



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Stockton Secondary Academy

CDS Code: 39 68676 0139865

School Year: 2024-25

LEA contact information:

LaNitra Curtis

Principal

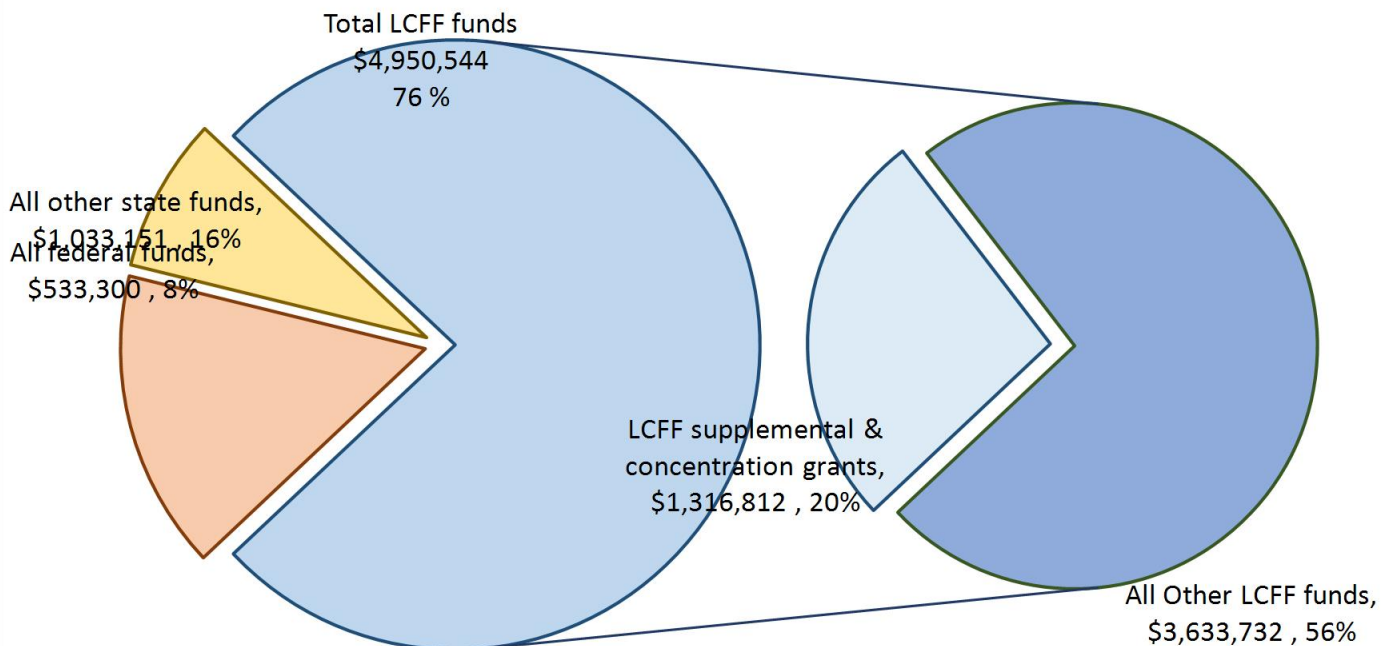
LaNitra.Curtis@aspirepublicschools.org; data-contact@aspirepublicschools.org

209-208-9900

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

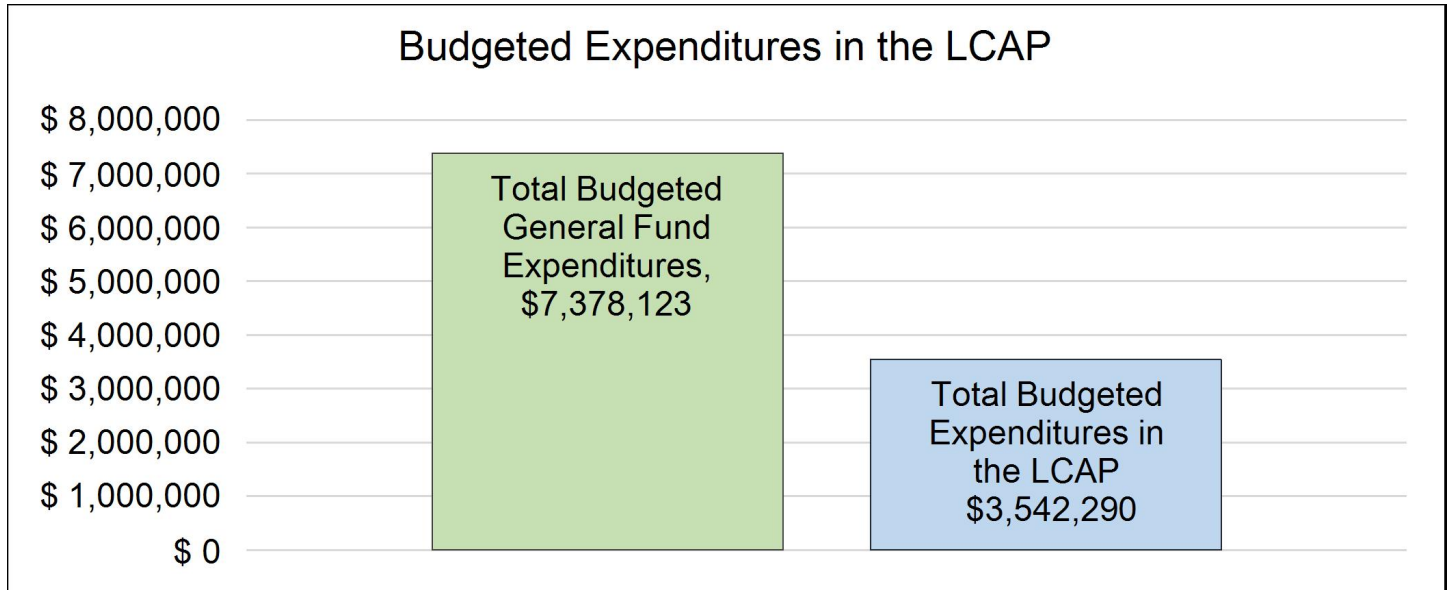


This chart shows the total general purpose revenue Aspire Stockton Secondary Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Stockton Secondary Academy is \$6,516,995, of which \$4,950,544 is Local Control Funding Formula (LCFF), \$1,033,151 is other state funds, \$0 is local funds, and \$533,300 is federal funds. Of the \$4,950,544 in LCFF Funds, \$1,316,812 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspire Stockton Secondary Academy plans to spend for 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 Stockton Secondary Academy plans to spend \$7,378,123 for the 2024-25 school year. Of that amount, \$3,542,290 is tied to actions/services in the LCAP and \$3,835,833 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

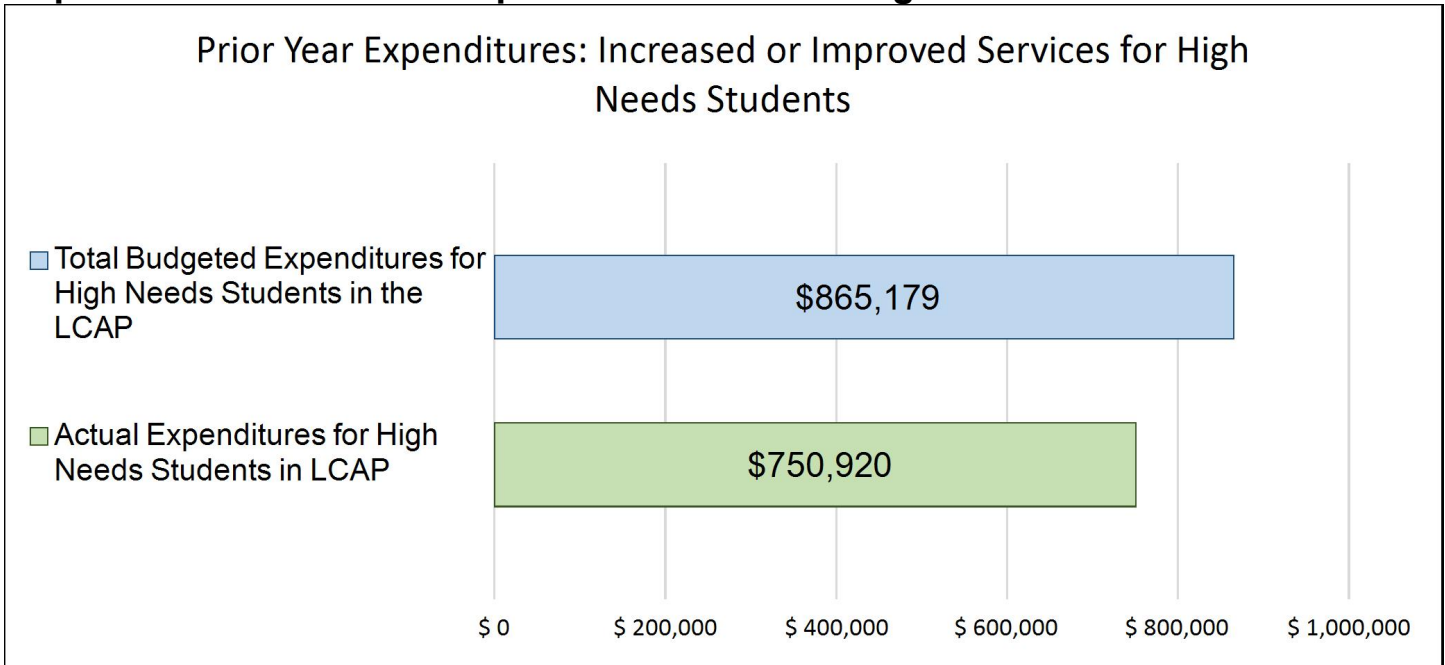
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not 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 Stockton Secondary Academy is projecting it will receive \$1,316,812 based on the enrollment of foster youth, English learner, and low-income students. Aspire Stockton Secondary Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Stockton Secondary Academy plans to spend \$1,438,942 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



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

The text description of the above chart is as follows: In 2023-24, Aspire Stockton Secondary Academy's LCAP budgeted \$865,179 for planned actions to increase or improve services for high needs students. Aspire Stockton Secondary Academy actually spent \$750,920 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-114,259 had the following impact on Aspire Stockton Secondary Academy's ability to increase or improve services for high needs students:

Despite the actual expenditures being less than the budgeted amounts, the planned actions and services aimed at increasing or improving services for high-needs students were implemented as intended in the 2023-24 school year.



