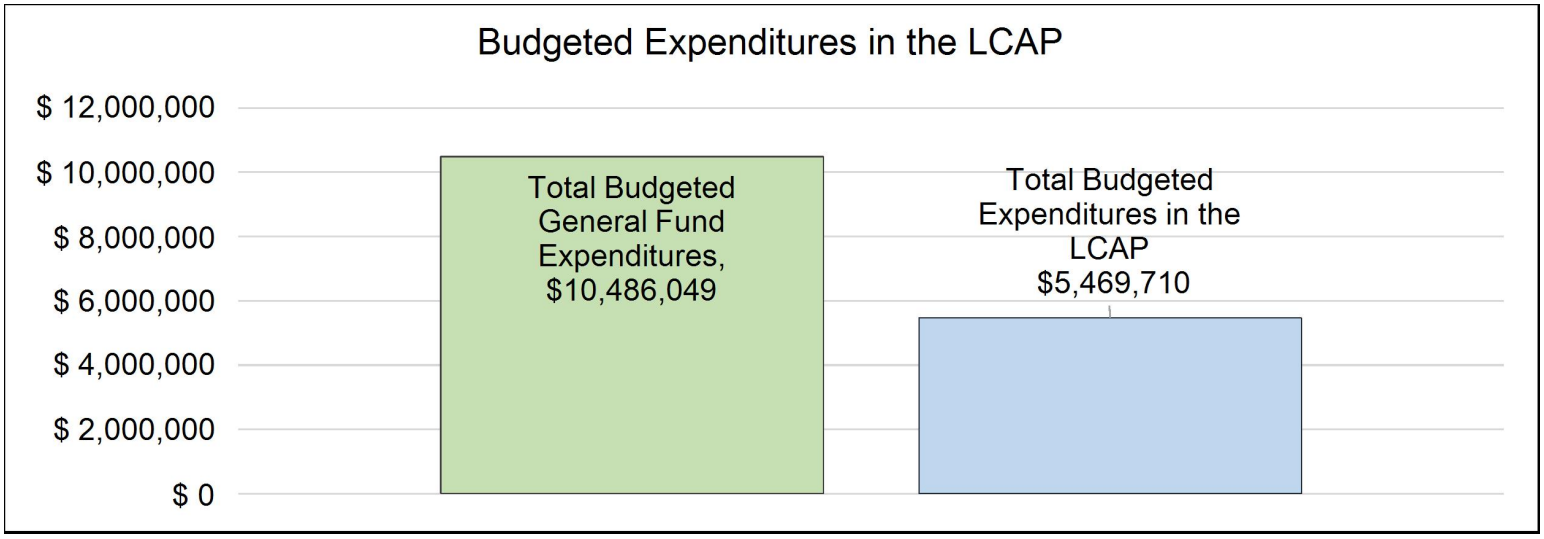


This chart shows the total general purpose revenue Aspire Stockton Secondary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Stockton Secondary Academy is $11,630,338, of which $7,734,522 is Local Control Funding Formula (LCFF), $2,293,755 is other state funds, $963,029 is local funds, and $639,032 is federal funds. Of the $7,734,522 in LCFF Funds, $1,998,150 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 Stockton Secondary Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Stockton Secondary Academy plans to spend $10,486,049 for the 2026-27 school year. Of that amount, $5,469,710 is tied to actions/services in the LCAP and $5,016,339 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

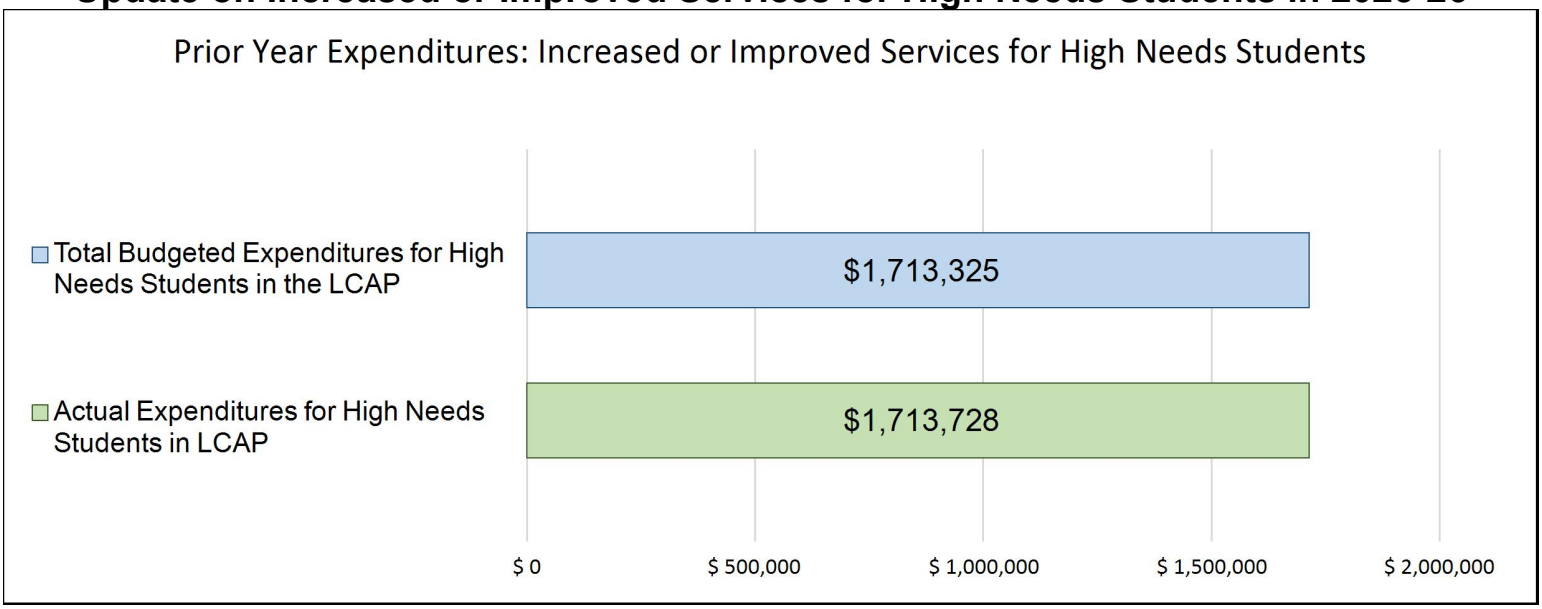
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Stockton Secondary Academy is projecting it will receive $1,998,150 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Stockton Secondary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Stockton Secondary Academy plans to spend $2,117,060 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Aspire Stockton Secondary Academy's LCAP budgeted $1,713,325 for planned actions to increase or improve services for high needs students. Aspire Stockton Secondary Academy actually spent $1,713,728 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Stockton Secondary Academy	LaNitra Curtis Principal	AspireASSA@aspirepublicschools.org 209-208-9900

Plan Summary [2026-27]

General Information

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

Aspire Stockton Secondary Academy (ASSA) is a 6–12 public charter school located in Stockton, California, and a proud member of the Aspire Public Schools network. Established in 2020, ASSA operates as an Early College high school model and is committed to ensuring all students graduate prepared for college, career, and life, in alignment with Aspire's "College for Certain" mission and Vision 2030 priorities.

ASSA currently serves approximately 327 students in grades 6–12 and reflects a diverse student population, including approximately 56% Hispanic/Latino and 27% African American students, with 78% of students qualifying for free and reduced-price meals. The school is situated within the Sierra Vista community and partners with local organizations to expand opportunities and access for students and families.

Under the leadership of Dr. Curtis, ASSA prioritizes equitable, culturally responsive, and data-driven instructional practices that promote academic achievement, student agency, and a strong sense of belonging. Instructional systems are grounded in Aspire's Teaching and Learning Framework (TLF), the Aspire Student Learning Framework (ASLF), and the No Nonsense Nurturer (NNN) model, ensuring consistency in high expectations, engagement, and student-centered learning environments.

ASSA's school culture is anchored in its EAGLES core values—Engagement, Achievement, Gratitude, Leadership, Excellence, Strength, Respect, Optimism, Collaboration, and Kindness—which guide daily interactions and reinforce a positive and inclusive school community for both students and staff.

As an Early College high school, ASSA provides students with access to dual enrollment opportunities, allowing them to earn college credits while in high school. The school also offers college and career pathway experiences, athletics, and enrichment opportunities that support the development of well-rounded scholars. Academic programming emphasizes rigorous, grade-level instruction, frequent data analysis cycles, and targeted interventions to accelerate learning and close achievement gaps.

In addition to academics, ASSA is committed to supporting the whole child through robust social-emotional learning systems, mental health services, and advisory structures that foster connection and belonging. Strong family and community partnerships remain central to the school's approach, ensuring that students are supported both in and out of the classroom.

Through a continued focus on high-quality instruction, aligned systems, and equitable outcomes, Aspire Stockton Secondary Academy strives to develop empowered, critically conscious learners who are prepared to succeed in post-secondary pathways and contribute 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.

ASSA's annual performance, as reflected on the California School Dashboard and supported by local data sources, highlights both meaningful progress and continued areas of focus. On the Dashboard, ASSA has demonstrated strength in student growth, particularly as evidenced by internal measures such as i-Ready diagnostics, where a majority of students showed measurable improvement across the academic year. This indicates that core instructional systems and targeted interventions are beginning to positively impact student learning outcomes.

Local data further reinforces these gains. Through the use of Formative Interim Assessment Blocks (FIABs), regular data cycles, and progress monitoring, teachers are increasingly engaging in data-informed instructional planning. Additionally, the implementation of structured frameworks such as ASLF and the NNN framework has contributed to improved classroom environments, with stronger evidence of clear expectations, routines, and student engagement.

However, the Dashboard also reflects areas of concern, particularly in ELA and Mathematics performance, where overall achievement levels remain below desired benchmarks. While growth is occurring, it is not yet at the level needed to close achievement gaps or meet long-term college and career readiness goals. Subgroup performance continues to require targeted attention to ensure equitable outcomes for all students.

Attendance and chronic absenteeism data also present ongoing challenges. While systems are in place to monitor and address attendance, ASSA recognizes the need for stronger, more consistent interventions and family engagement strategies to improve student presence and participation.

