

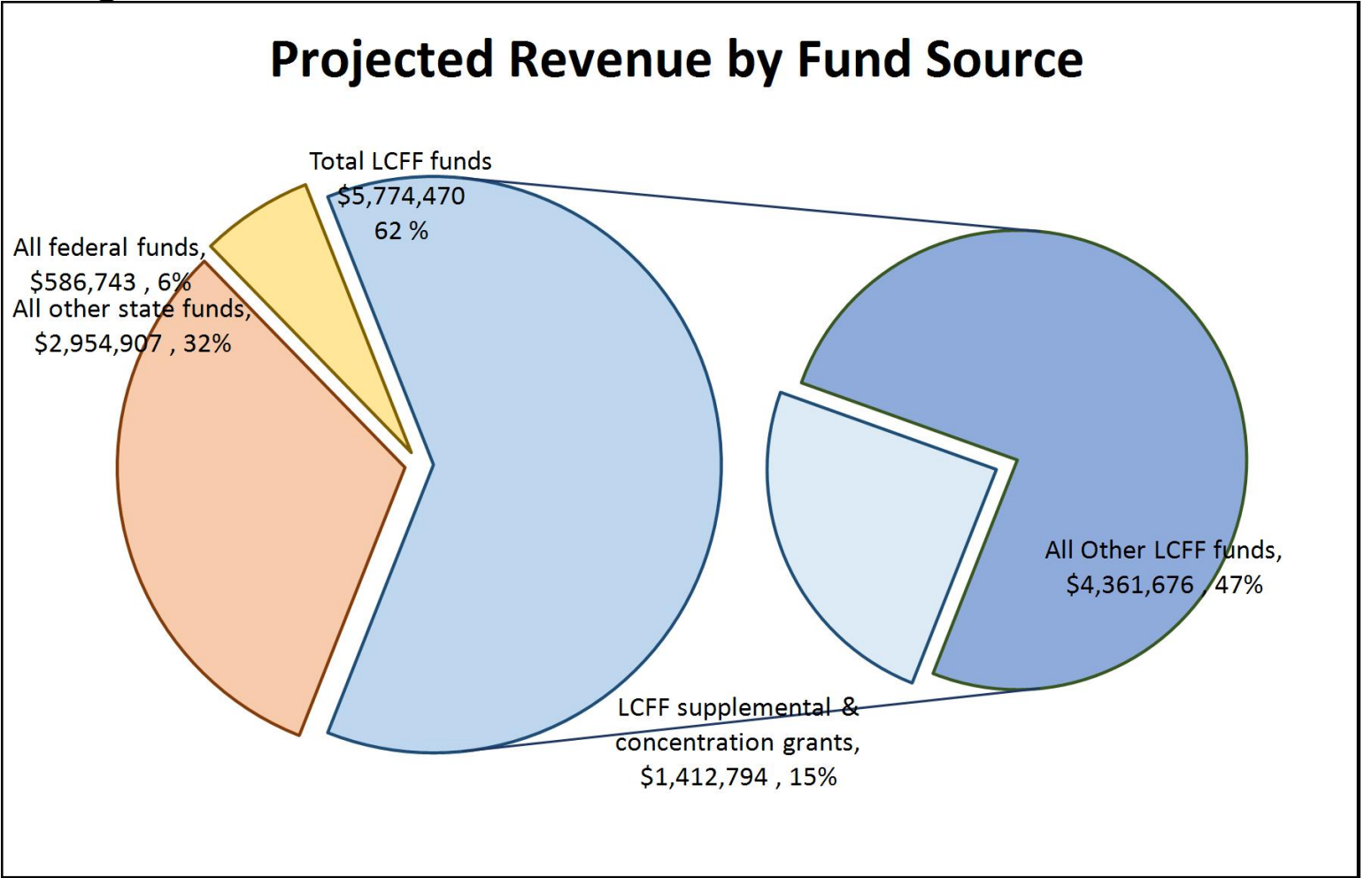


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire APEX Academy
CDS Code: 39686760121541
School Year: 2025-26
LEA contact information:
Larrise Lane
Principal
AspireAPEX@aspirepublicschools.org
209-482-7695

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

Budget Overview for the 2025-26 School Year

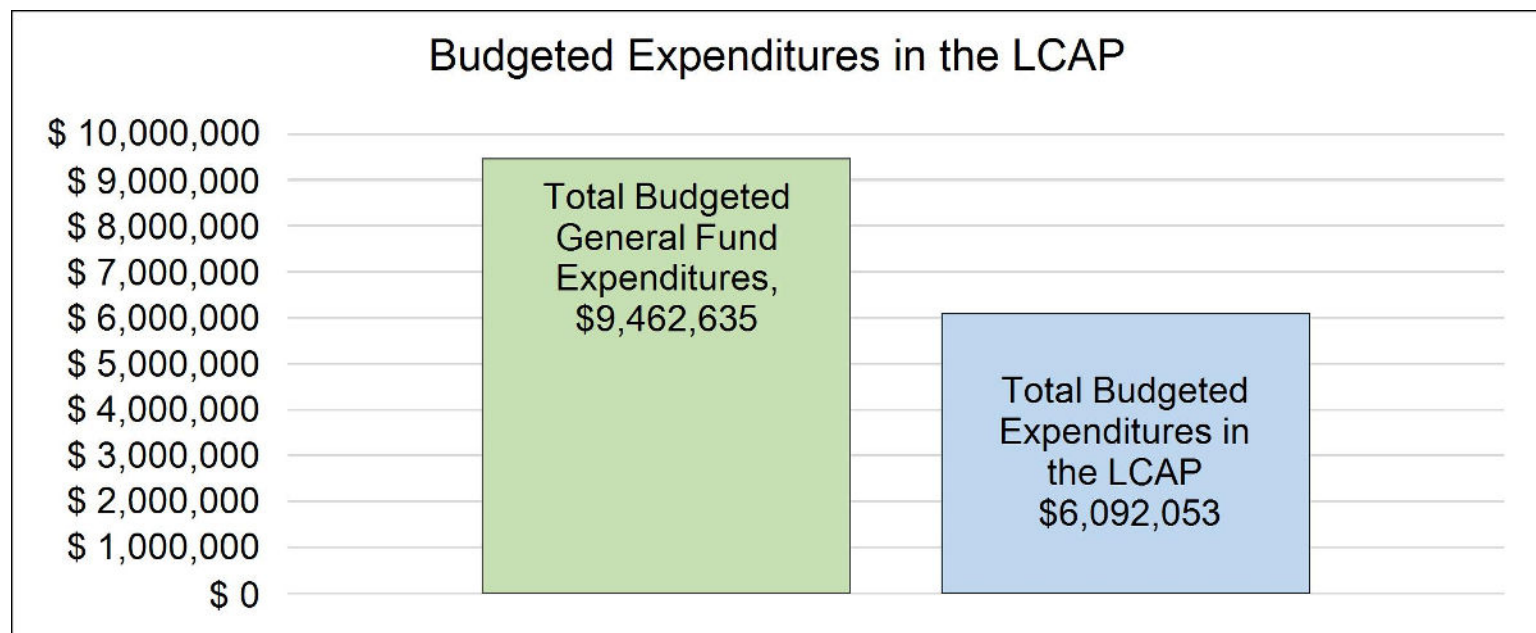


This chart shows the total general purpose revenue Aspire APEX Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire APEX Academy is \$9,316,120, of which \$5,774,470 is Local Control Funding Formula (LCFF), \$2,954,907 is other state funds, \$0 is local funds, and \$586,743 is federal funds. Of the \$5,774,470 in LCFF Funds, \$1,412,794 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 APEX Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire APEX Academy plans to spend \$9,462,635 for the 2025-26 school year. Of that amount, \$6,092,053 is tied to actions/services in the LCAP and \$3,370,582 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

