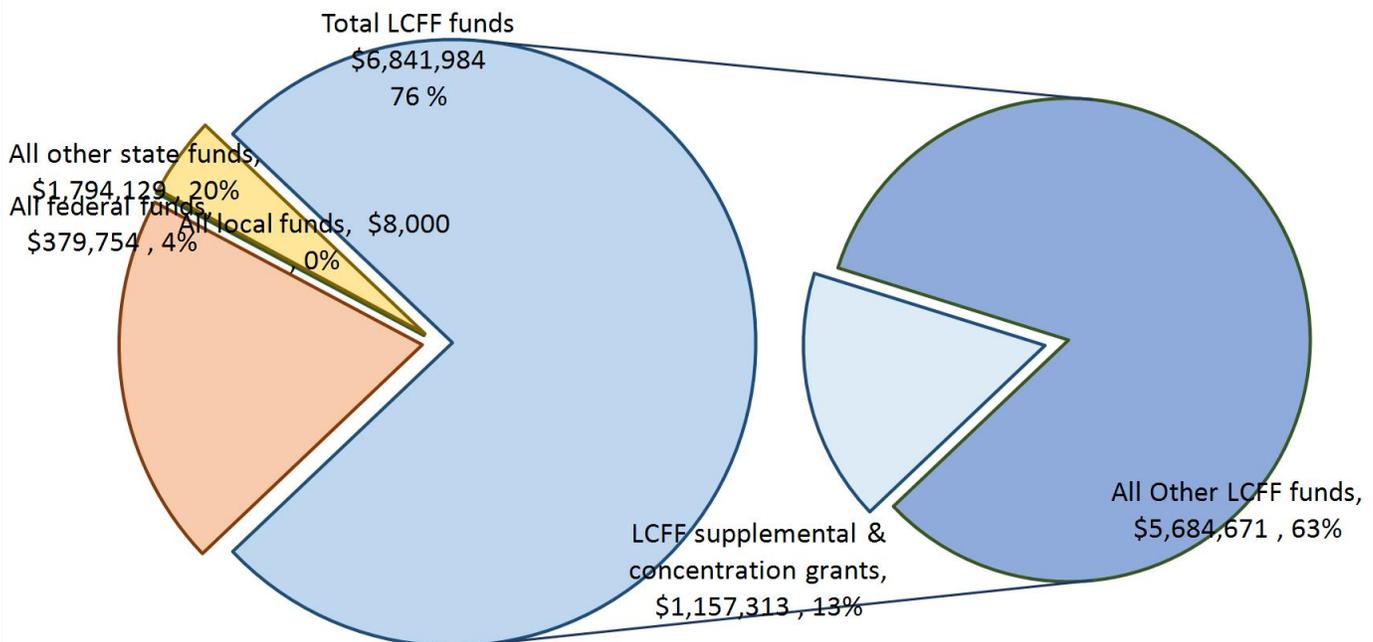# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Benjamin Holt Middle School

CDS Code: 39685850133678

School Year: 2024-25

LEA contact information:

Maria Cortez

Principal

Maria.Cortez@aspirepublicschools.org; data-contact@aspirepublicschools.org

209-437-9899

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$6,841,984
76 %

All other state funds,
$1,794,129 , 20%

All federal funds,
$379,754 , 4%

All local funds, $8,000
, 0%

LCFF supplemental &
concentration grants,
$1,157,313 , 13%

All Other LCFF funds,
$5,684,671 , 63%

This chart shows the total general purpose revenue Aspire Benjamin Holt Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Benjamin Holt Middle School is $9,023,867, of which $6,841,984 is Local Control Funding Formula (LCFF), $1,794,129 is other state funds, $8,000 is local funds, and $379,754 is federal funds. Of the $6,841,984 in LCFF Funds, $1,157,313 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.

Budgeted Expenditures in the LCAP
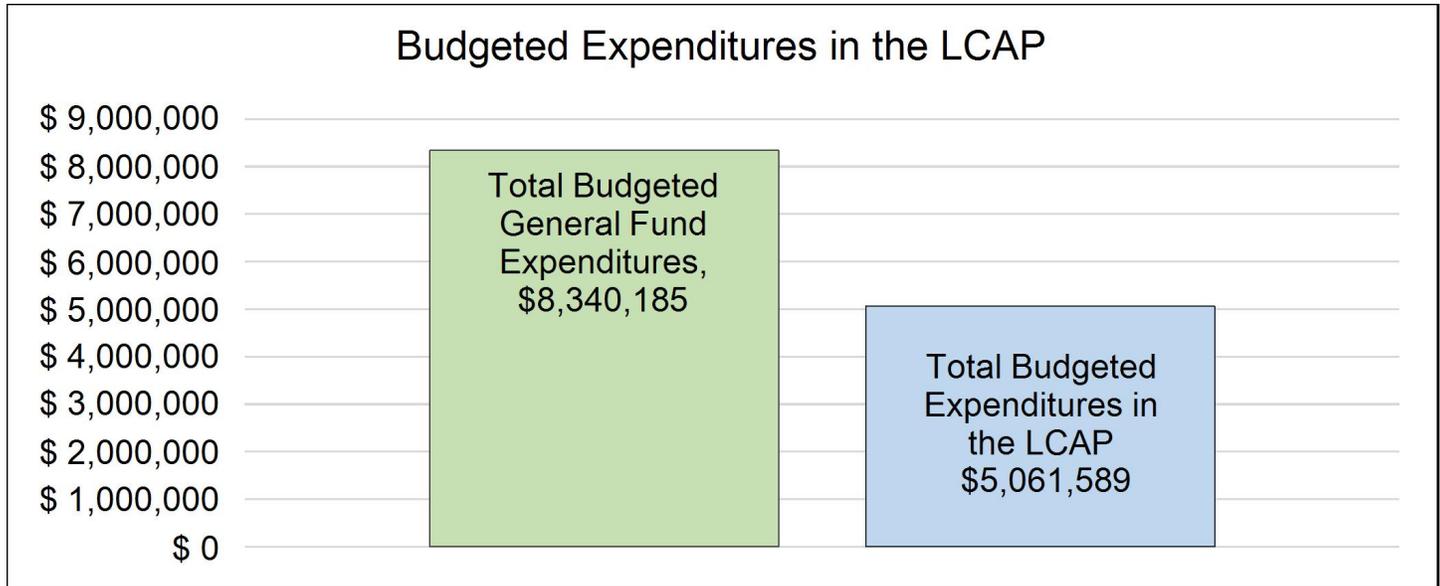
This chart provides a quick summary of how much Aspire Benjamin Holt Middle School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Benjamin Holt Middle School plans to spend $8,340,185 for the 2024-25 school year. Of that amount, $5,061,589 is tied to actions/services in the LCAP and $3,278,596 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
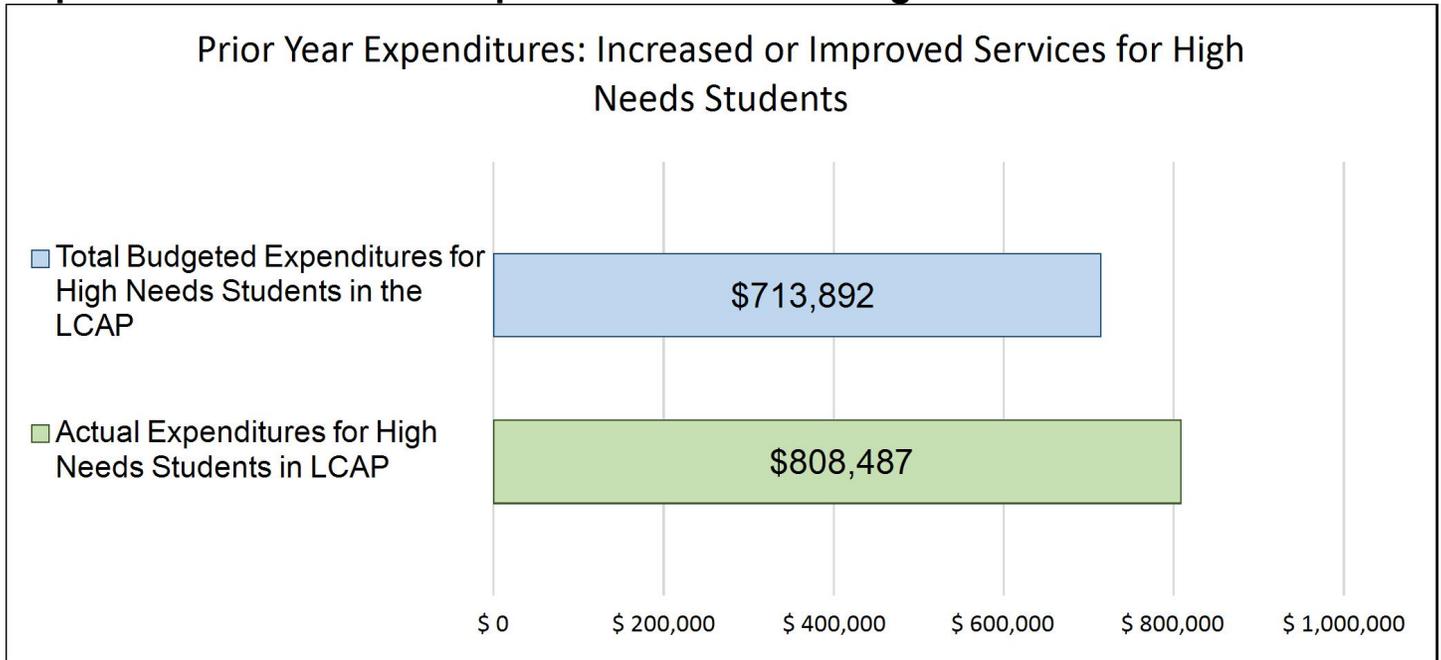
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not limited to operational costs for fundamental LEA functions such as administration, maintenance, utilities, and cafeteria services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Aspire Benjamin Holt Middle School is projecting it will receive $1,157,313 based on the enrollment of foster youth, English learner, and low-income students. Aspire Benjamin Holt Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Benjamin Holt Middle School plans to spend $1,218,428 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: **$713,892**
- Actual Expenditures for High Needs Students in LCAP: **$808,487**

(Axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000)

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

The text description of the above chart is as follows: In 2023-24, Aspire Benjamin Holt Middle School's LCAP budgeted $713,892 for planned actions to increase or improve services for high needs students. Aspire Benjamin Holt Middle School actually spent $808,487 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Benjamin Holt Middle School	Maria Cortez Principal	maria.cortez@aspirepublicschools.org 209-437-9899

Goals and Actions

Goal

Goal #	Description
1	We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming and have intervention supports needed for any unfinished learning. .

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) Distance from Standard (DFS)	SBAC ELA Results (SY 2018-2019) * All: +16.3 * African American/Black: -26.2 * English Learners: -20.5 * Socioeconomically disadvantaged: -4.2 * Hispanic/Latinx: -2.2 * Students with Disabilities: -119.2	SBAC ELA DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor student academic progress.	SBAC ELA DFS (SY 2021-2022) * All: +5.3 * African American/Black: -5.5 * English Learners: -64.4 * Socioeconomically disadvantaged: -9.8 * Hispanic/Latinx: -15.8 * Students with Disabilities: -99.6	SBAC ELA DFS 2022-2023 CA School Dashboard * All: +2.3 * African American/Black: -34.5 * English Learners: -40.7 * Socioeconomically disadvantaged: -4 * Hispanic/Latinx: -10 * Students with Disabilities: --102.2	* All: +11.3 * African American/Black: +1 * English Learners: -58.4 * Socioeconomically disadvantaged: -3.8 * Hispanic/Latinx: -9.8 * Students with Disabilities: -93.6
Smarter Balanced Assessment (SBAC) Results in Mathematics Distance from Standard (DFS)	SBAC Math Results (SY 2018-2019) * All: -22.4 * African American/Black: -100.2 * English Learners: -66.6	SBAC Math DFS (SY 2020-2021) No data due to COVID-19 pandemic. iReady and other internal assessments were used to monitor	SBAC Math Results (SY 2021-2022) * All: -26.6 * African American/Black: -51.8 * English Learners: -102.9	SBAC Math Results 2022-2023 CA School Dashboard * All: -43.2 * African American/Black: -77.1 * English Learners: -90.7	* All: -20.6 * African American/Black: -45.8 * English Learners: -96.9 * Socioeconomically disadvantaged: -33.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* Socioeconomically disadvantaged: -52.2 * Hispanic/Latinx: -45.1 * Students with Disabilities: -150.6	student academic progress.	* Socioeconomically disadvantaged: -39.7 * Hispanic/Latinx: -58.9 * Students with Disabilities: -117.7	* Socioeconomically disadvantaged: -53.6 * Hispanic/Latinx: -60.1 * Students with Disabilities: -142.2	* Hispanic/Latinx: -52.9 * Students with Disabilities: -111.7
% of EL students making progress toward ELPAC proficiency	Use 2019 CA School Dashboard EL Progress Indicator as baseline 36.8% making progress towards English language proficiency	ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students	2022 ELPI 53.1% of ELs making progress towards English language proficiency	2022-2023 ELPI CA School Dashboard 80.8% of ELs making progress towards English language proficiency	4.c Improve to 50% or more of students making progress towards English Language Proficiency.
% of EL students making progress toward ELPAC proficiency	We revised this measure based on the lack of ELPI data until 2022. Baseline and Year 1 outcome are the same.	2021 ELPAC percentages are: Level 1: 8.82% Level 2: 35.29% Level 3: 38.24% Level 4: 17.65%	2022 ELPAC percentages are: Level 1: 6.06% Level 2: 36.36% Level 3: 39.39% Level 4: 18.18%	2022-2023 ELPAC percentages are: CDE Dataquest Level 1: 0% Level 2: 7.69% Level 3: 48.08% Level 4: 44.23%	2023 ELPAC percentages are: Level 1: 7% Level 2: 25% Level 3: 43% Level 4: 25%
EL Reclassification Rate	2019-2020 RFEP Rate 5%	20-21 RFEP Rate: 18.8% Reclassification Rate	2021-2022 RFEP Rate 7.7%	2022-2023 RFEP Rate MLL Compliance Dashboard 65.70%	4.d 30% Reclassification Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Access to Standard-Aligned Materials Reported on SARC	2019 SARC: 100% of students have access to standards aligned curricular materials	2020-2021 SARC 100% of students have access to standards aligned curricular materials	2021-2022 SARC 100% of students have access to standards aligned curricular materials	2022-2023 SARC 100% of students have access to standards aligned curricular materials	100% of students have access to standards aligned curricular materials
Implementation of academic content and performance standards (Local indicator, priority 2 self-reflection)	SY 2019-2020 100% of classrooms use standards aligned curriculum and materials	2020-2021 100% of classrooms implement standards aligned curriculum and materials	2021-2022 100% of classrooms implement standards aligned curriculum and materials	2022-2023 100% of classrooms implement standards aligned curriculum and materials	100% of classrooms will use standards aligned curriculum and materials
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency (Local Indicator, Priority 2 self-reflection)	SY 2019-2020 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	SY 2020-2021 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD	2022-2023 100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD	100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD.
Other academic outcomes (iReady ELA and math data)	19-20 STAR Reading 6th 49% at or above 7th 67% at or above 8th 79% at or above 20- 21 STAR Reading School wide 65.3% at or above 6th 51.9% at or above 7th 63.6% at or above 8th 78.9% at or above	We no longer administer the STAR and will administer iReady instead. New metric added	We no longer administer the STAR and will administer iReady instead. New metric added.	We no longer administer the STAR and will administer iReady instead. New metric added.	23-24 i-Ready & Dibels Reading Data 60% reading at or above grade level 25% reading below grade level 15% significantly below grade level 23-24 i-Ready All: 60% proficient EL: 15% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EOY iReady Reading (97% completion rate) Students meeting proficiency for Reading MY to EOY: All: 45%-51% EL: 9%-9% LI FY: N/A African-American 47%-39% Latinx 35%-43% SpEd: 6%-7% Increased at/above grade level by 13% schoolwide to 33%Decreased below grade level by 5% schoolwide to 32% 6th grade 53% met their targeted growth and 47% improved placement by at least one grade level 7th grade 54% met their targeted growth and 54% improved placement by at least one grade level 8th grade 57% met their targeted growth and 49% improved				LI: XX% proficient FY: (NA) African-American: 60% proficient Latinx: 55% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	placement by at least one grade level EOY iReady Math (97% completion rate) Students meeting proficiency for math MY to EOY: All: 38%-46% EL: 0%-6% LI FY: NA African-American: 25%-34% Latinx29%-36% SpEd 8%-7% Increased at/above grade level by 13% schoolwide Decreased below grade level by 7% schoolwide 6th grade 40% met their targeted growth and 44% improved placement by at least one grade level 7th grade 49% met their targeted growth and 46% improved placement by at least one grade level				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade 52% met their targeted growth and 46% improved placement by at least one grade level				
iReady Reading and Math % met annual typical growth goal	SY 2020-2021 iReady Reading % met annual typical growth goal Grade 6: 53% Grade 7: 54% Grade 8: 57% iReady Math % met annual typical growth goal Grade 6: 40% Grade 7: 49% Grade 8: 52%	Same as baseline	SY 2021-2022 iReady Reading % met annual typical growth goal Grade 6: 47% Grade 7: 57% Grade 8: 63% iReady Math % met annual typical growth goal Grade 6: 47% Grade 7: 54% Grade 8: 62%	2023-2024 Data Portal iReady Reading % met annual typical growth goal All Students: 53% Grade 6: 47% Grade 7: 57% Grade 8: 55% iReady Math % met annual typical growth goal All Students: 46% Grade 6: 39% Grade 7: 57% Grade 8: 42%	100% of students make annual typical growth

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In analyzing how our goals were carried out this past year, there were several key steps taken that contributed to the overall effectiveness of our instructional program. A contributing factor to our overall success was the ongoing Professional Development and training sessions

during 2023-2024 school year. After most of our professional development sessions, we asked teachers for feedback on sessions and future desired learning. We read through their feedback and organized the PDs below. This year, we were able to focus on instructional practices by restructuring our meeting cadence, which provided teachers an opportunity to collaborate with each other. With this meeting cadence, teachers had opportunities present their planned lessons to content teams and solicited feedback. With the feedback received, they made adjustments to lesson plans prior to presenting to students. In addition, grade/content alike math teams started the practice of teach backs, which allowed for additional feedback opportunities on teaching practices. This practice has improved instructional practices and overall teaching effectiveness. We were also able to provide Designated ELD and managed to have all of our English Language Learners tested for ELPAC. All of our teachers incorporated several lessons from Open Sci Ed and used Amplify as a supporting resource.