In response to these findings, ASSA is prioritizing:

Strengthening Tier 1 instruction to ensure consistent, grade-level rigor across classrooms

Deepening data analysis cycles to drive timely instructional adjustments
Enhancing student engagement and culture systems to support attendance and belonging
Increasing targeted supports for identified student groups

Overall, ASSA remains committed to continuous improvement by aligning its strategic actions to Vision 2030 priorities, ensuring that all students are prepared, empowered, and supported to achieve at high levels.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: Suspension: All Students, Socioeconomically Disadvantaged

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers participated in the LCAP development process through bi-annual Teammate Surveys (fall and spring), All Staff Needs Assessments, weekly Intellectual Preparation and collaborative planning meetings, monthly Staff Meetings, instructional coaching cycles, Program Inquiry Walk (PIW) debriefs, and weekly Lead Team meetings. Feedback focused on instructional rigor, academic interventions, curriculum implementation, student engagement, assessment systems, professional development, and school culture.
Principals and Admin	School leaders engaged in weekly administrative leadership meetings, Lead Team meetings, regional collaboration sessions, data review cycles, and strategic planning conversations throughout the school year. Leadership teams analyzed academic, attendance, behavior, and college-readiness data to identify priorities, allocate resources, and monitor progress toward LCAP goals aligned to Vision 2030 and Aspire Public Schools priorities.
Other School Personnel	Classified staff, operations team members, front office staff, campus supervisors, paraprofessionals, and student support personnel participated through monthly staff meetings, bi-annual Teammate Surveys, and operational planning discussions. Feedback informed school climate priorities, communication systems, student supervision structures, and operational supports needed to ensure safe and effective learning environments.
Parents	ASSA engaged families through bi-annual Family Surveys, quarterly School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal sessions, family

Educational Partner(s)	Process for Engagement
	engagement events, exhibitions, parent conferences, and monthly parent meetings. Families provided feedback related to communication, school safety, student supports, college and career readiness, attendance, academic interventions, and social-emotional learning needs.
Students	Students participated through bi-annual Student Surveys, student leadership opportunities, advisory discussions, restorative circles, exhibitions, and direct feedback opportunities with staff and administration. Student input centered on school connectedness, classroom engagement, academic support needs, safety, belonging, and overall school climate.
SELPA (Special Education)	ASSA consulted with Regional Teammates that worked closely with SELPA through quarterly collaboration meetings focused on special education services, compliance, student access, accommodations, inclusion practices, and supports for students with disabilities. Feedback informed planning around intervention services, co-teaching practices, and equitable access to instruction and student supports.

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

Educational partner feedback directly informed the development and refinement of ASSA's 2025–2026 LCAP goals, actions, and expenditures. Input from students, staff, families, and community partners highlighted the continued need to strengthen instructional quality, improve student engagement, expand academic interventions, and maintain safe and supportive learning environments.

Based on teacher and administrator feedback, ASSA prioritized strengthening Tier 1 instruction through continued implementation of Aspire Student Learning Framework (ASLF) instructional practices, structured intellectual preparation, data-driven instructional cycles, and professional learning focused on rigorous grade-level instruction, student discourse, and checks for understanding. Staff feedback also emphasized the need for consistency in classroom management and schoolwide behavioral expectations, resulting in expanded supports aligned to No Nonsense Nurturer (NNN) practices and restorative approaches.

Student achievement data and educational partner feedback identified a continued need for targeted academic interventions, particularly in literacy and mathematics. In response, the LCAP includes continued investment in intervention courses, assessment systems such as i-Ready and common formative assessments, small-group instruction, and expanded data analysis practices to better monitor student progress and address achievement gaps among student groups.

Families and students emphasized the importance of school connectedness, communication, mental health supports, and college and career readiness opportunities. As a result, ASSA strengthened actions connected to family engagement, advisory supports, student wellness services, college exposure opportunities, and social-emotional learning initiatives designed to increase student belonging and engagement.

Feedback from classified staff and operational team members also informed improvements in schoolwide systems, communication structures, supervision plans, and operational processes to better support safe and orderly learning environments while maximizing instructional time.

Overall, educational partner input reinforced ASSA's commitment to providing rigorous instruction, equitable access to academic and social-emotional supports, meaningful family engagement, and a positive school culture that promotes student achievement and long-term success.

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: -57.5 African American/Black: -86 English Learners: -68.1 Socioeconomically disadvantaged: -61.5 Hispanic/Latinx: -52.5 Students with Disabilities: -162.5	2023-2024 SBAC ELA DFS All Students: -73 English Learner: -103.4 Long-Term English Learner: -147.6 Socioeconomically Disadvantaged: -78.4	2024-2025 SBAC ELA DFS All Students: -85.8 Black/African American: -109.1 English Learner: -105.7 English Learners Only: -161.6 English Only: -86.1	2025-2026 SBAC ELA DFS All: -30.50 African American/Black: -59 English Learners: -41.10 Socioeconomically disadvantaged: -34.50	All Students: Decreased 28.3 Black/African American: Decreased 23.1 English Learner: Decreased 37.6 Hispanic/Latinx: Decreased 30.0 Socioeconomically Disadvantaged: Decreased 28.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black/African American: -103.4 Hispanic: -68.6 Students with Disabilities: -174.8	Hispanic: -82.5 Long-Term English Learner: -151.5 Recently Reclassified Fluent-English Proficient Only: -42.8 Socioeconomically Disadvantaged: -90 Students with Disabilities: -165.1	Hispanic/Latinx: -25.50 Students with Disabilities: -135.50	Students with Disabilities: Decreased 2.6
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -113.8 African American/Black: -148.9 English Learners: -143.6 Socioeconomically disadvantaged: -116.4 Hispanic/Latinx: -105.8 Students with Disabilities: -217	2023-2024 SBAC MATH DFS All Students: -124.1 English Learner: -141 Long-Term English Learner: -184.2 Socioeconomically Disadvantaged: -129.4 Black/African American: -145.9 Hispanic: -119.8 Students with Disabilities: -226.1	2024-2025 SBAC MATH DFS All Students: -121.3 Black/African American: -148.2 English Learner: -140.6 English Learners Only: -198.8 English Only: -126 Hispanic: -116.8 Long-Term English Learner: -203.8 Recently Reclassified Fluent-English Proficient Only: -75.2 Socioeconomically Disadvantaged: -126.6	2025-2026 SBAC Math DFS All: -104.80 African American/Black: -139.90 English Learners: -134.60 Socioeconomically disadvantaged: -107.40 Hispanic/Latinx: -96.80 Students with Disabilities: -208	All Students: Decreased 7.5 Black/African American: Increased 0.7 English Learner: Increased 3.0 Hispanic/Latinx: Decreased 11.0 Socioeconomically Disadvantaged: Decreased 10.2 Students with Disabilities: Increased 16.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -200.3		
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 6.00% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 25.4 points below Socioeconomically Disadvantaged: 24.2 points below Black/African American: 26.3 points below All Students: 23.9 points below Hispanic: 23.2 points below 9.67% Met of Exceeded	2024-25 Science Points (SPs) Black/African American: 37.1 science points All Students: 40.3 science points English Learner: 33.1 science points English Only: 41.7 science points Hispanic: 40.7 science points Socioeconomically Disadvantaged: 39.5 science points 6.56%	2025-2026 Science Test 11% Met or Exceeded	Increased .56%
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 44.40% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 64.3% of ELs making progress towards English language proficiency LTEL: 73.7% of LTELs making progress towards English language proficiency	2024-2025 ELPI EL: 43.8% of ELs making progress towards English language proficiency LTEL: 36.4% of LTELs making progress towards English language proficiency	2025-2026 ELPI 50% of ELs making progress towards English language proficiency	Decreased 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 66.70%	2023-2024 RFEP Rate: 27.27%	2024-25 RFEP Rate: 40.00%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 26.7%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials	2025-2026 100% of students have access to standards aligned curricular materials.	Maintained 100%
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2025-2026 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4	2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 4 or Above	Maintained
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or	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	2025-2026 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are	2026-2027 Average Rating: 4 or above	Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: Maintained Rate the LEA's progress in making instructional materials that are

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	aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		aligned to ELA and ELD: Maintained Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): +1
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 72% Grade 6: 53% Grade 7: 61% Grade 8: 60% iReady Math % of students that met annual typical growth All Students: 58% Grade 6: 64%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 55% Grade 6: 49% Grade 7: 69% Grade 8: 65% Grade 9: 38% Grade 10: 56% SY 2024/25 (iReady Math)	SY 2025-26 iReady Reading % of students that met annual typical growth All Students: 56% Grade 6: 61% Grade 7: 54% Grade 8: 47% Grade 9: 73% Grade 10: 50% Grade 11: 54% SY 2025-26 iReady Math	2026-2027 iReady Reading % of students that met annual typical growth All Students: 87% Grade 6: 68% Grade 7: 76% Grade 8: 75% iReady Math	iReady Reading: All Students: Decreased 16% Grade 6: Increased 8% Grade 7: Decreased 7% Grade 8: Decreased 13% Grades 9, 10, 11: No baseline available iReady Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 79% Grade 8: 73%	% of students that met annual typical growth All students: 42% Grade 6: 30% Grade 7: 49% Grade 8: 44% Grade 9: 47% Grade 10: 44%	% of students that met annual typical growth All Students: 46% Grade 6: 43% Grade 7: 44% Grade 8: 54% Grade 9: 60% Grade 10: 36% Grade 11: 31%	% of students that met annual typical growth All Students: 73% Grade 6: 79% Grade 7: 94% Grade 8: 88%	All Students: Decreased 12% Grade 6: Decreased 21% Grade 7: Decreased 35% Grade 8: Decreased 19% Grades 9, 10, 11: No baseline available
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, Aspire Stockton Secondary Academy (ASSA) implemented key actions focused on improving academic achievement, strengthening Tier 1 instruction, expanding intervention supports, and increasing equitable access to rigorous curriculum and student support systems.

Implementation included ongoing professional development, instructional coaching, collaborative planning, MTSS processes, Focus Student Tracker monitoring, and expanded use of i-Ready data to guide instruction and interventions. ASSA maintained a 1:1 Chromebook program and strengthened systems supporting English Learners, Students with Disabilities, and other student groups identified through Dashboard and local assessment data.

Several planned actions were expanded during the school year to better meet student needs, including implementation of Communities In Schools supports, expansion of culturally responsive practices, increased intervention monitoring, and establishment of a Black Student Union (BSU) to strengthen student voice, leadership, and belonging.

Challenges included unfinished learning, inconsistent attendance, staffing transitions, and varying levels of instructional implementation across classrooms. Balancing rigorous grade-level instruction with intensive intervention needs also required ongoing adjustments to scheduling, coaching, and support systems.

Despite these challenges, ASSA experienced success in strengthening instructional consistency, increasing collaborative data use, improving access to interventions and wraparound supports, and expanding student-centered systems such as advisory, Personalized Learning Plans, Student-Led Conferences, and culturally affirming programming.

Overall, implementation strengthened the school's instructional systems, student supports, and progress-monitoring structures while identifying areas for continued refinement and acceleration during the 2026–

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.

SpEd variance due mainly to a decrease in SpEd substitute costs due to filled positions. Title 1 increased from a Mental Health position level increase from 2 to 3.

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

The actions implemented during the 2025–2026 school year were moderately effective in making progress toward the goal. Expanded instructional coaching, collaborative planning, intervention supports, MTSS systems, and use of i-Ready and Focus Student Tracker data strengthened instructional consistency and improved monitoring of student progress.

Implementation of student supports, culturally responsive practices, Communities In Schools services, and advisory systems also improved student engagement, access to interventions, and family communication. Increased professional development supported stronger alignment to Aspire Student Learning Framework (ASLF) instructional expectations and intervention planning.

While progress was made, student achievement gaps remained for English Learners, Students with Disabilities, Black students, and students performing below grade level in ELA and Mathematics. Barriers impacting effectiveness included unfinished learning, inconsistent attendance, staffing transitions, and varying levels of implementation fidelity across classrooms.