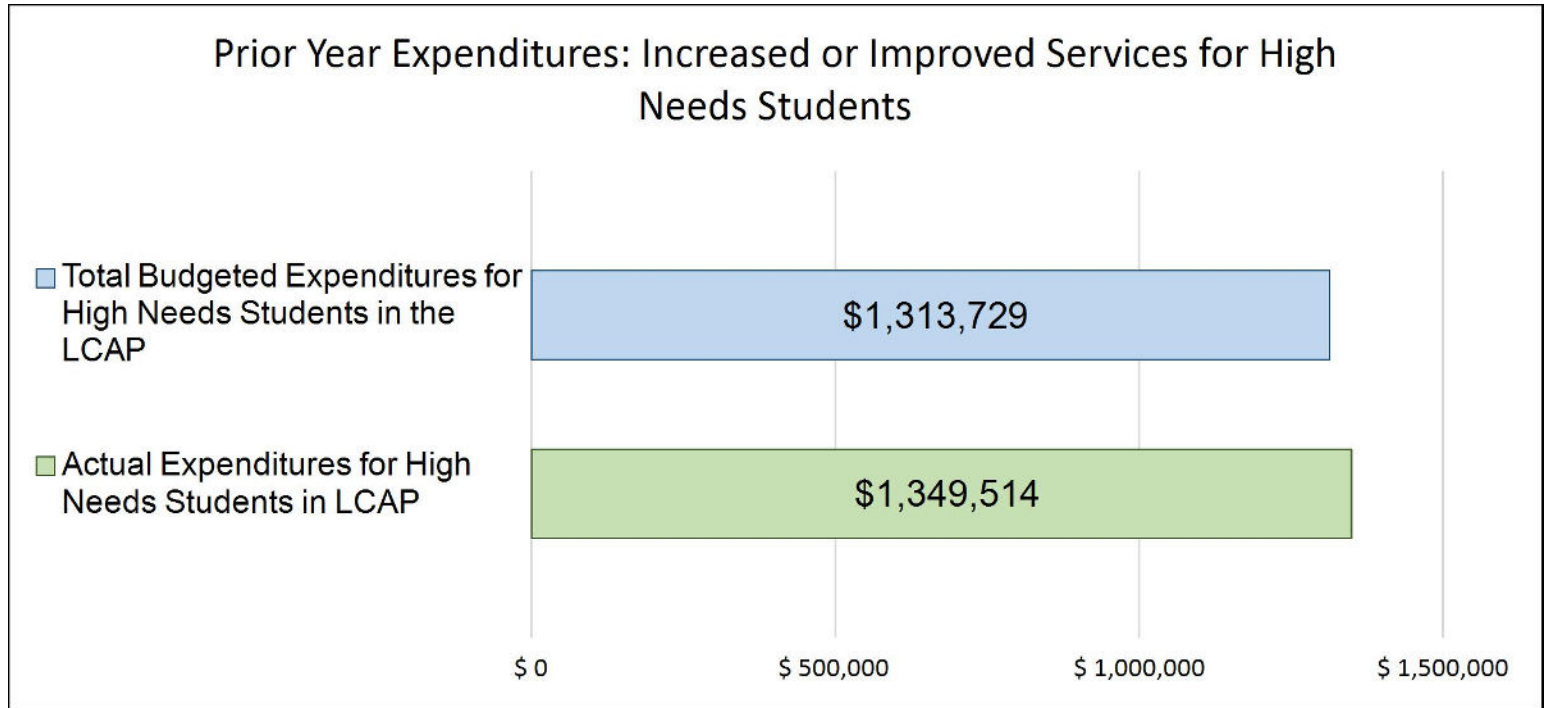
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2025-26, Aspire APEX Academy is projecting it will receive \$1,412,794 based on the enrollment of foster youth, English learner, and low-income students. Aspire APEX Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire APEX Academy plans to spend \$1,782,804 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Aspire APEX Academy's LCAP budgeted \$1,313,729 for planned actions to increase or improve services for high needs students. Aspire APEX Academy actually spent \$1,349,514 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire APEX Academy	Larrise Lane Principal	AspireAPEX@aspirepublicschools.org 209-482-7695

Plan Summary [2025-26]

General Information

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

Aspire APEX Academy, located in Stockton, California, is a TK-5 school that has been serving the community since 2010 as part of the Aspire Public Schools network. With a commitment to providing equitable educational opportunities, APEX serves 373 students, with 63% identifying as Hispanic, 27% as African-American, 3% as Asian-American, and 3% as multiracial. Approximately 70% of students qualify for free or reduced lunch, reflecting the school’s mission to support historically underserved communities.

Under the leadership of Principal Larrise Lane, who has served the school for seven years in various roles, APEX Academy fosters a learning environment that promotes academic excellence, social justice, and student empowerment. Principal Lane’s dedication to equitable practices and teaching/work methods around identity and connectedness, drives the school’s mission to challenge students while ensuring they feel supported and valued. The school’s mantra, "We are smart, we lead, and more importantly, we SERVE!" embodies its commitment to fostering student growth, leadership, and community engagement.

APEX integrates rigorous academic instruction with social-emotional learning and character development. The school emphasizes critical thinking, creativity, and collaboration through project-based learning and personalized instruction. It also encourages students to engage in service learning and community activities to develop leadership skills and a sense of responsibility and empathy. APEX’s afterschool program further supports academic enrichment and extracurricular engagement, enhancing the overall student experience.

Family partnerships are an essential component of APEX’s approach. Parents and guardians are actively encouraged to participate in school events, creating a collaborative environment that supports student success both inside and outside the classroom.

APEX's vision is to prepare scholars to build fulfilling and liberated futures for themselves and their communities. Its mission is to provide a rigorous and joyful academic experience that nurtures students' talents, promotes inclusivity, and addresses systemic inequities that impact marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color.

As it celebrates 15 years learning within the community, Aspire APEX Academy continues to be a place where students are inspired to achieve academic excellence, develop leadership skills, and positively impact their communities.

Reflections: Annual Performance

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

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

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

Successes:

One notable success is that APEX staff is proud of is our decrease in chronic absenteeism by 13% and increase positively in our ADA. We are now just three points away from our ADA regional goal. It has been amazing to see that our SPED scholars chronic attendance rate has decreased by 18.5% since 203-24 school year. We have achieved success in this area by consistent weekly attendance meetings based on data, problem solving, incentives and following our Aspire Attendance Checklist procedures with improved fidelity along with accuracy in Powerschool daily attendance reporting. Our APEX math scores have also improved for our Latinx and Black scholars. Our Black scholars have increased by 12% and Latinx by 8% since the 2023-24 school year. We attribute our success to the new iReady curriculum that is evidence based, systematic and based on raising the thinking and speaking of students mathematical learning in classrooms. Our consistent regional math. Support has been helpful in our effectiveness as well considering year one of implementation of iReady math. In the area of ELA, our English Learner and SPED population increased in reading growth, possibly due to our shift in powerful ELD designated instruction and small group planning and teaching. We have seen growth in writing as well; grammar, spelling, conventions and genre writing. This success is attributed to our principal writing and implementing writing on-demand assessment with aligned rubrics from EL Education. Teachers administered a pre assessment, created month long writing lessons then re-assessed using a post test. Our school building rating is in "good" standing as compared to our past site from 2010-2023. In many of indicators for our Aspire Public Schools surveys, APEX exceeded regional or other site's satisfaction in safety, feelings of belonging and connection, student-staff relationships and parents' comfortability speaking with school site leadership regarding needs. APEX leadership attributes this success to the past six years of cultivating a place where all identities belong and feel valued. A huge piece to our school vision is ensuring all stakeholders identities are lifted. Another success for APEX has been our weekly data chats which has allowed teachers to be analytical, intentional and in service of creating next steps for instruction; whole and small group. APEX systems are up and running now, more than ever after settling into our new

building, using some previous and new CR-PBIS strategies with fidelity led by our dean of students and her behavioral team and a revision of our MTSS programming from our intervention director and assistant principal. We are proud to have two full time mental health therapists of which we over-delivered. Our LCAP originally was slated for one full time and one part time. Two full time mental health counselors is vital piece of our revised APEX mission and vision from 2020. We are making huge gains when you truly dissect various departments and projects.

Challenges:

However, we identified challenges in the area of English Language Arts. We have some gaps to fill. Our Latinx and Black scholars decreased in the area of English Language Arts. Gratefully our English Language Learners increased along with SPED. There are opportunities to grow in the area of ELA, particularly foundational reading skills, comprehension and writing. Although we have a pre and post on-demand writing assessment, it would be helpful to have a isolated writing curriculum with explicit instruction. In regards to reading instruction, although we believe EL Education has very meaningful project based units, an additional foundational reading curriculum that is consistent, explicit and systematic would be helpful for our APEX students. Also as there have been various instructional gaps, we have attempted to foster teacher and staff growth in various areas; reading, math, small groups, SEL and CR-PBIS. And although a several foci approach may not be seen as best, there have been many gaps to heal and we are seeing the benefits from this work. We are hopeful many more great products will be seen and felt.

Actions Taken:

To attack our attendance issues, we have consistently met as an attendance team for the 2024-25 school year. The attendance team continues to stay committed to learn state and Aspire attendance guidelines, report attendance with fidelity, implement culturally relevant incentives and hold accountability. APEX leadership have given increased planning time, summer supports to front-load best practices for instruction, been targeted in following up with instructional expectations and continuing to develop lead teachers. Along with development, our admin team has continued to develop teammates in their career goals which has also helped increased belonging and trust. We have also ensured that Language Block is implemented and uses EL Achieve to support designated and integrated teaching methods. This year we have also ensured that teachers have more consistent and meaningful coaching experiences with on-site leadership. Our coaching model uses modeling, real time coaching, observation and feedback and debriefs based on data with bite size steps. We have seen positive traction in teacher development. We have ensured our weekly data chats are consistent. At the beginning of year we focused on iReady math instruction whole group. For second part of year we are honing in on small group instruction for math and ELA. Another pivotal piece this year is learning how to use Powerschool particularly to document negative and positive student incidents including family communication. From our proposed plans we have purchased a new SEL program, hired a second full time mental health therapist and provided parental supports regarding ADHD and anxiety.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through weekly staff site surveys, bi-annual Teammate Surveys (fall and spring), bi-monthly Staff Meetings, and weekly Lead Team Meetings, and consistent 1:1 check ins with administrators and supervisors. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in weekly Lead Team Meetings, bi-monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school. Administration shared results to staff in transparent ways particularly staff meetings.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and weekly staff Meetings held on Fridays. Teammates also engaged in 1-1 check ins with supervisors and/or admin. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), quarterly SSC and ELAC meetings, quarterly mental health Parent Workshops, and monthly or quarterly

Educational Partner(s)	Process for Engagement
	Coffee with the Principal meetings. These sessions captured parent feedback on barriers to engagement, family preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, student leadership were offered opportunities for feedback on PBIS and school needs along with input regarding events.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

The engagement process with our educational partners led to the creation and revisions of the LCAP, reflecting the diverse feedback collected from teachers, principals, non-instructional staff, parents, students, and SELPA representatives. Based on feedback from teachers and staff, we reallocated some funds to enhance our learning trips for scholars of which some were aligned to our project-based learning units of study. We also ensure that we revised coaching opportunities which includes cadences of meetings and types. Mid-year we revised LCAP instructional plans based on MLL data and stakeholder feedback to further develop staff around MLL needs and practices. In addition, we heard from families and staff that families need more support with understanding ELA and math standards and skills being taught. We plan to offer more development to families with engagement events to explain CCSS and skills in more depth. With family engagement in mind, we will also work to get more families at SSC and ELAC by including student performances which may entice families to attend meetings. Our community school's director will also look into ways to cover expenses for the parent Livescan process to ensure more parents are able to attend learning trips and help on site. Regarding teacher growth, due to feedback of administration, intervention and teachers, we have allocated funds to purchase iReady Magnetic Reading in grades K-2 to provide a systematic reading program to enhance reading achievement. Staff will attend training and execute purposeful, data-based instruction.

