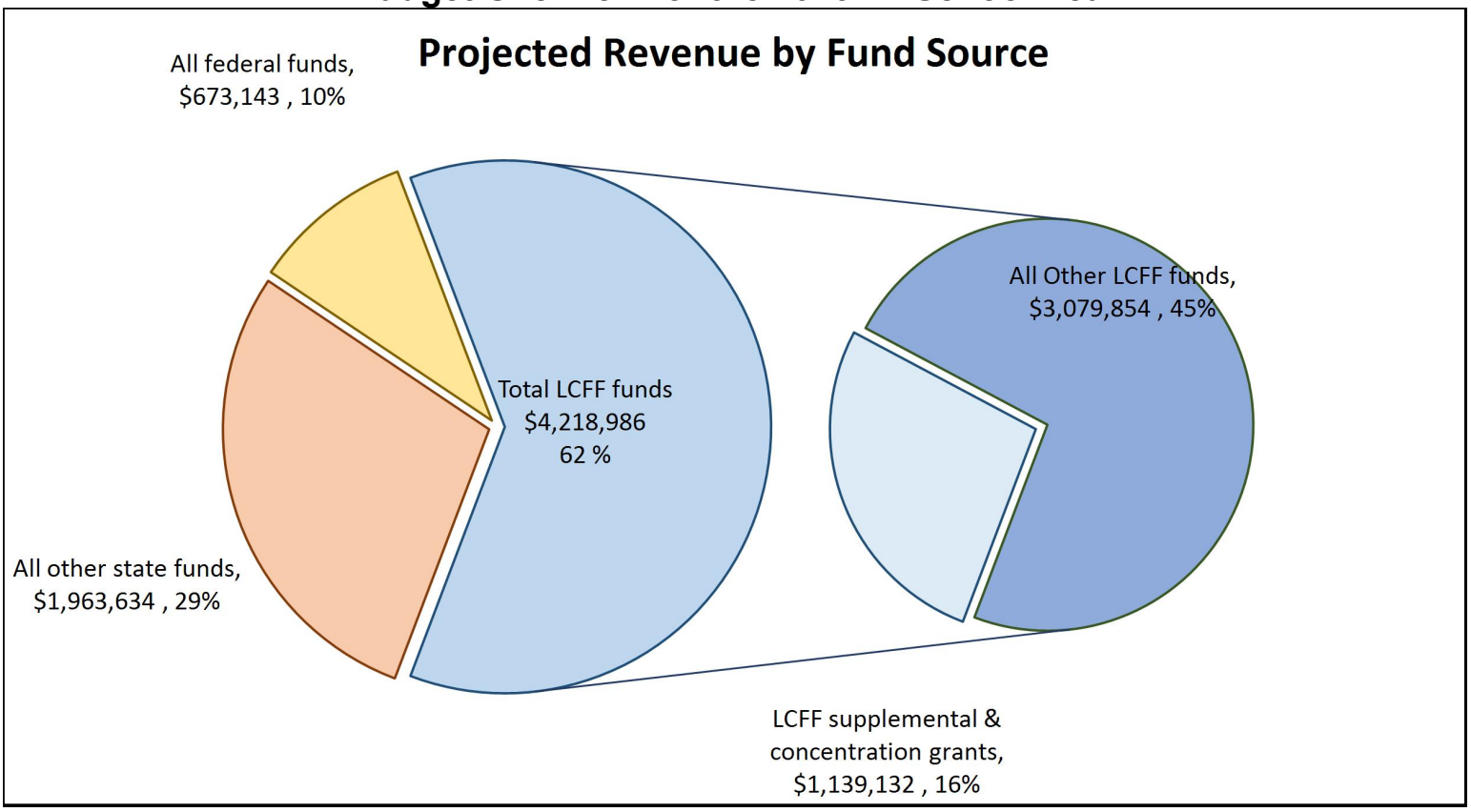
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Firestone Academy
CDS Code: 19647330122622
School Year: 2026-27
LEA contact information:
Marnie Kislinger
Principal
AspireAFA@aspirepublicschools.org
323.249.5740 ext. 16804