This year, our staff received training on:
- Safe Schools
- Designated and integrated ELD (Continued)
- ELL (Bengali Class/Reflection on supports for MLL)
- SEL (We Do It For the Culture)
- PBL
- Health Connected
- Grading for Equity
- Joffe
- PREPARE
- Standards Institute
- PBIS Review

This year, our teachers engaged in Grading for Equity readings and embraced our new grading system and rubric application. Teachers use data to determine instructional practices and teaching applications (whole class/small group).

In preparation for our 2024-2025 school year, we also had the opportunity to over hire two math candidates to further support our math goals. The over hires will allow us to place them with a veteran teacher to get guidance on classroom management, instructional practices intentional lesson plan design. Having additional teachers in the classroom will support our goal of increasing SBAC math goals. All teachers are engaging with standards aligned materials (content alike planning/review) throughout the week as they have common prep times.

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

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

This year, there was less of an issue with teachers being out ill (although still a slight problem). Teacher absences were still high but not compared to our 2022-2023 school year. In addition, this year we were able to secure two full-time counselors and a part time counselor through WHY Try 180. This was a contributing factor to our students receiving the mental health needed. Our counselors collaborated and worked on Town Hall presentations and provided teachers with resources to present in Advisory. Having our counselors onsite has made a positive impact on our student body. Last year, I was fortunate to have hired a qualified Dean of Students who demonstrated the skills needed to pursue her Admin credential. She made the shift from Dean of Students to AP of Students and participated in The National Aspiring Principals Fellowship. The learnings from this program have provided her the tools needed to render quality support to students, families and teachers.

Effective:
Our actions provided the means to partially meet our goal of all "scholars meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming". We have been intention about using data to drive instruction and strategizing around supports needed for students to continue striving towards academic success. This year, many of our teachers engaged with the piloting of the following curriculum:
- Illustrative Math and i-Ready (Implementation of i-Ready in 2024-2025)
- We Do It for the Culture (Implementation in 2024-2025)
- History (TBD)
- Full access to CCSS and ELD materials for ELL
- EL Education

We provided multiple curriculum materials to meet the varied needs of our students. We continued focusing on infusing technology for seamless curriculum delivery, and ensured just-in-time interventions with targeted materials:
- Amplify/OpenSciEd
- Eureka Math
- Continued Assessment monitoring (iReady) - MyPath weekly assignments
- ELD materials for MLL

Per California Dashboard, 80.8% of our English Language Learners are making progress towards English Language Proficiency. This is an increase of 27.6% from our 2021-2022 school year. Although we declined 3 points on SBAC for ELA, we are still 2.3 points above standard. This is both a success AND an area of focus.

Ineffective:
One of the initiatives for 2023-2024 was to adopt history curriculum as ours is currently outdated. This was ineffective as our region started the process of piloting history curriculum in Q3 of this year. In addition, a national staffing shortage still exists, and we are not immune to that. We met our staffing needs in the beginning of 2023-2024 and had an unanticipated turnover of two teachers (math/science AND art) in

December. Due to a lack of teacher applicants, we were unable to permanently fill the positions with credentialed teachers. Our goal will center on hiring qualified and credentialed teachers.

Per the California Dashboard, there was a decline of 16.6 points in mathematics which is resulting in a sense of urgency to address the issue. To tackle this decline, it would be essential to analyze the root cause behind it. My 6th grade students went from 39.9% meeting/exceed standards to 20.1% meeting/exceeding standards. Factors behind the decline could have been my 6th grade math teacher turnover in December. My 7th grade students went from 43.8% to 36.3% meeting and exceed standards.

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

Based on our analysis of the effectiveness and ineffectiveness of actions taken under our LCAP's Goal 1, several changes are being implemented to refine our approach and enhance outcomes. These adjustments are directed at actions that have not produced the desired impact over the three-year cycle.

Action 1.1 (Math Curriculum Change):

Reason for Ineffectiveness: We adopted Eureka Math in 2017, aimed at facilitating access to grade-level content and enhancing math scores, and it did not yield the expected improvement. There was targeted professional development during the first year of implementation for teachers without any follow-up in the years following. Currently, I have only one of six teachers who received Eureka training back in 2017.

New or Strengthened Approach: We will enhance this action by incorporating i-Ready math, designated i-Ready point person and continued targeted professional development sessions focused on math instruction. Additionally, we plan to develop a series of planning sessions for teachers on creating rigorous and high engaging math lessons using i-Ready curriculum that will enhance student learning experiences.

Action 1.2 and 1.4 (Interventions):

Reason for Ineffectiveness: Due to staffing, we didn't have push-in intervention supports for math as planned due to staffing. Teachers were having difficulty with students completing the assigned "My Path" during the week and diagnostics performance on i-Ready Diagnostics were lower than anticipated. This ineffectiveness stems from a one-size-fits-all approach to intervention that did not account for the diverse learning needs and maturity levels of older students. We were unable to continue our C4C intervention supports this year as we needed our GE IA for SPED Supports and After School Program.

New or Strengthened Approach: Recognizing the need for a more tailored approach, we plan to segment our intervention strategies by grade level, incorporating more advanced and engaging materials suitable for older students. Additionally, we will use data to determine math push-in intervention for specific students/classes. Supports will be provided by two veteran math teachers and this approach will also allow for feedback on teaching practices feedback and will support our current Co-teaching model.

These changes represent our commitment to continuous improvement and our responsiveness to the needs of our school community. By addressing the reasons behind the ineffectiveness of certain actions and implementing refined approaches, we aim to enhance our strategies and ensure that all actions contribute positively to the academic and developmental success of our students.

We will continue our C4C Intervention Supports in 2024-2025 school year with our GE IA. This intervention support mainly targets our 6th and 7th grade students.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

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.