Overall, the actions strengthened schoolwide systems and supports, but additional refinement and targeted instructional acceleration are needed to fully achieve desired academic outcomes for all student groups.

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

Based on California Dashboard indicators, i-Ready data, local assessments, attendance trends, and Focus Student Tracker monitoring, ASSA identified the need to strengthen Tier 1 instruction, intervention effectiveness, and instructional consistency across classrooms.
In response, ASSA will increase coaching and professional development aligned to Aspire Student Learning Framework (ASLF) expectations, differentiated instruction, co-teaching, and culturally responsive practices. The school will also implement new curriculum resources, including StudySync (6–8) and Carnegie (9–12), to strengthen literacy and mathematics instruction.
ASSA will continue refining MTSS systems, intervention scheduling, and progress-monitoring processes to provide more targeted academic, behavioral, and social-emotional supports for English Learners, Students with Disabilities, Black students, and students performing below grade level.
Additionally, ASSA will expand Communities In Schools supports, strengthen family engagement structures, continue Black Student Union (BSU) programming, and increase use of Focus Student Tracker data to guide interventions, coaching, and student support planning.

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-aligned and board-approved curriculum, with annual reviews conducted to identify gaps, improve alignment, and address instructional needs. Implement new curriculum resources, including StudySync for grades 6–8 to strengthen literacy instruction and academic discourse, and Carnegie curriculum for grades 9–12 to strengthen rigorous, standards-aligned mathematics instruction and conceptual understanding. Purchase additional Tier III supplemental instructional materials aligned to the Science of Reading and targeted intervention supports, while integrating data-driven monitoring systems to inform instructional adjustments and measure student progress. Provide ongoing professional development and instructional coaching to support effective curriculum implementation, including i-Ready, StudySync,	$238,781.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Carnegie, Spanish, and middle school history curriculum implementation. Professional learning opportunities will include follow-up workshops, collaborative planning, coaching cycles, and implementation reviews to address teacher needs and ensure consistency across classrooms. Purchase Chromebooks to maintain a 1:1 student-to-device ratio so all students have equitable access to grade-level curriculum, intervention programs, digital assessments, and personalized learning experiences. Ongoing maintenance, replacement, and technical support will be provided to ensure devices remain functional and accessible throughout the school year. Purchase and continue implementation of personalized instructional curriculum and assessment platforms, including i-Ready, and regularly analyze diagnostic and progress-monitoring data to evaluate effectiveness, inform intervention planning, and adjust instructional strategies to better support student achievement. Provide structured grade-level and content-area collaboration time for lesson planning, unit internalization, intervention planning, and data analysis. Scheduled collaborative planning meetings will focus on identifying student learning needs, analyzing assessment results, strengthening Tier 1 instruction, and sharing effective instructional strategies aligned to Aspire Student Learning Framework (ASLF) expectations. Conduct ongoing analysis of curriculum implementation and instructional access in partnership with the Regional Instructional Team to ensure compliance with Williams Act requirements for textbooks and instructional materials. Feedback loops with teachers, students, and instructional leaders will be utilized to address implementation challenges and improve curriculum access and effectiveness. The actions outlined above are designed to benefit all students while specifically addressing the urgent academic needs identified through the California School Dashboard and local assessment data. Red indicators continue to be identified for English Learners and Students with Disabilities in SBAC ELA and Mathematics. These actions are intended to strengthen		

Action #	Title	Description	Total Funds	Contributing
		core instruction, expand intervention supports, and reduce achievement gaps through targeted, data-driven instructional practices and equitable access to high-quality curriculum and resources.		
1.2	Instruction	Provide ongoing comprehensive professional development for various stakeholder groups aligned to the instructional program, evidence-based instructional strategies, and culturally relevant pedagogy and practices. Professional learning opportunities will include differentiated pathways focused on foundational literacy, foundational numeracy, student discourse, intervention practices, and culturally responsive teaching to address varying levels of teacher experience and instructional need. Provide access to ongoing professional development and coaching on strategies for foundational literacy, foundational numeracy, and culturally relevant and linguistically responsive teaching practices, including Science of Reading-aligned instruction, differentiated supports for multilingual learners, and targeted numeracy coaching informed by assessment data, classroom observations, and instructional walkthroughs. Utilize the updated Aspire Student Learning Framework (ASLF) as a coaching and instructional improvement tool with integrated culturally responsive teaching strategies embedded within the Culture of Learning and Essential Content domains. Expanded training sessions, calibration opportunities, instructional walkthroughs, and coaching cycles will be provided to ensure consistent understanding and implementation across classrooms and stakeholder groups. Build the capacity of stakeholders by establishing a shared understanding of culturally relevant pedagogy, critical literacy, student-centered learning environments, and liberatory educational practices. Professional learning structures will include peer-led professional development sessions, collaborative planning opportunities, instructional rounds, and sharing of best practices to strengthen instructional consistency and equitable outcomes for all students. Utilize the Focus Student Tracker to guide instructional planning, coaching cycles, intervention monitoring, and Multi-Tiered System of Supports	$1,282,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(MTSS) implementation. The Focus Student Tracker will support teams in identifying targeted students for academic, behavioral, and social-emotional interventions, monitoring progress over time, and informing data-driven decisions to improve student outcomes and close achievement gaps for English Learners, Students with Disabilities, and other student groups identified through Dashboard and local assessment data.		
1.3	Academic Program (Master Scheduling)	Continue to develop and refine a master schedule that promotes equitable access to rigorous grade-level instruction, core academic content, intervention supports, and enrichment opportunities for all students. The master schedule will ensure students receive the required instructional minutes in core content areas while also providing access to electives, arts, college and career readiness opportunities, advisory, and social-emotional learning supports. Prioritize strategically scheduled intervention blocks and targeted instructional support for English Learners, Students with Disabilities, and students identified through local assessment data, i-Ready diagnostics, SBAC results, Focus Student Tracker data, and MTSS processes. Intervention structures will include designated Tier II and Tier III support opportunities during the instructional day to provide timely, data-driven academic acceleration and skill development without limiting student access to grade-level content. Utilize data cycles, Focus Student Tracker monitoring, and collaborative planning structures to continuously review student placement, intervention effectiveness, and access to instructional supports. Scheduling decisions will be informed by ongoing analysis of student achievement, attendance, behavioral, and social-emotional data to ensure responsive and equitable student support systems. Work collaboratively with the Regional Expanded Learning Program Manager, Afterschool Director, and community partners to ensure the Expanded Learning/After-School Program remains accessible to all students and operates for at least 30 additional days outside of the traditional school year. The after-school program will continue providing academic support, homework assistance, enrichment opportunities,	$2,143,996.00	No

Action #	Title	Description	Total Funds	Contributing
		student leadership development, and targeted fluency-building support in literacy, mathematics, and technology skills, including reading fluency, foundational math skills, and typing proficiency. Expanded Learning programming will also include small-group instruction, intervention support aligned to classroom learning goals, and enrichment opportunities designed to increase student engagement, belonging, and college and career readiness. ASSA will continue evaluating and realigning Tier II and Tier III intervention systems to maximize in-school instructional support and improve outcomes for student groups identified through Dashboard and local assessment data. Additionally, ASSA will implement the Communities In Schools (CIS) model to strengthen integrated student supports and remove barriers to student success. Through the CIS partnership, students and families will receive increased access to case management, attendance support, mental health resources, mentoring, family engagement services, basic needs support, and community-based resources. The Communities In Schools implementation will support the school's Multi-Tiered System of Supports (MTSS) framework by coordinating targeted interventions, strengthening student connectedness and engagement, and improving outcomes related to attendance, behavior, academic achievement, and overall student wellness.		
1.4	MLL	Because English Learners continue to demonstrate lower performance indicators in English Language Arts on the California School Dashboard and local assessment measures, ASSA will continue strengthening instructional systems and supports for Multilingual Learners (MLLs). The school will provide onboarding and ongoing professional development for teachers of Designated English Language Development (ELD) to ensure effective implementation of the adopted ELD curriculum, instructional strategies, and integrated language supports. Follow-up coaching cycles, classroom observations, and implementation reviews will be conducted to address areas of need and ensure instructional consistency across classrooms.		No

Action #	Title	Description	Total Funds	Contributing
		Ensure instructional staff understand and utilize Multilingual Learner indicators, including SIFE, M0, N1, N2, N3, At-Risk LTEL, and LTEL classifications, to inform instructional planning, targeted intervention, progress monitoring, and differentiated assessment practices. Teachers will integrate language-development supports into daily instruction and collaborate during planning and data cycles to address identified student needs. Provide targeted professional development focused on Integrated ELD strategies, culturally and linguistically responsive teaching practices, differentiated instruction, academic discourse, and scaffolding techniques to improve access to rigorous grade-level content for English Learners. Mid-year implementation reviews, instructional walkthroughs, and coaching feedback cycles will be utilized to monitor the effectiveness of professional development and classroom implementation. Develop and maintain systematic opportunities for classroom observation, instructional feedback, and coaching aligned to ELD implementation and Aspire Student Learning Framework (ASLF) expectations. School leaders and instructional coaches will provide timely feedback, progress monitoring, and differentiated support for teachers based on classroom observations, student performance data, and identified instructional needs. Maintain systems to ensure all newly enrolled English Learners are identified, assessed, and appropriately placed into Designated ELD courses and supports within 30 days of enrollment. ASSA will continue monitoring student placement and language acquisition progress through ongoing review of ELPAC, classroom, and local assessment data. Meet or exceed 95% completion rates for the Summative ELPAC assessment through coordinated testing systems, staff training, student monitoring, and family communication processes. Contracted sub-agencies and trained staff will continue supporting ELPAC administration and compliance requirements. Provide all state-required communication to families of English Learners in a timely manner and maintain documentation in student cumulative files and student information systems. Ensure all student records, language		

Action #	Title	Description	Total Funds	Contributing
		status information, and reclassification documentation remain current and accurate in both PowerSchool and cumulative files. Identify and reclassify all eligible students prior to Summative ELPAC testing through ongoing monitoring of academic data, ELPAC performance, teacher input, and local measures. Teachers and instructional leaders will receive updated reclassification reports and targeted student data to support intervention planning and accelerated language development supports. ASSA will continue celebrating student achievement and multilingualism through RFEP recognition events, family engagement opportunities, and student celebrations that honor the academic progress and accomplishments of Reclassified Fluent English Proficient students. Additionally, ASSA will strengthen MTSS and intervention systems for English Learners through the use of the Focus Student Tracker, collaborative data cycles, and Communities In Schools supports to better monitor attendance, engagement, academic progress, and social-emotional needs for multilingual learners requiring targeted interventions and wraparound support services.		
1.5	SPED	Education Specialists will participate in ongoing instructional coaching, classroom observations, and feedback cycles approximately every two weeks to strengthen instructional practices, co-teaching effectiveness, progress monitoring, and support for students with disabilities. Observation and feedback cycles will align to Aspire Student Learning Framework (ASLF) expectations, inclusive instructional practices, and implementation of accommodations and modifications within the general education setting. Education Specialists will continue to participate in all curriculum-based professional development opportunities, including training related to StudySync, Carnegie, i-Ready, intervention systems, and instructional planning, to strengthen alignment between general education and special education instruction and support effective co-teaching practices.	$1,051,946.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on the five co-teaching models (Supportive, Parallel, Alternative, Team Teaching, and Station Teaching), Universal Design for Learning (UDL), differentiated instruction, specially designed instruction, progress monitoring, behavior supports, and inclusive instructional practices. Training will focus on increasing access to rigorous grade-level curriculum for Students with Disabilities and improving collaboration between Education Specialists and General Education teachers. ASSA will increase the intensity and frequency of on-site professional development and coaching support specifically for Education Specialists during the 2026–2027 school year. This will include dedicated on-site training sessions, collaborative learning walks, calibration opportunities, compliance support, case management training, co-planning support, and instructional coaching focused on strengthening inclusive practices, intervention implementation, and academic outcomes for Students with Disabilities. Ensure General Education teachers and Education Specialists have consistent shared planning time built into the master schedule to support co-teaching, lesson internalization, accommodation planning, intervention alignment, assessment analysis, and progress monitoring for students receiving special education services. In collaboration with the Program Specialist and site leadership team, conduct regular program reviews and co-teaching self-assessments to evaluate implementation effectiveness, instructional alignment, and student outcomes. Education Specialists and co-teaching teams will develop one to two measurable professional growth goals based on self-assessment findings, classroom observation feedback, and student performance data. Additionally, ASSA will utilize MTSS structures, Focus Student Tracker systems, and collaborative data cycles to better monitor the academic, behavioral, and social-emotional progress of Students with Disabilities and ensure timely interventions, targeted supports, and equitable access to instruction and schoolwide programs.		