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

Budget Overview for the 2026-27 School Year

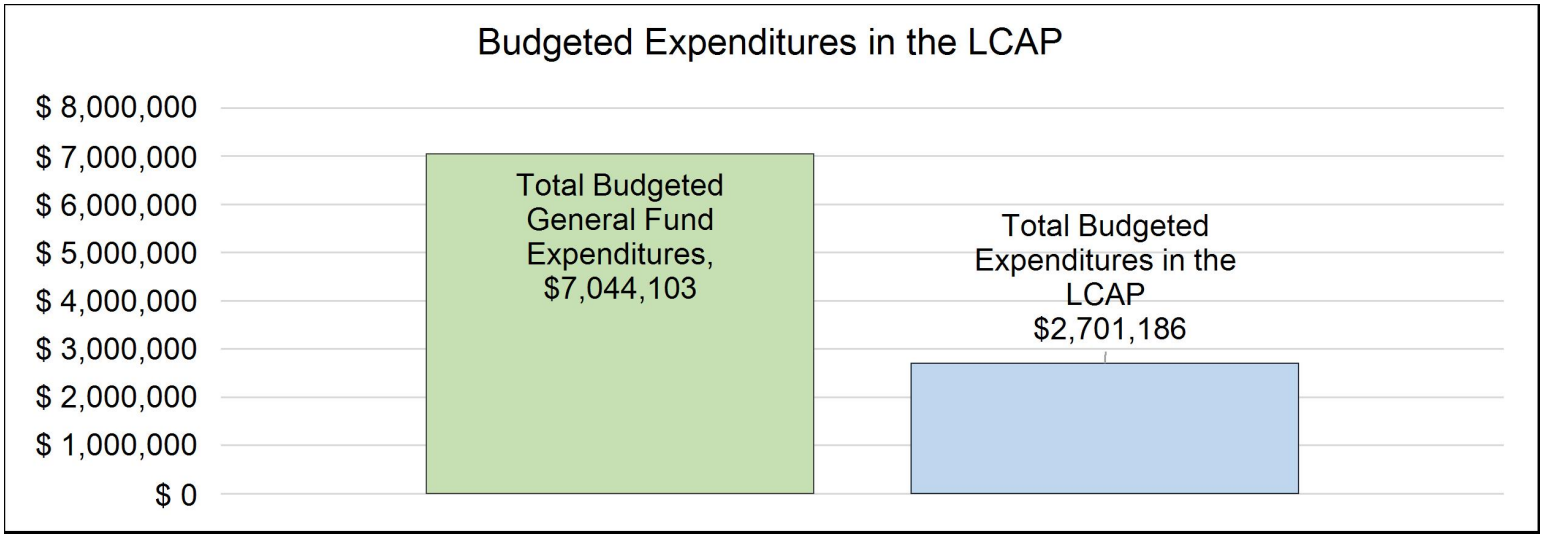


This chart shows the total general purpose revenue Aspire Firestone Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Firestone Academy is $6,855,763, of which $4,218,986 is Local Control Funding Formula (LCFF), $1,963,634 is other state funds, $0 is local funds, and $673,143 is federal funds. Of the $4,218,986 in LCFF Funds, $1,139,132 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 Firestone Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Firestone Academy plans to spend $7,044,103 for the 2026-27 school year. Of that amount, $2,701,186 is tied to actions/services in the LCAP and $4,342,917 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

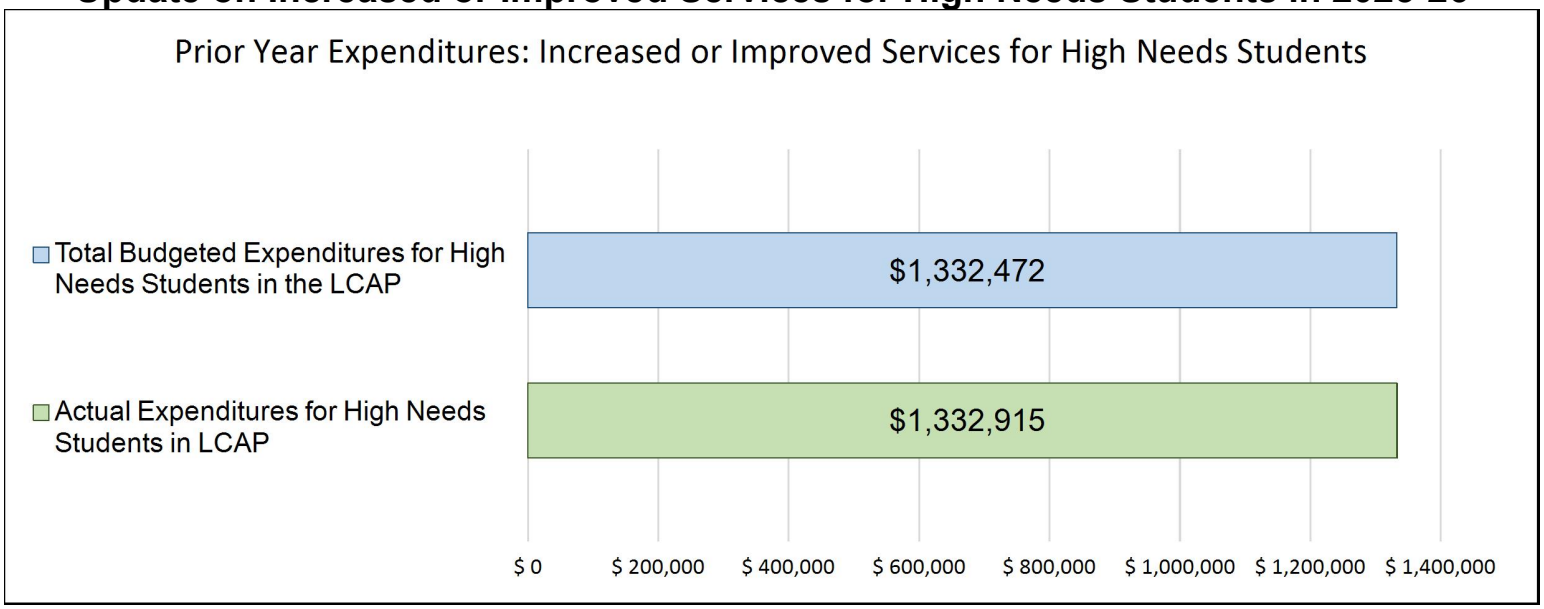
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2026-27, Aspire Firestone Academy is projecting it will receive $1,139,132 based on the enrollment of Foster Youth, English learner, and low-income students. Aspire Firestone Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Firestone Academy plans to spend $1,140,129 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Aspire Firestone Academy's LCAP budgeted $1,332,472 for planned actions to increase or improve services for high needs students. Aspire Firestone Academy actually spent $1,332,915 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Firestone Academy	Marnie Kislinger Principal	AspireAFA@aspirepublicschools.org 323.249.5740 ext. 16804

Plan Summary [2026-27]

General Information

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

Aspire Firestone Academy (AFA) is a TK-5 school located in South Gate, California, serving 320 students as part of the Aspire Public Schools network. Established to provide a rigorous and inclusive learning environment, AFA is proud of its strong community of students, families, and staff, with 97% of students identifying as Hispanic. Approximately 94% of students qualify for free or reduced lunch, reflecting the school's commitment to supporting historically underserved communities and ensuring equitable access to education.

Under the leadership of Principal Marnie Kislinger, AFA operates within an antiracist framework and focuses on creating a safe and welcoming space for all students and families. The school emphasizes the importance of partnerships with parents and the community, working together to ensure students' academic, emotional, and social success. Social-emotional learning is embedded into the curriculum, helping students heal from the challenges brought on by the global pandemic while fostering resilience and growth.

The school's mission is: to create an empowering space for Black, Indigenous, and all minoritized individuals, families, and communities grounded in antiracist values and centering activism and lifelong learning. Through a rigorous, standards-aligned curriculum and a focus on equity and social justice, AFA ensures that students see themselves in what they learn. The school integrates restorative practices and project-based learning (PBL) to help students critically engage with complex texts and reflect on their academic progress through bi-yearly student-led conferences. The Student Success Showcases provide opportunities for students to share their achievements with families and the community.