Goals and Actions

Goal

Goal #	Description
2	We will cultivate communities that foster inclusive, joyful, and safe learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2020-2021 Aspire Student Survey An average of 66% positive response rate to student survey questions around safety, connectedness and belonging.	2021-2022 Aspire Student Survey An average of 69% positive response rate to student survey questions around safety, connectedness and belonging.	2022-2023 Aspire Student Survey • School Safety: 54% responded favorably • Sense of belonging: 39% responded favorably	2023-2024 Aspire Student Survey • School Safety: 45% responded favorably • Sense of belonging: 38% responded favorably	An average of 90% positive response rate to student survey questions around safety, connectedness and belonging
Student Suspension Rates as a Percentage (CA School Dashboard)	2019-2020 Suspension Rate (CA School Dashboard) No data reported due to Covid-19 pandemic and suspension of reporting of state indicators	2020-2021 No data reported due to Covid-19 and distance learning	2021-2022 Suspension Rate (CA School Dashboard) • All Students: 3.7% • African American/Black: 6.8% • Hispanic/Latinx: 2.9%	2022-2023 Suspension Rate (CA School Dashboard) • All Students: 4.3% • African American/Black: 16.2% • Hispanic/Latinx: 3.8%	Suspension rate of 3% or lower with a decline of at least 0.3% from the previous year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• English Learners: 10.5% • Socioeconomically Disadvantaged: 4% • Students with Disabilities: 7.5%	• English Learners: 1.7% • Socioeconomically Disadvantaged: 4.3% • Students with Disabilities: 14.3%	
Chronic Absenteeism Rate as a Percentage (CA School Dashboard)	2020-2021 Data: All: 1.7% African American: 3.2% English Learners: 0% Latinx: 2.5% SPED: 4.8%	2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) • All: • African American/Black: • Hispanic/Latinx: • English Learners: • Socioeconomically disadvantaged: • Students with Disabilities:	2021-2022 Chronic Absenteeism Rate (CA School Dashboard) • All: 30.9% • African American/Black: 34.9% • Hispanic/Latinx: 35.5% • English Learners: 36.8% • Socioeconomically disadvantaged: 31.2% • Students with Disabilities: 47.5%	2022-2023 Chronic Absenteeism Rate (CA School Dashboard) • All: 19.60% • African American/Black: 16.20% • Hispanic/Latinx: 21.90% • English Learners: 25.40% • Socioeconomically disadvantaged: 23.80% • Students with Disabilities: 24.40%	Reduce disproportionality across all subgroups and maintain an overall chronic absentee rate of less than 5%
Efforts we make to seek parent input on	On our 20-21 Family Survey 74% of	On our 21-22 Family	22-23 Aspire Family Survey	2023-2024 Aspire Family Survey	90% of parents responded "strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
making decisions (Aspire Family Survey)	parents responded "strongly agree" or "agree" to the statement "1 am encouraged to share my opinion and feedback in the school decision making process."	Survey 77% of parents responded "strongly agree" or "agree" to the statement "1 am encouraged to share my opinion and feedback in the school decision making process."	of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	51% of parents responded strongly agree or agree. "I am encouraged to share my opinion and feedback in the school decision making process."	agree" or "agree" to the statement "1 am encouraged to share my opinion and feedback in the school decision making process."
How we will promote parental participation in programs for EL, Low-Income, and Foster Youth How we will promote parental participation in programs for students with special needs? (LCFF Priority 3)	Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, and Low-Income.	2021-2022 Data Family Engagement Events: • 2 SLC Weeks • 2 Back to School Events • SSC Meetings • ELAC Meetings • Family Lunches	2022-2023 Data Family Engagement Events: • 2 SLC Weeks • 2 Saturday School Events • SSC Meetings • ELAC Meetings • Family Lunches	2023-2024 Data Family Engagement Events: • 2 SLC Weeks • 2 Saturday School Events • SSC Meetings • ELAC Meetings • Family Lunches	Increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth.
5.a: School Attendance Rate	2019-2020 Average Attendance Rate 97.1%	2020-2021 Average Attendance Rate 98.2%	2021-2022 Average Attendance Rate 91.5%	2023-2024 Attendance Rate (P2) 94.71%	Maintain our 97.9% average rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.c&d: Middle and High School Drop Out Rate	N/A	Drop Out: 1 Student	2021-2022 Drop out rate Data not available	2022-2023 Dropout Rate 2.63%	All students will promote 8th grade.
6.b: Pupil Expulsion Rates	0% of students expelled.	Expulsion: 1 student expelled	2021-2022 Expulsion rate Data not available	2022-2023 Expulsion Rate 0%	3-year outcome is to have 0 expulsions.
6.d: Surveys of parents to measure safety and school connectedness	2020-2021 Family Survey Data 80% of families agree or strongly agree to statements corresponding to belonging and connectedness. 87% of families agree or strongly agree that the school provides a safe environment for their child.	2021-2022 Family Survey Data 85% of families agree or strongly agree to statements corresponding to belonging and connectedness. 88% of families agree or strongly agree that the school provides a safe environment for their child.	2022-2023 Aspire Family Survey • Family engagement: 8% responded favorably • 73% responded favorably "The school provides a safe environment for my child(ren)"	2023-2024 Aspire Family Survey • Family engagement: 14% responded favorably • 69% responded favorably "The school provides a safe environment for my child(ren)"	95% of families agree or strongly agree to statements corresponding to belonging and connectedness. Maintain 95% of families agree or strongly agree that the school provides a safe environment for their child.
1.c: School Facilities in Good Repair	Pull baseline data from the 2019 SARC All rated as Good	BHM Facilities would be categorized as being in good repair.	2021-2022 School facilities in good repair	2022-2023 Overall Rating: Good	Maintain facility in a great position.
7 Broad course of study	2019-2020 School Year	2021-2022 School Year	2021-2022 School Year	2022-2023 CA School Dashboard, Local Indicator	100% of students, including EL, Low-income, Foster Youth,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Technology	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/Music	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/Music	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/Music	and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This year, we were able to continue having Town Halls and inviting parents/families to join in the recognition of their student. Each month, we focus on a Character Month trait and teachers have the opportunity to select a student that embodies that specific trait. We have also continued our Positive Behavior Incentive Program, which students do appreciate. We open our Bruin Snack Shack once a month for students to cash-in their Bruin Bucks, which students are able to earn by demonstrating one of our Schoolwide Learner Outcomes (SLO's). Our SLO's are Personal Responsibility, Social Responsibility, Critical and Creative Thinking, Application of Knowledge and Effective Communication. The Snack Shack includes snacks, pencils, free dress passes, BHM Swag, etc. We started our 2023-2024 school year with two full-time Mental Health Therapists and added additional hours of counseling support through Why Try 180. In assessing the post COVID student social emotional needs, we determined that adding an additional full-time Mental Health Therapist would benefit our school culture and community overall. Both of my Mental Health Therapists focused on individual student support while my counselor from Why Try 180 focused on groups. Overarching areas of individual student support are decision making, anxiety/depression and social interactions. The group focused changed based on the needs identified. We emphasized our SEL program for both adults and students alongside a culturally responsive MTSS program. In addition, our 8th grade students received an 8-hour workshop by Stand Together, which focused on bringing students together to address issues of bullying, violence, racism, respect and unity, as well as individuals' issues such as personal pain, anger, self-esteem and reconciliation. We worked with our neighboring high school to have Connect Crew support the Stand Together workshop. Advisory was centered around Social Emotional Learning and will include mini workshops that focused on topics that arise within our teacher/student population (teasing, bullying, regulation of emotions, mental health, vaping, social skills, guest speakers, D.A.R.E, etc.). These workshops also supported teammates with helping address sensitive topics such as LGBTQ, identity, race, etc. The intention of this

goal and all goals found in this year's LCAP, was to transform the disproportionate outcomes we see in our education systems, and which were exacerbated by the disproportionate learning loss and trauma experienced during the pandemic. When combined with our organizations' anti-racist Core Values, these Goals and Actions will drive us to achieve greater racial, social, and gender equity across our school and communities.

In an effort to continue working with our families, we held in-person Student Led Conferences in the Fall and Spring. We were also able to continue scheduling Family Lunch (4 this school year), which have been a tremendous success at BHM. Family lunches provide us an opportunity to connect as a community and allows for ongoing conversations.

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

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our actions support goal 2, to cultivate communities that foster inclusive, joyful, and safe learning environments. Quantitatively, our attendance rate increased from 92.8% to 94.4% and our chronic absenteeism decreased from 21% to 17.2%. COVID has had less of an impact on our student/staff attendance this year compared to last year.

Teachers, student and family surveys indicate a sense of belonging:
Teachers (54%)-Decreased from last year 60%
Students (38%)

Effective:
Teacher survey indicates that 54% of our teacher population that the feedback received was useful to their teaching practices. This year, we focused on family engagement. We had movie night on the lawn (A Million Miles Away) in September, Winter Wonderland (which was a success) in December and Karaoke/Game Night in April. In addition, we invited our families to have lunch with their student once a quarter this year and held a couple of Coffee with the Principal events. We worked to rebuild our school climate and culture with outreach to families and specifically to students via SEL practices. We were able to provide targeted professional resources in RULER, social emotional learning, culturally responsive teaching and restorative practices. Additionally, our parent meetings continued for ELAC and SSC.

Our Chronic Absenteeism improved this year as we continued to hold SART and SARB meetings. Each Admin is responsible for scheduling meetings with families and plan how attendance can improve. Post PANDEMIC, our overall attendance and chronic absenteeism percentages has improved every year. We will continue working towards this goal by ensuring ALL teammates reach out to families via

phone call to help support with building positive and healthy relationships. This will also ensure that we are working together as a partnership to ensure we are educating and supporting the WHOLE child.

Our suspension rate has improved from 2022-2023 4.3% to 2023-2024 3.4%. We are engaging our school community (students, families and teammates) in restorative practices. These practices are facilitated by a counselor and have proven to be very successful.

We have had 0 expulsions for the past two years as our office team (Principal, APs, counselors, Office Manager and Business Manager) prioritize students. BHM has no campus monitors as our Admin team ensure to be student facing before, during and after school.

We also have eight student generated clubs facilitated by teachers.

Ineffective:
In the past, teachers have been planning Advisory's 30-minute block based on identified student needs. As a result, this created a discrepancy on what lessons/materials were given to students which resulted in misalignment within and across grade levels. Advisory teachers are to review their students' grades and inform families of academic difficulty. Based on the information (grades/attendance, Advisory teachers were to schedule a conference or SST to discuss concerns at hand and as a team, create a plan for improvement. This practice was inconsistent across grade levels, therefore having minimal impact on attendance and sense of belonging.

Our SARC reports indicate a satisfactory rating for our facility.

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

Based on our analysis of the effectiveness and ineffectiveness of actions taken under our LCAP's Goal 2, some changes are being implemented to refine our approach and enhance outcomes. These adjustments are directed at actions that have not produced the desired impact over the three-year cycle.

Action 2.2 (Attendance): Ineffective

Reason for Ineffectiveness: As an Admin team, we were able to have several SART meetings with families whose student was flagged for chronic absenteeism. The practices in Advisory weren't consistent across grade level; therefore not have an impact with both attendance and sense of belonging.

New or Strengthened Approach: Admin team will continue holding SART meetings to continue improving our Chronic Absenteeism percentage. As for Advisory teachers, we will have monthly dedicated times to having meetings with families to address attendance concerns prior to students being identified for Chronic Absenteeism. These meetings will be scheduled via our Assessment Calendar, so grade level teams discuss attendance data and schedule meetings with families prior to SART.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans.

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.