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: -83.4 African American/Black: -90.8 English Learners: -101.1 Socioeconomically disadvantaged: -94.5 Hispanic/Latinx: -85.5	2023-2024 SBAC ELA DFS All Students: -91.2 English Learner: -97.4 Socioeconomically Disadvantaged: -96.2 Black/African American: -120.7		2025-2026 SBAC ELA DFS All: -62.40 African American/Black: -69.80 English Learners: -80.10 Socioeconomically disadvantaged: -73.50	All Students: -7.8 African American/Black: -29.9 English Learners: -3.6 Hispanic/Latinx: +2.7 Socioeconomically Disadvantaged: +1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -162.9	Hispanic: -88.2 Students with Disabilities: -129.9		Hispanic/Latinx: -64.50 Students with Disabilities: -141.90	Students with Disabilities: +33.0
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -92.5 African American/Black: -108.2 English Learners: -103.9 Socioeconomically disadvantaged: -104.5 Hispanic/Latinx: -92.3 Students with Disabilities: -185.5	2023-2024 SBAC MATH DFS All Students: -101.3 English Learner: -103.8 Socioeconomically Disadvantaged: -106.2 Black/African American: -120.2 Hispanic: -100.1 Students with Disabilities: -141.3		2025-2026 SBAC Math DFS All: -62.50 African American/Black: -78.20 English Learners: -73.90 Socioeconomically disadvantaged: -74.50 Hispanic/Latinx: -62.30 Students with Disabilities: -155.50	All Students: -8.8 African American/Black: -12.0 English Learners: +0.1 Hispanic/Latinx: -7.8 Socioeconomically Disadvantaged: -1.7 Students with Disabilities: +44.2
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 6.52% Met & Exceeded	2023-24 Science Test % Below Standard Black/African American: 37.4 points below All Students: 28.4 points below Hispanic: 28.2 points below English Learner: 29.8 points below		2025-2026 Science Test 11.52% Met or Exceeded	Met or Exceeded decreased by 0.96% (6.52% to 5.56%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 28.8 points below 5.56% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 26.50% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 17.4% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs		2025-2026 ELPI 45% of ELs making progress towards English language proficiency	ELs decreased by 9.1%. Not a significant number of LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 20.5%	2023-2024 RFEP Rate: 10.64%		2025-2026 RFEP Rate Maintain 15% or above	Decreased by 9.86%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-	2023-2024 ELA, ELD, Mathematics, Next Generation Science	2024-2025 ELA, ELD, Mathematics, Next Generation Science		2026-2027 ELA, ELD, Mathematics, Next Generation	Increased 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reflection) Average rating on scale of 1-5	Standards, History-Social Science Average Rating: 3	Standards, History-Social Science Average Rating: 4		Science Standards, History-Social Science Average Rating: 4 or Above	
1.8	How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	2023-2024 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4	2024-2025 Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4 Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD		2026-2027 Average Rating: 4 or above	Professional Learning for Teaching ELA and ELD Curriculum: 0 (no change) Instructional Materials Aligned to ELA and ELD: 0 (no change) Programs to Support Staff Improvement in ELA & ELD Instruction: 0 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 4			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	SY 2023-2024 Data Portal % of Students met annual typical growth iReady Reading All Students: 36% Grade K: 10% Grade 1: 15% Grade 2: 28% Grade 3: 48% Grade 4: 63% Grade 5: 50% iReady Math All Students: 22% Grade K: 14% Grade 1: 15% Grade 2: 17% Grade 3: 20% Grade 4: 20% Grade 5: 38%	SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 32% Grade 3: 24% Grade 4: 27% Grade 5: 43% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 15% Grade K: 10% Grade 1: 10% Grade 2: 16% Grade 3: 16% Grade 4: 16% Grade 5: 24%		SY 2026-2027 Data Portal % of Students met annual typical growth iReady Reading All Students: 51% Grade K: 25% Grade 1: 30% Grade 2: 43% Grade 3: 63% Grade 4: 78% Grade 5: 65% iReady Math All Students: 37% Grade K: 29% Grade 1: 30% Grade 2: 32% Grade 3: 35% Grade 4: 35% Grade 5: 53%	iReady Reading All Students: -4% Grade 3: -24% Grade 4: -36% Grade 5: -7% iReady Math All Students: -7% Grade K: -4% Grade 1: -5% Grade 2: -1% Grade 3: -4% Grade 4: -4% Grade 5: -14%"
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-	2024-2025 Local Indicator Survey 100% of students, including		2026-2027 100% of students, including EL, Low-	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	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		income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 17% at & above benchmark	2024-25 26.00% at or above benchmark		2026-2027 27% at & above benchmark	Increased 9%

Goal Analysis [2024-25]

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

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

Overall implementation has been partial and heading into full implementation. We faced some challenges that can make huge differences for children, but they are beyond the scope of one academic year's process. Our main target areas were to support teachers with planning and internalization time and professional development, more meaningful data chat processes, whole school Language Block implementation, SPED co-teaching and planning with GE teacher teams, Black Excellence initiatives, use of Title 1 funds for mental health services and increased student knowledge of their data, goals and next steps. Our school site purchased curriculum replacements and extra kits for grades(teachers) that were added on, particularly EL Achieve for our Language Block and iReady math which was a new added on curriculum in our Central Valley region. Our teachers engaged in summer 2024 iReady math PD. We had on site PDs for planning EL Ed units, small group instruction and MLLs. Most recently we are planning professional development for our new Magnetic reading curriculum with the company rep, a CV content lead, AP and principal. All students now have 1-1 Chromebook access. Teachers have once per month ELOP planning, 2 times per year half days of planning, regular Friday planning time when PD is not occurring and opportunities to plan during their 4x per week specials courses. A small group instructional model has been followed from iReady math curriculum and an ELA small group model developed by principal/AP/intervention director. Teachers are expected to teach small groups consistently for fidelity. Another Chromebook app was purchased; Learning A-Z so scholars have digital access to high quality literature at home. Teachers are using EL Achieve for our mandatory Language Block. (Designated ELD) Four teachers so far have been to CORE training during 24-25

school year and more are planned to go during 25-26 school year. Admin team did not attend out of town Unbound Ed Institute but did engage in CV regional PD during 23-24 school year along with GLEAM training. Our MTSS/intervention director has revised systems based on student and educator data and practices; strengths and opportunities for growth. Most other actions were carried out with the exception of our SPED program implementing more co-teaching opportunities with GE teachers. Our AP supported ed specialists however to co-teach with third grade teachers and that seemed to support greatly. Our events are loved by families and help ensure families feel they belong. Currently our Language Block has been implemented this school year by ensuring the time was universal for most grades and that teachers had access to EL Achieve. Our ELPAC team ensures that assessments are proctored and completed on time to ensure data is used for planning purposes. All other actions have also been implemented. Our Pro- Black Curriculum work has been implemented with fidelity which includes curriculum, BSU and participation in Balck Excellence Awards. One ongoing challenge has been to help our non-Black families and teammates understand the importance of supporting Pro-Black initiatives and increasing Black Family Advisory (affinity space). Some challenges have been having enough time in our master schedule for our GE and education specialists to plan together to support co-teaching. Some successes we have had include hiring a second full time mental health therapist, implementation of a designated ELD language block, weekly data chats and ensuring scholars have devices 1-1. These successes have attributed to very visual growth on our campus when anyone visits. One can see that scholars are serious about their learning, using sentence stems, vocabulary, grappling with texts and engaging in small group instruction for ELD, ELA and mathematics. Our recent middle of year 2024-25 iready data for math and ELA, DIBELS has informed our next steps along with Panorama surveys. Strategies going forward include a end of school day enhanced Language Block, intentional small group instruction, revised and more simplistic data chat. Regarding belonging, we will continue to hone in on SEL instruction by ensuring it is done with fidelity and rewarding scholars who fosters EL Education's Habits of Character. Lastly, we will revise our planning and internalization methods with teachers to help them enhance instruction and execution.

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

Variance mainly driven by reallocation of Intervention Specialists, increased Curriculum expenses. and increased SPED costs.

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

Our curriculum and instruction efforts have shown progress during the 2024-2025 school year, but have been minimally effective thus far. We anticipate seeing more significant gains in the spring of 2024-2025 and the fall of 2025-2026. Ordering replacement and additional curriculum kits has been highly beneficial, ensuring that both teachers and students have consistent access to the necessary materials.

The use of iReady math support has been effective in helping teachers understand the curriculum. Providing students with 1:1 access to Chromebooks and iPads has also proven valuable, as it allows each scholar to focus on their iReady lessons independently and start working immediately. Lesson internalization time has been somewhat effective, but teachers still need more support with dissecting standards, backwards mapping, and using units to develop GLEAM-ified daily instruction that strongly supports culturally relevant practices.