Action #	Title	Description	Total Funds	Contributing
1.6	Black Excellence	Implement the use of culturally relevant literature, instructional resources, and interdisciplinary learning experiences to strengthen Pro-Black Programming across all grade levels and content areas. Instructional materials and texts will intentionally reflect the histories, experiences, contributions, and perspectives of Black individuals and communities while promoting student identity development, critical thinking, literacy engagement, and culturally affirming learning environments. Ensure Black History instruction extends beyond surface-level or isolated celebrations and is intentionally embedded throughout the academic year across multiple disciplines, including English Language Arts, History/Social Science, advisory, visual and performing arts, and enrichment opportunities. Professional development and collaborative planning sessions will support teachers in delivering rigorous, historically accurate, culturally responsive instruction that centers Black excellence, resistance, innovation, and contributions to society. Provide ongoing comprehensive professional development designed and facilitated by site leadership, the Regional Instructional Team, and educational partners focused on culturally responsive teaching, anti-bias instructional practices, microaggressions, identity-affirming classrooms, and beliefs, attitudes, and perceptions that impact learning outcomes for Black students. Participation, implementation, and effectiveness will be monitored through staff feedback, instructional walkthroughs, student voice data, and classroom climate indicators. Conduct quarterly learning walks, instructional reviews, and data cycles focused specifically on Black student academic achievement, student engagement, school connectedness, attendance, behavior outcomes, and social-emotional learning experiences. Findings from subgroup-specific data analysis will inform targeted interventions, instructional coaching priorities, MTSS supports, and schoolwide improvement planning designed to improve outcomes for Black students. ASSA successfully implemented a Black Student Union (BSU) during the 2025–2026 school year to create leadership opportunities, strengthen student voice, promote cultural awareness, and increase student connectedness and belonging on campus. Building on this work, ASSA will	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		continue expanding BSU programming through intentional student outreach, leadership development opportunities, mentorship, culturally affirming events, college and career exposure, and student-led activities designed to strengthen engagement and school culture. Continue and strengthen the Black Family Advisory Council as a meaningful educational partner group to gather ongoing feedback regarding school culture, academic supports, student experiences, family engagement, and school improvement priorities. Feedback from the Black Family Advisory Council will help inform schoolwide planning, culturally responsive practices, intervention supports, and LCAP development. Additionally, ASSA will utilize the Focus Student Tracker, MTSS structures, restorative practices, and Communities In Schools supports to monitor the progress, engagement, attendance, and wellness of Black students and provide targeted academic, behavioral, and social-emotional interventions designed to improve student outcomes and strengthen culturally affirming school experiences.		
1.7	Personalized Learning (students)	Students will continue developing and maintaining Personalized Learning Plans (PLPs) that reflect their academic goals, assessment data, college and career aspirations, social-emotional growth, and individual areas for improvement. Students will present and discuss their Personalized Learning Plans with families during Student-Led Conferences held at least once per semester, strengthening student ownership, family engagement, and goal-setting practices. Personalized Learning Plans will incorporate student achievement data from i-Ready diagnostics, classroom assessments, attendance, behavior, advisory reflections, and other progress-monitoring tools to support meaningful goal development and action planning. Students will identify measurable academic and personal goals, along with specific action steps, interventions, and support strategies designed to improve outcomes and increase accountability. Advisory teachers and support staff will provide ongoing guidance to students through regular goal-monitoring conferences, advisory lessons,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and progress check-ins throughout the school year. Students will be provided structured opportunities each month to reflect on progress toward goals, review data, revise action steps, and identify additional supports needed to achieve success. ASSA will continue utilizing the Focus Student Tracker, MTSS systems, and collaborative data cycles to support monitoring of student progress and ensure targeted academic, behavioral, attendance, and social-emotional interventions are aligned to student Personalized Learning Plans. These systems will help strengthen communication among students, families, teachers, counselors, intervention teams, and support staff to ensure students receive timely and responsive supports. Additionally, Personalized Learning Plans will continue supporting ASSA's focus on college and career readiness, student voice, and student agency by helping students develop self-advocacy skills, track their academic growth, and take ownership of their educational journey.		
1.8	Title I	To enhance academic performance across all student groups, with a focused emphasis on students performing below grade level and historically underserved student populations, ASSA will continue utilizing Title I funds to provide targeted instructional leadership, coaching, intervention support, and academic systems designed to improve student achievement outcomes. Title I funds will support key positions and systems, including: Academic intervention and instructional support services MTSS implementation and progress-monitoring systems Targeted coaching and professional development aligned to ASLF instructional practices Focus Student Tracker implementation and data cycles Supplemental academic intervention supports for English Learners, Students with Disabilities, and students identified through local assessment and Dashboard data	$143,787.00	No

Action #	Title	Description	Total Funds	Contributing
		The Instructional School Site Coach will support teachers through ongoing coaching cycles, classroom observations, data analysis, collaborative planning, lesson internalization, and instructional feedback aligned to Aspire Student Learning Framework (ASLF) expectations. Coaching support will focus on strengthening Tier 1 instruction, differentiated instructional practices, student discourse, intervention implementation, and culturally responsive teaching strategies to improve outcomes for all students. ASSA will continue utilizing the Focus Student Tracker and MTSS structures to identify students requiring targeted academic, behavioral, attendance, and social-emotional supports. These systems will guide intervention planning, progress monitoring, collaborative data discussions, and instructional decision-making to ensure students receive timely and responsive support services. This approach is grounded in ASSA's commitment to educational equity and ensuring all students, regardless of socioeconomic status or learning needs, have access to rigorous instruction, intervention supports, and high-quality educational opportunities. Title I-funded supports are designed to strengthen instructional capacity, increase student engagement, improve access to intervention services, and accelerate academic growth for students most at risk of underperformance. The expected outcomes include improved student achievement on local and state assessments, increased growth on i-Ready diagnostics and progress-monitoring measures, stronger classroom instructional practices, improved intervention effectiveness, and reduction of achievement gaps for English Learners, Students with Disabilities, socioeconomically disadvantaged students, and other student groups identified through Dashboard and local performance data. Funding allocations and implementation will continue to align with federal Title I guidelines and support ASSA's ongoing efforts to improve educational outcomes for disadvantaged students through targeted, data-driven instructional systems and interventions.		

Action #	Title	Description	Total Funds	Contributing
1.10				

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: 40% Teacher-student relationships: Grades 6-12: 61%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 41% Teacher-student relationships: Grades 6-12: 50% School Safety: Grades 6-12: 57%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 42% Teacher-student relationships: Grades 6-12: 50% School Safety: Grades 6-12: 53%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 60% Teacher-student relationships:	Sense of belonging Grades 6-12: Increased 2% Teacher-student relationships: Decreased 11% School Safety: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 52%			Grades 6-12: 81% School Safety: Grades 6-12: 72%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 13.9% African American/Black: 19.6% Hispanic/Latinx: 10.3% English Learners: 10.7% Socioeconomically Disadvantaged: 13.7% Students with Disabilities: 16.7%	2023-2024 Suspension Rate All Students: 11.00% Black/African American: 18.30% Asian: 6.70% Hispanic: 7.90% Multiple Races/Two or More: 15.80% Students with Disabilities: 15.00% English Learner: 8.60% Long-Term English Learner: 8.00% Socioeconomically Disadvantaged: 11.80%	2024-2025 Suspension Rate All Students: 10.60% Black/African American: 15.91% American Indian or Alaska Native: 0.38% Asian: 2.27% English Learner: 9.10% Filipino: 0.00% Foster Youth: 0.00% Hispanic: 70.83% Homeless Youth: 12.20% Multiple Races/Two or More: 3.79% Pacific Islander: 1.14% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 13.00% White: 2.27%	2025-2026 Suspension Rate All Students: 7.9% African American/Black: 13.6% Hispanic/Latinx: 4.3% English Learners: 4.7% Socioeconomically Disadvantaged: 7.7% Students with Disabilities: 10.7%	All Students: Decreased 3.3% Black/African American: Decreased 3.69% Hispanic/Latinx: Increased 60.53% English Learners: Decreased 1.6% Socioeconomically Disadvantaged: Decreased 13.7% Students with Disabilities: Decreased 3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 44.30% African American/Black: 52.00% Hispanic/Latinx: 44.40% English Learners: 36.00% Socioeconomically disadvantaged: 45.60% Students with Disabilities: 55.60%	2023-2024 Chronic Absenteeism Rate All Students: 28.00% English Learner: 30.80% Long-Term English Learner: 36.80% Socioeconomically Disadvantaged: 29.30% Black/African American: 32.70% Hispanic: 26.00% Multiple Races/Two or More: 18.20% Students with Disabilities: 36.70%	2024-2025 Chronic Absenteeism Rate All Students: 24.00% Black/African American: 23.20% English Learner: 17.90% Hispanic: 23.80% Long-Term English Learner: 28.00% Multiple Races/Two or More: 19.00% Socioeconomically Disadvantaged: 23.60% Students with Disabilities: 24.40%	2025-2026 Chronic Absenteeism Rate All: 31.20% African American/Black: 32.00% Hispanic/Latinx: 32.10% English Learners: 24.30% Socioeconomically disadvantaged: 32.60% Students with Disabilities: 30.10%	All Students: Decreased 20.3% Black/African American: Decreased 28.8% English Learner: Decreased 18.1% Hispanic/Latinx: Decreased 20.6% Socioeconomically Disadvantaged: Decreased 22.0% Students with Disabilities: Decreased 31.2%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 20% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 12% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 11% responded favorably	2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 45% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Decreased 9%
2.5	Parent Input in Decision Making	2023-2024 Local Performance Indicator, Self-Reflection	2024-2025	2025-26	2026-2027 Local Performance	Supporting Principals and Staff in Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 5 Inclusive Family Input Opportunities: 5 Collaborative Family Engagement Planning: 5	Indicator, Self-Reflection Average Rating: 4 or higher	Engagement: Maintained Empowering Families in Decision-Making: +1 Inclusive Family Input Opportunities: +1 Collaborative Family Engagement Planning: +1
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 91.74%	2024-2025 P2 Attendance Rate 94.42%	2025-26 P2 Attendance Rate 95.70%	2026-2027 Attendance Rate (P2) 95.1% or higher	Increased 3.96%
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 79% responded favorably “The school provides a safe environment for my child.”	2024-2025 Aspire Family Survey 73% responded favorably: "The school provides a	2025-26 Aspire Family Survey 72% responded favorably: ""The school provides a	2026-2027 Aspire Family Survey 85% responded favorably “The school provides a safe environment for my child.”	Safe Environment: Decreased 7% Comfort with Staff: Decreased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child." 79% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	safe environment for my child."" 64% 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."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Good	Maintained Good

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, ASSA implemented key actions focused on strengthening instructional systems, student supports, school culture, and family engagement. Planned actions included ongoing instructional coaching, MTSS implementation, professional development aligned to the Aspire Student Learning Framework (ASLF), intervention supports, culturally responsive practices, SEL implementation, and expanded family and community partnerships.