Goals and Actions

Goal

Goal #	Description
3	We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.aTeacher Credentials	78% of teachers have full clear credential 21 Teachers with Full Credentials 3 Teachers without Full Credentials 2 Teachers teaching outside of the area of competence 1 Teacher Misassignment in 2020-21	85% of teachers are fully credentialed 22 Teachers with Full Credentials 4 teachers without Full Credentials	2021-2022 SARC Information will be updated after CDE updates SARC teacher credentialing information	2021-2022 SARC 84% Fully Credentialed	100% of teachers have full credential
6.e Teacher Sense of Safety and School Connectedness as a Percentage	2020 Teammate Survey Data	96% or more of staff agree or strongly agree with the statement "1 have positive working relationships with parents and families at my school."	2022-2023 Aspire Teammate Survey Question no longer on Aspire teammate survey	Teammate Survey Responses Condensed: School Climate: 76% Responded Favorably School Leadership: 55% Responded Favorably	100% or more of staff agree or strongly agree with the statement "1 have positive working relationships with parents and families at my school."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Teaching Efficacy: 45% Responded Favorably	100% of staff agree or strongly agree with the statement "1 am equipped to interrupt implicit bias and racial aggression if 1 see them at work."
Communication	On 20-21 Teammate Survey, 58% of staff members responded "agree" or "strongly agree" with the statement "The leadership team at Aspire includes teammate voice of those closest to the work."	On 21-22 Teammate Survey, 69% of staff members responded "agree" or "strongly agree" with the statement "The leadership team at Aspire includes teammate voice of those closest to the work."	2022-2023 Aspire Teammate Survey Question no longer on Aspire teammate survey	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	58% of staff members responded "agree" or "strongly agree" with the statement "The leadership team at Aspire includes teammate voice of those closest to the work."
Development	On 20-21 Teammate Survey, 39% of staff members responded "agree" or "strongly agree" with the statement "At Aspire, 1 see a career path and/or an ability to grow within my role."	On 20-21 Teammate Survey, 71% of staff members responded "agree" or "strongly agree" with the statement "At Aspire, 1 see a career path and/or an ability to grow within my role."	2022-2023 Aspire Teammate Survey • 65% responded favorably "Overall, how supportive has the school been of your growth as a teacher?"	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	55% of staff members respond with "agree" or "strongly agree" with the statement "At Aspire, 1 see a career path and/or an ability to grow within my role."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DiversityEquity and Inclusion	On 20-21 Teammate Survey, 54% of staff members responded "agree" or "strongly agree" with the statement "Aspire's professional development & coaching from peers/supervisors have tangibly changed my practice in instructing Black scholars".	On 21-22 Teammate Survey, 54% of staff members responded "agree" or "strongly agree" with the statement "Aspire's professional development & coaching from peers/supervisors have tangibly changed my practice in instructing Black scholars".	2022-2023 Aspire Teammate Survey Original question no longer on Aspire teammate survey. Similar question used below. • 52% responded favorably "How often do professional development opportunities help you explore new ways to promote equity in your practice?"	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	70% of staff members respond "agree" or "strongly agree" with the statement "Aspire's professional development & coaching from peers/supervisors have tangibly changed my practice in instructing Black scholars".
Work Sustainability	On 20-21 Teammate Survey, 54% of staff members responded "agree" or "strongly agree" with the statement "My workload is sustainable".	On 21-22 Teammate Survey, 65% of staff members responded "agree" or "strongly agree" with the statement "My workload is sustainable".	2022-2023 Aspire Teammate Survey Original question no longer on Aspire teammate survey. Similar question used	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	70% of staff members responded "agree" or "strongly agree" with the statement "My workload is sustainable".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			below. • 52% responded favorably to "Overall, how satisfied are you with your job right now?"		
Org. Priorities - Academic Acceleration	On 20-21 Teammate Survey, 54% of staff members responded "agree" or "strongly agree" with the statement "1 feel prepared to facilitate accelerated learning, which requires consistently delivering grade-level materials and filling in only the most critical gaps in student knowledge as I go."	On 21-22 Teammate Survey, 67% of staff members responded "agree" or "strongly agree" with the statement "1 feel prepared to facilitate accelerated learning, which requires consistently delivering grade-level materials and filling in only the most critical gaps in student knowledge as I go".	2022-2023 Aspire Teammate Survey Original question no longer on Aspire teammate survey. Similar question used below. • 64% responded favorably "How confident are you that you can help the most struggling students learn?"	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	70% of staff members responded "agree" or "strongly agree" with the statement "1 feel prepared to facilitate accelerated learning, which requires consistently delivering grade-level materials and filling in only the most critical gaps in student knowledge as 1 go".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Org. Priorities-Overall	On 20-21 Teammate Survey, 87% of staff members responded "agree" or "strongly agree" with the statement "Aspire leadership is moving the organization toward achieving the priorities for this year (Academic acceleration, re-opening, and resilience)".	On 21-22 Teammate Survey, 84% of staff members responded "agree" or "strongly agree" with the statement "Aspire leadership is moving the organization toward achieving the priorities for this year (Academic acceleration, re-opening, and resilience)".	2022-2023 Aspire Teammate Survey question no longer appears on Aspire teammate survey	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	95% of staff members respond "agree" or "strongly agree" with the statement "Aspire leadership is moving the organization toward achieving the priorities for this year (Academic acceleration, re-opening, and resilience)".
Org Priorities - Reopening	On 20-21 Teammate Survey, 61% of staff members responded "agree" or "strongly agree" with the statement "1 have adequate training to integrate Social Emotional Learning into my classroom practices".	On 21-22 Teammate Survey, 63% of staff members responded "agree" or "strongly agree" with the statement "1 have adequate training to integrate Social Emotional Learning into my classroom practices".	2022-2023 Aspire Teammate Survey question no longer appears on Aspire teammate survey	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	75% of staff members responded "agree" or "strongly agree" with the statement "1 have adequate training to integrate Social Emotional Learning into my classroom practices".
Org Priorities-Resilience	On 20-21 Teammate Survey, 73% of staff members responded "agree" or "strongly agree" with the statement "Aspire	On 21-22 Teammate Survey, 78% of staff members responded "agree" or "strongly agree" with the statement "Aspire	2022-2023 Aspire Teammate Survey question no longer appears on Aspire teammate survey	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	90% of staff members responded "agree" or "strongly agree" with the statement "Aspire Leadership prioritizes Bienestar/Well Being

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Leadership prioritizes Bienestar/Well Being in the operational decisions it makes during COVID".	Leadership prioritizes Bienestar/Well Being in the operational decisions it makes during COVID".			in the operational decisions it makes during COVID".
School Culture	On 20-21 Teammate Survey, 71% of staff members responded "agree" or "strongly agree" with the statement "My site's goals for student achievement are clear and well-defined".	On 21-22 Teammate Survey, 80% of staff members responded "agree" or "strongly agree" with the statement "My site's goals for student achievement are clear and well-defined".	2022-2023 Aspire Teammate Survey question no longer appears on Aspire teammate survey	Question no longer on Aspire teammate survey. See Teacher Sense of Connectedness Metric.	90% of staff members responded "agree" or "strongly agree" with the statement "My site's goals for student achievement are clear and well-defined".

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This year, we had one new teacher join our BHM team. Our admin team continued to focus on weekly lesson observations and lesson plan feedback. We recorded our notes and next steps on TeachBoost and debriefed observation with each teacher. In addition, we had bi-weekly content planning dedicated time to working on designing high quality lessons. In quarter 4, we started the practice of teach backs in grade level teams for math. We continued with professional development, professional learning plans, and coaching. We were able to implement planned actions with no substantive differences in costs. A goal we have for our teaching staff is to ensure that they have the needed training to implement effective teaching practices. One of the goals we continued to have for instruction was centered around high student engagement and increased levels of academic discourse. In addition, there needs to be additional PDs centered on diverse learning styles.

This year, we adopted the following tools/curricula:
- TeachBoost (implemented this year)
- iReady
- EL

- We Do It for the Culture

These curricula will be implemented in the 2024-2025 school year.

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

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Service.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our combined actions supported, "that all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices." We continued with professional development, professional learning plans and coaching. We maintained focus on the Aspire Student Learning Framework and using Affinity Groups to support collegiality. We will continue to work towards maintaining our effective teachers and ensuring our retention rate remains high. For 2024-2025 school year, based on Intent to return forms, we have 100% of our staff returning. We are on track to being completely hired for next year.

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

It is important to highlight that none of the actions implemented in the previous cycle have been labeled as ineffective; each continues to contribute positively towards achieving our updated goals. This underscores our commitment to maintaining high standards of educational excellence and accountability.

We updated the three LCAP goals to align with our regional strategic plan, ensuring they reflect our current strategic directions and community needs. For clarity and relevance, we revised our metrics by removing those linked to discontinued assessments and enhancing those that measure local indicators, thus improving their alignment with actual educational outcomes. Furthermore, we refined our three-year outcome targets using the 5x5 dashboard to promote continuous, attainable growth and alignment with our strategic plans. We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Benjamin Holt Middle School	Maria Cortez Principal	maria.cortez@aspirepublicschools.org 209-437-9899

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aspire Benjamin Holt Middle School is a countywide benefit charter school located in San Joaquin County, chartered through the Lodi Unified School District. It serves a diverse student body of approximately 576 students across grades 6-8. The school demographics include a significant proportion of students from socioeconomically disadvantaged backgrounds, with 68% eligible for free or reduced-price meals, and a culturally diverse student population including Hispanic, Asian, African American, and multiracial groups.