AFA's approach to teaching emphasizes both challenge and celebration, recognizing that discomfort and growth are essential for creating positive change. Teachers and leaders model this mindset by continuously improving instructional practices and making intentional adjustments to curricula to center antiracist values and diverse voices.

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

With its dedication to student success, social justice, and family engagement, Aspire Firestone Academy fosters a supportive environment where students are inspired to excel academically, develop critical thinking, and make meaningful contributions to their communities.

Reflections: Annual Performance

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

Performance Overview:
Based on our analysis of both the California School Dashboard and local data, we have identified key successes and areas of growth in our school's performance. This reflection continues to guide our LCAP planning to ensure that we are responding strategically and equitably to student needs.

Successes:
One of our continued areas of strength is mathematics. While we saw a slight decrease in math performance this year, our overall performance remains significantly above the state across all student groups. This sustained success reflects the strength of our instructional systems and our long-term investment in high-quality curriculum and professional learning.

Our implementation of iReady Classroom Mathematics, paired with ongoing professional development, coaching, and biweekly learning tours, has resulted in strong instructional coherence and student outcomes. Teachers continue to deepen their internalization of the curriculum, and our focus on equitable, student-centered classrooms has supported high levels of engagement and achievement. Importantly, our subgroup performance in mathematics remains a point of pride, as all student groups continue to perform above state levels, demonstrating that our systems are supporting access and opportunity for all learners.

In English Language Arts, while Dashboard data indicates a decline, our current-year internal data shows early signs of improvement, with performance trending higher than this time last year. This suggests that newly implemented instructional systems—including curriculum pilots and targeted interventions—are beginning to have a positive impact and will continue to strengthen outcomes over time.

Challenges:
Chronic absenteeism and English Learner Progress represent our most significant areas for growth. Chronic absenteeism is currently in the RED category for All Students, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, with rates significantly above the state average.

Similarly, our English Learner Progress Indicator (ELPI) is in the RED category, with a decrease in the percentage of English Learners making progress. These trends highlight the need for more targeted and systemic supports to ensure that all students, particularly our multilingual learners, are experiencing consistent access to instruction and meaningful language development.

Actions Taken:
To address chronic absenteeism, we have strengthened our MTSS-aligned attendance systems, including tiered attendance supports, individualized attendance plans, and earlier intervention through SART and SARB processes. We have expanded home visits and family meetings to better understand and address root causes of absenteeism, while continuing to build a positive school culture through incentives and schoolwide attendance campaigns.

Family engagement remains central to this work. We have increased opportunities for connection through school events, workshops, and consistent communication, while also providing targeted support for families navigating barriers such as transportation and access to resources. Our partnership with a Regional Newcomer and Attendance Support Specialist has been critical in providing culturally responsive support, particularly for multilingual learners and newcomer students.

To improve English Learner Progress, we have focused on strengthening the quality of Designated ELD instruction through ongoing observation, feedback, and curriculum alignment. We are also deepening our use of data to analyze student performance by language domain and provide targeted supports. These efforts are supported by regular data cycles, targeted interventions, and additional push-in services to accelerate language development and ensure students are making meaningful progress.

As we move forward, we will continue to build on our strong foundation in mathematics while intensifying our focus on attendance and English Learner outcomes. Our goal remains clear: to ensure that every student is present, engaged, and supported to achieve at high levels.

As required by the LCAP template, the actions related to the student groups and state indicators identified in the 2022–23 California School Dashboard as performing at the lowest performance level (red) will remain unchanged throughout the three-year LCAP cycle. These groups and indicators, which have guided the development of actions and services, are as follows: No Red on Dashboard

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Engaged through Bi-Annual Teammate Surveys conducted in October of 2025 and February of 2026, Bi-Annual All Staff Needs Assessments conducted in January of 2026 and May of 2026, Staff Meetings held bi-monthly, and Lead Team Meetings conducted weekly.
Principals and Admin	Engaged through Bi-Annual Teammate Surveys conducted in October of 2025 and February of 2026, Bi-Annual All Staff Needs Assessments conducted in January of 2026 and May of 2026, Staff Meetings held bi-monthly, and Lead Team Meetings conducted weekly. These forums gathered feedback on belonging, cultural awareness, professional learning, academic and behavioral areas of need at the school, and workplace environment.
Other School Personnel	Engaged through Bi-Annual Teammate Surveys conducted in October of 2025 and February of 2026, Bi-Annual All Staff Needs Assessments conducted in January of 2026 and May of 2026 and Staff Meetings held bi-monthly. These forums gathered feedback on belonging, cultural awareness, professional learning, academic and behavioral areas of need at the school, and workplace environment.
Parents	Engaged through the Bi-Annual Family Survey in October of 2025 and February of 2026; SSC and ELAC quarterly meetings, monthly Parent Workshops, and quarterly Coffee with the Principal meetings. These engagements provided insights into barriers to engagement, family engagement preferences, and feedback on LCAP goals.

Educational Partner(s)	Process for Engagement
Students	Engaged through the Bi-Annual Student Survey administered in October of 2025 and February of 2026, focusing on classroom climate and belonging, with questions designed to capture their classroom experiences and sense of belonging.
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.

Through a series of surveys, meetings, and consultations, we gathered invaluable feedback from administrators, teachers, staff, students, and parents, including key stakeholder groups such as SSC and ELAC members, and SELPA. This process was instrumental in aligning our LCAP with the community's needs and priorities.

Key outcomes from this engagement highlighted the community’s desire for stronger family engagement, clearer communication, and increased opportunities for parents to partner with the school in support of student learning and well-being. In response, the LCAP prioritizes actions aimed at strengthening school-home connections through more consistent family communication, expanded opportunities for parent input and participation, and continued investment in family engagement events and workshops. Educational partners also emphasized the importance of maintaining the academic systems and instructional practices that contributed to the school’s continued growth, while ensuring that families felt informed, welcomed, and connected to their child’s educational experience. This feedback reinforced the need to prioritize both academic excellence and authentic family partnership as central components of student success.

Adjustments were made to the LCAP based on this engagement, including the reallocation of resources towards more impactful initiatives, such as expanded professional development for teachers, as well as the removal of less effective actions. These changes underscore our commitment to strategic resource allocation, continuous improvement, and increased or improved services for unduplicated students.