ASSA implemented regular coaching cycles, collaborative planning, learning walks, and data reviews to support instructional consistency and improve student outcomes. The school also expanded use of Focus Student Tracker systems, MTSS processes, restorative practices, and intervention monitoring to better identify and support students requiring academic, behavioral, attendance, and social-emotional interventions.

Several planned actions expanded during implementation to address emerging student and schoolwide needs. ASSA strengthened Communities In Schools supports, increased culturally responsive programming, implemented a Black Student Union (BSU), expanded attendance interventions and home visits, and increased on-site support for multilingual learner and special education programming.

Challenges included staffing transitions, attendance concerns, unfinished learning, and varying levels of implementation fidelity across classrooms and systems. Balancing intervention needs with rigorous grade-level instruction also required ongoing adjustments to scheduling, coaching priorities, and support structures.

Despite these challenges, ASSA experienced success in strengthening collaborative planning systems, increasing family engagement opportunities, improving intervention monitoring, expanding student leadership opportunities, and increasing access to wraparound supports and culturally affirming practices. Overall, implementation strengthened schoolwide systems and identified key areas for continued refinement and acceleration during the 2026–2027 school year.

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

Decrease in Attendance and Enrollment riven mainly from ended Campus Monitor position. Increase in Classroom Facilities due to open custodial position being filled at higher rate.

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

The actions implemented during the 2025–2026 school year were moderately effective in supporting progress toward the goal. Ongoing coaching cycles, collaborative planning, MTSS implementation, restorative practices, and professional development strengthened instructional consistency, student support systems, and schoolwide alignment to Aspire Student Learning Framework (ASLF) expectations. Expanded use of Focus Student Tracker systems, attendance monitoring, Communities In Schools supports, and intervention structures improved the school's ability to identify and support students requiring academic, behavioral, and social-emotional interventions. Family engagement opportunities, student leadership programs, and culturally responsive practices also increased student connectedness and school engagement.
While progress was made, challenges remained in fully closing achievement and engagement gaps for English Learners, Students with Disabilities, Black students, and students with chronic absenteeism. Barriers included unfinished learning, inconsistent attendance, staffing transitions, and varying levels of implementation fidelity across classrooms and systems.
Overall, the actions strengthened schoolwide systems and supports, but continued refinement, coaching, and targeted intervention efforts are needed to improve student outcomes and ensure consistent implementation across all programs and classrooms.

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 California Dashboard indicators, i-Ready data, attendance trends, Panorama SEL data, discipline data, and Focus Student Tracker monitoring, ASSA identified the need to strengthen instructional consistency, intervention systems, attendance supports, and schoolwide implementation of restorative and culturally responsive practices.

During the 2026–2027 school year, ASSA will increase coaching and professional development aligned to Aspire Student Learning Framework (ASLF) expectations, co-teaching, SEL implementation, restorative practices, and differentiated instruction. The school will also continue strengthening MTSS systems, intervention monitoring, and collaborative data cycles to provide more targeted supports for English Learners, Students with Disabilities, Black students, and students experiencing chronic absenteeism.

ASSA will continue expanding Communities In Schools supports, attendance interventions, home visits, family engagement opportunities, and student leadership programs, including Black Student Union (BSU) and advisory supports, to improve student connectedness, engagement, and school culture.

Additionally, the school will continue utilizing Focus Student Tracker systems, learning walks, and implementation reviews to improve consistency across classrooms and strengthen academic, behavioral, and social-emotional outcomes for all students.

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	Based on lessons learned during implementation, ASSA will continue strengthening attendance systems, family outreach, and student support structures during the 2026–2027 school year. Weekly attendance data reviews will continue with an increased focus on early intervention, subgroup monitoring, and use of Focus Student Tracker data to identify attendance trends and students requiring additional support. Due to staffing challenges experienced this year, ASSA will improve systems for timely family communication regarding absences by increasing coordination between attendance teams, Communities In Schools supports, counselors, and family outreach efforts. Home visits and targeted case management supports will continue for students with chronic absenteeism and significant attendance concerns. Based on positive outcomes from attendance incentives, ASSA will continue refining student recognition systems, including attendance competitions and incentives, to ensure consistency, fairness, and increased student engagement across all grade levels. ASSA will also strengthen monitoring systems for McKinney-Vento, Foster Youth, and other identified student groups through improved PowerSchool tracking, collaborative data reviews, and coordinated support services to ensure students receive timely interventions, resources, and wraparound supports designed to improve attendance and overall student success.	$288,516.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	SEL	Conduct regular learning walks, fidelity checks, and classroom observations to monitor SEL curriculum implementation, restorative practices, student engagement, and integration of SEL competencies throughout the instructional day. Observation data will be used to guide coaching, professional development, and continuous improvement efforts. Utilize the Conditions for Thriving framework aligned to CASEL's five SEL competencies to strengthen school culture, student belonging, emotional safety, and positive student relationships. Train and develop all teammates on SEL competencies, trauma-informed practices, restorative approaches, culturally responsive relationship-building, and student-centered supports aligned to California Department of Education guidance. Ensure SEL learning targets and student-centered expectations are visibly posted and integrated into classroom instruction, advisory, restorative conversations, and schoolwide practices to support consistent implementation across the campus. Strengthen MTSS universal practices by providing teachers with SEL curriculum resources, intervention supports, restorative tools, and professional development focused on relationship-centered classrooms, behavior prevention strategies, and inclusive school culture practices. Utilize Panorama SEL data, attendance data, Focus Student Tracker monitoring, behavior trends, and student voice feedback to support data-informed review and refinement of SEL lessons, intervention strategies, and student supports. Collaborative planning time will be used for teams to analyze SEL data and identify targeted supports for students requiring additional intervention. Continue strengthening antiracist and restorative culture practices through implementation of student leadership opportunities and student voice initiatives, including service crew, environment crew, safety crew, advisory leadership opportunities, and cross-grade-level community-building structures designed to increase student connectedness, responsibility, and belonging. Continue monthly family engagement and education opportunities where students and staff engage families in learning about SEL competencies, restorative practices, attendance supports, and student wellness strategies. Family engagement resources and workshops will continue to be provided in both English and Spanish to increase accessibility and partnership with families.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, ASSA will continue implementing Communities In Schools supports, advisory systems, restorative practices, and MTSS interventions to address suspension trends, improve student engagement, strengthen school connectedness, and provide targeted behavioral and social-emotional supports for students identified through Dashboard and local data. These actions are intended to benefit all students while specifically addressing the needs of student groups most impacted by suspension, chronic absenteeism, and social-emotional challenges. 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 suspension. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.		
2.3	Family and Community Engagement & Outreach	During the 2026–2027 school year, ASSA will continue strengthening family engagement, school partnerships, and attendance supports through targeted outreach and community-building opportunities. ASSA will continue hosting quarterly family engagement events and monthly SSC/ELAC meetings that include translation, childcare, student performances, and family participation supports to increase accessibility and engagement. The school will also continue expanding the Black Family Advisory Council to strengthen family voice and feedback related to school culture, climate, and student supports. To improve communication and family connection, ASSA will utilize social media and school communication systems to increase awareness of school events, student celebrations, and attendance initiatives. ASSA will continue strengthening partnerships with community organizations and expand Communities In Schools supports to provide mentoring, mental health resources, family outreach, attendance interventions, and wraparound services for students and families. Based on attendance and engagement data, ASSA will continue prioritizing home visits, case management, and targeted attendance supports through collaboration between MTSS teams, counselors, Communities In Schools,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and family support staff to improve attendance and student connectedness.		
2.4	School Climate	During the 2026–2027 school year, ASSA will strengthen schoolwide behavior, MTSS, and restorative systems through increased data monitoring, staff training, and implementation support. ASSA will continue utilizing MTSS, Equity Leadership Team (ELT), attendance, and wellness teams to review SEL, attendance, enrollment, and discipline data to identify trends and guide interventions. The school will also continue implementation of PBIS, restorative practices, and the LiveSchool/Merit system to reinforce positive student behaviors and improve school culture. Professional development will focus on PowerSchool incident management, CPI and de-escalation strategies, restorative practices, Adult SEL, and culturally responsive behavior supports. Learning walks and fidelity checks will continue to monitor implementation consistency across classrooms and schoolwide systems. Additionally, ASSA will continue refining the schoolwide behavior handbook, strengthening intervention systems through Focus Student Tracker monitoring, and embedding SEL and restorative practices into professional development, coaching, and staff collaboration structures to improve student outcomes and reduce suspension rates.	$0.00	No
2.5	Classroom Facilities, and Student Physical Spaces	During the 2026–2027 school year, ASSA will continue conducting quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure school facilities remain safe, clean, and compliant with Williams Act requirements, with a continued goal of maintaining ratings of “Good” or higher. ASSA will provide annual training for all teammates on the Comprehensive School Safety Plan, emergency procedures, and campus safety expectations to strengthen preparedness and response systems.	$193,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The school will also implement and monitor classroom environment checklists to ensure all classrooms include required safety materials, emergency kits, instructional visuals, student work displays, and key instructional supports that promote safe, organized, and student-centered learning environments. Continue maintaining safe and organized classroom environments through quarterly facilities walkthroughs, annual safety trainings, and consistent classroom environment expectations. Contract with Jofee to provide comprehensive safety plan development, annual staff training, administrative consultations, and as-needed support for urgent safety situations including security guard services when necessary. Invest in physical campus safety improvements including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks to ensure all learning spaces meet high safety standards. Provide substitute coverage through Scoot to ensure classrooms and office functions remain consistently staffed and supported.		
2.6	Regular Coaching (using ASLF & TLF)	During the 2026–2027 school year, ASSA will continue strengthening instructional leadership, coaching systems, and schoolwide instructional alignment through regular feedback cycles and collaborative learning opportunities. All teachers will continue receiving coaching and feedback approximately every two weeks using the Aspire Student Learning Framework (ASLF) and TeachBoost to support instructional growth, student engagement, and rigorous Tier 1 instruction. Teachers will maintain one to two Professional Learning Plan (PLP) goals aligned to ASLF priorities and student achievement outcomes. School leaders will continue utilizing the Transformational Leadership Framework (TLF) to guide leadership development, goal setting, and coaching conversations throughout the year. ASSA will expand peer observation and learning walk opportunities by increasing involvement of lead teachers, instructional leaders, and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		classroom teachers in weekly learning walks focused on schoolwide instructional priorities, culturally responsive practices, and student engagement. Feedback and trends from learning walks will continue to be shared during staff meetings, coaching conversations, and weekly staff communication to strengthen instructional consistency and schoolwide alignment.		