Vision and Goals:
As part of the Aspire network, Benjamin Holt Middle School is committed to providing an educational experience that prepares all students for college and career readiness through engaging, affirming, and meaningful, culturally responsive academic programming. The school's efforts are guided by three broad goals:

Academic Excellence:
Goal: Ensure that all students and staff experience high-quality, culturally responsive academic programming aligned with state standards.
Why: This goal addresses the urgent need for high-quality curriculum and instruction, especially post-pandemic, to close educational disparities and equip students for future challenges. Through GLEAM-informed instruction and continuous data-driven assessment, the school aims to foster academic excellence and prepare students for diverse future pathways.
Inclusive Community:
Goal: Empower students and staff to create a community that supports inclusive, joyful, and safe learning environments.

Why: Aligned with Aspire's core values of joy, well-being, and community partnership, this goal focuses on nurturing personal and social development through a new social-emotional curriculum. The aim is to foster a supportive educational atmosphere where all members feel a sense of belonging and empowerment.
Real-World Engagement:
Goal: Engage students and staff in rigorous, culturally relevant education through real-world experiences that transform their perspectives and possibilities.
Why: By integrating real-world experiences with academic learning, the school aims to highlight and develop the unique talents and abilities of its community. This approach supports innovative, student-centered learning and prepares students with essential life and career skills.
Implementation and Monitoring:
The school will monitor the effectiveness of these goals through various metrics including student achievement data, attendance records, and feedback from the school community. Regular updates and adjustments will ensure that the school's objectives are met and that all students have access to equitable and high-quality education.

This comprehensive approach underlines Benjamin Holt Middle School's dedication to not only meeting state educational priorities but also addressing the specific needs of its community by fostering an environment that values academic rigor, inclusivity, and real-world relevance.

Reflections: Annual Performance

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

These areas of growth are based on review of student achievement data, observations of classroom instruction, and interviews with a broad range of school stakeholders. The growth areas, and steps take to address those areas are consolidated and summarized as follows:

To provide some insight as to how the needs were identified, I reviewed previous performance gaps by subgroups. Our three lowest performing subgroups highlighted throughout several groups are as following (latest data based on 2022-2023 SBAC testing results):

Based on the latest data from the California School Dashboard, the following student groups are marked red for these specific indicators:

Students with Disabilities are red in SBAC ELA, with a slight decrease in scores from -99.60 to -102.20. They are also red in SBAC Math, where their scores worsened from -117.70 to -142.20.
Black/African American students are red in suspension rates, which have significantly increased from 6.80 to 16.20.

SBAC Results
English Language Arts
Whole School: 2.3 (Decreased 3 points)
ELL: -40.7 (Increased 23.8 points)
Student with Disabilities: -102.2 (Maintained)

Mathematics

Whole School: -43.2 (Declined 16.6 points)
ELL: -90.7 (Increased 12.2 points)
Hispanic: -60.1
African American: -77.1 (Declined 25.3 points)
Students with Disabilities: -142.2 (Declined 24.5 points)

Math iReady EOY (2023-2024)
- 13% of SPED students meeting/exceeding standards
- 9% of ELL/RFEP students meeting/exceeding standards
- 36% of African American students meeting/exceeding standards

ELA iReady EOY (2023-2024)
- 19% of SPED students meeting/exceeding standards
- 7% of ELL/RFEP students meeting/exceeding standards
- 42% of African American students meeting/exceeding standards

Strengthen instructional program, particularly in the areas of ELA and math, and particularly for our African American students, Students with Disabilities and English Language Learners.
African American Students (Actions taken):
- BHM has a site Pro Black Programming Coordinator.
- Our third year having a BSU for our students.
- Black Excellence Ceremony held in person during the month of March acknowledging our black students for academic growth.
- More work on Growth mindset and SEL incorporated during Advisory and Core Classes.

Students with Disabilities (Actions taken):
Continued PDs and training on how to transition to a special education co-teaching model; SELPA Plan was submitted, and plan was monitored to ensure consistency throughout instructional practices and planning; develop data-driven instructional practices as well as unit and lesson planning practices.

Enhance development of priorities and collaborative decision-making by way of data-driven decision making, increased stakeholder engagement, and measurement of Schoolwide Learner Outcomes. Actions taken: all administrators to participate in an intensive year-long, data-focused professional development; enhance MTSS program; expand scope of School Site Council and English Language Advisory Committee; continued work with our grade level lead team.

Reflections: Technical Assistance

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

In 2022, our Students with Disabilities group encountered significant challenges, receiving 'Red' ratings in both English Language Arts (ELA) and Mathematics. In addition, our African American students and Students with Disabilities encountered challenges, receiving "Red" in Pupil

Suspensions. This trend of underperformance continued into 2023, where the group again was rated 'Red' in these critical academic areas. Due to the consistent issues over these two consecutive years, our school qualified for Differentiated Assistance.

Work Underway: In response to the challenges highlighted by our school's qualification for Differentiated Assistance, significant strides have been made to address areas of concern identified among Students with Disabilities and African American students. Recognizing the critical need for improvement in English Language Arts, Mathematics and Students with Disabilities, our school designed a comprehensive plan set to begin 2024-2025 school year. The plan includes the adoption of new math curriculum, aimed at enhancing our students' understanding and performance in mathematics.

In addition, we will continue working with our Ed Specialist teachers and SPED IA around our co-teaching model. We will continue to use data to drive instructional practices and ensure an inclusive learning environment.

Comprehensive Support and Improvement

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

Schools Identified

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

ATSI
Aspire Benjamin Holt Middle School
Student Group(s): Students with Disabilities

Support for Identified Schools

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

Priority/Urgent Concern (Big Rock) 1: In order to ensure that students are engaged in rigorous, standards-aligned, and culturally responsive learning, our instructional goal is to "focus" on standards, objective, and student product (within the lesson) alignment. Our lead team will ground its work with this focus, lesson plan review, observation and feedback cycles, data talks to further the work. Teachers will use Common Core Standards and student data (focus groups) to build meaningful unit and lesson plans.
A-Lead Team: Weekly lesson plan review/feedback and observations
Math (Cortez/Bloom): Lesson plan internalization, iReady (MyPath Lessons), Bi-Weekly Stack Audits (Data Driven), standards based grading, content meetings, oral and written evidence, implementation of mathematical practices, identify specific Instructional Guidelines (IG's: close reading, EBW, etc??). In addition, teachers will begin their Tuesday Teachbacks/grade-level.
ELA (iReady, ELD standards): All grade levels will implement standards aligned curriculum and use standards based grading to give timely feedback on standard mastery. ELD standards will be embedded in all unit plans, identify specific Instructional Guidelines, weekly WAAG/SWAAGs.
Science: Diagnostics and benchmarks will be aligned to NGSS/CAST. For the 2024-2025, 8th grade students will continue to receive a full year of science vs. semester long. This will support with CAST preparation and results.

SPED: 100% compliance with IEPs, support biweekly observations/feedback cycle, co-teaching, UDL, support to take more ownership over co-planning/co-teaching with GE (common preps). In addition, we have hired a SPED IA for 75% of the time to support students who have an IEP. Continue with the implementation of Special Education Plan (SEP) and focus on Tier 3 supports
Co-Teaching: All 3 Ed Specialist and 12 Gen Ed teachers will participate in this model during the 2024-2025 School Year.
MTSS: Admin will meet with grade level leads weekly to review data and the MTSS process. Data will be tracked on school-wide tracker (grades and communication/notes). Continue frequent communication with families to support school-home communication & collaboration (Rye-Catcher). As a Lead Team, we will assess our school site practices using the SWIFT (Schoolwide Integrated Framework for Transformation).
Acceleration/Intervention: All students will take iReady diagnostics three times throughout the year. This data will be analyzed and used for small group differentiated lesson plans in all grade levels (during class/office hours). Prior to COVID, we used to have C4C (College for Certain) and didn't have the staffing needed to continue upon our reopening stages. We are fortunate to continue our C4C support once again in 2024-2025. This is greatly beneficial for students who need additional time to complete standards aligned assignments. These supports are given by our Gen Ed Instructional Aide.
After School Program: Our after-school program is structured to ensure that students receive an additional academic hour with support from the After School Director and Educator. In addition, we will continue to have Intercessions for students to have enrichment experiences.

Monitoring and Evaluating Effectiveness

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

A-Lead Team: Weekly lesson plan review/feedback, Classroom Observation Lesson Cycles
Bi-Weekly Stack Audits
Instructional Rounds (internal/external)
RTI Cycles by grade
Data Analysis (iReady, formal/informal assessments, ICAs/IABs, Exit Tickets, etc.)

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
At Aspire Benjamin Holt Middle School, we believe stakeholder engagement is the most effective way to improve our school. Moreover, we believe we cannot fulfill our mission to serve historically marginalized individuals and communities without meaningful, sustained stakeholder engagement. Throughout our LCAP development process, we consulted with the following stakeholder groups: • Students • Families -Staff • BHM's School Site Council • Administration Team • Lead Team • Instructional Leadership Team -SELPA	Feedback solicitation takes place continually throughout the year; LCAP-specific engagement sessions began in January 2024, when the School Site Council commenced a series of monthly input meetings and the Instructional Leadership Team dedicated weekly meetings to planning for 23-24. In February, feedback was collected from all students, families, and staff in the annual round of Spring surveys about a wide range of topics, including school improvement efforts. In March, draft LCAP goals were shared with key groups, and in April, draft LCAP actions were shared at staff meetings and an SSC meeting for further refinement.