In essence, the LCAP's development was a testament to our collaborative, transparent, and accountable approach to meeting our students' educational needs and leveraging community feedback to prioritize initiatives that promise the greatest impact on student achievement and well-being.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We are committed to empowering every student to flourish academically with equitable learning experiences, ensuring they not only maintain their unique identity but also strengthen their bonds with the community, fostering a collective journey towards excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Aspire remains committed to accelerating student progress. This means providing robust interventions, differentiated instruction, and a high-quality education for all. Our goal is to ensure equitable outcomes, dismantling achievement gaps that have historically disadvantaged certain groups. This aligns perfectly with Aspire's mission: empowering students for success in college or any path that reflects their unique identities. We'll achieve this by delivering rigorous, standards-based curriculum, instruction, and data-driven support to propel student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: -65.5 African American/Black: data not displayed for privacy English Learners: -84.7 Socioeconomically disadvantaged: -63.5	2023-2024 SBAC ELA DFS All Students: -20.4 English Learner: -36.2 Socioeconomically Disadvantaged: -21.6	2024-2025 SBAC ELA DFS All Students: -36.7 English Learner: -52.9 English Learners Only: -98.9 English Only: -31.4	2025-2026 SBAC ELA DFS All: -42.10 African American/Black: data not displayed for privacy English Learners: -61.30	All Students: Increased 28.8 English Learner: Increased 31.8 Hispanic: Increased 31 Socioeconomically Disadvantaged: Increased 26.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx: -65.9 Students with Disabilities: -63.6	Hispanic: -19.5 Students with Disabilities: -32.1	Hispanic: -34.9 Recently Reclassified Fluent-English Proficient Only: 6.1 Socioeconomically Disadvantaged: -37.4 Students with Disabilities: -100	Socioeconomically disadvantaged: -40.10 Hispanic/Latinx: -42.50 Students with Disabilities: -40.20	Students with Disabilities: Decreased 36.4
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -56.4 African American/Black: data not displayed English Learners: -63.9 Socioeconomically disadvantaged: -56.2 Hispanic/Latinx: -57.3 Students with Disabilities: -52.8	2023-2024 SBAC MATH DFS All Students: 12 English Learner: 11.5 Socioeconomically Disadvantaged: 10.1 Hispanic: 13.2 Students with Disabilities: 4.2	2024-2025 SBAC MATH DFS All Students: -15.4 English Learner: -22.6 English Learners Only: -66.2 English Only: -14.4 Hispanic: -12.3 Recently Reclassified Fluent-English Proficient Only: 33.2 Socioeconomically Disadvantaged: -16.8 Students with Disabilities: -32.2	2025-2026 SBAC Math DFS All: -26.40 African American/Black: data not displayed English Learners: -33.90 Socioeconomically disadvantaged: -26.20 Hispanic/Latinx: -27.30 Students with Disabilities: -22.80	All Students: Increased 41 English Learner: Increased 41.3 Hispanic: Increased 45 Socioeconomically Disadvantaged: Increased 39.4 Students with Disabilities: Increased 20.6
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 16.67% Met & Exceeded	2023-24 Science Test % Below Standard All Students: 10.7 points below	2024-25 Science Points (SPs) All Students: 44.8 science points	2025-2026 Science Test 21.67% Met or Exceeded	Increased .27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 10.5 points below Students with Disabilities: 9.2 points below English Learner: 12.2 points below Socioeconomically Disadvantaged: 10.7 points below 26.86% Met or Exceeded	English Learner: 42.2 science points English Only: 46 science points Hispanic: 44.7 science points Recently Reclassified Fluent-English Proficient Only: 52.5 science points Socioeconomically Disadvantaged: 44.5 science points 16.94% Met or Exceeded		
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 61.10% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 75.6% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2024-2025 ELPI EL: 39.7% of ELs making progress towards English language proficiency LTEL: Not significant number of LTELs	2025-2026 ELPI 67% of ELs making progress towards English language proficiency	Decreased 21.4%204-25 RFEP Rate: 7.27%
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 23.30%	2023-2024 RFEP Rate: 25.22%	2024-25 RFEP Rate: 7.27%	2025-2026 RFEP Rate Maintain 15% or above	Decreased 16.03%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5	implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to ELA & ELD (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): 5		
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	2023-2024 iReady Reading % of students that met annual typical growth All Students: 66% Grade 1: 26% Grade 2: 46% Grade 3: 86% Grade 4: 79% Grade 5: 79% iReady Math % of students that met annual typical growth All Students: 55% Grade K: 68% Grade 1: 37% Grade 2: 44% Grade 3: 62%	2024-25 SY 2024-25 (iReady Reading) % of students that met annual typical growth All Students: 34% Grade 3: 35% Grade 4: 32% Grade 5: 34% SY 2024/25 (iReady Math) % of students that met annual typical growth All students: 35% Grade K: 43% Grade 1: 14% Grade 2: 49%	SY 2025-26 (iReady Reading) % of students that met annual typical growth All Students: 58% Grade K: 79% Grade 1: 39% Grade 2: 54% Grade 3: 67% Grade 4: 67% Grade 5: 48% SY 2025-26 (iReady Math) % of students that met annual typical growth	2026-2027 40% of All Students Met 100% of the Typical Annual Growth	Other academic outcomes (iReady Reading) All Students: Decreased 8% Grade 1: Increased 13% Grade 2: Increased 8% Grade 3: Decreased 19% Grade 4: Decreased 12% Grade 5: Decreased 31% Other academic outcomes (iReady Math)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4: 50% Grade 5: 67%"	Grade 3: 26% Grade 4: 45% Grade 5: 29%	All Students: 58% Grade K: 91% Grade 1: 59% Grade 2: 33% Grade 3: 67% Grade 4: 67% Grade 5: 40%		All Students: Increased 3% Grade K: Increased 23% Grade 1: Increased 22% Grade 2: Decreased 11% Grade 3: Increased 5% Grade 4: Increased 17% Grade 5: Decreased 27%
1.10	Broad course of study (Local Indicator Survey, Priority 7)	2023-2024 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	Maintained
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 25% at & above benchmark	2024-25 26.00% at or above benchmark	2025-26 24.00% at or above benchmark	2026-2027 60% at & above benchmark	Decreased 1%

Goal Analysis [2025-26]

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

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

Aspire Firestone Academy implemented the actions aligned to Goal 1 through continued implementation of standards-aligned curriculum, ASLF-aligned coaching, equitable master scheduling, data-driven instructional cycles, integrated and designated ELD supports, inclusive SPED practices, culturally responsive instruction, and Title I-funded intervention and professional learning systems. Throughout the year, educators engaged in cycles of inquiry using California School Dashboard indicators, i-Ready diagnostic data, formative and summative assessment data, ELPI outcomes, attendance trends, and focus student progress monitoring to inform instructional planning, targeted intervention, and differentiated supports.