Our on-site small group professional development has been somewhat effective, but the lack of foundational implementation has made it challenging for teachers to grasp both the overarching concepts and the specific details necessary to execute a small group instructional block. EL Achieve has shown positive results in classrooms where it has been implemented with fidelity. However, curriculum actions overall have not yet produced the expected outcomes.

One of the most significant barriers has been the lack of training with our ELA curriculum, EL Education. We expect improved outcomes once we transition to the Magnetic Reading curriculum, as it offers a more explicit, systematic, and organized approach that supports both student learning and teacher comprehension. Additionally, improvements are anticipated once we address the co-teaching challenges within our special education (SPED) program. Our master calendar will be adjusted to include more collaboration time among education specialists, SPED instructional assistants (IAs), and general education (GE) teachers.

One of our greatest successes in both ELA and mathematics has been the implementation of data chats. These sessions allowed us to analyze data, establish next steps, and revisit the data to measure progress.

Effectiveness of Planned Actions

The planned actions did not produce the expected results. Data from the beginning of the year (BOY) to the middle of the year (MOY) shows the following progress in iReady:

iReady Reading: 43% of K-5 students met Annual Typical Growth

iReady Math: 39% of K-5 students met Annual Typical Growth

APEX SPED Scholars: 38% made typical growth from BOY to MOY

Challenges included the formation and norming of our SPED team. While having more SPED supports, such as instructional assistants, was helpful, three of them were late hires due to our ratio tool updating later in the fall as a result of enrollment changes and new assessments. This delay affected the timely delivery of student support.

Among our multi-language learners (MLLs), 31% made typical growth in iReady reading, and 15% made typical growth in mathematics. A major success has been maintaining a consistent and efficient team of ELPAC proctors who analyze student data and meet testing deadlines. However, barriers have included a lack of teacher knowledge regarding best practices for MLLs, as well as challenges in data analysis and determining next steps.

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.

Our mid-year iReady and DIBELS reading data showed minimal progress across all K-2 grade levels, with kindergarten demonstrating more significant gains. Despite this improvement in kindergarten, the data indicates a clear need for change.

The most impactful change will be replacing our foundational reading curriculum. After thorough consideration and consultation, the decision was made to adopt Magnetic Reading by Curriculum Associates, which has received a perfect score from EdReports. The principal proposed this change to the assistant principal and supervisor, and after discussions with regional office representatives, the decision was finalized.

Going forward, the new curriculum will provide a more systematic, explicit, and well-organized approach, making it easier for teachers to understand and implement. Teachers will participate in multiple professional development sessions to support this transition. Additionally, they will receive consistent observations and immediate feedback from coaches and supervisors. This feedback will be aligned with the teacher rubric to enhance understanding of proficient instructional practices.

Regarding Special Education (SPED), 38% of APEX SPED scholars demonstrated typical growth from the beginning to the middle of the year. However, there is still a need for improvement. To better support SPED and all students, we plan to fully implement a co-teaching model across all grade levels starting in fall 2025-2026. This model will pair education specialists with general education teachers, and will be integrated into the master calendar, schedules, and planning documents. Educators will be paired according to grade-level needs and roster alignment.

To enhance MLL achievement, teachers will participate in targeted professional development on MLL best practices. Additionally, a PLC model will be established to regularly revisit data and outline weekly action steps, ensuring alignment with teacher observations and fostering continuous instructional improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum. Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers. Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences. Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices. Create and utilize with fidelity a small group instructional model for mathematics and ELA. Purchase another Chrome book program curriculum to use during Blended Learning (iReady, Zearn, Lexia, Amira etc.) Use EL Achieve curriculum during whole school language block. Send new teacher to and employ CORE Science of Reading for early	\$292,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning.		
1.2	Instruction	Provide regular time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) and/or interims Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction) Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually along with the why students are learning the content. Hispanic students are RED on the CA School Dashboard for SBAC ELA (2022-23) we will provide intentional whole and small group instruction based on data Provide well planned opportunities for scholars to practice language while honoring home languages Ensure that Hispanic/Latinx families feel a sense fo belonging	\$892,061.00	Yes
1.3	Academic Program (Master Scheduling)	School MTSS team uses data to inform access to interventions and supports through established processes Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts while meeting the regional and state instructional minute requirements Work with Program Specialist to ensure master schedule allows for co-teaching (grouping students purposefully to support with common planning) AND co-planning. Ensure master schedule has time for intervention/credit recovery that does not limit access to enrichment Work with Regional Expanded Learning Program Manager and Afterschool	\$2,518,450.00	No

Action #	Title	Description	Total Funds	Contributing
		Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). Ensure school/staff calendar ensures that programming, events, meetings represent MLLs, SPED and unduplicated student needs and strengths. (i.e. math and reading nights, SSC, ELAC, fall fest, winter ball, Pastries with Parents, Principal Coffee Chat, Gentleman's Day, Hygiene Bags give-away, parenting courses, etc.)		
1.4	MLL	Ensure all MLL students receive designated and integrated ELD instruction four times per week with instruction aligned to student proficiency levels. Ensure that each school has an MLL instruction team that supports and oversees (1) designated and integrated ELD instruction and associated professional development, (2) progress monitors MLL operational (RFEP, enrollment, placement, ELPAC testing) and academic (formative/summative assessments) data using MLL school site dashboard redesignation, and (3) is trained in and administers ELPAC. Complete the annual MLL program evaluation to determine strengths, weaknesses, and opportunities. We will increase our EL progress by implementing a language block school wide using ELPAC scores. For our unduplicated scholars we will continue to use Heggerty, EL Achieve designated practices and our intervention department to enhance ELA success. The iReady new math curriculum supports designated ELD practices, hands on/exploratory learning opportunities and small group instructional needs.		No
1.5	SPED	Education Specialists are observed and given feedback (approx every 2 weeks) Education Specialists are included in all curriculum professional training to support with co-teaching	\$1,233,506.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment		
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math. Work with Regional Academic Team to provide professional development, structured internalization/planning sessions, and do quarterly program learning walks to review quality (See doc for costs: PBCI Supplements) Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.) Participation in Black Excellence awards ceremony (costs for awards) Conduct field trips for our elementary BSU students within our local Stockton community to celebrate themselves, find joy within Black community events, showcase their skills and learn the importance of giving back to the community Revise Black Family Advisory Council from 21-22 school year- to get input on our school community (costs for food, materials, school supplies)	\$0.00	No
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Intervention Specialist Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.	\$533,710.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 50% Teacher-student relationships: Grades 3-5: 56%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 52% Teacher-student relationships: Grades 3-5: 65% School Safety: Grades 3-5: 45%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 70% Teacher-student relationships:	Sense of Belonging (Grades 3-5): +2.00% Teacher-Student Relationships (Grades 3-5): +9.00% School Safety (Grades 3-5): +3.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 42%			Grades 3-5: 76% School Safety: Grades 3-5: 62%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.6% African American/Black: 1% Hispanic/Latinx: 0.5% English Learners: 0% Socioeconomically Disadvantaged: 0.4% Students with Disabilities: 2.4%	2023-2024 Suspension Rate All Students: 5.20% Black/African American: 11.50% Asian: 15.40% Hispanic: 2.40% Multiple Races/Two or More: 0.00% Students with Disabilities: 6.10% English Learner: 0.00% Socioeconomically Disadvantaged: 5.30%		2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: +4.6% Black/African American: +10.5% Hispanic/Latinx: +1.9% English Learners: -0.0% Socioeconomically Disadvantaged: +4.9% Students with Disabilities: +3.7%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 45% African American/Black: 43.20% Hispanic/Latinx: 46.20% English Learners: 40.40% Socioeconomically disadvantaged: 46.10%	2024-2025 Chronic Absenteeism Rate All Students: 32.00% Black/African American: 43.50% Asian: 27.30% Hispanic: 26.10%		2025-2026 Chronic Absenteeism Rate All: 18.90% African American/Black: 17.10% Hispanic/Latinx: 20.10% English Learners: 14.30%	All Students: -13.00% Black/African American: +0.30% Hispanic/Latinx: -20.10% English Learners: -18.30% Socioeconomically Disadvantaged: -9.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 46.20%	Multiple Races/Two or More: 43.80% Students with Disabilities: 27.70% English Learner: 22.10% Socioeconomically Disadvantaged: 36.30%		Socioeconomically disadvantaged: 20% Students with Disabilities: 20.10%	Students with Disabilities: -18.50%
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: 31% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 21% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 56% responded favorably	Aspire Family Survey – Change from SY 2023-2024 to SY 2024-2025 Barriers to Engagement: 0% (No Change) Family Engagement: -10%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5))	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3 Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: +1 (increase) Empowering Families in Decision-Making: +1 (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Collaborative Family Engagement Planning: 2	Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4			Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 90.57%	2024-2025 P2 Attendance Rate 91.37%		2026-2027 Attendance Rate (P2) 95.1% or higher	Increased .8%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2026-2027 Aspire Family Survey 79% responded favorably "The school provides a safe environment for my child." 79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s)"	2024-2025 Aspire Family Survey 81% responded favorably: "The school provides a safe environment for my child." 75% responded favorably: "I feel comfortable discussing my		2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their	Safe environment for my child: +4 percentage points Comfortable discussing needs with teachers/staff: +10 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or other school staff."	child(ren)'s needs with their teacher(s) and/or other school staff."		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		2025-2026 Overall Rating: Good	No Change
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change

Goal Analysis [2024-25]

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

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

APEX Academy has made significant improvements in attendance rates and implemented positive systemic changes. The chronic absenteeism rate decreased from 45% in 2023 to 32% in 2024, marking a positive shift. We anticipate further improvements this year. To

achieve this progress, we planned, committed to, and executed consistent attendance meetings with key teammates from our regional team structures. These individuals are dedicated to promoting student success and ensuring daily attendance.