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 66.11% Fully Credentialed	2022-23 53.57% Fully Credentialed	2023-24 33.78% Fully Credentialed	2025-2026 100% Fully Credentialed	Decreased 32.33%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 89% responded favorably	2024-2025 Aspire Teammate Survey	2025-26 Aspire Teammate Survey	2026-2027 Aspire Teammate Survey School Climate: 95% responded favorably	School Climate: Decreased 36% Belonging: Decreased 12% Well-being: Decreased 38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 78% responded favorably Well-being: 94% responded favorably Staff-Leadership Relationships: 94% responded favorably Cultural Awareness and Action: 37% responded favorably	School Climate: 92% responded favorably Belonging: 85% responded favorably Well-being: 92% responded favorably Staff-Leadership Relationships: 88% responded favorably Cultural Awareness and Action: 55% responded favorably	School Climate: 53% responded favorably Belonging: 66% responded favorably Well-being: 56% responded favorably Staff-Leadership Relationships: 53% responded favorably Cultural Awareness and Action: 37% responded favorably	Belonging: 95% responded favorably Well-being: 95% responded favorably Staff-Leadership Relationships: 95% responded favorably Cultural Awareness and Action: 57% responded favorably	Staff-Leadership Relationships: Decreased 41% Cultural Awareness and Action: Maintained 37%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 100%	Retention Rate 100.00%	Retention Rate 89.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 11.0%

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, ASSA implemented actions aligned to expanding rigorous, culturally relevant, and engaging learning experiences connected to college, career, and real-world opportunities. Implementation focused on strengthening project-based learning,

early college access, college and career readiness programming, student leadership opportunities, culturally responsive instruction, and postsecondary planning systems.
Students participated in dual enrollment coursework, career exploration activities, advisory lessons, Student-Led Conferences, exhibitions, and project-based learning experiences designed to increase engagement and connect learning to future goals. ASSA also expanded culturally affirming programming through Black Student Union (BSU), Black Family Advisory Council engagement, and culturally responsive instructional practices.
The school continued strengthening Postsecondary Success Plans, A-G monitoring systems, credit recovery supports, and college and career exposure opportunities through workshops, guest speakers, college fairs, and partnerships with community organizations and higher education institutions.
Challenges included balancing intervention needs with expanded enrichment opportunities, staffing capacity, scheduling constraints, and varying levels of student readiness for college-level coursework and independent learning experiences. Attendance and engagement barriers also impacted participation for some students.
Despite these challenges, ASSA experienced success in increasing student access to early college opportunities, strengthening student leadership and voice, expanding culturally relevant programming, and improving systems that support college, career, and postsecondary readiness. Overall, implementation strengthened real-world learning opportunities and student engagement while identifying areas for continued refinement and expansion during the 2026–2027 school year.

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

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

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

The actions implemented during the 2025–2026 school year were effective in increasing student access to college and career readiness opportunities, culturally relevant programming, and real-world learning experiences. Students participated in dual enrollment coursework, project-based learning, exhibitions, Student-Led Conferences, career exploration activities, and leadership opportunities that strengthened engagement and postsecondary awareness.

Implementation of Postsecondary Success Plans, A-G monitoring, credit recovery supports, and college and career exposure activities improved systems supporting student graduation readiness and postsecondary planning. Programs such as Black Student Union (BSU), culturally responsive instruction, and family engagement opportunities also strengthened student voice, belonging, and engagement.

While progress was made, barriers such as attendance challenges, unfinished learning, scheduling constraints, and varying levels of student readiness impacted full participation and consistency of implementation across all student groups. Some students continued requiring additional academic and intervention supports to fully access advanced coursework and early college opportunities.

Overall, the actions strengthened student engagement, college and career exposure, and real-world learning opportunities, while highlighting the need for continued expansion of intervention supports, scheduling access, and targeted student guidance to improve outcomes for all 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 transcript reviews, dual enrollment participation data, attendance trends, student engagement data, and educational partner feedback, ASSA identified the need to strengthen access to rigorous coursework, college and career pathways, and real-world learning experiences for all students.

During the 2026–2027 school year, ASSA will increase alignment between early college opportunities, career pathways, and Postsecondary Success Plans while strengthening academic counseling, A-G monitoring, and intervention supports for students needing additional academic assistance.

The school will continue expanding project-based learning, culturally relevant instruction, student leadership opportunities, and career exposure experiences through advisory, exhibitions, college and career events, partnerships, and community-based learning opportunities.

ASSA will also strengthen scheduling systems, student progress monitoring, and family communication to increase participation in dual enrollment, credit recovery, and postsecondary readiness programs, particularly for English Learners, Students with Disabilities, and students performing below grade level.

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)	Based on implementation reflections and student outcome data, ASSA will strengthen project-based learning systems during the 2026–2027 school year by increasing alignment, collaboration, and instructional support for rigorous projects across all grade levels. ASSA will continue providing structured planning and internalization time for teachers to design and implement rigorous, standards-aligned projects supported by regional teams and project-based learning leads. Additional focus will be placed on strengthening project rigor, student discourse, writing, and real-world application of learning. Collaborative teacher teams will continue utilizing common protocols to analyze student work, assess final project outcomes, and review project-based learning data to identify trends and improve instructional practices. Learning walks, coaching cycles, and project calibration opportunities will	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		also be expanded to improve consistency and quality of implementation across classrooms. Based on student engagement and achievement data, ASSA will place greater emphasis on integrating literacy, critical thinking, collaboration, and culturally relevant learning experiences into project-based instruction to improve student ownership, engagement, and academic outcomes.		
3.2	Family Involvement and Community Outreach	Based on family participation data, attendance trends, and educational partner feedback, ASSA will strengthen family engagement opportunities during the 2026–2027 school year by increasing outreach, communication, and student-centered engagement activities. ASSA will continue hosting Saturday school opportunities and family engagement events, with increased focus on improving participation, accessibility, and alignment to student academic and social-emotional supports. The school will also expand opportunities for career and community partnerships to increase student exposure to college, career, and leadership experiences. Student-Led Conferences (SLCs) will continue twice per year, with additional support provided to students and advisory teachers to strengthen goal-setting, progress monitoring, and family participation. Focus Student Tracker data, attendance data, and academic progress measures will be used to better personalize student goals and interventions shared during SLCs. Based on prior implementation reflections, ASSA will continue strengthening communication systems, family outreach efforts, and culturally responsive engagement practices to improve family participation, student connectedness, and collaboration between home and school.	$0.00	No
3.3	Professional Learning (adults)	Based on teammate feedback, retention data, and reflections from Professional Learning Plan (PLP) implementation, ASSA will continue strengthening professional growth, leadership development, and equity-centered support systems during the 2026–2027 school year.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Teammates will continue setting stretch goals during PLP meetings aligned to career development, instructional growth, and leadership pathways. Additional support will be provided through coaching, mentorship, professional development, release time for observations, and targeted leadership opportunities. ASSA will continue encouraging participation in regional affinity groups and site-based affinity spaces to strengthen belonging, collaboration, and culturally responsive leadership development. School leaders will also continue participating in equity-focused professional learning opportunities, including National Equity Project training and equity-centered leadership development. Based on prior implementation reflections, ASSA will increase intentional structures for peer collaboration, staff wellness, and leadership development to improve teammate engagement, retention, and alignment to the school's equity and culture goals.		
3.4	Teacher Credentialing	Based on staffing needs, credentialing reviews, and implementation reflections, ASSA will continue strengthening teacher credentialing support and educator pipeline development during the 2026–2027 school year. ASSA will continue conducting regular check-in meetings with teachers who are not fully credential-aligned to monitor progress toward credential completion, provide individualized support, and ensure compliance with Williams Act requirements. Additional collaboration with credential analysts, regional support teams, and educator preparation programs will be utilized to improve communication and timely completion of credentialing requirements. To strengthen teacher recruitment and retention efforts, ASSA will continue working to secure Alder Residents, student teachers, and other educator pipeline partnerships to build future staffing capacity and develop highly qualified teachers aligned to the school's instructional vision and student needs.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Based on prior implementation outcomes, ASSA will increase intentional mentorship, coaching, and onboarding supports for new and developing teachers to strengthen instructional effectiveness, retention, and long-term educator development.		
3.5	College & Career Readiness (Early College HS, A-G Readiness)	Based on student transcript reviews, A-G monitoring data, dual enrollment participation, and credit recovery outcomes, ASSA will continue strengthening college and career readiness systems during the 2026–2027 school year. ASSA will expand support for dual enrollment and transferable college coursework opportunities to increase student access to A-G aligned courses, college credit attainment, and postsecondary readiness. Additional monitoring systems will be implemented to ensure students remain on track for A-G eligibility and graduation requirements. The school will continue strengthening credit recovery systems through targeted scheduling, progress monitoring, summer school opportunities, and partnerships that provide students with timely access to credit recovery courses and intervention supports. Based on implementation reflections, ASSA will increase academic counseling, transcript monitoring, and family communication regarding graduation progress, college readiness, and postsecondary planning. The school will also continue providing financial literacy education and college and career exposure opportunities to strengthen student preparedness for life after high school.	$114,355.00	Yes
3.6	Career pathways (HS only)	Based on student participation data, transcript reviews, dual enrollment outcomes, and educational partner feedback, ASSA will continue strengthening college and career readiness systems during the 2026–2027 school year. ASSA will continue supporting all high school students in developing and monitoring individualized Postsecondary Success Plans aligned to career,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		college, and community goals, while strengthening connections to the school's graduate profile and advisory systems. The school will further refine career pathway development by increasing alignment between early college opportunities, dual enrollment coursework, and career exploration experiences. Additional focus will be placed on expanding career exposure, industry-connected learning opportunities, and student awareness of postsecondary pathways. ASSA will continue utilizing the master schedule to support early college access, A-G completion, intervention supports, and career pathway exploration opportunities for all students. Based on prior implementation reflections, the school will increase intentional planning and coordination of quarterly college and career readiness activities, including workshops, college and career fairs, field trips, guest speakers, and advisory lessons, to improve student engagement and postsecondary preparedness.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -57.5 African American/Black: -86.0 English Learners: -68.1 Hispanic/Latinx: -52.5 Socioeconomically Disadvantaged: -61.5 Students with Disabilities: -162.5	2023-2024 SBAC ELA DFS All Students: -73 English Learner: -103.4 Long-Term English Learner: -147.6 Socioeconomically Disadvantaged: -78.4 Black/African American: -103.4	2024-2025 SBAC ELA DFS All Students: -85.8 Black/African American: -109.1 English Learner: -105.7 English Learners Only: -161.6 English Only: -86.1 Hispanic: -82.5	2025-2026 SBAC ELA DFS All: -30.50 African American/Black: -59 English Learners: -41.10 Socioeconomically disadvantaged: -34.50 Hispanic/Latinx: -25.50 Students with Disabilities: -135.50	All Students: Decreased 28.3 Black/African American: Decreased 23.1 English Learner: Decreased 37.6 Hispanic/Latinx: Decreased 30.0 Socioeconomically Disadvantaged: Decreased 28.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -68.6 Students with Disabilities: -174.8	Long-Term English Learner: -151.5 Recently Reclassified Fluent-English Proficient Only: -42.8 Socioeconomically Disadvantaged: -90 Students with Disabilities: -165.1		Students with Disabilities: Decreased 2.6
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -113.8 African American/Black: -148.9 English Learners: -143.6 Hispanic/Latinx: -105.8 Socioeconomically Disadvantaged: -116.4 Students with Disabilities: -217.0	2023-2024 SBAC MATH DFS All Students: -124.1 English Learner: -141 Long-Term English Learner: -184.2 Socioeconomically Disadvantaged: -129.4 Black/African American: -145.9 Hispanic: -119.8 Students with Disabilities: -226.1	2024-2025 SBAC MATH DFS All Students: -121.3 Black/African American: -148.2 English Learner: -140.6 English Learners Only: -198.8 English Only: -126 Hispanic: -116.8 Long-Term English Learner: -203.8 Recently Reclassified Fluent-English Proficient Only: -75.2 Socioeconomically Disadvantaged: -126.6	2025-2026 SBAC Math DFS All: -104.80 African American/Black: -139.90 English Learners: -134.60 Socioeconomically disadvantaged: -107.40 Hispanic/Latinx: -96.80 Students with Disabilities: -208	All Students: Decreased 7.5 Black/African American: Increased 0.7 English Learner: Increased 3.0 Hispanic/Latinx: Decreased 11.0 Socioeconomically Disadvantaged: Decreased 10.2 Students with Disabilities: Increased 16.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: -200.3		