## 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 Stockton Secondary Academy   | LaNitra Curtis<br>Principal | lanitra.curtis@aspirepublicschools.org<br>209-208-9900 |

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming. |

## 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)<br><br>Distance from Standard (DFS) | SBAC ELA Results (SY 2018-2019)<br><br>Site founded in August 2020. SBAC data from 2022 Dashboard will be used as baseline and is reported in Year 2 Outcomes | SBAC ELA DFS (SY 2020-2021)<br><br>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)<br><br>* All: -66.6<br>* African American/Black: -101.4<br>* English Learners: -69.9<br>* Socioeconomically disadvantaged: -74<br>* Hispanic/Latinx: -65.5<br>* Students with Disabilities: data not reported for privacy | SBAC ELA DFS 2022-2023 CA School Dashboard<br><br>* All: -57.5<br>* African American/Black: -86<br>* English Learners: -68.1<br>* Socioeconomically disadvantaged: -61.5<br>* Hispanic/Latinx: -52.5<br>* Students with Disabilities: -162.5 | * All: -60.6<br>* African American/Black: -95.4<br>* English Learners: -63.9<br>* Socioeconomically disadvantaged: -68<br>* Hispanic/Latinx: -59.5<br>* Students with Disabilities: -60.6 |
| Smarter Balanced Assessment (SBAC) Results in Mathematics<br><br>Distance from Standard (DFS)                 | SBAC Math Results (SY 2018-2019)  | SBAC Math DFS (SY 2020-2021)<br><br>No data due to COVID-19 pandemic. iReady and other internal assessments  | SBAC Math Results (SY 2021-2022)<br><br>* All: -116.8<br>* African American/Black: -137.2   | SBAC Math Results 2022-2023 CA School Dashboard<br><br>* All: -113.8   | * All: -110.8<br>* African American/Black: -131.2<br>* English Learners: -145.8   |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|--|--|--|--|--|
|   |  | were used to monitor student academic progress.  | <ul style="list-style-type: none"> <li>* English Learners: -151.8</li> <li>* Socioeconomically disadvantaged: -119.7</li> <li>* Hispanic/Latinx: -120.5</li> <li>* Students with Disabilities: data not displayed</li> </ul> | <ul style="list-style-type: none"> <li>* African American/Black: -148.9</li> <li>* English Learners: -143.6</li> <li>* Socioeconomically disadvantaged: -116.4</li> <li>* Hispanic/Latinx: -105.8</li> <li>* Students with Disabilities: -217</li> </ul> | <ul style="list-style-type: none"> <li>* Socioeconomically disadvantaged: -113.7</li> <li>* Hispanic/Latinx: -114.5</li> <li>* Students with Disabilities: -110.8</li> </ul> |
| % of EL students making progress toward ELPAC proficiency | ASSA Founded in August 2020  | ELPI data is unavailable until 2022. Instead we will use ELPAC as a metric for our EL students             | 2022 ELPI<br>78.6% of ELs making progress towards English language proficiency   | 2022-2023 ELPI CA School Dashboard<br>44.4% of ELs making progress towards English language proficiency  | 3-year Metric to be created after summative ELPAC data is available  |
| % 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. | CDE Website:: In order to protect student privacy, data is suppressed because 10 or fewer students tested. | 2022 ELPAC percentages are:<br>Level 1: 0%<br>Level 2: 28.57%<br>Level 3: 50%<br>Level 4: 21.43%   | 2022-2023 ELPAC percentages are:<br>CDE Dataquest<br>Level 1: 30%<br>Level 2: 30%<br>Level 3: 20%<br>Level 4: 20%  | 2023 ELPAC percentages are:<br>Level 1: 30%<br>Level 2: 25%<br>Level 3: 15%<br>Level 4: 30%  |
| EL Reclassification Rate                                  | ASSA Founded in August 2020  | 2020-2021 RFEP Rate<br>0%  | 2021-2022 RFEP Rate<br>0%  | 2022-2023 RFEP Rate<br>MLL Compliance Dashboard  | 3-year Metric to be created after first year of RFEP data is available   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|---|---|---|---|
|  |   |   |   | 66.70%  |   |
| Sufficient Access to Standard-Aligned Materials<br>Reported on SARC  | 2019 SARC:<br>100% of students have access to standards aligned curricular materials                                    | 2020-2021 SARC<br>100% of students have access to standards aligned curricular materials                                | 2021-2022 SARC<br>100% of students have access to standards aligned curricular materials                                | 2022-2023 SARC<br>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<br>100% of classrooms use standards aligned curriculum and materials                                       | 2020-2021<br>100% of classrooms implement standards aligned curriculum and materials                                    | 2021-2022<br>100% of classrooms implement standards aligned curriculum and materials                                    | 2022-2023 CA School Dashboard, Local Indicator<br>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<br>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | SY 2020-2021<br>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | SY 2021-2022<br>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | 2022-2023 CA School Dashboard, Local Indicator<br>100% of English Language Learners participate in CCSS aligned ELD during designated and integrated ELD. | 100% of English Learners will participate in CCSS aligned ELD during designated and integrated ELD.                         |
| p. 8 Other academic outcomes (STAR, DIBELS, etc)   | Reading<br>Tier 3-EOY - 46%<br>Tier 2- EOY - 15%<br>Tier 1- EOY - 38%<br>Math<br>Tier 3- EOY - 45%                      | Reading<br>Tier 3-EOY - 42%<br>Tier 2- EOY - 24%<br>Tier 1- EOY - 33%<br>Math<br>Tier 3- EOY - 49%                      | 2021-2022<br>Metric adjusted to align with verified data under AB 1505<br>iReady Reading                                | 2023-2024<br>iReady Reading<br>% of students met annual growth goal<br>All Students: 72%  | 65% of students will perform at Tier 1 (at or above grade level) on i-Ready Reading assessment 65% of students will perform |



| Metric | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24                                    |
|--------|---|---|--|--|--|
|        | Tier 2- EOY - 37%<br>Tier 1- EOY - 18%<br>Tier Descriptions:<br>Tier 1 - On or Above Grade Level<br>Tier 2 - One Grade Level Below<br>Tier 3 - Two or More Grade Levels Below | Tier 2- EOY - 32%<br>Tier 1- EOY - 20%<br>Tier Descriptions:<br>Tier 1 - On or Above Grade Level<br>Tier 2 - One Grade Level Below<br>Tier 3 - Two or More Grade Levels Below | % of students met annual growth goal<br><br>Grade 6: 67%<br>Grade 7: 63% | Grade 6: 53%<br>Grade 7: 61%<br>Grade 8: 60%<br><br>iReady Math<br><br>All Students: 58%<br>Grade 6: 64%<br>Grade 7: 79%<br>Grade 8: 73% | at Tier 1 (at or above grade level) on i-Ready Math assessment |

## 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.

For Goal 1, we initiated a focused strategy to elevate academic rigor and ensure culturally responsive education across all classrooms. This approach was designed to ensure that every student engages with high-quality, standards-aligned curriculum that respects and reflects diverse cultural backgrounds. Meticulously planned and executed, each action under this goal demonstrates our dedication to fostering an educational environment where all students can thrive academically and personally, in alignment with our broader mission to support equitable educational outcomes.

Our efforts to align with the Local Control and Accountability Plan (LCAP) objectives experienced notable adjustments, particularly concerning our co-teaching strategy. Challenges in staffing precluded the full realization of the co-teaching model aimed at bolstering support for our Special Education scholars. As an adaptive measure to ensure ongoing educational support, we onboarded an Instructional Assistant. Additionally, our plan to roll out an accelerated learning program encountered barriers. Participation in a preliminary one-day workshop was achieved; however, the extensive requirements for safety protocols and a constrained availability of staff or substitute teachers hindered further progression in our training endeavors. Likewise, the initiative to complete a self-directed course over the summer, designed to enhance reading instruction techniques for older students, was not fulfilled. These deviations from our planned activities underscore the necessity for flexible, responsive strategies in our commitment to the LCAP goals, particularly in enhancing educational outcomes and support mechanisms for all students.

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.

Throughout the three-year LCAP cycle, the actions under Goal 1 have been executed to support our overarching mission of fostering educational excellence. The focused efforts have consistently aimed at enhancing curriculum quality and instructional effectiveness, ensuring that every student benefits from a rigorous and inclusive learning environment. This was achieved through a multifaceted approach that included the provision of diverse curriculum materials, the integration of technology to facilitate seamless curriculum delivery, and the implementation of just-in-time interventions with targeted materials and assessments, notably through platforms like iReady and Eureka Math.

The introduction of varied materials successfully advanced our objective to ensure academic content was fully realized, providing comprehensive access to Common Core State Standards (CCSS) and English Language Development (ELD) materials for English Learners. This approach also guaranteed that all students were engaged with standards-aligned materials, aligning with our goal of meaningful engagement in academically rigorous programs.

On the staffing front, our intentions to bolster student learning through the enhancement of staff capabilities saw substantial engagement in professional learning. This professional development was aimed at optimizing the use of the curriculum materials, fully implementing the AVID elective, and integrating AVID strategies across the school. However, our staffing efforts encountered significant challenges. Our plan to hire intervention specialists, additional counselors, and instructional assistants, along with providing time for cycles of inquiry and building out our Multi-Tiered System of Supports (MTSS) team members, was not fully realized due to these challenges.

These staffing difficulties led to a shift in our budgeted expenditures towards maximizing the resources we were able to secure. Consequently, while there was a significant investment in professional development and curriculum materials to support our educational goals, the inability to fully staff the planned positions resulted in a reallocation of funds. This adjustment likely resulted in a narrower variance between our budgeted and actual expenditures than initially anticipated, as funds earmarked for new hires were redirected to support existing program enhancements and professional development.

Despite these staffing challenges, the efforts to enrich curriculum delivery and professional development allowed us to partially meet our goal of engaging all scholars in meaningful, rigorous academic experiences.

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.

Reflecting on our previous practices and outcomes has led to strategic adjustments in our planned goals, metrics, desired outcomes, and actions for the upcoming year. This reflection process has underscored the importance of aligning our curriculum and instructional strategies with the latest educational standards and methodologies to enhance student engagement and achievement.

#### Adoption of NGSS Curriculum:

Recognizing the need for a more rigorous Science curriculum that prepares students for a rapidly evolving scientific landscape, we have decided to adopt the Next Generation Science Standards (NGSS) curriculum. This shift aims to ensure that our students benefit from an education that is both contemporary and comprehensive, focusing on developing critical thinking, problem-solving, and analytical skills that are crucial for scientific understanding and innovation.