Our strategies included incorporating attendance incentives, conducting home visits, making consistent phone calls, and engaging in in-person communications. Various teammates took responsibility for specific tasks. One challenge we aim to address next year is ensuring the accurate completion of all steps when extracting and sending letters 1, 2, and 3. To improve this process, we will be intentional about using our attendance checklist to verify all required steps—especially updating PowerSchool attendance notes and developing attendance plans with families during meetings—before sending letters 2 and 3.

To support the holistic development of all students, our school prioritized integrating Social-Emotional Learning (SEL) into Tier 1 instructional practices. This initiative is rooted in the CASEL 5 SEL competencies and aligned with the Conditions for Thriving framework to ensure that every student experiences a supportive and inclusive learning environment.

In alignment with our commitment to equity, inclusivity, and student success, we have adopted a multi-faceted approach to family and community engagement. These efforts aim to build strong partnerships with families, foster a sense of belonging, and positively impact student outcomes, particularly in attendance, school connectedness, and climate. While we have been highly effective in this area, we recognize the need to improve participation in ELAC and SSC.

During the 2024–25 school year, APEX Academy made meaningful progress in improving school climate and culture through a Multi-Tiered System of Supports (MTSS) and restorative practices. While foundational components were launched or sustained with success, some initiatives are still in development or have only been partially implemented, indicating areas for continued growth and alignment.

We remain committed to maintaining a safe, clean, and well-maintained learning environment that supports the physical and emotional well-being of all students and staff. Although several related initiatives have been identified and planned, full implementation has yet to be achieved.

Lastly, our school is dedicated to strengthening instructional leadership and teacher development through coaching, peer observation, and aligned professional learning. While we have made significant progress in many areas, fully implementing our planned strategies remains a work in progress.

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

Variance due to resource reallocation of Mental Health Therapist

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

We were effective this year with making gains in the area of attendance rates. We would have made more gains if we documented substantial evidence, made more appointments for attendance meetings than extracting letters 2 and 3 for compliance and to gain SARB

and SART regional supports from student services. This was a barrier in 2024-25 school year. However although this was a barrier, our chronic absenteeism decreased by 13 points. That is a significant positive change. A key step in this process was the purchase of SEL board-approved curriculum replacements, as outlined in the CV Curriculum Overview for 2024–2025. This ensured that every classroom was equipped with high-quality, consistent instructional materials that align with evidence-based SEL standards. To maintain implementation fidelity, the school conducted regular learning walks and fidelity checks, observing SEL curriculum usage and application throughout the school day. These walkthroughs provided actionable feedback to educators and strengthened the consistency and depth of SEL integration.

In addition to strong curriculum alignment, the school invested in comprehensive professional development by training all staff on SEL competencies in the summer of 2025 using guidance from the California Department of Education (CDE). This initiative not only built staff capacity but also ensured a common language and understanding of SEL practices schoolwide. SEL learning targets were visibly posted in classrooms, reinforcing SEL expectations and goals for both students and educators and making SEL a visible, daily priority. In the 24-25 school year, 52% of scholars felt they belong.

To cultivate ongoing, meaningful relationships with families, we held quarterly engagement events that were both culturally responsive and community-centered. Events such as Pastries with Parents, Coffee in the Carline, Principal Coffee Chats, Talent Shows, Back to School Night, and Family Lunch Days created welcoming, joyful spaces where families could engage with school staff and each other. These events saw increased participation over time and helped build a sense of community trust and visibility.

In fall of 2024-25 school year, 24% of our APEX families feel involved in our school. To further strengthening family voice and participation, we hosted monthly SSC (School Site Council) and ELAC (English Learner Advisory Committee) meetings. Each meeting included intentional features designed to reduce barriers to access: displays of student work, culturally relevant food, free childcare, live translation services, and door prizes. These enhancements not only increased attendance but also fostered deeper engagement from diverse family groups. A barrier has been getting families to attend these meetings.

To ensure the voices of our Black students and families were centered in school climate conversations, we launched a Black Family Advisory Group. This group created a dedicated space for dialogue and feedback, ensuring the school actively responded to the experiences and needs of Black students and their families. The advisory group played a key role in informing culturally sustaining practices and improving feelings of belonging.

Recognizing the importance of clear and consistent communication, we leveraged a social media liaison to expand our reach and keep families informed of upcoming events, school celebrations, and opportunities for engagement. This role significantly increased parent awareness and engagement with school activities, while helping to build a more connected school identity.

To ensure these efforts were strategic and sustained, we identified a dedicated team to establish and maintain meaningful school partnerships. This team worked with community organizations and stakeholders to bring additional resources and support into our school environment.

Addressing attendance and student well-being as part of our broader engagement strategy, we hired a school social worker who joined the attendance team and conducted home visits to support students with chronic absenteeism. This approach provided individualized support and helped remove barriers to regular attendance. Additionally, we hired a Family Support Manager to work in direct collaboration with

families. This role was instrumental in coordinating efforts between school, home, and community to increase daily attendance and engagement.

Collectively, these highly effective strategies fostered a culture of inclusion, trust, and proactive partnership. By building strong relationships with families and the broader community, our school strengthened student connectedness, improved attendance rates, and advanced a more positive and equitable school climate.

As part of our Multi-Tiered System of Supports (MTSS), we provided universal curriculum materials and SEL resources to educators, enabling proactive and inclusive support for all students. Time was specifically designated for staff to analyze SEL data from Panorama, using an antiracist, data-informed lens to revise and tailor SEL units. This ensured that instruction was not only responsive to student needs but also culturally relevant and equitable.

To further support a restorative and antiracist school culture, we continued offering student leadership clubs, den meetings, morning circles, and afternoon Zoom huddles. These community-building practices promoted student voice, connection, and belonging, while encouraging restorative approaches to conflict resolution. Additionally, we sustained our commitment to family engagement by hosting monthly family education experiences. In these events, students led sessions to teach SEL skills to their families, supported by a bilingual professional development series from CASEL. This initiative extended SEL learning beyond the classroom and deepened family-school partnerships.

Through these intentional and layered strategies, our SEL initiatives have proven effective in building a more connected, inclusive, and emotionally supportive school environment. The integration of curriculum, professional development, student voice, and family engagement has resulted in measurable growth in student SEL competencies and overall school climate.

To better track and respond to student behavior data, staff received initial training on the PowerSchool Incident Management System. This training introduced staff to key features and laid the groundwork for consistent reporting practices. However, continued support and follow-up PD will be required to ensure full adoption and accurate usage across all grade levels and staff teams.

We took steps toward establishing key school leadership teams focused on MTSS and equity. A school MTSS team was partially formed, with early collaboration between instructional leaders, wellness staff, and attendance team members. This team began to engage with school climate data—including attendance, behavior, and SEL metrics—but is still in the process of formalizing routines for consistent data review and action planning.

Our school continued to implement its PBIS framework and Merit Point System (Live School) to reinforce positive behaviors. Students were recognized for demonstrating school-wide expectations, and incentives were used to foster a culture of respect and responsibility. However, work on updating the school-wide behavior management handbook to reflect the PowerSchool system and include consistent definitions for major/minor incidents and positive reinforcements is still underway.

Discipline data, including referrals and suspensions, was reviewed intermittently this year, though not always with the regularity or consistency needed to identify and respond to emerging trends. There is a recognized need for stronger structures and routines for monthly data review and action planning to guide universal program supports.

Learning walks focused on PBIS and restorative practices were conducted occasionally, but a system for frequent, structured fidelity checks has yet to be fully developed. Additionally, while some staff received training in Crisis Prevention Intervention (CPI) and de-escalation techniques, and others attended Restorative Practices training, not all team members have been trained, resulting in gaps in implementation across classrooms and grade levels. However on a more positive note, we held weekly wellness team meetings that analyzed student behavioral trends, patterns, strengths, needs and resources we are able to provide.

Adult SEL remained a priority, and our site began drafting a Scope & Sequence to integrate Adult SEL into PD, coaching, and CREW meetings. We continued our partnership with The Teaching Well, which provided key supports around educator wellness and adult SEL. With a new staff this school year, ""buy in"" to receive supports from The Teaching Well is not as high as last school year.

In summary, while several important initiatives have been launched and foundational systems are in place, implementation across these areas remains partial and in progress. Continued focus on team development, structured data review, consistent professional learning, and full staff participation will be necessary to strengthen school climate and ensure equitable, restorative, and responsive support systems for all students.

In alignment with the Williams Act Requirements, the school has not fully outlined procedures to conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT). While some initial walkthroughs have occurred informally, a consistent schedule and comprehensive documentation process are still in development. FIT ratings for the site have remained at least “Good,” indicating that while facilities meet required standards, there is room for strengthening internal systems of monitoring and maintenance to ensure proactive issue resolution.

Additionally, the school recognizes the importance of training all teammates annually on the Comprehensive School Safety Plan to ensure preparedness in emergency situations. This year we trained staff on various crisis, evacuation and chain of command and crisis teams/roles it is not a full comprehensive training. While the plan has been updated and remains accessible, full staff training has not yet been completed for the current school year. A structured rollout and training schedule are planned to address this gap in the coming months. It is wise to defer to our building manager partnered with an org building expert.