Implementation included monthly classroom observations and instructional feedback aligned to ASLF Domain 3, administrator-led coaching cycles, math learning tours focused on culturally responsive teaching and academic ownership, and ongoing professional development centered on structured student talk routines, explicit academic language instruction, student-centered learning, and inclusive instructional practices. Teachers engaged in collaborative planning, curriculum internalization cycles, and portfolio-based assessment analysis in math and science, while intervention structures, Explore Day supports, co-teaching practices, and centers-based learning models supported differentiated instruction and increased student access to grade-level content. The school also continued strengthening systems for multilingual learners through ELD-focused data workshops, targeted language-domain analysis, and push-in supports for newcomers and multilingual students during Designated ELD instruction.

One substantive challenge impacting implementation during the 2024–25 school year was significant staffing disruption, including five teachers in grades 3–5 who were out for extended maternity or FMLA leaves during the second semester. While the school maintained implementation of core instructional systems and supports, these staffing disruptions impacted continuity of instruction and contributed to declines in overall academic performance, particularly in ELA. In response, the school prioritized aligned planning, instructional consistency, targeted coaching, and student support systems to minimize disruption to student learning. Additional implementation challenges included persistent chronic absenteeism and lower-than-desired ELPI outcomes, both of which impacted students' consistent access to instruction and intervention services. These findings reinforced the need for continued strengthening of attendance systems, literacy acceleration efforts, progress monitoring structures, and targeted multilingual learner supports.

Despite these challenges, several successes supported continued progress toward Goal 1. Aspire Firestone Academy continued to significantly outperform the state in mathematics across all student groups, even with a slight decline from the prior year, demonstrating the strength and sustainability of the school's instructional systems and math programming. Current-year benchmark data also indicate improvement in ELA performance compared to the same point in the prior year, suggesting positive impact from recently strengthened literacy systems, targeted intervention groups, curriculum piloting efforts, and instructional coaching supports. Schoolwide attendance campaigns, family engagement efforts, MTSS-aligned attendance systems, and collaboration with a Regional Newcomer and Attendance Support Specialist also strengthened student engagement and family connection. Overall, the school's implementation reflected a strong commitment to equitable instructional practices, collaborative inquiry, inclusive systems, and continuous improvement designed to accelerate outcomes for all students and student groups.

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.

Due to increase in needs, school site spent more in special education expenses than originally budgeted.
Variance in MLL is attributed to updated Title III allocations.

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

The actions implemented under Goal 1 have been effective. Full implementation of curriculum, coaching, intervention, SPED, MLL, and Title I actions contributed to measurable growth in ELA outcomes, ELPI performance, and increased instructional coherence across grade levels in improving academic outcomes and accelerating growth for student groups. ELA actions demonstrated the strongest impact, with substantial growth across All Students, Hispanic students, EL students, SED students, and SWD. MOY i-Ready Reading data also demonstrated stronger progress toward annual typical growth, reinforcing the effectiveness of targeted literacy instruction, intervention supports, and coaching cycles.

Actions related to English Learner supports were effective in improving language acquisition outcomes, as evidenced by ELPI growth to 59.4%, exceeding the state average. Integrated and designated ELD structures, professional development, and targeted supports contributed positively to these outcomes.

Math actions supported continued academic stability and maintained overall Math performance above the state average; however, mid-year Dashboard and i-Ready data indicate an opportunity to further strengthen acceleration and ensure more students meet annual typical growth targets. These findings highlighted the need for increased instructional coherence in Tier 1 math instruction, tighter alignment between interventions and core instruction, and continued access to rigorous grade-level learning experiences for all students.

Students with Disabilities demonstrated meaningful growth trends in both ELA and Math compared to baseline data, reflecting the positive impact of inclusive practices, intervention systems, and co-teaching supports. While achievement gaps remain an area of focus, current data reinforces the importance of continuing to strengthen instructional coherence, inclusive instructional practices, progress monitoring, and targeted intervention systems to further accelerate outcomes and ensure equitable access to rigorous instruction.

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

Based on Dashboard results, current-year benchmark data, attendance trends, ELPI outcomes, and educational partner feedback, Aspire Firestone Academy will continue strengthening literacy instruction, multilingual learner supports, attendance systems, and targeted intervention structures during the 2026–2027 school year. Current-year data indicate early improvement in ELA performance compared to the same point last year, while mathematics outcomes continue to significantly outperform the state across all student groups despite slight declines following staffing disruptions during the 2024–25 school year.

Instructional coaching, ASLF-aligned walkthroughs, and lesson internalization cycles will place increased emphasis on differentiated instruction, academic language development, checks for understanding, and subgroup-focused planning. The school will continue strengthening phonics-based interventions, standards-aligned curriculum implementation across math, science, and literacy, integrated and

designated ELD supports, co-teaching practices, and progress monitoring systems informed by i-Ready, formative assessment, attendance, and ELPI data. Professional development related to curriculum internalization and implementation will be narrowed to teachers who are new to Aspire or new to a grade level. Additionally, science curriculum implementation and support structures will continue to be strengthened and refined moving forward.