Educational partners provide valuable insights into the unique needs and challenges faced by students, families, and communities. Their feedback helps school districts identify priority areas for improvement, such as reducing achievement gaps, supporting English language learners, or enhancing access to extracurricular activities. Based on the feedback from educational partners, we set specific, measurable goals within the LCAP to address identified needs. These goals reflect the shared priorities of the community and guide resource allocation to support student achievement and well-being. Educational partners provide input on how resources should be allocated to meet the goals outlined in the LCAP. This feedback ensures that funding is directed towards programs and services that are most effective in supporting student success, such as hiring additional teachers, investing in professional development, or expanding access to technology resources. Educational partners play a crucial role in monitoring the implementation of the LCAP and evaluating its impact on student outcomes. Their

feedback helps us assess whether strategies are effectively addressing the identified needs and make adjustments as necessary to ensure continuous improvement. By incorporating feedback from educational partners, the LCAP promotes equity and accountability in education. It ensures that decisions about resource allocation are informed by the diverse perspectives and priorities of the community, leading to more equitable outcomes for all students.

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: +2.3 African American/Black: -34.5 English Learners: -40.7 Socioeconomically disadvantaged: -4 Hispanic/Latinx: -10 Students with Disabilities: -102.2			2025-2026 SBAC ELA DFS All: +11.30 African American/Black: -25.50 English Learners: -31.70 Socioeconomically disadvantaged: +5.00	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latinx: -1.00 Students with Disabilities: -93.20	
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -43.2 African American/Black: -77.1 English Learners: -90.7 Socioeconomically disadvantaged: -53.6 Hispanic/Latinx: -60.1 Students with Disabilities: -142.2			2025-2026 SBAC Math DFS All: -34.20 African American/Black: -68.10 English Learners: -81.70 Socioeconomically disadvantaged: -44.60 Hispanic/Latinx: -51.10 Students with Disabilities: -133.20	
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 32.98% Met & Exceeded			2025-2026 Science Test 37.98% Met or Exceeded	
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 80.80% of ELs making progress towards English language proficiency			2025-2026 ELPI 87% of ELs making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 65.70%			2025-2026 RFEP Rate Maintain 15% or above	
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.			2025-2026 100% of students have access to standards aligned curricular materials.	
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3			2026-2027 ELA, ELD, Mathematics, Next Generation 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			2026-2027 Average Rating: 4 or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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				
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % Met Typical Annual Growth All Students: 53% Grade 6: 47% Grade 7: 57% Grade 8: 55% iReady Math % Met Typical Annual Growth All Students: 46% Grade 6: 39% Grade 7: 57% Grade 8: 42%			2026-2027 iReady Reading % Met Typical Annual Growth All Students: 68% Grade 6: 62% Grade 7: 72% Grade 8: 70% iReady Math % Met Typical Annual Growth All Students: 61% Grade 6: 54% Grade 7: 72% Grade 8: 57%	
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth,			2026-2027 100% of students, including EL, Low-income, Foster	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art			Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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. Purchase intervention curriculum (iReady, Zearn, Lexia, Amira etc.) Send 6 teammates to and employ CORE Science of Reading for early literacy. Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning. In response to the challenges highlighted by our school's qualification for Differentiated Assistance, significant strides have been made to address areas of concern identified among Students with Disabilities and African American students. Recognizing the critical need for improvement in English Language Arts, Mathematics and Students with Disabilities, our school designed a comprehensive plan set to begin 2024-2025 school year. The plan includes the adoption of new math curriculum, aimed at enhancing our students' understanding and performance in mathematics.	$83,508.00	Yes
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	$674,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for Students with Disabilities in SBAC Math & ELA. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.	$2,932,664.00	No
1.4	MLL	Required Actions for ELs (30+) 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.	$6,812.00	No

Action #	Title	Description	Total Funds	Contributing
		Required Actions for LTELs (15+) Implement specialized intervention programs focused on advanced language acquisition and academic language development for LTEL's. Develop and integrate curricula that reflect the diverse background of LTEL's, promoting engagement and connection to learning. Utilize data analysis to tailor instruction to the specific needs of LTEL's and monitoring progress. Prioritize LTEL students within our MTSS system. Work closely with the families of LTEL students to ensure they know and understand the path towards and impact of reclassification. Host LTEL-specific family nights to increase awareness of ways to practice the English language outside of the classroom. Provide professional development specific to the needs and teaching strategies of LTEL students. Provide intensified social emotional supports for LTEL students.		
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 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	$724,336.00	No
1.6	Black Excellence	Implement Pro-Black Curriculum Initiative (which includes use of alternate texts and activities to highlight black excellence, reduce anti-black bias) in our SEL, ELA, and Math.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 BSU students to Historically Black Colleges and Universities Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies) +		
1.7	Personalized Learning (students)	Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have time each month to monitor progress on their goals and adjust plans. Multi Language Learners include language goals into their PLPs	$0.00	No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions: Instructional Assistant 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	$146,073.00	No

Action #	Title	Description	Total Funds	Contributing
		roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 38% Teacher-student relationships: Grades 6-12: 55%			2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 6-12: 58% Teacher-student relationships:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 6-12: 45%			Grades 6-12: 75% School Safety: Grades 6-12: 65%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 4.3% African American/Black: 16.2% Hispanic/Latinx: 3.8% English Learners: 1.7% Socioeconomically Disadvantaged: 4.3% Students with Disabilities: 14.3%			2025-2026 Suspension Rate All Students: 0% African American/Black: 6% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 4%	
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 19.60% African American/Black: 16.20% Hispanic/Latinx: 21.90% English Learners: 25.40% Socioeconomically disadvantaged: 23.80% Students with Disabilities: 24.40%			2025-2026 Chronic Absenteeism Rate All: 7.60% African American/Black: 4.20% Hispanic/Latinx: 9.90% English Learners: 13.40% Socioeconomically disadvantaged: 11.80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 12.40%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 82% responded favorably Family Engagement: 14% responded favorably			2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 39% responded favorably	
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 Collaborative Family Engagement Planning: 2			2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 Attendance Rate (P2) 94.71%			2026-2027 Attendance Rate (P2) 95.1% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%			2026-2027 Expulsion Rate 0%	
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 69% responded favorably "The school provides a safe environment for my child." 61% responded favorably ""I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."			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 teacher(s) and/or other school staff."	
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good			2025-2026 Overall Rating: Good	
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Science, PE, and Art	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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)	$114,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 enrolment 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.		
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. 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: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for Students with Disabilities & our Black/African American students in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
2.3	Family and Community Engagement & Outreach	Hold quarterly family engagement events (ex: "Lunch with a Loved One" or donuts with dads, muffins with mom, etc.) Inviting families to eat lunch with their children. Hold quarterly SSC/ELAC meetings where each meeting includes student performances, 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.	$0.00	No
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. 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.	$85,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Educator retention & development: Scope & Sequence (reference this scope & sequence or check out SEL One-Stop-Shop) centering and integrating Adult SEL in PD, including regular CREW meetings and regularly embedding foundational SEL learnings in PDs/coaching The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for Students with Disabilities & our Black/African American students in Suspension. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with 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)	$290,445.00	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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan 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)	2021-2022 84% Fully Credentialed			2025-2026 100% Fully Credentialed	
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 69% responded favorably			2026-2027 Aspire Teammate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Belonging: 54% responded favorably Well-being: 62% responded favorably Staff-Leadership Relationships: 57% responded favorably Cultural Awareness and Action: 47% responded favorably			School Climate: 89% responded favorably Belonging: 74% responded favorably Well-being: 82% responded favorably Staff-Leadership Relationships: 77% responded favorably Cultural Awareness and Action: 67% responded favorably	
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 95.1%			2026-2027 to 2027-2028 Retention Rate Maintain 90% or higher	

Goal Analysis [2023-24]
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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

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

Action #	Title	Description	Total Funds	Contributing
		Start/continue affinity groups at school sites.		
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 from UOP.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,157,313	$93,882

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
20.358%	0.898%	$50,015.69	21.256%