To further enhance school safety, culture, and classroom readiness, the school does have a process of a standardized classroom checklist. This checklist includes essential items such as emergency safety kits, designated areas for student work display, and key anchor charts that support academic routines and positive classroom culture. A key priority has been ensuring that all teachers receive biweekly coaching and feedback sessions grounded in the Aspire Student Learning Framework (ASLF) and supported through TeachBoost. While many teachers have participated in regular coaching cycles, capacity limitations have made it difficult to maintain a consistent two-week schedule for all educators. Expanding coaching coverage remains a priority to ensure that every teacher receives timely, actionable feedback aligned with instructional goals.

School leaders have begun integrating the Transformational Leadership Framework (TLF) into their own development. Leadership team members created professional growth goals and have participated in mid-year coaching conversations with principals. End-of-year reflections and goal alignment conversations are planned to further embed this framework into leadership development practices.

All teachers identified 1–2 professional goals connected to the Aspire Student Learning Framework—such as a focus on Essential Content—as part of their annual Professional Learning Plans. These goals are guiding coaching and self-reflection, though the consistency and depth

of goal-driven feedback varies across teams. Continued support in making these goals actionable and measurable will enhance their impact on teaching and learning.

In an effort to foster collaborative growth, the school began identifying and developing peer observers. These teacher leaders were introduced to practices centered on coaching with emotional intelligence—focusing on affirming, empowering, and emotionally supporting colleagues. While this model shows promise, it is still in its early stages and has not yet been scaled school-wide.

Plans to implement weekly administrative learning walks focused on school-wide instructional priorities were partially carried out. Some walkthroughs occurred, and insights were shared through one to one check ins, newsletters, emails or team meetings. However, while a structured routine for these walks was in place, accountability of observee's own part was not always consistent, hence a need for a revised plan for 2025-26 school year.

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

For the 2025-26 school year, we will follow our attendance checklist with fidelity and ensure that the attendance leader and teammates feel empowered to make decisions that advance our attendance initiatives. During meetings, teammates will be encouraged to think proactively and develop meaningful action steps to improve attendance outcomes.

To increase effectiveness and productivity, we aim to find more ways to involve families both on-site and at home. Encouraging families to support the classroom, playground, lunchroom, and engage in homework, studying, and reading initiatives will be a priority. One strategy is to offer more resources and training to families on our core practices and beliefs in reading, writing, math, spelling, and science. Additionally, we will make meetings more enticing by showcasing student performances, celebrating student work, and providing meals during on-site events.

To ensure comprehensive school safety, we will develop a scope and sequence for safety training. This will be led by the building manager and an organizational representative, then distributed to our crisis team before conducting training sessions for the entire school.

We anticipate instructional growth by involving lead teachers in weekly walkthroughs and providing site-wide team support in the same week. Additionally, there is positive early momentum in inviting classroom teachers to join administrative learning sessions next school year. These walkthroughs will help build alignment with school priorities and foster collective ownership of instructional improvement.

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, McKinney-Vento, Foster Youth, and low-income students. Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance. Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all McKinney-Vento and Foster Youth students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc. Enrollment: At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrollment targets. Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business. Utilizing social media to share open enrollment information and post stories of school events which occur.	\$265,411.00	Yes
2.2	SEL	Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum (Refer to CV Curriculum Overview 24-5 for curriculum and costs) Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day. Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies. Train and develop all teammates on SEL competencies from CDE.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective. Antiracist / Restorative Culture: Continue student leadership clubs, den meetings, morning circles and afternoon zoom huddles Attendance: Continue monthly family education experiences where students teach family members about our SEL skills and practices *see this CASEL family engagement PD workshop series in Spanish & English		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: Pastries with Parents, Coffee in the Carline, Principal Coffee Chat, talent show, back to school night, Family Lunch Day, etc.) Hold monthly SSC/ELAC meetings where each meeting includes student work displays, food, childcare, translation, and door prizes. Create Black Family Advisory group for family members of black students to provide input on our school culture and climate. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership. Hire a school social worker to support with attendance team and conduct home visits. Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.	\$0.00	Yes
2.4	School Climate	Provide staff training on PowerSchool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team.	\$234,930.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue using PBIS System/Merit Point System/Live School to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new PowerSchool incident management system. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on CPI and de-escalation techniques. Ensure all teammates have attended Restorative Practice training. Create a Scope & Sequence centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching; continue partnership with The Teaching Well.		
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility. Inspection Tool (FIT) School Ratings are at least "Good". Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)	\$97,710.00	Yes
2.6	Regular Coaching (using ASLF & TLF)	Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates. Create a weekly admin learning walk with a focus on school-wide priorities and share with teammates through weekly newsletters or team meetings. Begin to have lead teachers engage in learning walks and coach teachers on their team. Have teachers join weekly admin learning walks to create school alignment with school priorities.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-20223 84% Fully Credentialed	2022-23 71.43% Fully Credentialed		2025-2026 100% Fully Credentialed	Decreased by 12.57%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey	School Climate: +27.00% Belonging: +26.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 53% responded favorably Belonging: 60% responded favorably Well-being: 47% responded favorably Staff-Leadership Relationships: 60% responded favorably Cultural Awareness and Action: 55% responded favorably	School Climate: 80% responded favorably Belonging: 86% responded favorably Well-being: 83% responded favorably Staff-Leadership Relationships: 73% responded favorably Cultural Awareness and Action: 51% responded favorably		School Climate: 73% responded favorably Belonging: 80% responded favorably Well-being: 67% responded favorably Staff-Leadership Relationships: 80% responded favorably Cultural Awareness and Action: 75% responded favorably	Well-being: +36.00% Staff-Leadership Relationships: +13.00% Cultural Awareness and Action: -4.00%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 82.6%	Retention Rate 69.60%		2026-2027 to 2027-2028 Retention 90% or higher	Decreased by 13.00%

Goal Analysis [2024-25]

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

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

Our school is committed to implementing rigorous, identity-affirming project-based learning (PBL) that fosters academic achievement, student agency, and a strong sense of belonging. While this vision remains a key instructional priority, full implementation is still in the early stages, and progress so far reflects minimal execution across several components.

We continue to make meaningful progress in strengthening connections among students, families, schools, and the broader community. As part of our family and community engagement efforts, we have introduced annual Saturday school and family engagement events. These initiatives provide additional academic support and create opportunities for families to connect with school staff and resources in a welcoming environment.

Our parent outreach committee, comprising the parent outreach coordinator, social worker, and community schools director, has played a vital role in community engagement. This team has provided support to approximately 15-20 families, addressing attendance issues and offering necessary resources to enhance student outcomes.

We are steadily building a supportive and growth-oriented professional culture that aligns with our values of equity, inclusivity, and continuous improvement, which is central to our school's mission and vision. Through our Professional Learning Plan (PLP) meetings, all team members are setting personalized stretch goals that align with their future career aspirations. These goals are supported through targeted development opportunities, including peer observation release time, certification tests, one-on-one check-ins with coaches or supervisors, specialized department meetings, and other individualized learning experiences. We have fully implemented these practices, with no significant deviations from the original plan. However, managing time and conflicting priorities has occasionally presented challenges in maintaining focus on key initiatives.

One notable success has been a 50% increase in coaching opportunities and targeted support as coaches have become more experienced in their roles and as we have settled into our new building. Additionally, 77% of staff reported feeling developed throughout this school year.

In alignment with the ****Williams Act**** requirements, the district has adopted a structured approach to ensure all teachers meet credentialing standards. This process includes monthly check-in meetings for any teachers whose credentials are not fully aligned, providing targeted support to guide educators through the necessary steps to achieve full compliance. Progress is carefully monitored, and individualized action plans are developed to address specific needs.

Teachers working toward preliminary or clear credentials receive ongoing support through one-on-one check-ins and a designated new teacher meeting called ****BOSS****, held at least six times per year. Additionally, the district is enhancing staffing pipelines by securing 1-2 Alder Teacher Residency candidates and two student teachers annually. This strategic focus on teacher preparation and development not only meets compliance obligations but also strengthens teacher quality, retention, and student success.

These collective efforts are designed to ensure compliance, promote staff development, and ultimately support long-term student achievement.

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.

This year, our goal was for every student to complete rigorous projects at every grade level, supported by regional guidance and designated pilot point people. While some grade levels began exploratory planning and piloted initial projects, implementation was not yet consistent across the school. A system to ensure all students complete projects connected to real-world service and community impact is still in development. We plan to address this barrier by partnering with the regional PBL team, revising school-wide PBL and reading expectations, and enhancing the scope and sequence, along with increased collaborative teacher work.

Similarly, the school outlined a plan for all students to engage in four identity-based projects designed to strengthen belonging and align with our mission and vision. Although some students participated in isolated identity-driven lessons or activities, a comprehensive school-wide approach to these projects has not yet been fully realized. We plan to address this at our upcoming retreat by discussing the rationale and how these projects will naturally integrate into the PBL scope and sequence.

To support these initiatives, we scheduled collaborative time for rigorous project planning and internalization, but it was limited and often competed with other instructional priorities. Consequently, teachers had fewer opportunities to deeply internalize or co-develop projects aligned with standards and the student learning framework. Despite these challenges, 100% of grade levels successfully presented project learning celebrations to families, which were a resounding success.