Attendance systems and family engagement efforts will also continue to be strengthened through MTSS-aligned supports, attendance campaigns, SART processes, home visits, and targeted newcomer and multilingual learner supports to improve instructional continuity and student access to learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase annual curriculum replacements to ensure that all core subjects have standards-based, culturally relevant and board-approved curriculum. Replenish and refresh math and social studies curriculum materials. Provide Professional Development for new teachers for curriculum materials. Provide release time for each grade level/content team to have regular lesson internalization (planning) time and support so teachers can customize grade level curriculum. Work with regional academic team to review TK-5 ELA curriculum in accordance with the Williams Act Requirements for textbooks and curriculum.	$281,705.00	Yes
1.2	Instruction (Guaranteed and Viable Instruction)	Utilize the Aspire Student Learning Framework to ensure that students receive guaranteed and viable instruction that includes culturally responsive instruction, universal design for learning and principles of inclusion. Ensure students have access to culturally responsive texts within each content area. Ensure that classroom artifacts reflect the diversity of students and the community. Utilize updated ASLF framework as a coaching tool that integrates Culturally Responsive Teaching Strategies within the four domains.	$433,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on elements of our Guaranteed and Viable Instruction, including time for planning small group data- informed instruction for focus students. Focus students will be identified and their data will be tracked and responded to throughout the year. Co-plan PD with regional content directors/program managers. These actions ensure that while all students benefit and receive support, there is focused intervention to close the achievement gaps for those most at risk.		
1.3	Instruction (Master Scheduling)	Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/electives. Work with Program Specialists 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 to the extent possible that does not limit access to enrichment. Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills). School schedules will reflect time for daily and weekly intervention and acceleration. Early Learning: Ensure early learning components are reflected in TK/K teacher schedules (i.e. Soft start, centers, Fluent Seeds)	$133,719.00	No
1.4	Instruction (Assessment)	Teachers will conduct regular data analysis in short, medium, and long term data cycles to tailor instruction and provide targeted support to students. Interventions include but are not limited to; 1:1 intervention, additional small group intervention by an instructional leader or supplemental staff member, and the SST process to identify specific supports for students through a monitored individualized learning plan.		No

Action #	Title	Description	Total Funds	Contributing
		Provide professional development on standards-aligned curriculum and their assessment resources (iReady, EL Achieve, Amplify, etc.). Co-plan PD with regional content directors/ program managers. Provide regular time for short and medium cycle data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on formative short cycle assessments, specifically addressing focus student data. Have regional academic team model data discussions and/or provide support with identifying high leverage short cycle assessments.		
1.5	MLL	MLL (multilingual learners) students will receive designated and integrated ELD instruction and teachers will receive professional development to support MLLs. Work with Regional MLL Program Manager to ensure all MLL students receive designated ELD instruction 4 times/week without losing access to core content. Purchase additional EL Achieve materials/kits for groups of students based on data. Provide Professional Development on Designated MLL support. Provide at least 3 professional development sessions on Integrated MLL support (example: structured student talk routines, understanding ELPAC data to inform instruction, content-specific integrated ELD, supporting MLL focus students). Provide targeted professional development and supports for Newcomers as described in the EL Master Plan. Provide intensive and targeted support for LTELs as described in the EL Master Plan. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.		No
1.6	SPED	Ensure Free Appropriate Public Education (FAPE) aligned to the requirement to provide the Least Restrictive Environment (LRE) thorough service implementation to meet the needs of Students with Disabilities including compliance with IEPs.	$1,184,387.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensure that every child is meaningfully engaged in a rigorous instruction that meets their academic, social-emotional and developmental needs (from Aspire's inclusion statement). Ensure classroom General Education and Education Specialist co-teachers have weekly shared planning time to support co-teaching, data analysis, and collaboration. Conduct a program review and conduct co-teaching with program specialists. Complete the self-assessment and create 1-2 goals based on self-assessment. Review current practices to ensure there are cycles of observation built into your schedule to monitor success and challenges of co-teaching models and partnerships. Work with regional SPED team to plan instructional PDs for special education staff (co-teaching, disabilities, IAs). Ensure SPED instructional assistants receive appropriate training to support school-wide goals. These actions ensure that while all students receive benefit and support, there is focused intervention to close the achievement gaps for those most at risk.		
1.7	Black Excellence	Continue the Pro-Black Programming Coordinator Role. Continue to infuse curriculum with celebrations of blackness, including visits by Black authors. Create and update materials for Black History Month. Hold annual events and celebrations (such as the Black History Month Community Dinner) in honor of Black History Month.		No
1.8	Title I	To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions:	$179,197.00	No