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 Learners showed improvement with an increase in their Distance From Standard (DFS) by 23.7 points to -40.70, although still marked as yellow, indicating a need for further enhancement in ELA support. Socioeconomically Disadvantaged Students	To address the academic needs of unduplicated students, our school has implemented several key actions across all levels to ensure consistency and equity. We've upgraded our curriculum to ensure all core subjects meet current standards and have provided professional development to help teachers effectively implement these changes. Each student has been equipped with a Chromebook, allowing for equitable access to digital resources and consistent engagement with grade-level content. Additionally, we've allocated	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
	also improved, with their DFS increasing by 5.8 points to -4.00, achieving a green status. This suggests positive trends but necessitates ongoing monitoring to maintain and further this progress. Mathematics: English Learners saw a slight improvement in their DFS by 12.2 points to -90.70, yet remain in the yellow category, pointing to a continuous need for robust math support. Socioeconomically Disadvantaged Students experienced a decline in performance, with their DFS worsening by 13.9 points to -53.60, staying in the orange category. This underscores an urgent need for intensified math interventions. **Scope:** LEA-wide	time for teachers to customize lessons using frameworks like UnboundEd and GLEAM, integrating culturally responsive teaching practices. We've also invested in targeted intervention programs and professional training for our staff, enhancing our instructional capabilities and leadership. These comprehensive, schoolwide actions ensure a supportive, high-quality learning environment tailored to meet diverse student needs.	
1.2	**Action:** Instruction **Need:** English Language Arts (ELA): English Learners showed improvement with an increase in their Distance from Standard (DFS) by 23.7 points to -40.70, although still marked as yellow, indicating a need for further enhancement in ELA support. Socioeconomically Disadvantaged Students also improved, with their DFS increasing by 5.8 points to -4.00, achieving a green status. This suggests positive trends but necessitates	Regular data discussions allow teachers to tailor Tier 1 instruction precisely, addressing specific needs based on performance metrics from Common Formative Assessments (CFAs) and interim assessments. Weekly observations by the leadership team help maintain high instructional standards, identifying successful practices and areas needing adjustment. Ensuring that learning targets are both verbally communicated and visually posted helps students grasp educational goals clearly, fostering a conducive learning environment.	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
	ongoing monitoring to maintain and further this progress. Mathematics: English Learners saw a slight improvement in their DFS by 12.2 points to -90.70, yet remain in the yellow category, pointing to a continuous need for robust math support. Socioeconomically Disadvantaged Students experienced a decline in performance, with their DFS worsening by 13.9 points to -53.60, staying in the orange category. This underscores an urgent need for intensified math interventions. **Scope:** LEA-wide	We provide these actions schoolwide to ensure every student benefits from consistent, high-quality educational practices. This unified approach not only promotes equity across the school but also optimizes educational outcomes by standardizing the level of support and instruction every student receives.	
2.1	**Action:** Attendance and Enrollment **Need:** The 2023-2024 chronic absenteeism data reveals significant challenges for specific student groups: English learners (25%) and socioeconomically disadvantaged students (23%) have disproportionately high absenteeism rates. Furthermore, the 2023-2024 P2 attendance rate is 94.71%, which, while relatively high, suggests room for improvement, particularly for unduplicated students such as English learners, McKinney-Vento, foster youth, and low-income students.	Ensuring that the attendance team conducts weekly data reviews focused on specific subgroups will provide timely insights into attendance trends, enabling targeted interventions to proactively address chronic absenteeism and attendance challenges, particularly for unduplicated students. Increasing family communication when students are absent and conducting home visits for those with chronic absenteeism will strengthen relationships with families and identify barriers to regular attendance. Personal communication and home visits will help families understand the importance of consistent attendance while uncovering challenges that school support services can address. By continuously monitoring and updating special programs for students in PowerSchool, the team	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	will ensure accurate identification and support of McKinney-Vento and foster youth students, who often face additional barriers contributing to absenteeism. Providing these actions on a schoolwide basis ensures consistent attendance policies and expectations are maintained across all classrooms, reinforcing equitable support for every student. By using a comprehensive and systematic approach to address chronic absenteeism, we can provide unduplicated students with the necessary resources to attend school regularly and succeed academically	
2.4	**Action:** School Climate **Need:** English Learners (ELs): Based on the dashboard data and school climate survey, English Learners (ELs) face significant challenges in school engagement and behavior. Chronic absenteeism for ELs decreased from 36.80% in 2021-2022 to 25.40% in 2022-2023, indicating progress but still reflecting a high level of absenteeism that needs to be addressed. Suspension rates for ELs improved significantly, dropping from 10.50% to 1.70%, which suggests that previous behavioral interventions have been effective, yet continuous support is essential to sustain this improvement. Low-Income Students: Low-income students also demonstrate significant needs in school climate indicators. Chronic absenteeism for low-income students decreased from 31.20% in 2021-2022 to	The proposed actions aim to improve school climate, directly impacting chronic absenteeism and suspension rates for ELs and low-income students. Staff training on the Powerschool incident management system enhances data accuracy and responsiveness to behavioral incidents, ensuring timely interventions. Establishing MTSS and Equity Leadership Teams focuses on analyzing climate data to identify and address specific needs, enabling targeted support. Enhancing PBIS systems reinforces positive behavior and consistent discipline, which helps reduce suspensions. Regular data reviews and professional development in CPI and de-escalation techniques ensure effective implementation of interventions, while restorative practices and SEL integration foster a supportive environment addressing emotional and social needs. These actions are provided on an LEA-wide basis to ensure a consistent, equitable approach to improving school climate across all schools, supporting the success of all students, particularly those most vulnerable.	Metric (2.3) Chronic Absenteeism Metric (2.2) Suspension Metric (2.1) 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
	23.80% in 2022-2023, showing improvement but still highlighting a need for ongoing interventions to further reduce absenteeism. Suspension rates for low-income students slightly increased from 4.00% to 4.30%, indicating a persistent need for effective behavioral support strategies. School Climate Survey Data (2023-2024): Sense of Belonging (Grades 6-12): 38% responded favorably Teacher-Student Relationships (Grades 6-12): 55% responded favorably School Safety (Grades 6-12): 45% responded favorably These survey results indicate a need for improvement in students' sense of belonging, relationships with teachers, and feelings of safety at school. **Scope:** LEA-wide		
2.5	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** According to the 2023-2024 Aspire Student Survey, 45% feel safe at school. In the 2026-2027 Aspire Family Survey, 69% of families believe the school provides a safe environment for their children. Creating a safe and supportive learning environment is integral	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	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
	to the success of unduplicated students. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially. **Scope:** LEA-wide	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.	

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,684,671	1,157,313	20.358%	0.898%	21.256%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,833,841.00	$945,785.00		$281,963.00	$5,061,589.00	$4,883,099.00	$178,490.00

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	$83,508.00	$53,232.00	$30,276.00			$83,508.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$674,769.00	$0.00	$674,769.00				$674,769.00	
1	1.3	Academic Program (Master Scheduling)	All	No				Ongoing	$2,870,059.00	$62,605.00	$2,585,564.00	$347,100.00			$2,932,664.00	
1	1.4	MLL	ELs/LTELs All	No				Ongoing	$0.00	$6,812.00				$6,812.00	$6,812.00	
1	1.5	SPED	Students with Disabilities	No				Ongoing	$701,771.00	$22,565.00		$568,409.00		$155,927.00	$724,336.00	
1	1.6	Black Excellence	All	No				Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.7	Personalized Learning (students)	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Title I	All	No				Ongoing	$146,073.00	$0.00	$26,849.00			$119,224.00	$146,073.00	
2	2.1	Attendance and Enrollment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$114,596.00	$0.00	$114,596.00				$114,596.00	
2	2.2	SEL	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	School Climate	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Ongoing	$85,386.00	$0.00	$85,386.00				$85,386.00	

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
						Low Income										
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$290,445.00	$0.00	$290,445.00				$290,445.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Rigorous Projects (Project-Based learning)	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Family Involvement and Community Outreach	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional Learning (adults)	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Teacher Credentialing	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,684,671	1,157,313	20.358%	0.898%	21.256%	$1,218,428.00	0.000%	21.434 %	**Total:**	$1,218,428.00
								LEA-wide Total:	$1,218,428.00
								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	$53,232.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$674,769.00	
2	2.1	Attendance and Enrollment	Yes	LEA-wide	English Learners Low Income	All Schools	$114,596.00	
2	2.4	School Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$85,386.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$290,445.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$846,082.00	$956,253.00

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	Hiring Support: 2 Instructional Assistants Hiring another full-time Ed Specialist (4 Ed Specialist all together) 1 Intervention Specialist			
1	1.2	Instructional Program			
1	1.3	Curricular Resources	Yes	$91,200.00	$56,282
1	1.4	Academic Programming			
1	1.5	Site Based Professional Development	Yes	$18,200.00	$7,206
1	1.6	Off-Site Professional Development			
1	1.7	Personnel	Yes	$347,110.00	$380,391
1	1.8	Title I	No	$128,371.00	$140,954
1	1.9	Title III	No	$3,819.00	$6,812
2	2.1	Response to Intervention			
2	2.2	Attendance Initiative			
2	2.3	SART/SARB Process			
2	2.4	WEB (Where Everybody			

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)
		Belongs)			
2	2.5	Community Engagement			
2	2.6	Personnel	Yes	$203,700.00	$299,408
3	3.1	Personnel	Yes	$53,682.00	$65,200
3	3.2	Observation & Cycle Feedback			
3	3.3	Leadership Development			
3	3.4	Induction Coaching			

2023-24 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)
$841,229	$713,892.00	$808,487.00	($94,595.00)	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	1.3	Curricular Resources	Yes	$91,200.00	$56,282	0.00%	0.00%
1	1.5	Site Based Professional Development	Yes	$18,200.00	$7,206	0.00%	0.00%
1	1.7	Personnel	Yes	$347,110.00	$380,391	0.00%	0.00%
2	2.6	Personnel	Yes	$203,700.00	$299,408	0.00%	0.00%
3	3.1	Personnel	Yes	$53,682.00	$65,200	0.00%	0.00%

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,572,159	$841,229	0.31%	15.407%	$808,487.00	0.000%	14.509%	$50,015.69	0.898%

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:

  o 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]).

  o 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.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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) (California Legislative Information) 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.

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

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

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

- 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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
- 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.

- 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.

- 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:

  o 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.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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