Although the use of regional protocols to assess final student products was identified as a goal, these practices were minimally implemented due to limited regional resources in this area. However, some site-based instances occurred where teams met to assess student work and reflect on project outcomes. Establishing a structured, consistent system for using protocols to evaluate student data from rigorous projects remains an ongoing effort, and our regional PBL team is actively working on this. The APEX principal, who is part of this regional team, is contributing to these efforts.

During Literacy Week, our intervention director invited career professionals and community members to read to and speak with students, broadening their awareness of potential career paths and strengthening community ties. This focus on literacy was a major success, with 100% of scholars participating. Moving forward, we will increase opportunities for community members to engage with our scholars throughout the 2025-26 school year.

Families remain actively involved in their children's academic growth through twice-yearly Student-Led Conferences (SLCs), where students present their progress and reflect on personal goals. These conferences promote ownership of learning and strengthen family-school partnerships. Approximately 70% of families attended their child's conference, and 24% of families reported feeling included in APEX activities and practices, according to the family survey. This data will be discussed further at a leadership meeting to identify areas for improvement.

Our collaboration with community organizations continues to expand access to essential services for our families. This includes the provision of food, hygiene products, clothing, toys, and culturally affirming services such as haircut services.

It has been beneficial for teachers to participate in our on-campus credentialing support sessions. All new teachers are on track to meet credentialing metrics to advance their credential status for the next school year.

We take pride in being an official community schools grant recipient. The funds received have been allocated to behavioral support aides, professional development, mental health supports, and other essential services, creating a hub of resources for children and families. Overall, we have been very effective in this area, as our actions have produced positive and measurable results.

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

In summary, while the vision for rigorous, identity-affirming project-based learning (PBL) is clearly defined and well-aligned with our LCAP goals, implementation this year has shown more progress compared to last year. We have successfully presented projects to families across all grade levels. However, further support, time, and systems are needed to ensure that PBL becomes a consistently embedded and equitable experience for all students. To strengthen this practice, we will ensure that teachers have access to PBL exemplars and rubrics to effectively provide feedback to scholars.

Our ELA data indicates a high percentage of scholars mastering phonics and phonemic awareness; however, critical thinking skills remain an area for growth. Building these skills can be effectively supported through project-based learning, and we will continue to advance this work using our PBL curriculum.

The adoption of Magnetic Reading for grades K-2 will benefit all grade levels, as even our 3-5 teachers will have access to similar tools that can be customized to meet grade-level standards. Additionally, we will delve deeper into the iReady instructional tools for reading and math and incorporate them more effectively during data discussions.

The leadership and community support team will further analyze parent strengths, areas of need, and strategies to increase their sense of inclusion while also encouraging on-site involvement. Through these focused efforts, we aim to foster stronger family partnerships and increase active participation in supporting student learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support and that are in service of others. Every student completes four identity projects which fosters our school mission and vision on belonging and identity. Provide regular time for rigorous project planning and Internalization. Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.	\$0.00	No
3.2	Family Involvement and Community Outreach	Provide one Saturday school and one family engagement event each year Invite career & community members in twice a year Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress. Partner with community organizations to provide resources to families (food/meals, hygiene products, clothes, toys, haircuts, braids, etc).	\$0.00	No
3.3	Professional Learning (adults)	During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.) Ensure all teammates have ability to attend regional affinity groups. Ensure all admins attend National Equity Project: Leading for Equity Continue/revitalize affinity groups at school sites.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Teacher Credentialing	In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -83.4 African American/Black: -90.8 English Learners: -101.1 Hispanic/Latinx: -85.5 Socioeconomically Disadvantaged: -94.5 Students with Disabilities: -162.9	2023-2024 SBAC ELA DFS All Students: -91.2 English Learner: -97.4 Socioeconomically Disadvantaged: -96.2 Black/African American: -120.7 Hispanic: -88.2		2025-2026 SBAC ELA DFS All Students: -62.40 Black/African American: -69.80 English Learners: -80.10 Hispanic/Latinx: -64.50 Socioeconomically Disadvantaged: -73.50	All Students: -7.8 African American/Black: -29.9 English Learners: -3.6 Hispanic/Latinx: +2.7 Socioeconomically Disadvantaged: +1.7 Students with Disabilities: +33.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -129.9		Students with Disabilities: -141.90	
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -92.5 African American/Black: -108.2 English Learners: -103.9 Hispanic/Latinx: -92.3 Socioeconomically Disadvantaged: -104.5 Students with Disabilities: -185.5	2023-2024 SBAC MATH DFS All Students: -101.3 English Learner: -103.8 Socioeconomically Disadvantaged: -106.2 Black/African American: -120.2 Hispanic: -100.1 Students with Disabilities: -141.3		2025-2026 SBAC Math DFS All: -62.50 African American/Black: -78.20 English Learners: -73.90 Socioeconomically disadvantaged: -74.50 Hispanic/Latinx: -62.30 Students with Disabilities: -155.50	All Students: +8.8 African American/Black: -12.0 English Learners: -0.1 Hispanic/Latinx: +8.2 Socioeconomically Disadvantaged: -1.7 Students with Disabilities: +44.2

Goal Analysis [2024-25]

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

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships. These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and	\$11,791.00	No

Action #	Title	Description	Total Funds	Contributing
		math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics Expanded Learning Supports – Before/after-school math intervention, summer school math programs, and adaptive technology tools. Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools, scaffolding for English Language Learners, and high-interest texts and activities. Family Engagement – Math workshops, take-home math activities, and community partnerships." These evidence-based Math interventions address the gaps identified in the needs assessment by: Improving Math computation Skills – Small-group instruction and personalized math activities help struggling scholars build math computation and application. Providing Extended Learning Opportunities – Before/after-school and summer math programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.	\$11,791.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,412,794	\$144,112

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
32.391%	0.000%	\$0.00	32.391%

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: English Language Arts (ELA): English Learner (EL): There was a decrease in performance with the Distance from Standard (DFS) worsening from -84.10 to -101.10, indicating a decline of 17 points. This group is not represented by a color on the 2022-2023	To bolster Multilingual Learner (MLL) academic achievement, we are adopting EL Achieve for integrated and designated ELD, along with GLAD strategies and the newly introduced iReady math, which incorporates integrated practices. Based on our successful implementation of the Heggerty curriculum in Fall 2023, which focuses on phonemic awareness and foundational literacy skills, we plan to continue its use to improve listening, speaking, and reading outcomes.	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, suggesting a need for targeted instructional support in ELA. Socioeconomically Disadvantaged (SED): This group showed improvement with DFS improving from -108.10 to -94.50, a gain of 13.6 points, yet remains colored orange on the Dashboard, indicating ongoing needs for support in ELA. Mathematics: English Learner (EL): A slight improvement with DFS improving from -112.30 to -103.90, a gain of 8.4 points, but like ELA, it is not represented by a color, pointing towards a need for further analysis and support. Socioeconomically Disadvantaged (SED): Significant improvement noted with DFS improving from -138.90 to -104.50, a gain of 34.4 points, indicated by the orange color on the Dashboard, suggesting that while there's improvement, targeted support in math remains a priority. Scope: LEA-wide	To enhance family engagement, our ELAC meetings will be structured using our Aspire-wide ELAC toolkit. We aim to increase MLL family participation in ELAC through strategic incentives, accommodating meeting times, and offering virtual options for attendance. Our data highlight specific needs within our Latinx community. In ELA, our Latinx students experienced a slight decrease of 1 point in performance from 2021-2022 to 2022-2023, indicating a need for targeted support in reading and writing. Conversely, in Mathematics, Latinx students showed an improvement of 13 points during the same period, yet they still require support in math fact fluency, number sense, and problem-solving skills. These actions are provided on an LEA-wide and Schoolwide basis due to the pervasive nature of these needs across all schools and to ensure a uniform approach in addressing these gaps, thereby maximizing resource utilization and impact.	
1.2	Action: Instruction Need: English Learner (EL): There was a decrease in performance with the Distance from Standard (DFS) worsening from -84.10 to -101.10, indicating a decline of 17 points. This group is not represented by a color on the 2022-2023	The actions our LEA has planned directly address the identified needs by creating a structured, data-driven framework for enhancing instruction and engagement. Regular scheduled times for data discussions enable teachers to analyze student performance through Common Formative Assessments (CFAs) and interim assessments, facilitating targeted adjustments in Tier 1 instruction. This approach ensures that instructional strategies are finely tuned to meet the	Metric (1.1 & 1.2) SBAC ELA & Math Metric (1.9) iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, suggesting a need for targeted instructional support in ELA. Socioeconomically Disadvantaged (SED): This group showed improvement with DFS improving from -108.10 to -94.50, a gain of 13.6 points, yet remains colored orange on the Dashboard, indicating ongoing needs for support in ELA. English Learner (EL): A slight improvement with DFS improving from -112.30 to -103.90, a gain of 8.4 points, but like ELA, it is not represented by a color, pointing towards a need for further analysis and support. Socioeconomically Disadvantaged (SED): Significant improvement noted with DFS improving from -138.90 to -104.50, a gain of 34.4 points, indicated by the orange color on the Dashboard, suggesting that while there's improvement, targeted support in math remains a priority. Scope: LEA-wide	specific needs of students, particularly those underperforming in ELA. Weekly classroom observations conducted by members of the leadership team help maintain a consistently high standard of teaching and identify both effective practices and areas needing improvement, allowing for real-time instructional guidance. By ensuring learning objectives are clearly communicated and visible in classrooms, we reinforce the relevance and goals of daily lessons, enhancing student engagement and understanding. We are providing these actions on a schoolwide basis to ensure that all students, regardless of their starting point, have access to high-quality education and support systems that address their individual needs while promoting uniformity and equity in educational opportunities across the entire school community.	
2.1	Action: Attendance and Enrollment Need: English Learner (EL): Reduced chronic absenteeism from 48.1% to 40.4%, a decrease of 7.7 percentage points, colored orange, suggesting effectiveness in engagement strategies yet highlighting the need for ongoing attendance support.	The actions aimed at improving attendance and enrollment are crucial for addressing specific needs within our student populations, particularly for English Learners (EL) and Socioeconomically Disadvantaged (SED) students, who have demonstrated significant challenges with chronic absenteeism. By ensuring the attendance team reviews attendance data weekly with a focus on these subgroups, we can identify and address attendance issues proactively. Increased family communication for every absence and home visits	Metric (2.3) Chronic Absenteeism Metric (2.6) P2 Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED): Also shows a reduction in chronic absenteeism from 56.0% to 46.1%, a decrease of 9.9 percentage points, colored yellow. This suggests some success in reducing absenteeism but still requires targeted interventions to further lower the rates. Scope: LEA-wide	for students with chronic absenteeism are essential strategies to engage families and directly tackle the barriers preventing regular attendance. School-wide incentive programs, such as perfect attendance certificates and grade-level competitions, are implemented to foster a positive and competitive spirit towards attendance. Additionally, early family education about the importance of regular attendance, especially targeted at families of TK-2 students, helps set expectations and build habits from an early age. Continual monitoring and updating of special programs in PowerSchool ensure that we accurately track and support our McKinney-Vento and Foster Youth students, who are often at higher risk of absenteeism. Engaging families in understanding school-wide attendance protocols and the importance of regular attendance through various platforms ensures that the entire school community is aligned in its efforts to improve student attendance. These actions are provided on a schoolwide basis to ensure a unified approach across the entire school, fostering a consistent and supportive environment that enables all students, especially those most at risk of absenteeism, to achieve better educational outcomes.	
2.2	Action: SEL Need: During the 2023-24 school year, we observed a 34% decline in student belonging rates from fall 2023 to winter 2024. Specifically, there were reductions in students feeling understood by others in the classroom and in peer-to-peer respect. By winter 2024, only 50% of	In response to the observed decline in student belonging rates during the 2023-24 school year, we have implemented a comprehensive strategy to strengthen our Social Emotional Learning (SEL) programs across all classrooms. We are ensuring that every classroom is equipped with the latest board-approved SEL curriculum, aligning with the CV Curriculum Overview 24-5. To guarantee effective implementation, we conduct regular	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey)