#### Support for Multilingual Learners through English 3D Curriculum:

To bolster our support for Multilingual Learners (MLL), we will fully implement the English 3D curriculum in our English Language Development (ELD) classes. This curriculum is designed to enhance English language proficiency in a structured and effective manner, catering specifically to the needs of students learning English as an additional language. This initiative reflects our commitment to inclusivity and equity in educational opportunities, ensuring that all students have the resources and support necessary to thrive academically.

#### AVID Strategy Training Across Content Areas:

In our quest to further enhance classroom learning and increase student engagement, we plan to attend summer training focused on the integration of AVID (Advancement Via Individual Determination) strategies across all content areas. AVID's methodologies are centered around fostering skills that support academic success and college readiness, such as critical thinking, note-taking, organization, and collaborative learning. By equipping our teachers with these strategies, we anticipate a more dynamic and interactive classroom environment that actively engages students in their learning journey.

#### Impact on Planning and Data Analysis:

The adoption of the NGSS curriculum, coupled with the English 3D curriculum and AVID strategy training, will enable teachers to engage in more effective planning time as content teams and at the grade level. These structured approaches to curriculum and instruction are expected to provide the necessary framework for more efficient and productive planning sessions and data talks. Consequently, this will enhance our ability to monitor student progress, identify areas for improvement, and tailor our teaching strategies to meet the diverse needs of our student population.

These changes are a direct result of our ongoing evaluation of educational practices and their impact on student learning. By adapting our goals, metrics, and actions in response to these reflections, we aim to create a more engaging, inclusive, and effective learning environment that supports the academic and personal growth of every student.

Reflecting the evolving priorities of our community and strategic plan, we have refreshed the LCAP goals for Goal 1. We have 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. For the upcoming 2024-25 school year, we have refined our actions to further strengthen our curriculum and instructional practices. These targeted actions are intended to build on our strategies, introducing more dynamic and effective approaches to meet the changing educational landscapes and ensure every student succeeds.

**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) | 20-21 Aspire Student Survey Responses: <ul style="list-style-type: none"> <li>80% “I feel safe at school”</li> <li>70% “I feel a sense of belonging at my school”</li> </ul> | 2021-2022 Aspire Student Survey <ul style="list-style-type: none"> <li>64%: Sense of belonging</li> <li>74%: feel connected to at least one adult on campus</li> </ul> | 22-23 Aspire Student Survey <ul style="list-style-type: none"> <li>40% responded favorably: Sense of belonging</li> <li>62% responded favorably: teacher student relationships</li> </ul> | 2023-24 Aspire Student Survey <ul style="list-style-type: none"> <li>40% responded favorably: Sense of belonging</li> <li>61% responded favorably: teacher student relationships</li> </ul> | Maintain 85% or above   |
| Student Suspension Rates as a Percentage (CA School Dashboard)                           | 2019-2020 Suspension Rate (CA School Dashboard)<br><br>No data reported due to Covid-19 pandemic and suspension of reporting of state indicators                             | 2020-2021<br><br>No data reported due to Covid-19 and distance learning  | 2021-2022 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> <li>All Students: 0%</li> <li>African American/Black: 0%</li> </ul>                                    | 2022-2023 Suspension Rate (CA School Dashboard) <ul style="list-style-type: none"> <li>All Students: 13.9%</li> <li>African American/Black: 19.6%</li> </ul>                                | Suspension rate of 4.5% 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                    |
|--|-----------------------------|--|--|--|--|
|  |                             |  | <ul style="list-style-type: none"> <li>Hispanic/Latinx: 0%</li> <li>English Learners: 0%</li> <li>Socioeconomically Disadvantaged: 0%</li> <li>Students with Disabilities: 0%</li> </ul>   | <ul style="list-style-type: none"> <li>Hispanic/Latinx: 10.3%</li> <li>English Learners: 10.7%</li> <li>Socioeconomically Disadvantaged: 13.7%</li> <li>Students with Disabilities: 16.7%</li> </ul>   |  |
| Chronic Absenteeism Rate as a Percentage (CA School Dashboard) | ASSA Founded in August 2020 | 2020-2021 Chronic Absenteeism Rate (CDE DataQuest; data not reported on CA School Dashboard) <ul style="list-style-type: none"> <li>All:</li> <li>African American/Black:</li> <li>Hispanic/Latinx:</li> <li>English Learners:</li> <li>Socioeconomically disadvantaged:</li> <li>Students with Disabilities:</li> </ul> | 2021-2022 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> <li>All: 54.2%</li> <li>African American/Black: 66.7%</li> <li>Hispanic/Latinx: 53.6%</li> <li>English Learners: 43.8%</li> <li>Socioeconomically disadvantaged: 54.9%</li> <li>Students with Disabilities: 63.6%</li> </ul> | 2022-2023 Chronic Absenteeism Rate (CA School Dashboard) <ul style="list-style-type: none"> <li>All: 44.30%</li> <li>African American/Black: 52.00%</li> <li>Hispanic/Latinx: 44.40%</li> <li>English Learners: 36.00%</li> <li>Socioeconomically disadvantaged: 45.60%</li> <li>Students with Disabilities: 55.60%</li> </ul> | Maintain less than 8% chronic absenteeism rate |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|---|--|---|---|---|
| Efforts we make to seek parent input on making decisions (Aspire Family Survey)   | 100% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”             | 84% of parents responded Strongly Agree or Agree to the family survey question “I am encouraged to share my opinion and feedback in the school decision making process.”                       | 22-23 Aspire Family Survey<br>of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”                 | 2023-2024 Aspire Family Survey<br>62% of parents responded strongly agree or agree. “I am encouraged to share my opinion and feedback in the school decision making process.”   | Maintain 90% or above   |
| How we will promote parental participation in programs for EL, Low-Income, and Foster Youth<br><br>How we will promote parental participation in programs for students with special needs?<br><br>(LCFF Priority 3) | Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth. | We will hold Cafecito for our EL families and Coffee sessions for Foster Youth and low income families. We have partnered with a local church to provide needed items for low income families. | Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth. | 2022-2023 CA School Dashboard, Local Indicator<br><br>Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth. | Maintain or increase the number of opportunities for parent engagement and participation in programs for students with special needs, English Learners, Low-Income, and Foster Youth. |
| School Attendance Rate  | School opened in 2020. Baseline same as year 1 outcome  | 2020-2021<br>97%   | 2021-2022<br>86.1%  | 2023-2024<br>Attendance Rate (P2)<br>91.74%   | Maintain 96% or above   |
| 6.b: Pupil Expulsion Rates  | ASSA Founded in August 2020 and no expulsions this year   | 0  | 2021-2022<br>0  | 2022-2023 Expulsion Rate<br>CDE Dataquest   | Maintain 0 expulsions   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24                               |
|--|---|---|---|---|---|
|  |   |   |   | 0%  |   |
| 6.d: Surveys of parents to measure safety and school connectedness | feeling welcome and connected - 100%<br>safety - 100%   | 92%-feeling welcome and connected<br>92%-feels safe   | 2022-2023 Aspire Family Survey <ul style="list-style-type: none"> <li>Family Engagement: 17% responded favorably</li> <li>84% responded favorably "The school provides a safe environment for my child(ren)"</li> </ul> | 2023-2024 Aspire Family Survey <ul style="list-style-type: none"> <li>Family Engagement: 20% responded favorably</li> <li>79% responded favorably "The school provides a safe environment for my child(ren)"</li> </ul> | Maintain 90% or above                                     |
| 1.c: School Facilities in Good Repair                              | ASSA Founded in August 2020 an no SARC has been completed   | According to the 20-21 SARC, the school facility is in good condition overall.  | 2021-2022 SARC School facility is in good condition   | 2022-2023 SARC Overall Rating: Good   | Maintain good or exemplary status as reported on the SARC |
| 7 Broad course of study  | 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                           | 2022-2023 CA School Dashboard, Local Indicator<br><br>100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study                                    | Maintain 100%   |



| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome   | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|--|-----------------------------|
|        |          |                |                | 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.

In our pursuit of the LCAP goal to cultivate communities that foster inclusive, joyful, and safe learning environments, we committed to a range of actions aimed at enhancing the social and emotional well-being of our students. A critical component of our planned actions was the hiring of a Social/Emotional Counselor, a role envisioned to significantly contribute to the development of a supportive and nurturing school climate.

However, a substantive difference arose between our planned actions and their actual implementation, specifically regarding this hiring initiative. Despite our best efforts and intentions, we were unable to secure a candidate for the Social/Emotional Counselor position. This discrepancy represents the primary variance from our outlined plans to actual achievements in the reported period.

The absence of a Social/Emotional Counselor had implications for our ability to fully execute our envisioned support systems for students' social and emotional needs directly through specialized counseling. Recognizing this gap, we adapted our approach to ensure that the objectives tied to this role—namely, fostering a supportive environment conducive to emotional well-being and inclusivity—were still addressed through alternative means. These included leveraging existing staff to provide additional support where possible, integrating social-emotional learning (SEL) more deeply into the curriculum, and seeking partnerships with external organizations to supplement our in-house capabilities.

While the inability to hire a Social/Emotional Counselor was a notable deviation from our planned actions, it prompted a reflective and adaptive response to meet our overarching goal. Moving forward, we will continue to explore strategies to fill this critical position while enhancing our current practices to support the social and emotional development of our students, ensuring our learning environments remain inclusive, joyful, and safe.

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.

Over the three-year LCAP cycle, our school initiated several strategic actions aimed at cultivating communities that foster inclusive, joyful, and safe learning environments. The effectiveness of these actions has been instrumental in making considerable progress toward achieving our LCAP goal. Here's an overview of the specific actions taken and their impact:

1. Updated Comprehensive Safety Plan: This plan was pivotal in enhancing the physical safety of both students and staff within the school environment. By updating and implementing comprehensive safety measures, we ensured a secure environment conducive to learning and personal development. This action was fundamental in laying the groundwork for a peaceful and protected atmosphere, which is essential for fostering an inclusive and joyful school culture.
2. Culturally Responsive Schoolwide and Classroom PBIS Plan: The establishment of a Culturally Responsive Schoolwide Plan alongside a Classroom Positive Behavioral Interventions and Supports (PBIS) plan has significantly contributed to creating an environment that respects and celebrates diversity while promoting positive behavior. These plans have been effective in addressing and mitigating biases, enhancing understanding among students and staff, and ensuring that disciplinary measures are fair and constructive, thereby supporting the emotional and social well-being of every student.
3. RULER Implementation and Classroom Charter: The implementation of the Classroom Charter, as part of our RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) efforts, has effectively contributed to the emotional intelligence and health of our student body. This initiative has empowered students and staff to communicate more openly and effectively about their emotions, fostering a culture of empathy, understanding, and mutual respect.
4. Restorative Practices: The use of Restorative Practices to address students' areas of concern, both in terms of social-emotional learning (SEL) and academics, has been particularly successful. These practices have facilitated a shift from punitive to restorative disciplinary actions, focusing on repairing harm and restoring relationships, which has been crucial in building a supportive and nurturing school community.
5. Community Building Circles: The integration of Community Building Circles into the classroom environment has greatly contributed to a positive and inclusive classroom climate. These circles have encouraged open dialogue, built trust, and strengthened connections among students and between students and teachers, laying a strong foundation for an inclusive and joyful school culture.