Action #	Title	Description	Total Funds	Contributing
		After School Educator Instructional Assistant, Blended Learning Mental Health Therapist This approach, grounded in our commitment to equity, ensures all students have access to necessary resources and support, regardless of socioeconomic status. By allocating Title I funds towards these positions we aim to provide targeted interventions that directly contribute to student success. The expected outcome is an improvement in the academic performance of our low-achieving students, measured by assessments, progress monitoring, and state testing results, evidencing the effectiveness of this support. Funding from Title I will specifically support these critical roles, aligning our actions with federal guidelines to boost educational outcomes for disadvantaged students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We create the conditions for all students to achieve a strong sense of agency and wellness that allows them to thrive emotionally and socially.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to create a school environment where everyone feels welcome and supported. It aligns with Aspire's mission of inclusivity and dismantling systems that have marginalized communities. We will prioritize fostering a sense of safety, connection, student engagement, and strong parent involvement. To achieve this, we'll focus on reducing chronic absenteeism, suspension, and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 70% Teacher-student relationships: Grades 3-5: 80% School Safety: Grades 3-5: 56%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 53% Teacher-student relationships: Grades 3-5: 64% School Safety: Grades 3-5: 50%	2025-26 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 63% Teacher-student relationships: Grades 3-5: 76% School Safety: Grades 3-5: 51%	2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 90% Teacher-student relationships: Grades 3-5: 100% School Safety: Grades 3-5: 76%	Sense of Belonging: Decreased 7% Teacher-Student Rel: Decreased 4% School Safety: Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate (CA School Dashboard) • All Students: 0% • African American/Black: Data not displayed • Hispanic/Latinx: 0% • English Learners: 0% • Socioeconomically Disadvantaged: 0% • Students with Disabilities: 0%	2023-2024 Suspension Rate All Students: 0.00% Hispanic: 0.00% Students with Disabilities: 0.00% English Learner: 0.00% Homeless Youth: 0.00% Socioeconomically Disadvantaged: 0.00%	2024-2025 Suspension Rate All Students: 0.00% English Learner: 0.00% Hispanic: 0.00% Socioeconomically Disadvantaged: 0.00% Students with Disabilities: 0.00%	2025-2026 Suspension Rate (CA School Dashboard) • All Students: 0% • African American/Black: Data not displayed • Hispanic/Latinx: 0% • English Learners: 0% • Socioeconomically Disadvantaged: 0% • Students with Disabilities: 0%	All Students: Maintained 0% Hispanic: Maintained 0% English Learners: Maintained 0% Socioeconomically Disadvantaged: Maintained 0% Students with Disabilities: Maintained 0%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 36.30% African American/Black: data not reported Hispanic/Latinx: 36.50% English Learners: 43.40% Socioeconomically disadvantaged: 34.90%	2024-2025 Chronic Absenteeism Rate All Students: 28.00% English Learner: 21.40% Homeless Youth: 46.20%	2024-2025 Chronic Absenteeism Rate All Students: 28.60% English Learner: 20.20% Hispanic: 28.60% Socioeconomically Disadvantaged: 28.90%	2025-2026 Chronic Absenteeism Rate All: 9.30% African American/Black: data not reported Hispanic/Latinx: 9.50% English Learners: 16.40%	All Students: Decreased 7.7% Hispanic: Decreased 7.9% English Learners: Decreased 23.2% Socioeconomically Disadvantaged: Decreased 6% Students with Disabilities: Decreased 10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 43.20%	Socioeconomically Disadvantaged: 28.90% Hispanic: 28.20% Students with Disabilities: 23.90%	Students with Disabilities: 32.70%	Socioeconomically disadvantaged: 7.90% Students with Disabilities: 16.20%	
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 91% responded favorably Family Engagement:14% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 22% responded favorably	2025-26 Aspire Family Survey Barriers to Engagement: 92% responded favorably Family Engagement: 19% responded favorably	2026-2027 Aspire Family Survey • Barriers to Engagement: 91% responded favorably • Family Engagement: 39% responded favorably	Barriers to Engagement: Increased 1% Family Engagement: Increased 5%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5)	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4	2025-2026 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4	2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4	Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4		
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 92.72%	2024-2025 P2 Attendance Rate 90.75%	"025-26 P2 Attendance Rate 90.90%	2026-2027 Attendance Rate (P2) 96% or higher	Increased .15%
2.7	Pupil Expulsion Rates (Data Quest)	2022-2023 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %	2024-2025 Pupil Expulsion Rate 0 %	2026-2027 Expulsion Rate 0%	Maintained 0%
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 89% responded favorably “The school provides a safe environment for my child.” 79% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2024-2025 Aspire Family Survey 87% responded favorably: "The school provides a safe environment for my child." 80% responded favorably: "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	2025-26 Aspire Family Survey 73% responded favorably: ""The school provides a safe environment for my child."" 68% 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 89% responded favorably “The school provides a safe environment for my child.” 85% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	Safe Environment: Decreased 16% Comfort with Staff: Decreased 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Exemplary	2023-2024 Overall Rating: Good	2024-2025 Overall Rating: Good	2025-2026 Overall Rating: Exemplary	Decreased (Exemplary to 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	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2025-2026 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2026-2027 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	Maintained

Goal Analysis [2025-26]

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

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

Aspire Firestone Academy implemented the actions aligned to Goal 2 through schoolwide systems focused on family engagement, attendance improvement, positive school culture, student belonging, and whole-child supports. The school strengthened bilingual communication systems, family outreach, and community engagement opportunities through events such as Back to School Night, Café with Admin, Biliteracy Night, Math Night, Student Success Showcases, and musical performances. Attendance systems included MTSS-aligned attendance interventions, attendance support plans, SART meetings, home visits, family meetings, attendance incentives, and targeted newcomer and multilingual learner supports designed to improve student attendance and engagement.

Implementation also included continued strengthening of PBIS systems, culturally responsive classroom practices, student-centered learning environments, and inclusive supports aligned to ASLF Domain 3. Staff continued refining behavior tracking systems and Tier I behavior supports to improve consistency, proactive intervention, and implementation fidelity across classrooms. Whole-child supports emphasized relationship-building, family partnership, and individualized student support systems designed to strengthen students' sense of belonging and connection to school. Additionally, school office teams maintained strong operational systems related to health, safety, facilities, and compliance throughout the year.

One significant challenge impacting implementation was the continued rate of chronic absenteeism, which remained above the state average despite ongoing attendance interventions and schoolwide attendance campaigns. Student attendance and instructional continuity were also impacted by significant staffing disruptions during the 2024–25 school year, including multiple long-term teacher absences in upper elementary grades. In response, the school increased family outreach, individualized attendance supports, and collaboration with the Regional Newcomer and Attendance Support Specialist to strengthen engagement and reduce barriers to attendance. The school also identified the need to continue refining implementation fidelity for PBIS Tier I behavior systems and consistent SART processes moving forward.

Despite these challenges, several successes supported progress toward Goal 2. Schoolwide attendance campaigns and incentives increased student engagement and attendance awareness across the campus, while strong family engagement systems helped maintain positive relationships and communication with families. Collaboration with the Regional Newcomer and Attendance Support Specialist strengthened culturally responsive supports for multilingual learners and newcomers through individualized attendance goals, family resource support, and academic push-in services during Designated ELD. Overall, the school continued to strengthen systems that promote student belonging, engagement, safety, and family partnership while maintaining a strong focus on equitable and inclusive school culture.

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

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

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

Overall, the actions aligned to Goal 2 have been partially effective in strengthening family engagement, student belonging, attendance awareness, and school culture. Family engagement systems, bilingual communication structures, school events, and individualized outreach efforts helped maintain strong family partnerships and school connection throughout the year. Attendance campaigns, incentives, and MTSS-aligned attendance supports increased student engagement and attendance awareness across the campus, while collaboration with the Regional Newcomer and Attendance Support Specialist strengthened culturally responsive support systems for multilingual learners and newcomers. These actions contributed to stronger family communication, increased access to resources, and improved monitoring of attendance and engagement trends.