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, ASSA implemented planned actions focused on strengthening academic achievement, instructional quality, intervention systems, school culture, and college and career readiness. Key implementation efforts included ongoing instructional coaching, collaborative planning, MTSS processes, intervention supports, culturally responsive practices, expanded family engagement, and increased monitoring of student progress through i-Ready, Panorama, attendance data, and Focus Student Tracker systems.

ASSA implemented targeted literacy and mathematics interventions through small-group instruction, MyPath personalized learning, before- and after-school supports, and expanded progress monitoring systems. The school also strengthened professional development aligned to Aspire Student Learning Framework (ASLF) expectations, co-teaching, restorative practices, SEL implementation, culturally responsive instruction, and multilingual learner supports.

Several actions expanded beyond original plans in response to identified student needs. ASSA increased Communities In Schools supports, expanded attendance interventions and home visits, strengthened MTSS systems, implemented a Black Student Union (BSU), expanded Black Family Advisory Council engagement, and increased on-site coaching and support for Education Specialists and multilingual learner programming.

ASSA also strengthened college and career readiness systems through Postsecondary Success Plans, dual enrollment opportunities, credit recovery supports, project-based learning, exhibitions, advisory systems, and expanded college and career exposure opportunities.

Challenges during implementation included unfinished learning, chronic absenteeism, staffing transitions, scheduling constraints, and varying levels of implementation fidelity across classrooms and programs. Balancing intervention needs with rigorous grade-level instruction and enrichment opportunities also required ongoing adjustments throughout the year.

Despite these challenges, ASSA experienced success in strengthening instructional consistency, increasing collaborative data use, improving intervention monitoring, expanding culturally responsive programming, increasing family engagement opportunities, and improving access to wraparound supports and student-centered learning experiences. Overall, implementation strengthened schoolwide systems and supports while identifying areas for continued refinement and acceleration during the 2026–2027 school year.

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

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

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

The actions implemented during the 2025–2026 school year were moderately effective in supporting progress toward the goal. Expanded instructional coaching, collaborative planning, MTSS systems, intervention supports, and use of i-Ready, Panorama, and Focus Student Tracker data strengthened instructional consistency and improved the school's ability to identify and support students requiring academic, behavioral, attendance, and social-emotional interventions.

Targeted literacy and mathematics interventions, expanded learning opportunities, and personalized learning supports improved student access to intervention and academic support services. College and career readiness systems, including Postsecondary Success Plans, dual enrollment, credit recovery, project-based learning, and advisory supports, also increased student engagement and postsecondary awareness.

Implementation of culturally responsive practices, restorative approaches, Communities In Schools supports, Black Student Union (BSU), and Black Family Advisory Council engagement strengthened student connectedness, family engagement, and school culture.

While progress was made, Dashboard and local assessment data indicated that achievement gaps remained for English Learners, Students with Disabilities, Black students, and students experiencing chronic absenteeism. Barriers impacting effectiveness included unfinished learning, inconsistent attendance, staffing transitions, scheduling constraints, and varying levels of implementation fidelity across classrooms and programs.

Overall, the actions strengthened schoolwide systems, intervention supports, and student engagement opportunities, but continued refinement and targeted acceleration efforts are needed to fully achieve desired academic and student outcome goals.

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 California Dashboard indicators, i-Ready diagnostic data, attendance trends, Panorama SEL data, transcript reviews, and Focus Student Tracker monitoring, ASSA identified the need to strengthen instructional consistency, intervention effectiveness, attendance supports, and equitable access to rigorous learning opportunities.
During the 2026–2027 school year, ASSA will strengthen Tier 1 instruction through increased coaching, collaborative planning, learning walks, and professional development aligned to Aspire Student Learning Framework (ASLF) expectations, culturally responsive teaching, co-teaching, restorative practices, and differentiated instruction.
The school will implement and strengthen new curriculum resources, including StudySync (6–8) and Carnegie (9–12), while continuing targeted literacy and mathematics interventions through MyPath, MTSS systems, expanded learning opportunities, and Focus Student Tracker monitoring.

ASSA will continue expanding Communities In Schools supports, attendance interventions, home visits, advisory systems, student leadership opportunities, and culturally affirming programs such as Black Student Union (BSU) and Black Family Advisory Council engagement to improve student connectedness and family partnerships.
Additionally, ASSA will continue refining college and career readiness systems, Postsecondary Success Plans, dual enrollment access, project-based learning, and intervention scheduling to improve student engagement, academic outcomes, and postsecondary preparedness for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Based on i-Ready data, SBAC ELA performance, classroom assessment results, and subgroup performance trends, ASSA will continue strengthening literacy intervention systems during the 2026–2027 school year with an increased focus on foundational literacy, differentiated instruction, and targeted intervention supports. ASSA will continue utilizing small-group instruction, MyPath personalized learning, structured literacy supports, and extended learning opportunities, including before- and after-school intervention and summer programming, to accelerate literacy growth for students performing below grade level. The school will also strengthen implementation of culturally responsive literacy instruction through ongoing professional development, coaching, co-teaching support, and use of high-interest, diverse texts aligned to the English Language Arts/English Language Development Framework for California Public Schools. Based on prior implementation reflections, ASSA will increase progress monitoring, collaborative data analysis, and MTSS intervention planning to better support English Learners, Students with Disabilities, and other identified student groups. Family literacy engagement opportunities, take-home resources, and community partnerships will also continue to strengthen literacy development outside of the school day.	$6,460.00	No
4.2	Math	Based on SBAC Mathematics results, i-Ready diagnostic data, classroom assessments, and subgroup performance trends, ASSA will continue strengthening mathematics intervention systems during the 2026–2027	$6,461.00	No

Action #	Title	Description	Total Funds	Contributing
		school year with an increased focus on foundational numeracy, problem-solving, and differentiated instruction. ASSA will continue utilizing small-group instruction, MyPath personalized learning, targeted intervention blocks, and expanded learning opportunities, including before- and after-school intervention and summer math programming, to support students performing below grade level. The school will strengthen implementation of rigorous and culturally responsive mathematics instruction through ongoing coaching, co-planning, and professional development aligned to the 2023 Mathematics Framework for California Public Schools and the implementation of Carnegie curriculum in grades 9–12. Additional support will focus on scaffolding strategies for English Learners, mathematical discourse, and conceptual understanding. Based on prior implementation reflections, ASSA will increase use of collaborative data cycles, Focus Student Tracker monitoring, and MTSS intervention planning to better support English Learners, Students with Disabilities, and other identified student groups. Family math engagement opportunities, take-home math resources, and community partnerships will also continue to strengthen mathematics learning beyond the school day.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,998,150	$236,282

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.833%	0.000%	$0.00	34.833%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners scored -105.7 points below standard in ELA in 2024-25, identified as Red and declining from -68.1 at	The adoption of a grade-level curriculum designed to engage scholars is a strategic action addressing the significant needs highlighted by the iReady and MAP assessments, where 61% of the student population tested below grade level in English Language Arts (ELA) and 64% in math. This tailored curriculum supports the LCAP goal of preparing Aspire scholars and staff for career and college readiness through engaging, affirming, and meaningful, culturally responsive academic programming. The following outlines how this	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	baseline. Socioeconomically Disadvantaged students scored -90.0 in ELA in 2024-25, identified as Red and declining from -61.5 at baseline. In Mathematics, English Learners scored -140.6 points below standard in 2024-25, identified as Red, and Socioeconomically Disadvantaged students scored -126.6, identified as Red and declining from -116.4 at baseline. ELPI data shows only 43.8% of English Learners making progress toward English language proficiency in 2024-25, declining sharply from 64.3% in 2023-24, indicating critical need for strengthened language development and literacy supports for unduplicated pupils. **Scope:** LEA-wide	curriculum addresses these needs and the rationale for its implementation on an LEA-wide or schoolwide basis. Addressing Academic Needs Through Engagement: The curriculum's focus on engagement is crucial for addressing the specific academic challenges faced by students. Engaging scholars in the learning process increases their motivation, enhances understanding, and promotes a deeper connection with the material. By incorporating strategies that make learning activities relevant and interesting, the curriculum aims to bridge the gap for students who are currently performing below grade level in ELA and math. This approach is grounded in educational research suggesting that engagement is a key factor in academic achievement and can significantly impact students' ability to catch up to grade-level standards. Culturally Responsive Academic Programming: A core component of the curriculum is its emphasis on being culturally responsive. This means that the curriculum is designed to reflect and honor the diverse backgrounds of the student population. By integrating content that is affirming and meaningful to all scholars, the curriculum not only supports the development of a positive identity but also fosters a sense of belonging and engagement among students. Culturally responsive teaching practices have been shown to improve academic outcomes by making learning more accessible and relevant to students from various cultural backgrounds.	