Collectively, these actions have been highly effective in progressing towards our goal of cultivating an inclusive, joyful, and safe learning environment. By focusing on safety, cultural responsiveness, emotional intelligence, restorative practices, and community building, we have

made significant strides in enhancing the overall school culture. These efforts have not only improved the immediate school environment but have also laid a sustainable foundation for continued growth and development in these areas.

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.

Reflecting on our practices and the evolving needs of our school community, we've made strategic adjustments to better align with our LCAP goal of cultivating inclusive, joyful, and safe learning environments. These changes, based on prior experiences and outcomes, are aimed at enhancing the effectiveness of our support systems and ensuring that all students, including General Education (GE) scholars and those requiring specialized support, thrive in a nurturing school atmosphere.

**Shift in Support for GE Scholars:** Initially, our strategy was broadly focused on supporting our student population without fully considering the unique needs of GE scholars in the context of mental health and well-being. Reflection on this practice led to a pivotal change: shifting the support of GE scholars to our Special Education Mental Health Therapist. This adjustment aims to leverage the specialized skills of the Mental Health Therapist to address the nuanced needs of GE scholars, ensuring they receive targeted support that is both effective and sensitive to their specific circumstances. This move signifies a broader understanding of inclusivity, recognizing that all students, regardless of their educational track, can benefit from specialized mental health support.

**Reallocation of Funds for Social Emotional Counselor:** Acknowledging the critical need for dedicated social-emotional support across our student body, we made a strategic decision to reallocate funds to hire a Social Emotional Counselor in the fourth quarter of the 2023-2024 school year. This decision was influenced by the recognition that our existing structures needed bolstering to adequately address the social and emotional complexities faced by our students. The introduction of a Social Emotional Counselor is expected to fill this gap, providing a dedicated resource for students to navigate their emotional and social challenges, thereby contributing to a more supportive and responsive learning environment.

**Impact on Planned Goals, Metrics, and Actions:**

These changes have necessitated an update to our planned goals, metrics, desired outcomes, and actions for the coming year. Specifically, we anticipate these adjustments will enhance our ability to monitor and support the well-being of our student population more effectively. Metrics will now include measures of the effectiveness of the support provided by the Special Education Mental Health Therapist to GE scholars, as well as the impact of the Social Emotional Counselor's work on the overall school environment. Desired outcomes have been revised to reflect an increased emphasis on mental health support, aiming for a measurable improvement in student well-being and a reduction in incidents related to social and emotional distress.

Furthermore, these changes underscore a commitment to a continuous learning and adaptation process. By reflecting on our practices and being responsive to the needs of our school community, we aim to create a more inclusive, joyful, and safe environment that supports the holistic development of every student. These strategic shifts in support structures and resource allocation reflect our dedication to this goal and our willingness to evolve our strategies to meet the changing needs of our students.

We have 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 are dedicated to enhancing our strategies for continuous improvement. For the 2024-25 school year, we have adjusted our actions under Goal 2 to further enhance community engagement, attendance management, behavioral supports, social-emotional learning, school climate, enrollment processes, and classroom facilities management.

**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.a Teacher Credentials  | 2020: 100% teacher fully credentialed   | 86% of teaching staff is fully credentialed                                    | 2021-2022 SARC<br><br>Information will be updated after CDE updates SARC teacher credentialing information   | SARC 2021-2022<br>66.11% Fully Credentialed   | Maintain 100%               |
| 6.e Teacher Sense of Safety and School Connectedness as a Percentage | 2020-2021: 100% teachers said “Overall, I am satisfied with Aspire as a place to work.” | 93% of teachers said “Overall, I am satisfied with Aspire as a place to work.” | 2022-2023 Aspire Teammate Survey<br><br><ul style="list-style-type: none"> <li>“Overall, how satisfied are you with your job right now?” 88% of staff responded favorably, 100% of teachers responded favorably</li> </ul> | 2023-2024 Aspire Teammate Survey<br><br><ul style="list-style-type: none"> <li>“Overall, how satisfied are you with your job right now?” 94% responded favorably</li> </ul> | Maintain 90% or above       |

## 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 the pursuit of our LCAP goal to 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 key initiative involved the planned hiring of a Social Emotional Counselor. This position was envisioned as integral to providing comprehensive support to our student body, especially in facilitating emotional well-being and fostering a supportive and inclusive school climate.

### Substantive Differences in Implementation:

The significant deviation from our planned actions versus actual implementation emerged around the efforts to hire a Social Emotional Counselor. Despite our intentions and the identified need for this role within our school community, we encountered staffing challenges that ultimately prevented us from filling the position. Specifically, the part-time status of the role proved to be a significant barrier in attracting suitable candidates, leading to our inability to hire for this crucial position.

### Implications of the Difference:

The absence of a Social Emotional Counselor had direct implications for our ability to fully support the emotional and social needs of our scholars in the manner we had envisioned. This role was critical in our strategy to enhance the well-being of our student population, contribute to the creation of a nurturing and inclusive environment, and address issues from a culturally responsive and anti-racist perspective.

Without this position filled, we had to reconsider and adapt our approach to meet the objectives associated with this role. This adaptation involved relying more heavily on existing staff to provide emotional and social support, exploring alternative strategies to meet the needs typically served by a Social Emotional Counselor, and continuing efforts to address the staffing challenge.

### Forward Actions:

In response to this discrepancy between planned and actual actions, our next steps include revisiting the structure and appeal of the Social Emotional Counselor position to make it more attractive to potential candidates. This may involve reevaluating the part-time status of the role, considering adjustments to compensation, or exploring additional benefits that could be offered to prospective hires.

Additionally, we remain committed to our LCAP goal and recognize the importance of having a dedicated professional to support the emotional and social well-being of our scholars. We will continue to seek out qualified candidates and consider innovative solutions to fill this gap in our team, ensuring that our actions align more closely with our planned objectives in the future.

This experience has highlighted the importance of flexibility and responsiveness in our strategies to achieve our LCAP goals, particularly when faced with unforeseen challenges. We are dedicated to learning from this discrepancy and applying these insights to strengthen our efforts in creating a supportive, inclusive, and responsive educational environment for all scholars.

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.

Throughout the three-year LCAP cycle, our strategic partnership with the Boys and Girls Club significantly contributed to advancing our LCAP goal of ensuring all scholars have access to a team of diverse, effective, and thriving professionals. This collaboration aimed to provide our scholars with additional support in both academic and non-academic areas, including essential health and wellness opportunities that align with the Boys and Girls Club's organizational focus.

Effectiveness of the Partnership:

1. **Diverse and Effective Professional Engagement:** The partnership effectively broadened the range of professionals with whom our scholars interacted, introducing them to a diverse group of individuals dedicated to supporting their academic and personal growth. This diversity in mentorship and guidance is crucial in fostering a learning environment that values and promotes inclusivity and respect for all cultures, aligning with our commitment to enact culturally responsive and anti-racist practices.

2. **Academic and Non-Academic Support:** Through the Boys and Girls Club, scholars received comprehensive support that extended beyond the traditional classroom setting. This holistic approach to student development, which encompasses both academic assistance and non-academic health and wellness programs, played a pivotal role in ensuring the well-being and overall success of our scholars. The availability of these additional resources contributed to a more rounded educational experience, directly supporting our goal of developing and supporting thriving professionals who positively impact student outcomes.

3. **Health and Wellness Opportunities:** The health and wellness programs offered by the Boys and Girls Club addressed a critical component of student success—physical and mental well-being. These programs provided students with the knowledge and skills necessary to lead healthy lives, contributing to their ability to engage fully in academic pursuits and personal development activities. The focus on wellness also supports the cultivation of an environment where students feel cared for and supported in all aspects of their well-being, reinforcing the importance of holistic education practices.

Areas for Improvement:

While the partnership with the Boys and Girls Club has been instrumental in making progress toward our LCAP goal, continuous evaluation and adaptation are necessary to maximize its effectiveness. Enhancing communication between the school and the Boys and Girls Club can ensure that the programs offered are closely aligned with the evolving needs of our scholars. Additionally, seeking feedback from students

and parents about their experiences with the Boys and Girls Club can provide valuable insights for further refining and expanding the partnership to better serve our school community.

**Conclusion:**

The partnership with the Boys and Girls Club during the three-year LCAP cycle has been a significant action towards achieving our goal of providing all scholars with access to diverse, effective, and thriving professionals. By offering comprehensive support that addresses both academic and non-academic needs, the partnership has positively impacted our scholars' educational journey. Moving forward, building on the successes of this partnership and identifying areas for enhancement will be crucial in continuing to foster an inclusive, supportive, and empowering learning environment for all scholars.

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.

Reflecting on our previous practices and the changing dynamics within our school community, we have identified a crucial need to adjust our budgetary allocations and strategic actions to enhance our capacity to support our scholars effectively. This adaptation is directly responsive to our LCAP goal of ensuring all scholars have access to a team of diverse, effective, and thriving professionals who are not only highly skilled but also deeply committed to enacting culturally responsive and anti-racist practices.

**Budgetary Change for Social Emotional Counselor:**

In response to the increased enrollment and the challenges faced by new students transitioning into our school, we have decided to allocate funds for the addition of a Social Emotional Counselor to our team. This decision arose from the realization that the growing number and diversity of our student population necessitate more robust support structures, particularly in the realm of social and emotional well-being. The Social Emotional Counselor will provide targeted support to students, helping to mitigate the challenges associated with adjusting to a new educational environment and contributing to the overall goal of creating a supportive, inclusive, and responsive school culture.