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
	responses indicated a sense of belonging among students. This decrease may be attributed to the transition to a new building for the 2023-24 school year, which introduced challenges such as unfamiliarity with the new environment and the integration of new students, potentially impacting students' feelings of belonging and comfort. Scope: LEA-wide	learning walks and fidelity checks throughout the school day. We also prioritize professional development for all staff, focusing on enhancing SEL competencies as outlined by CASEL and the CDE. Learning targets specific to SEL are visibly posted in classrooms to continuously reinforce our commitment to these competencies. Additionally, we provide necessary resources under the MTSS Universal Programs and Practices and allocate time for staff to review SEL data, allowing for the adjustment of SEL units to better meet our students' needs. To foster a supportive and inclusive environment, we continue to support student leadership initiatives and family engagement programs, which include monthly educational experiences where students share SEL skills and practices with their families. This schoolwide approach ensures consistent application and reinforces the importance of SEL in building a positive school culture, particularly critical after transitioning to a new building and welcoming new students.	
2.3	Action: Family and Community Engagement & Outreach Need: Scholars APEX chronic absenteeism rate decreased by 8.7%, yet we are still at 45%. There is a huge opportunity to continue decreasing this rate using measures of family and community engagement and outreach.	Our upcoming family and community outreach efforts will support families and scholars to build relationships, have a greater sense of belonging and safety which will increase attendance rates and academic success.	Metric (2.1) Student Sense of Safety and Belonging (Aspire Student Survey) Metric (2.6) P2 Attendance Rate

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
	Family and community engagement and outreach supports the whole child. We plan to continue our family activities such as Pasties with Parents, Coffee in the Carline, talent show and family lunches. We have noticed that families feel connected with other APEX families and staff thus will want to attend these events. Thus supports retainment of current families during enrollment. It is also important to enhance our ELAC and SSC meetings as they have not been attended well. It is important to provide incentives, dinner, display student work and express the importance attending these events. Social media is a vital means of access to the public and our families thus we will build awareness of our school community and publicize our events to entice positive attendance and support enrollment of new families. One area to enhance our attendance team will be hiring a social work to support chronic absent students by conducting the home visits. These home visits will be lifted off the plate of our administration team. Scope: LEA-wide		
2.4	Action: School Climate Need: Aspire Student Survey reveals that only 50% of students in grades 3-5 feel a sense of	The establishment of school MTSS and Equity Leadership Teams (ELT) aims to regularly review data on school climate, attendance, and behavior. The PBIS System and Merit Point System reinforce positive behavior, while training staff on the PowerSchool Incident tool supports	Metric (2.1) Student Sense of Safety Metric (2.2) Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, 56% perceive positive teacher-student relationships, and just 42% feel safe at school. With 80% of the student population being unduplicated, a significant portion is at a higher risk of facing challenges related to safety and inclusion. Scope: LEA-wide	consistency in recording behavior data. Learning walks and fidelity checks ensure PBIS and restorative practices are implemented effectively. Professional development on CPI, de-escalation techniques, and restorative practice training for all staff further improves their ability to handle discipline issues. By centering on Adult SEL in professional development and regularly integrating SEL strategies, these actions are expected to create a more positive and supportive school culture, directly addressing disparities in suspension rates and improving the sense of belonging and safety for unduplicated students. Implementing these actions schoolwide ensures all students and staff adhere to consistent behavioral expectations and receive equitable support. It also ensures that systemic issues like suspension rates and dropout rates are addressed uniformly, benefiting unduplicated students and promoting an inclusive school environment.	
2.5	Action: Classroom Facilities, and Student Physical Spaces Need: According to the 2023-2024 Aspire Student Survey, only 42% feel safe at school. In the 2026-2027 Aspire Family Survey, 79% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.	Metric (2.1) Student Sense of Safety Metric (2.8) Parents Sense of Safety

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
	stable, positive school conditions to thrive both academically and socially. Scope: LEA-wide		

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,361,676	1,412,794	32.391%	0.000%	32.391%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,969,440.00	\$1,914,797.00	\$0.00	\$207,815.00	\$6,092,052.00	\$5,410,947.00	\$681,105.00

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 Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$292,692.00	\$292,692.00				\$292,692.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$892,061.00	\$0.00	\$892,061.00				\$892,061.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	\$2,428,389.00	\$90,061.00	\$1,739,123.00	\$779,327.00			\$2,518,450.00	
1	1.4	MLL	All	No			All Schools	Ongoing								
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	\$935,154.00	\$298,352.00		\$1,111,888.00		\$121,618.00	\$1,233,506.00	
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	\$533,710.00	\$0.00	\$447,513.00			\$86,197.00	\$533,710.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$265,411.00	\$0.00	\$265,411.00				\$265,411.00	
2	2.2	SEL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$234,930.00	\$0.00	\$234,930.00				\$234,930.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$97,710.00	\$0.00	\$97,710.00				\$97,710.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	ELA	All	No			All Schools	2025-26	\$11,791.00	\$0.00		\$11,791.00			\$11,791.00	
4	4.2	Math						2025-26	\$11,791.00	\$0.00		\$11,791.00			\$11,791.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,361,676	1,412,794	32.391%	0.000%	32.391%	\$1,782,804.00	0.000%	40.874 %	Total:	\$1,782,804.00
								LEA-wide Total:	\$1,782,804.00
								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 Low Income	All Schools	\$292,692.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$892,061.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	\$265,411.00	
2	2.2	SEL	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
2	2.3	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	\$234,930.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	\$97,710.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,764,234.00	\$4,504,776.00

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	\$30,532.00	\$147,700
1	1.2	Instruction	Yes	\$813,504.00	\$777,350
1	1.3	Academic Program (Master Scheduling)	No	\$2,588,026.00	\$1,904,487
1	1.4	MLL	No	\$5,821.00	\$7,945
1	1.5	SPED	No	\$715,067.00	\$1,116,261
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	\$126,059.00	\$126,569
2	2.1	Attendance and Enrollment	Yes	\$214,017.00	\$212,096
2	2.2	SEL	Yes	\$0.00	\$0.00
2	2.3	Family and Community Engagement & Outreach	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Climate	Yes	\$177,994.00	\$119,004
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$93,214.00	\$93,364
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

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,238,222	\$1,313,729.00	\$1,349,514.00	(\$35,785.00)	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	\$15,000.00	\$147,700		
1	1.2	Instruction	Yes	\$813,504.00	\$777,350		
2	2.1	Attendance and Enrollment	Yes	\$214,017.00	\$212,096		
2	2.2	SEL	Yes	\$0.00	\$0.00		
2	2.3	Family and Community Engagement & Outreach	Yes	\$0.00	\$0.00		
2	2.4	School Climate	Yes	\$177,994.00	\$119,004		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$93,214.00	\$93,364		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,814,395	\$1,238,222	0.000%	32.462%	\$1,349,514.00	0.000%	35.380%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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