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
		Supporting College and Career Readiness: The curriculum is structured to provide students with the skills and knowledge necessary for success beyond high school. This includes not only academic content knowledge but also critical thinking, problem-solving, and collaboration skills. By experiencing grade-level, rigorous coursework that is engaging and culturally responsive, students are better prepared for the demands of college and career pathways. The curriculum supports this goal by ensuring that all students, regardless of their current performance level, are challenged and supported to achieve their full potential. LEA-wide or Schoolwide Implementation Rationale: The decision to adopt this curriculum on an LEA-wide or schoolwide basis is driven by the widespread nature of the academic needs identified through the iReady and MAP assessments. Given that a significant proportion of the student population is performing below grade level in critical subject areas, a uniform approach ensures that all students benefit from a consistent, high-quality educational experience. This inclusive strategy allows for the pooling of resources, professional development, and support systems to maximize the curriculum's impact. Furthermore, schoolwide or LEA-wide implementation facilitates a unified approach to monitoring progress and making adjustments based on data and feedback, ensuring that the curriculum effectively addresses the needs of all scholars and aligns with the overarching LCAP goal of preparing students for future success.	

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
		In summary, the grade-level curriculum focused on engagement and culturally responsive programming addresses the identified needs by fostering an inclusive, motivating, and rigorous learning environment. Its implementation across the LEA or school ensures that all scholars have access to educational opportunities that prepare them for academic advancement, college, and career readiness.	
1.2	**Action:** Instruction **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students in both ELA and Mathematics. English Learners scored -105.7 points below standard in ELA and -140.6 in Mathematics in 2024-25, both identified as Red and declining from baseline. Socioeconomically Disadvantaged students scored -90.0 in ELA and -126.6 in Mathematics in 2024-25, both identified as Red and declining from baseline. ELPI data shows only 43.8% of English Learners making progress toward English language proficiency in 2024-25, declining sharply from 64.3% in 2023-24, indicating critical need for strengthened data-driven instructional supports for unduplicated pupils. **Scope:** LEA-wide	The action to provide regular time for data discussions to guide Tier 1 instruction, combined with weekly observations by the leadership team and the clear communication of learning targets, directly addresses the academic needs of ELs and low-income students by enhancing instructional quality and responsiveness. Allocating regular time for data discussions through shared preps, release days with substitutes, or protected time on early release days ensures that teachers have dedicated time to analyze Common Formative Assessments (CFAs) and interim assessment data. This practice allows teachers to identify specific areas where ELs and low-income students are struggling and adjust instruction to address these gaps. By focusing on data-driven instruction, teachers can implement targeted strategies to improve ELA and math proficiency for these students. Weekly observations conducted by the leadership and admin team help monitor the instructional program, identify bright spots, trends, and areas needing improvement, ensuring that instructional practices are aligned with the needs of all students. Additionally, ensuring that learning targets and objectives are clearly communicated with students, both verbally and visually, helps ELs	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and low-income students understand the learning goals and expectations, thereby improving their engagement and performance. These actions are provided on an LEA-wide basis to ensure a consistent and equitable approach to addressing the academic needs of all students, particularly those who are most vulnerable. Implementing these actions schoolwide creates a consistent learning environment where every student receives the support they need to succeed, thereby promoting equity and excellence across the entire school community.	
2.1	**Action:** Attendance and Enrollment **Need:** California Dashboard data shows persistent chronic absenteeism needs for English Learners and Socioeconomically Disadvantaged students despite significant improvement from baseline. English Learners recorded 17.90% chronic absenteeism in 2024-25, identified as No Color but remaining elevated. Socioeconomically Disadvantaged students recorded 23.60% in 2024-25, identified as Yellow and declining from 45.60% at baseline but remaining significantly elevated. Black/African American students recorded 23.20% in 2024-25, identified as Orange and worsening from 32.70% in 2023-24, indicating continued need for strengthened attendance intervention and family outreach systems for unduplicated pupils. **Scope:**	Addressing attendance concerns for low-income scholars through the Local Control and Accountability Plan (LCAP) requires a detailed understanding of the unique challenges and barriers these students face. Implement programs that provide students with free or reduced-price meals, clothing banks, and other basic necessities to support their attendance. artner with local health organizations to offer on-campus health screenings, mental health services, and healthcare referrals to address health-related barriers. Develop transportation programs, such as bus passes or school shuttles, to ensure students have a reliable way to get to school. Create and promote school clubs, sports, arts, and other extracurricular activities that foster a sense of belonging and encourage regular attendance. Offer workshops, resources, and communication in multiple languages tailored to the needs of low-income families to educate them on the	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	importance of attendance and how they can support their child. Shift from punitive to restorative practices that address the reasons behind absenteeism and work with students and families to find solutions. Use attendance data to identify students at risk of chronic absenteeism early and provide them with targeted interventions and support. Collaborate with community organizations to provide a network of support for low-income families that can address external factors affecting attendance. By focusing on these needs and implementing targeted actions, LCAPs can help improve attendance rates among low-income scholars, ensuring they have the support and resources necessary to succeed academically.	
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** California Dashboard data and local survey data indicate persistent school safety and climate needs for English Learners and Socioeconomically Disadvantaged students. Suspension rates remain critically elevated with All Students at 10.60% in 2024-25, the highest across all schools reviewed, and Black/African American students at 15.91%. Socioeconomically Disadvantaged students recorded 0.00% in 2024-25, showing strong improvement from 13.70% at baseline. Chronic absenteeism for Socioeconomically Disadvantaged students remained at 23.60%	The Jofee contract provides comprehensive safety plan development, annual staff training, administrative consultations, and security guard services as needed, giving all staff access to professionally supported safety systems beyond standard requirements. Physical campus investments including upgraded alarm and monitoring systems, enhanced exterior lighting, and reinforced doors and locks create consistently secure learning environments across all campus spaces. Substitute coverage through Scoot ensures classrooms and office functions remain consistently staffed, reducing instructional disruptions across all grade levels. These actions are provided schoolwide because campus safety infrastructure, contracted safety services, and staffing supports operate at the	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in 2024-25, indicating that unsafe or unwelcoming campus environments may contribute to barriers to consistent attendance for unduplicated pupils. **Scope:** LEA-wide	whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to consistently access safe and well-maintained learning environments, these systems must function across the entire school campus.	
3.5	**Action:** College & Career Readiness (Early College HS, A-G Readiness) **Need:** California Dashboard data shows persistent and significant academic gaps for English Learners and Socioeconomically Disadvantaged students that directly impact college and career readiness. English Learners scored -105.7 points below standard in ELA and -140.6 in Mathematics in 2024-25, both identified as Red and declining from baseline, indicating that unduplicated pupils are not yet accessing grade-level content at the level needed for postsecondary readiness. Socioeconomically Disadvantaged students scored -90.0 in ELA and -126.6 in Mathematics in 2024-25, both identified as Red and declining from baseline. As AASA expands to include high school grades, California Dashboard College and Career Readiness data is not yet available, making continued strengthening of A-G access, credit recovery systems, and academic counseling critical to ensuring equitable postsecondary pathways for unduplicated pupils.	Expansion of dual enrollment and transferable college coursework opportunities gives English Learners and Socioeconomically Disadvantaged students direct access to A-G aligned courses and college credit attainment that builds postsecondary readiness while still in high school. A-G monitoring systems and transcript reviews create a structured process for identifying which unduplicated pupils are off-track for college eligibility requirements and connecting them to timely academic supports. Credit recovery systems through targeted scheduling, progress monitoring, and summer school opportunities give unduplicated pupils who have fallen behind a structured pathway to recover credits and remain on track for graduation. Increased academic counseling and family communication regarding graduation progress and postsecondary planning creates direct structured communication between the school and unduplicated pupil families about college readiness expectations and available supports. Financial literacy education and college and career exposure opportunities give unduplicated pupils structured access to information about postsecondary options that they may not otherwise encounter.	Metric 3.4 — College and Career Readiness (when data becomes available) Metric 3.5 — A-G Completion 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
	Scope: LEA-wide	These actions are provided schoolwide because A-G course access, credit monitoring systems, and counseling structures operate at the whole-school level and cannot be delivered selectively to individual students. For English Learners and Socioeconomically Disadvantaged students to benefit from strengthened college and career readiness systems, these structures must function across the entire school community.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,736,372	1,998,150	34.833%	0.000%	34.833%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,101,893.00	$1,166,140.00	$0.00	$201,677.00	$5,469,710.00	$4,718,968.00	$750,742.00

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	$238,781.00	$238,781.00				$238,781.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$989,084.00	$292,945.00	$1,282,029.00				$1,282,029.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	$2,054,431.00	$89,565.00	$1,984,833.00	$159,163.00			$2,143,996.00	
1	1.4	MLL	All	No			All Schools	Ongoing								
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	$945,416.00	$106,530.00		$994,056.00		$57,890.00	$1,051,946.00	
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	$143,787.00	$0.00				$143,787.00	$143,787.00	
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$288,516.00	$0.00	$288,516.00				$288,516.00	
2	2.2	SEL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	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	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$193,379.00	$0.00	$193,379.00				$193,379.00	
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		Ongoing	$104,355.00	$10,000.00	$114,355.00				$114,355.00	
3	3.6	Career pathways (HS only)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$6,460.00		$6,460.00			$6,460.00	
4	4.2	Math	All	No			All Schools	2025-26	$0.00	$6,461.00		$6,461.00			$6,461.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,736,372	1,998,150	34.833%	0.000%	34.833%	$2,117,060.00	0.000%	36.906 %	**Total:**	$2,117,060.00
								LEA-wide Total:	$2,117,060.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,781.00	
1	**1.2**	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$1,282,029.00	
2	**2.1**	Attendance and Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$288,516.00	
2	**2.5**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$193,379.00	
3	**3.5**	College & Career Readiness (Early College HS, A-G Readiness)	Yes	LEA-wide	English Learners Low Income		$114,355.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,106,220.00	$4,915,976.00

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	$307,272.00	379,702
1	**1.2**	Instruction	Yes	$1,012,088.00	943,859
1	**1.3**	Academic Program (Master Scheduling)	No	$2,226,756.00	2,151,219
1	**1.4**	MLL	No	$0.00	$0.00
1	**1.5**	SPED	No	$1,058,381.00	891,467
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	$101,335.00	153,139
2	**2.1**	Attendance and Enrollment	Yes	$224,836.00	203,869
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	No	$0.00	$0.00
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$169,129.00	186,298
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)	No	$0.00	$0.00
3	3.6	Career pathways (HS only)	No	$0.00	$0.00
4	4.1	ELA	No	$3,211.00	3,211
4	4.2	Math	No	$3,212.00	3,212

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,446,558	$1,713,325.00	$1,713,728.00	($403.00)	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	$307,272.00	379,702		
1	1.2	Instruction	Yes	$1,012,088.00	943,859		
2	2.1	Attendance and Enrollment	Yes	$224,836.00	203,869		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	$169,129.00	186,298		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,157,614	1,446,558	0.000%	34.793%	$1,713,728.00	0.000%	41.219%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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