**Adjustments to Planned Goals and Metrics:**

- **Enhanced Professional Diversity and Capacity:** The addition of a Social Emotional Counselor enriches our team's diversity and expertise, reinforcing our commitment to building a responsive and inclusive educational environment. This role is critical in addressing the social and emotional aspects of student well-being, which are fundamental to creating a safe and nurturing space for all scholars.
- **Revised Metrics for Success:** With the integration of the Social Emotional Counselor position, we will introduce new metrics to assess the effectiveness of our support systems. These will include measures of student well-being, the reduction in transition-related challenges for new students, and the effectiveness of social-emotional interventions. These metrics will help us gauge the success of our actions in real-time and make necessary adjustments to better serve our student population.

**Desired Outcomes:**



- **Improved Student Well-being and Engagement:** A key anticipated outcome is the noticeable improvement in the overall well-being of our scholars, with a particular focus on easing the transition for new students. By addressing social and emotional needs directly, we aim to foster an environment where all students feel valued, supported, and empowered to engage fully in their academic and social endeavors.
- **Culturally Responsive and Anti-Racist Practices:** The Social Emotional Counselor will also play a vital role in advancing our commitment to culturally responsive and anti-racist practices within our school. Through targeted support and programming, the counselor will contribute to an educational environment that respects and celebrates diversity, promotes equity, and addresses systemic barriers to success.

**Conclusion:**

The decision to allocate budgetary resources for a Social Emotional Counselor is a strategic response to the evolving needs of our school community. This change, driven by reflections on our prior practices and the challenges identified through increased enrollment, signifies our commitment to adapting our strategies to ensure that we are meeting the needs of all our scholars. By enhancing our team with dedicated social and emotional support, we are taking a significant step towards achieving our LCAP goal of providing a supportive, inclusive, and equitable learning environment for every student.

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.

For the 2024-25 school year, adjustments have been made to enhance professional development, reinforce our commitment to culturally responsive teaching, and bolster teammate retention and support. These adjustments are aimed at building upon our existing strengths while ensuring our practices continue to evolve to meet the needs of our school community, maintaining high standards of accountability and educational excellence.

**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](mailto: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 Stockton Secondary Academy   | LaNitra Curtis<br>Principal | lanitra.curtis@aspirepublicschools.org<br>209-208-9900 |

## 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 Stockton 6-12 Secondary Academy (ASSA) stands as a beacon of educational opportunity and diversity in San Joaquin County. Operating under the charter from the Stockton Unified School District, ASSA is a direct-funded countywide benefit charter school that embraces a comprehensive and inclusive approach to education. Designed to eventually cater to approximately 630 students across grades 6 through 12, the school is currently on a strategic path of growth, adding one grade level per academic year. This structured expansion aims to fulfill the school's commitment to providing a robust educational foundation for middle and high school students within the community.

During this academic year, ASSA proudly served a total of 230 students across grades 6, 7, 8, and 9, demonstrating a commitment to educational excellence and diversity. The student body exhibits a rich demographic tapestry, with 57% Latino, 26% African American, 6% Asian, 3% multi-racial, 3% white, and 5% of students declining to state their ethnicity. This diversity is a testament to the school's inclusive ethos and its role in serving a wide array of community backgrounds.

Significantly, 92% of ASSA's students are eligible for the free and reduced-priced meals program, highlighting the school's role in supporting economically disadvantaged students. Furthermore, the school addresses the needs of a diverse learner population, with 13% of its students classified as English language learners and another 14% receiving special education services. This inclusive approach ensures that all students, regardless of their socio-economic status or educational needs, have access to quality education and support services tailored to their individual requirements.

Located within the Sierra Vista Housing Community, under the San Joaquin Housing Authority, ASSA is uniquely positioned to serve as an educational cornerstone for the community. Its strategic location facilitates a close-knit educational environment that not only fosters

academic achievement but also nurtures the social and emotional development of its students. Through a curriculum that values diversity, inclusivity, and cultural responsiveness, ASSA is dedicated to preparing students for success in an increasingly complex and interconnected world.

In summary, Aspire Stockton 6-12 Secondary Academy embodies a progressive and inclusive educational philosophy, serving a diverse student population with a comprehensive range of academic and support services. As the school continues to grow and reach its full capacity, it remains committed to fostering an environment where every student is valued, supported, and empowered to achieve their fullest potential.

## Reflections: Annual Performance

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

Reflecting on our annual performance, as highlighted by the California School Dashboard (Dashboard) data, it is evident that Aspire Stockton Secondary Academy (ASSA) faces significant challenges, particularly in the area of student suspensions. The Dashboard indicates that our suspension rates for all students and specifically for socioeconomically disadvantaged students are categorized as red, signaling an area of critical concern. This reflection considers both the data presented by the Dashboard and local data to inform our understanding and strategic planning.

### Context and Challenges:

ASSA is a new school that has seen a steady increase in enrollment each year. Our students often come from educational backgrounds marked by limited access to essential resources, including counseling, mental health support, and intervention programs. Such limitations can lead to disengagement and behavioral issues, which are reflected in the elevated suspension rates. Furthermore, the lack of alternative supports like tutoring, therapy, or extracurricular activities in their previous schools may contribute significantly to these challenges.

### Strategic Responses and Actions:

In response to these findings, ASSA is committed to implementing several key strategies aimed at addressing and mitigating the factors contributing to our current suspension rates:

- 1. Hiring a Social Emotional Counselor:** Recognizing the critical need for enhanced mental health support, ASSA will allocate resources to hire a Social Emotional Counselor. This role will be pivotal in providing targeted support for students, helping to address the underlying social and emotional issues that may lead to disengagement and behavioral challenges.
- 2. Training on Restorative Practices:** Our team will undergo comprehensive training on restorative practices. This approach focuses on repairing harm and restoring relationships rather than punitive measures. By adopting restorative practices, we aim to address academic and behavioral concerns more constructively, promoting a more inclusive and supportive school culture.
- 3. Professional Development on Systemic Inequities:** Staff engagement in trainings and discussions on systemic inequities is another crucial step. By understanding the broader socio-economic and systemic factors that contribute to disparities in suspension rates, our staff will be better equipped to address these issues empathetically and effectively.

4. **Prioritizing Equitable Staffing and Hiring:** In line with our commitment to addressing the suspension rates among socioeconomically disadvantaged students, ASSA will prioritize staffing and hiring practices that focus on building a team capable of meeting the diverse needs of our student population. This includes not only the hiring of a Social Emotional Counselor but also ensuring that all staff are trained and sensitive to the complexities of socio-economic disadvantages.

**Conclusion:**

The data from the California School Dashboard serves as a critical tool for reflection and action for ASSA. By acknowledging the areas of concern and implementing targeted strategies, we are committed to reducing suspension rates and fostering an educational environment that supports the well-being and success of all students, with a particular focus on those who are socioeconomically disadvantaged. Through these efforts, we aim to create a school community that not only addresses behavioral challenges more effectively but also promotes equity, inclusivity, and access to opportunities for every student.

## **Reflections: Technical Assistance**

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

N/A

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                        | Process for Engagement  |
|---|---|
| Teachers, Admin, Other School Personnel       | Engaged through Annual Teammate Surveys conducted in Fall of 2023, Staff Meetings held weekly, and Lead Team Meetings conducted weekly. These forums gathered feedback on belonging, cultural awareness, professional learning, and workplace environment. We have weekly staff meetings for all staff. We met weekly to discuss our areas as a whole team. We then worked in departments to further discuss our areas and what we need to do to better serve students and families. We held monthly MTSS meetings with teachers, administrators, and other school personnel to look at data and trends in order to create a plan for addressing our areas of need. |
| Students (Grades 6-9)                         | Engaged through the Annual Student Survey administered in Winter of 2023, focusing on classroom climate and belonging, with questions designed to capture their classroom experiences and sense of belonging. Students have Advisory class daily and teachers use this space to get feedback from students about our academic program and what supports students need. Students also hold weekly grade checks so that they know their areas of growth.  |
| Parents (SSC and ELAC Members, Other Parents) | Engaged through the Annual Family Survey in Winter of 2023, SSC and ELAC quarterly meetings. These engagements provided insights into barriers to engagement, family engagement preferences, and feedback on LCAP goals. We held parent meetings and sent surveys to gather feedback from educational partners about how to best support our scholars. We met with families four times this school year to gather input on student progress from a family lens.   |

| Educational Partner(s)    | Process for Engagement   |
|---------------------------|--|
| SELPA (Special Education) | Regular consultations with SELPA to discuss needs and feedback regarding students with special needs, ensuring their perspectives are incorporated into program planning and LCAP development. |

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

At Aspire Stockton Secondary Academy we believe that our relationship with families, students, teammates and community should be a partnership. We work collaboratively with our stakeholders to help support our scholars. Each stakeholder brings a perspective to the way we educate and support students. The adoption of the Local Control and Accountability Plan (LCAP) action significantly influenced the feedback provided by educational partners through a multifaceted engagement strategy, which involved surveys, meetings, and consultations. This comprehensive approach ensured a wide-ranging collection of insights across different groups within the educational ecosystem, including staff, students, families, and special education partners. Here's how the adopted LCAP action impacted the feedback process and outcomes:

**Staff Engagement and Feedback:** The implementation of Annual Teammate Surveys, along with regular Staff and Lead Team Meetings, created a structured avenue for staff to voice their perceptions on key areas such as belonging, cultural awareness, professional learning, and workplace environment. These feedback mechanisms enabled staff members to share their insights and suggestions openly, fostering a culture of continuous improvement. The feedback from these engagements highlighted areas of strength and identified opportunities for enhancing the support provided to students and families. The frequent meetings and departmental collaborations allowed for a dynamic review and adaptation of strategies to better serve the educational community, directly reflecting the LCAP's goals.

**Student Feedback and Involvement:** Through the Annual Student Survey and continuous feedback mechanisms like Advisory classes and weekly grade checks, students were actively involved in sharing their classroom experiences and sense of belonging. This student-centered feedback was crucial for understanding the impact of classroom climate on student engagement and learning. The LCAP's focus on creating an inclusive and supportive educational environment was strengthened by incorporating student voices, ensuring that the initiatives were responsive to their needs and perspectives.

**Family and Community Engagement:** The feedback from the Annual Family Survey, along with insights gathered through School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings, and direct family consultations, provided a comprehensive view of family engagement preferences, barriers to engagement, and perceptions of the school's progress towards LCAP goals. This open dialogue with families enriched the LCAP development process, ensuring that the plan was aligned with the community's expectations and needs, thereby enhancing the support structures for students.

**Special Education Feedback:** Regular consultations with the Special Education Local Plan Area (SELPA) ensured that the unique needs and feedback regarding students with special needs were carefully considered in the LCAP development. This collaboration ensured that the perspectives and requirements of students with special needs were integrated into program planning, reflecting a commitment to inclusivity and tailored support.



Overall, the LCAP's adoption fostered a comprehensive and inclusive feedback loop that engaged all educational partners. This approach not only enriched the LCAP's development with diverse insights but also reinforced a culture of collaboration and continuous improvement. By aligning the action plans with the feedback gathered from various stakeholders, the LCAP became a living document that truly reflected the community's aspirations and needs, driving meaningful changes in the educational environment.

The adopted LCAP is a testament to the power of collaborative planning and the value of stakeholder feedback. This process not only ensured that the plan was comprehensive and responsive to the needs of our students and community but also fostered a sense of ownership and commitment among all participants. By integrating the diverse perspectives and expertise of our educational partners, the LCAP stands as a shared blueprint for achieving educational excellence and equity.

# 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.

|   |
|---|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> |
|---|

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<br>SBAC ELA DFS<br><br>All: -57.5<br>African American/Black: -86<br>English Learners: -68.1<br>Socioeconomically disadvantaged: -61.5<br>Hispanic/Latinx: -52.5<br>Students with Disabilities: -162.5 |                |                | 2025-2026<br>SBAC ELA DFS<br><br>All: -30.50<br>African American/Black: -59<br>English Learners: -41.10<br>Socioeconomically disadvantaged: -34.50 |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  |   |                |                | Hispanic/Latinx: -25.50<br>Students with Disabilities: -135.50  |                                  |
| 1.2      | Smarter Balanced Assessment (SBAC) Results in Mathematics DFS<br>CA School Dashboard | 2022-2023<br>SBAC Math DFS<br><br>All: -113.8<br>African American/Black: -148.9<br>English Learners: -143.6<br>Socioeconomically disadvantaged: -116.4<br>Hispanic/Latinx: -105.8<br>Students with Disabilities: -217 |                |                | 2025-2026<br>SBAC Math DFS<br><br>All: -104.80<br>African American/Black: -139.90<br>English Learners: -134.60<br>Socioeconomically disadvantaged: -107.40<br>Hispanic/Latinx: -96.80<br>Students with Disabilities: -208 |                                  |
| 1.3      | CA Science Test (CAASPP-Elpac.ets.org)   | 2022-2023 Science Test<br><br>6.00% Met & Exceeded  |                |                | 2025-2026<br>Science Test<br><br>11% Met or Exceeded  |                                  |
| 1.4      | % of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard | 2022-2023 ELPI<br><br>44.40% of ELs making progress towards English language proficiency  |                |                | 2025-2026 ELPI<br>50% 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<br>66.70%   |                |                | 2025-2026 RFEP Rate<br><br>Maintain 15% or above  |                                  |
| 1.6      | Sufficient Access to Standard-Aligned Materials (SARC)   | 2022-2023<br><br>100% of students have access to standards aligned curricular materials.  |                |                | 2025-2026<br><br>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<br>ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science<br>Average Rating: 3  |                |                | 2026-2027<br>ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science<br>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<br><br>Rate the LEA's progress in providing professional learning for teaching to the ELA and ELD Curriculum: 4<br>Rate the LEA's progress in making instructional materials that are aligned to ELA and ELD: 5 |                |                | 2026-2027<br><br>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 | <p>2023-2024</p> <p>iReady Reading<br/>% of students that met annual typical growth</p> <p>All Students: 72%<br/>Grade 6: 53%<br/>Grade 7: 61%<br/>Grade 8: 60%</p> <p>iReady Math<br/>% of students that met annual typical growth</p> <p>All Students: 58%<br/>Grade 6: 64%<br/>Grade 7: 79%<br/>Grade 8: 73%</p> |                |                | <p>2026-2027</p> <p>iReady Reading<br/>% of students that met annual typical growth</p> <p>All Students: 87%<br/>Grade 6: 68%<br/>Grade 7: 76%<br/>Grade 8: 75%</p> <p>iReady Math<br/>% of students that met annual typical growth</p> <p>All Students: 73%<br/>Grade 6: 79%<br/>Grade 7: 94%<br/>Grade 8: 88%</p> |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.10     | Broad course of study (Local Indicator Survey, Priority 7) | 2023-2024<br>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<br>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 |                                  |

## 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               | <p>Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum.</p> <p>Provide professional development on standards-aligned curriculum (iReady, EL, Amplify, etc.). Co-plan and facilitate PD with regional content directors/program managers.</p> <p>Purchase chrome books so that all students have devices (1:1) and access to regular grade-level content practice experiences.</p> <p>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.</p> <p>Purchase intervention curriculum (iReady, Zearn, Lexia, Amira etc.)</p> <p>Send teammates to and employ CORE Science of Reading for early literacy.</p> <p>Send Dean/AP/Leadership team to UnboundEd Standards Institute for GLEAM professional learning.</p> | \$186,894.00   | Yes          |
| 1.2      | Instruction                          | <p>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</p> <p>Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction)</p> <p>Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually</p>  | \$829,261.00   | Yes          |
| 1.3      | Academic Program (Master Scheduling) | <p>School MTSS team uses data to inform access to interventions and supports through established processes</p> <p>Continue to create a Master Schedule that is equitable and provides students with access to all core content and opportunities for</p>   | \$1,596,009.00 | No           |

| Action # | Title | Description   | Total Funds  | Contributing |
|----------|-------|---|--------------|--------------|
|          |       | <p>enrichment/arts while meeting the regional and state instructional minute requirements</p> <p>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</p> <p>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).</p> |              |              |
| 1.4      | MLL   | <p>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.</p>   | \$4,087.00   | No           |
| 1.5      | SPED  | <p>Education Specialists are observed and given feedback (approx every 2 weeks)</p> <p>Education Specialists are included in all curriculum professional training to support with co-teaching</p> <p>Provide professional development on the 5 models of co-teaching (Supportive, Parallel, Alternative, Team Teaching, and Station) and Universal Design for Learning</p> <p>Ensure classroom General Education and Education Specialist co-teachers have regular shared planning time to support co-teaching</p> <p>With Program Specialist, conduct a program review and conduct co-teaching self-assessment and create 1-2 goals based on self-assessment</p>   | \$410,407.00 | No           |



| Action # | Title                            | Description   | Total Funds | Contributing |
|----------|----------------------------------|---|-------------|--------------|
| 1.6      | Black Excellence                 | <p>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.</p> <p>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)</p> <p>Continue our Black Student Union (BSU) and provide materials (costs for t-shirts, awards, supplies, etc.)</p> <p>Participation in Black Excellence awards ceremony (costs for awards)</p> <p>Conduct field trips for our BSU students to Historically Black Colleges and Universities</p> <p>Start a Black Family Advisory Council to get input on our school community (costs for food, materials, school supplies) +</p> | \$0.00      | No           |
| 1.7      | Personalized Learning (students) | <p>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.</p>  | \$0.00      | No           |
| 1.8      | Title I                          | <p>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:</p> <p>Instructional School Site Coach</p> <p>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,</p>  | \$92,845.00 | No           |

| Action #    | Title | Description   | Total Funds | Contributing |
|-------------|-------|---|-------------|--------------|
|             |       | progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students. |             |              |
| <b>1.10</b> |       |   |             |              |

# 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<br><br>Sense of belonging Grades 6-12: 40%<br><br>Teacher-student relationships: Grades 6-12: 61% |                |                | 2026-2027 Aspire Student Survey % Responded Favorably<br><br>Sense of belonging Grades 6-12: 60%<br><br>Teacher-student relationships: |                                  |

| Metric # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
|          |  | School Safety:<br>Grades 6-12: 52%  |                |                | Grades 6-12: 81%<br><br>School Safety:<br>Grades 6-12: 72%  |                                  |
| 2.2      | Student Suspension Rates as a Percentage (CA School Dashboard) | 2022-2023 Suspension Rate<br><br>All Students: 13.9%<br>African American/Black: 19.6%<br>Hispanic/Latinx: 10.3%<br>English Learners: 10.7%<br>Socioeconomically Disadvantaged: 13.7%<br>Students with Disabilities: 16.7%       |                |                | 2025-2026 Suspension Rate<br><br>All Students: 7.9%<br>African American/Black: 13.6%<br>Hispanic/Latinx: 4.3%<br>English Learners: 4.7%<br>Socioeconomically Disadvantaged: 7.7%<br>Students with Disabilities: 10.7% |                                  |
| 2.3      | Chronic Absenteeism (CA School Dashboard)                      | 2022-2023 Chronic Absenteeism Rate<br><br>All: 44.30%<br>African American/Black: 52.00%<br>Hispanic/Latinx: 44.40%<br>English Learners: 36.00%<br>Socioeconomically disadvantaged: 45.60%<br>Students with Disabilities: 55.60% |                |                | 2025-2026 Chronic Absenteeism Rate<br><br>All: 31.20%<br>African American/Black: 32.00%<br>Hispanic/Latinx: 32.10%<br>English Learners: 24.30%<br>Socioeconomically disadvantaged: 32.60%                             |                                  |

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
|          |   |  |                |                | Students with Disabilities:<br>30.10%   |                                  |
| 2.4      | Efforts we make to seek parent input.<br>(Aspire Family Survey)                         | 2023-2024 Aspire Family Survey<br>Barriers to Engagement: 88% responded favorably<br>Family Engagement: 20% responded favorably  |                |                | 2026-2027 Aspire Family Survey<br>Barriers to Engagement: 90% responded favorably<br>Family Engagement: 45% responded favorably |                                  |
| 2.5      | Parent Input in Decision Making<br>(LCFF Priority 3, Self-Reflection Tool (Rating 1-5)) | 2023-2024 Local Performance Indicator, Self-Reflection<br><br>Supporting Principals and Staff in Family Engagement: 3<br>Empowering Families in Decision-Making: 3<br>Inclusive Family Input Opportunities: 3<br>Collaborative Family Engagement Planning: 2 |                |                | 2026-2027 Local Performance Indicator, Self-Reflection<br><br>Average Rating: 4 or higher                                       |                                  |
| 2.6      | School Attendance Rate (P2, PowerSchool)  | 2023-2024 P2 Attendance Rate<br>91.74%   |                |                | 2026-2027 Attendance Rate (P2)<br><br>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<br>0%   |                |                | 2026-2027 Expulsion Rate<br>0%   |                                  |
| 2.8      | Surveys of parents to measure safety and school connectedness (Aspire Family Survey) | 2023-2024 Aspire Family Survey<br>79% responded favorably "The school provides a safe environment for my child."<br>79% 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<br>85% responded favorably "The school provides a safe environment for my child."<br>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 | <p>Attendance:<br/>           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.<br/>           Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism)<br/>           School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions)</p> | \$222,622.00 | Yes          |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance.<br/>Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth students.</p> <p>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.</p> <p>Enrollment:<br/>At weekly attendance team meeting, review enrollment targets and make plans for way to meet enrolment targets.<br/>Establish a marketing plan for enrollment including sending out flyers, holding open enrollment meetings, dropping flyers at local preschools, grocery stores, and business.<br/>Utilizing social media to share open enrollment information and post stories of school events which occur.</p> |             |              |
| 2.2      | SEL   | <p>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)<br/>Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day.<br/>Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies.<br/>Train and develop all teammates on SEL competencies from CDE.<br/>Have learning targets specific to SEL visibly posted.<br/>MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers.<br/>Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective.<br/>Antiracist / Restorative Culture: Start student leadership clubs: service crew, environment crew, safety crew, den meetings *cross grade level groups.</p>  | \$0.00      | No           |



| Action #   | Title                                      | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  | <p>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 &amp; English</p> <p>The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Red indicators have been identified for All students in suspension. These actions ensure that while all students receive support, there is focused intervention to support those most at risk.</p>   |             |              |
| <b>2.3</b> | Family and Community Engagement & Outreach | <p>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.</p> <p>Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, childcare, translation, and door prizes.</p> <p>Create Black Family Advisory group for family members of black students to provide input on our school culture and climate.</p> <p>Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school.</p> <p>Identify a person or team that will establish meaningful school partnership.</p> <p>Stronger Connections Grant:<br/> Hire a school social worker to support with attendance team and conduct home visits.<br/> Hire a family support manager to work in collaboration with families to support school-wide attendance efforts.</p> | \$0.00      | No           |
| <b>2.4</b> | School Climate                             | <p>Provide staff training on Powerschool Incident</p> <p>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)</p> <p>Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team.</p>   | \$0.00      | No           |

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          |   | <p>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.</p> <p>Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program</p> <p>Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices.</p> <p>Provide school-wide Professional Development on CPI and de-escalation techniques.</p> <p>Ensure all teammates have attended Restorative Practice training.</p> <p>Educator retention &amp; development: Scope &amp; Sequence (reference this scope &amp; 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</p> |              |              |
| 2.5      | Classroom Facilities, and Student Physical Spaces | <p>In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility.</p> <p>Inspection Tool (FIT) School Ratings are at least “Good”.</p> <p>Annually train all teammates on the school comprehensive safety plan</p> <p>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)</p>   | \$200,165.00 | Yes          |
| 2.6      | Regular Coaching (using ASLF & TLF)               | <p>Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost)</p> <p>School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals</p> <p>All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan</p>   | \$0.00       | No           |

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

# 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.

|   |
|---|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> |
|---|

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<br>66.11% Fully Credentialed  |                |                | 2025-2026<br>100% Fully Credentialed |                                  |
| 3.2      | Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey) | 2023-2024 Aspire Teammate Survey<br><br>School Climate: 89% 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 |
|----------|---------------------------------------|---|----------------|----------------|--|----------------------------------|
|          |                                       | <p>Belonging: 78% responded favorably</p> <p>Well-being: 94% responded favorably</p> <p>Staff-Leadership Relationships: 94% responded favorably</p> <p>Cultural Awareness and Action: 37% responded favorably</p> |                |                | <p>School Climate: 95% responded favorably</p> <p>Belonging: 95% responded favorably</p> <p>Well-being: 95% responded favorably</p> <p>Staff-Leadership Relationships: 95% responded favorably</p> <p>Cultural Awareness and Action: 57% responded favorably</p> |                                  |
| 3.3      | Teammate Retention Rate (Data Portal) | <p>2023-2024 to 2024-2025 Retention Rate</p> <p>100%</p>  |                |                | <p>2026-2027 to 2027-2028 Retention</p> <p>Maintain 90% or higher</p>  |                                  |

## 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<br>Invite career & community members in twice a year<br>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.)<br>Ensure all teammates have ability to attend regional affinity groups.  | \$0.00      | No           |

| Action #   | Title                 | Description  | Total Funds | Contributing |
|------------|-----------------------|--|-------------|--------------|
|            |                       | Ensure all admins attend National Equity Project: Leading for Equity Start/continue affinity groups at school sites.   |             |              |
| <b>3.4</b> | Teacher Credentialing | In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements. Work towards securing 1-2 Alder Residents and 2 student teachers each year | \$0.00      | No           |

# 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 |
| \$1,316,812   | \$147,657  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 36.239%   | 3.106%                      | \$70,066.00             | 39.345%   |

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               | <p><b>Action:</b><br/>Grade Level Curriculum</p> <p><b>Need:</b><br/>English Learners (ELs) and low-income students exhibit significant academic challenges as evidenced by their performance on the SBAC assessments. For English Learners, the SBAC ELA score slightly improved from -69.90 in 2021-2022 to -68.10 in 2022-2023, but the progress is minimal,</p> | <p>The adoption of a grade-level curriculum designed to engage scholars is a strategic action addressing the significant needs highlighted by the iReady and MAP assessments, where 61% of the student population tested below grade level in English Language Arts (ELA) and 64% in math. This tailored curriculum supports the LCAP goal of preparing Aspire scholars and staff for career and college readiness through engaging, affirming, and meaningful, culturally responsive academic programming. The following outlines how this</p> | <p>Metric (1.1 &amp; 1.2) SBAC</p> |



| 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 |
|-------------------|--|---|------------------------------------|
|                   | <p>indicating a persistent gap in English language arts proficiency. In math, ELs improved from -151.80 to -143.60, showing some progress but still reflecting a substantial need for targeted academic support. Similarly, socioeconomically disadvantaged students showed improvement in their SBAC ELA scores, moving from -74.00 to -61.50, classified as Yellow, but their math scores remained relatively unchanged, moving only slightly from -119.70 to -116.40, which remains classified as Orange.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>curriculum addresses these needs and the rationale for its implementation on an LEA-wide or schoolwide basis.</p> <p><b>Addressing Academic Needs Through Engagement:</b><br/>The curriculum's focus on engagement is crucial for addressing the specific academic challenges faced by students. Engaging scholars in the learning process increases their motivation, enhances understanding, and promotes a deeper connection with the material. By incorporating strategies that make learning activities relevant and interesting, the curriculum aims to bridge the gap for students who are currently performing below grade level in ELA and math. This approach is grounded in educational research suggesting that engagement is a key factor in academic achievement and can significantly impact students' ability to catch up to grade-level standards.</p> <p><b>Culturally Responsive Academic Programming:</b><br/>A core component of the curriculum is its emphasis on being culturally responsive. This means that the curriculum is designed to reflect and honor the diverse backgrounds of the student population. By integrating content that is affirming and meaningful to all scholars, the curriculum not only supports the development of a positive identity but also fosters a sense of belonging and engagement among students. Culturally responsive teaching practices have been shown to improve academic outcomes by making learning more accessible and relevant to students from various cultural backgrounds.</p> |                                    |

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

| 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 |
|-------------------|---|--|------------------------------------|
|                   |   | <p>In summary, the grade-level curriculum focused on engagement and culturally responsive programming addresses the identified needs by fostering an inclusive, motivating, and rigorous learning environment. Its implementation across the LEA or school ensures that all scholars have access to educational opportunities that prepare them for academic advancement, college, and career readiness.</p>   |                                    |
| <p><b>1.2</b></p> | <p><b>Action:</b><br/>Instruction</p> <p><b>Need:</b><br/>English Learners (ELs) and low-income students exhibit significant academic challenges as evidenced by their performance on the SBAC assessments. For English Learners, the SBAC ELA score slightly improved from -69.90 in 2021-2022 to -68.10 in 2022-2023, but the progress is minimal, indicating a persistent gap in English language arts proficiency. In math, ELs improved from -151.80 to -143.60, showing some progress but still reflecting a substantial need for targeted academic support. Similarly, socioeconomically disadvantaged students showed improvement in their SBAC ELA scores, moving from -74.00 to -61.50, classified as Yellow, but their math scores remained relatively unchanged, moving only slightly from -119.70 to -116.40, which remains classified as Orange.</p> <p><b>Scope:</b></p> | <p>The action to provide regular time for data discussions to guide Tier 1 instruction, combined with weekly observations by the leadership team and the clear communication of learning targets, directly addresses the academic needs of ELs and low-income students by enhancing instructional quality and responsiveness. Allocating regular time for data discussions through shared preps, release days with substitutes, or protected time on early release days ensures that teachers have dedicated time to analyze Common Formative Assessments (CFAs) and interim assessment data. This practice allows teachers to identify specific areas where ELs and low-income students are struggling and adjust instruction to address these gaps. By focusing on data-driven instruction, teachers can implement targeted strategies to improve ELA and math proficiency for these students. Weekly observations conducted by the leadership and admin team help monitor the instructional program, identify bright spots, trends, and areas needing improvement, ensuring that instructional practices are aligned with the needs of all students. Additionally, ensuring that learning targets and objectives are clearly communicated</p> | <p>Metric (1.1 &amp; 1.2) SBAC</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness                          |
|-------------------|---|---|---|
|                   | LEA-wide  | with students, both verbally and visually, helps ELs and low-income students understand the learning goals and expectations, thereby improving their engagement and performance. These actions are provided on an LEA-wide basis to ensure a consistent and equitable approach to addressing the academic needs of all students, particularly those who are most vulnerable. Implementing these actions schoolwide creates a consistent learning environment where every student receives the support they need to succeed, thereby promoting equity and excellence across the entire school community.   |   |
| 2.1               | <p><b>Action:</b><br/>Attendance and Enrollment</p> <p><b>Need:</b><br/>Many low-income scholars may face challenges related to basic needs such as nutrition, clothing, and transportation that can impact their ability to attend school regularly.</p> <p>Healthcare Access: Physical and mental health issues can be a significant barrier to regular attendance, and low-income families may have limited access to healthcare services.</p> <p>Safe and Reliable Transportation: Lack of reliable transportation is a common issue that can prevent low-income scholars from getting to school.</p> <p>Engagement and Belonging: Students who do not feel connected to their school community</p> | <p>Addressing attendance concerns for low-income scholars through the Local Control and Accountability Plan (LCAP) requires a detailed understanding of the unique challenges and barriers these students face.</p> <p>Implement programs that provide students with free or reduced-price meals, clothing banks, and other basic necessities to support their attendance.</p> <p>Partner with local health organizations to offer on-campus health screenings, mental health services, and healthcare referrals to address health-related barriers.</p> <p>Develop transportation programs, such as bus passes or school shuttles, to ensure students have a reliable way to get to school.</p> <p>Create and promote school clubs, sports, arts, and other extracurricular activities that foster a sense of belonging and encourage regular attendance.</p> <p>Offer workshops, resources, and communication in multiple languages tailored to the needs of low-income families to educate them on the</p> | Metric (2.3) Chronic Absenteeism<br>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  |
|-------------------|--|--|---|
|                   | <p>or who face negative school experiences are more likely to have poor attendance.</p> <p>Awareness and Education for Families: Parents and guardians of low-income scholars may not be fully aware of the importance of regular attendance or may face their own challenges that prevent them from supporting their child's education.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>importance of attendance and how they can support their child.</p> <p>Shift from punitive to restorative practices that address the reasons behind absenteeism and work with students and families to find solutions. Use attendance data to identify students at risk of chronic absenteeism early and provide them with targeted interventions and support. Collaborate with community organizations to provide a network of support for low-income families that can address external factors affecting attendance.</p> <p>By focusing on these needs and implementing targeted actions, LCAPs can help improve attendance rates among low-income scholars, ensuring they have the support and resources necessary to succeed academically.</p>  |   |
| 2.5               | <p><b>Action:</b><br/>Classroom Facilities, and Student Physical Spaces</p> <p><b>Need:</b><br/>According to survey data, 52% feel safe at school and 79% of families believe the school provides a safe environment for their children. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> | <p>Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.</p> | <p>Metric (2.1) Student Sense of Safety<br/>Metric (2.8) Parent Sense of Safety</p> |

| 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 |
|-------------------|---------------------------|---|------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide |   |                                    |

**Limited Actions**

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

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

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.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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    | 3,633,732  | 1,316,812  | 36.239%   | 3.106%   | 39.345%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$2,864,976.00 | \$580,382.00      |             | \$96,932.00   | \$3,542,290.00 | \$3,330,342.00  | \$211,948.00        |

| 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 Foster Low Learners Youth Income | Yes   | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing   | \$0.00          | \$186,894.00        | \$186,894.00   |                   |             |               | \$186,894.00   |   |
| 1      | 1.2      | Instruction                                | English Low Learners Income              | Yes   | LEA-wide | English Learners Low Income              | All Schools | Ongoing   | \$829,261.00    | \$0.00              | \$829,261.00   |                   |             |               | \$829,261.00   |   |
| 1      | 1.3      | Academic Program (Master Scheduling)       | All                                      | No  |          |  |             | Ongoing   | \$1,596,009.00  | \$0.00              | \$1,426,034.00 | \$169,975.00      |             |               | \$1,596,009.00 |   |
| 1      | 1.4      | MLL  | All                                      | No  |          |  |             | Ongoing   | \$0.00          | \$4,087.00          |                |                   |             | \$4,087.00    | \$4,087.00     |   |
| 1      | 1.5      | SPED                                       | Students Disabilities with               | No  |          |  |             | Ongoing   | \$389,440.00    | \$20,967.00         |                | \$410,407.00      |             |               | \$410,407.00   |   |
| 1      | 1.6      | Black Excellence                           | All                                      | No  |          |  |             | Ongoing   | \$0.00          | \$0.00              | \$0.00         |                   |             |               | \$0.00         |   |
| 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   | \$92,845.00     | \$0.00              |                |                   |             | \$92,845.00   | \$92,845.00    |   |
| 1      | 1.10     |  |  |   |          |  |             | Ongoing   |                 |                     |                |                   |             |               |                |   |
| 2      | 2.1      | Attendance and Enrollment                  | English Foster Low Learners Youth Income | Yes   | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing   | \$222,622.00    | \$0.00              | \$222,622.00   |                   |             |               | \$222,622.00   |   |
| 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         |   |



| Goal # | Action # | Action Title                                      | Student Group(s)            | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|---|-----------------------------|---|----------|-------------------------------|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 2      | 2.4      | School Climate                                    | All                         | No  |          |                               |             | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 2      | 2.5      | Classroom Facilities, and Student Physical Spaces | English Low Learners Income | Yes   | LEA-wide | English Learners Low Income   | All Schools | Ongoing   | \$200,165.00    | \$0.00              | \$200,165.00 |                   |             |               | \$200,165.00 |   |
| 2      | 2.6      | Regular Coaching (using ASLF & TLF)               | All                         | No  |          |                               |             | Ongoing   | \$0.00          | \$0.00              | \$0.00       |                   |             |               | \$0.00       |   |
| 2      | 2.7      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 2      | 2.8      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 2      | 2.9      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 2      | 2.10     |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.1      | Rigorous Projects (Project-Based learning)        | All                         | No  |          |                               |             | 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       |   |
| 3      | 3.5      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.6      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.7      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.8      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.9      |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |
| 3      | 3.10     |   |                             |   |          |                               |             | Ongoing   |                 |                     |              |                   |             |               |              |   |

# 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 3,633,732                    | 1,316,812  | 36.239%   | 3.106%   | 39.345%   | \$1,438,942.00  | 0.000%   | 39.600 %   | <b>Total:</b>            | \$1,438,942.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$1,438,942.00   |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$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<br>Foster Youth<br>Low Income | All Schools | \$186,894.00   |   |
| 1    | 1.2      | Instruction                                       | Yes   | LEA-wide | English Learners<br>Low Income                 | All Schools | \$829,261.00   |   |
| 2    | 2.1      | Attendance and Enrollment                         | Yes   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$222,622.00   |   |
| 2    | 2.5      | Classroom Facilities, and Student Physical Spaces | Yes   | LEA-wide | English Learners<br>Low Income                 | All Schools | \$200,165.00   |   |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$934,425.00   | \$869,518.00                               |

| 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                  | AVID Implementation  | Yes  |  |   |
| 1                  | 1.2                  | iReady Assessment- Benchmark Assessments at the beginning of the school year.    | Yes  |  |   |
| 1                  | 1.3                  | Grade Level Curriculum   | Yes  | \$151,500.00                                   | \$167,677   |
| 1                  | 1.4                  | Instruction  | Yes  |  |   |
| 1                  | 1.5                  | Academic Program (Master Scheduling)   | Yes  |  |   |
| 1                  | 1.6                  | MLL  | Yes  |  |   |
| 1                  | 1.7                  | Black Excellence   | Yes  |  |   |
| 1                  | 1.8                  | College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity) | Yes  |  |   |
| 1                  | 1.9                  | Title I  |  | \$66,244.00                                    | \$114,263   |
| 1                  | 1.10                 | Title III  |  | \$3,002.00                                     | \$4,335   |
| 1                  | 1.11                 | Personnel  | Yes  | \$369,935.00                                   | \$340,158   |
| 2                  | 2.1                  | MTSS   | Yes  |  |   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                                    | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
|                    |                      |   |  |  |   |
| 2                  | 2.2                  | Attendance  | No   |  |   |
| 2                  | 2.3                  | SEL   | Yes  |  |   |
| 2                  | 2.4                  | Family and Community Engagement & Outreach                    | No   |  |   |
| 2                  | 2.5                  | Restorative Practices & Increasing time in Class              | Yes  |  |   |
| 2                  | 2.6                  | Classrooms, Facilities, and Student Physical Spaces           | Yes  |  |   |
| 2                  | 2.7                  | Personnel   | Yes  | \$261,293.00                                   | \$204,085   |
| 3                  | 3.1                  | Regular Coaching (using ASLF & TLF)                           | Yes  |  |   |
| 3                  | 3.2                  | Culturally Responsive Teaching (CRT) Professional Development | Yes  |  |   |
| 3                  | 3.3                  | Teammate Retention  | Yes  | \$82,451.00                                    | \$39,000  |
| 3                  | 3.4                  | Affinity Groups   | Yes  |  |   |
| 3                  | 3.5                  | Pipeline Development  | No   |  |   |
| 3                  | 3.6                  | Teacher Credentialing   | Yes  |  |   |

# 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) |
|--|---|---|--|--|--|--|
| \$820,986  | \$865,179.00  | \$750,920.00  | \$114,259.00   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1                  | 1.1                  | AVID Implementation  | Yes   |  |   |   |   |
| 1                  | 1.2                  | iReady Assessment-Benchmark Assessments at the beginning of the school year.     | Yes   |  |   |   |   |
| 1                  | 1.3                  | Grade Level Curriculum   | Yes   | \$151,500.00   | \$167,677   | 0.00%                                   | 0.00%   |
| 1                  | 1.4                  | Instruction  | Yes   |  |   |   |   |
| 1                  | 1.5                  | Academic Program (Master Scheduling)   | Yes   |  |   |   |   |
| 1                  | 1.6                  | MLL  | Yes   |  |   |   |   |
| 1                  | 1.7                  | Black Excellence   | Yes   |  |   |   |   |
| 1                  | 1.8                  | College & Career Readiness (Early College HS, A-G Readiness, Grading for Equity) | Yes   |  |   |   |   |
| 1                  | 1.11                 | Personnel  | Yes   | \$369,935.00   | \$340,158   | 0.00%                                   | 0.00%   |
| 2                  | 2.1                  | MTSS   | Yes   |  |   |   |   |
| 2                  | 2.3                  | SEL  | Yes   |  |   |   |   |

| 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) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2                  | 2.5                  | Restorative Practices & Increasing time in Class              | Yes   |  |   |   |   |
| 2                  | 2.6                  | Classrooms, Facilities, and Student Physical Spaces           | Yes   |  |   |   |   |
| 2                  | 2.7                  | Personnel   | Yes   | \$261,293.00   | \$204,085   | 0.00%                                   | 0.00%   |
| 3                  | 3.1                  | Regular Coaching (using ASLF & TLF)                           | Yes   |  |   |   |   |
| 3                  | 3.2                  | Culturally Responsive Teaching (CRT) Professional Development | Yes   |  |   |   |   |
| 3                  | 3.3                  | Teammate Retention  | Yes   | \$82,451.00  | \$39,000  | 0.00%                                   | 0.00%   |
| 3                  | 3.4                  | Affinity Groups   | Yes   |  |   |   |   |
| 3                  | 3.6                  | Teacher Credentialing   | Yes   |  |   |   |   |

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) |
|---|---|--|---|--|---|--|--|---|
| \$2,256,165   | \$820,986   | 0.00%  | 36.389%   | \$750,920.00   | 0.000%  | 33.283%  | \$70,066.00  | 3.106%  |

# 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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

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

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

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

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

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.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.



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

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

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

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- 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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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



**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023