Actions connected to school climate, PBIS, and student belonging also demonstrated effectiveness in strengthening inclusive and student-centered learning environments. Staff continued implementing culturally responsive classroom practices, co-teaching supports, relationship-centered systems, and ASLF Domain 3-aligned instructional practices designed to increase student voice, engagement, and academic ownership. Operational systems related to health, safety, and facilities also remained strong throughout the year, as reflected in improved Aspire LA Data System scores and internal audit outcomes.

At the same time, several data points indicate that some actions have not yet produced the desired level of impact, particularly related to chronic absenteeism and PBIS implementation consistency. Chronic absenteeism remained above the state average despite ongoing attendance interventions, incentives, home visits, SART meetings, and family outreach efforts. While current-year attendance data show

some improvement, attendance challenges continue to impact students' consistent access to instruction and intervention supports. Additionally, the school identified a continued need to strengthen implementation fidelity around Tier I PBIS systems and consistent behavior tracking practices to ensure stronger proactive support and data monitoring across classrooms.

One significant barrier impacting effectiveness was the continued challenge of chronic absenteeism across the school community, including barriers related to student engagement, family circumstances, and instructional continuity. Significant staffing disruptions during the 2024–25 school year also impacted students' consistency of experience and school connection, particularly in upper elementary grades. In response, the school increased individualized outreach, targeted newcomer and multilingual learner supports, and culturally responsive engagement strategies designed to strengthen relationships, improve attendance, and increase students' connection to school. Overall, while additional growth is needed in attendance and PBIS implementation, the actions under Goal 2 have strengthened systems for family partnership, student engagement, school culture, and whole-child support.

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

Based on Dashboard data, enrollment trends, attendance data, and educational partner feedback, Aspire Firestone Academy will continue strengthening enrollment, outreach, attendance, and family engagement systems during the 2026–2027 school year. Attendance and PBIS systems will continue to be refined through MTSS-aligned supports, attendance monitoring, family outreach, and proactive student support structures.
To increase and sustain student enrollment to meet or exceed budgeted targets, the school will implement a comprehensive, data-driven enrollment strategy focused on strengthening family engagement, expanding community partnerships, and improving recruitment, conversion, and retention efforts.

Key Actions:

Maintain and strengthen Site Enrollment Teams to implement targeted recruitment and retention plans.
Utilize a multi-platform outreach strategy (digital advertising, social media, community events, local partnerships, and print materials) to expand visibility and reach priority communities.
Implement the Regional Enrollment Guidance & Handbook to standardize best practices and improve the family application experience.
Monitor enrollment dashboard data to identify families requiring follow-up and ensure timely communication and support.
Partner with community organizations and early education centers to build sustainable enrollment pipelines.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family and Community Engagement & Outreach	Create a variety of events where parents and families can be involved, including opportunities to take on leadership roles. • Hold all meetings and ensure that all communication is in both Spanish and English. • Continue to hold monthly Principal Chats with families. • Continue to survey families to include feedback in strategic planning. • Create a regional black family advisory group to provide input on our school culture climate. • Communicate with families in their home language and keep them up to date with school-wide events calendar using ParentSquare, Google Classroom, and other platforms. • Monitor Panorama Family Survey data points related to family engagement for continuous improvement.	$47,612.00	Yes
2.2	Attendance	Establish an Attendance Team that will develop an attendance plan, progress monitor, and lead intervention strategies. Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for subgroups of students. Increase family communication when students are absent (including personal communication for every absence and conducting home visits for students with chronic absenteeism) School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Conduct home visits/outreach during the summer to students with chronic absenteeism/truancy	$102,267.00	Yes
2.3	PBIS Multi-Tiered system of supports	To cultivate a positive, supportive, and equitable learning environment for all students, we will expand our tiered school-wide Positive Behavioral Interventions and Supports (PBIS) system across all schools. All staff will receive PBIS training to ensure consistent implementation, while teachers will participate in additional professional development focused on		No

Action #	Title	Description	Total Funds	Contributing
		restorative practices, equipping them with strategies to promote positive interactions and drive antiracism practices within their classrooms. Assemble/continue a Tier 1 intervention team that meets regularly, analyzes attendance data, makes school-wide decisions based on data, and monitors impact on data. We will align on School-wide expectations using stakeholder feedback and will explicitly teach those expectations systematically across all classrooms and for all areas of the school. We will norm on classroom routines and procedures and ensure they are aligned to our school-wide expectations We will create/refine a positive acknowledgment system that 90% of staff will utilize for incentivizing wanted behaviors We will norm on Tier I behavior interventions that are expected in all classrooms before referring students for discipline support. These interventions will include logical consequences as well as restorative practices.		
2.4	SEL	• Strengthen Adult SEL by practicing CASEL's 3 Signature Practices in school-wide staff meetings: Welcoming all-inclusive ritual; Engaging strategies; Optimistic closure. • Promote SEL for Students via the implementation of an SEL curriculum, weekly community circles, and mindful practices. • Reflect on data for continuous improvement via data analysis and planning around Panorama SEL surveys.		No
2.5	School Climate	Provide a comprehensive range of student support services, such as counseling, mentoring, and academic intervention programs. Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program. • Continuously analyze data and plan around Panorama SEL surveys. • Conduct regular learning walks/fidelity checks on school-wide PBIS and restorative practices. Provide school-wide Professional Development on de-escalation techniques and restorative practices.		No

Action #	Title	Description	Total Funds	Contributing
2.6	Enrollment	Continue site Enrollment Team that partners with Schola to develop a student enrollment plan and lead student recruitment efforts. • Continue using various platforms to recruit students: Instagram; Yelp; Billboards; etc. • Implement the Enrollment Guidance/Handbook across the region to ensure that we reach our budgeted enrollment.		No
2.7	Classroom Facilities, and Student Physical Spaces	Supports facility improvements, classroom environments, and campus safety measures that contribute to student well-being, engagement, and academic success. These investments help create the conditions necessary for students to access safe and supportive learning environments that promote attendance, belonging, and positive educational outcomes.	$258,751.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We actively recruit and sustain educators and school staff dedicated to anti-racism, enabling them to guide students in developing an empowered anti-racist perspective that instills a sense of responsibility to address injustices at both local and global levels.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Aspire, we know that investing in our teammates is critical to achieving Aspire's mission and vision of providing a rigorous and joyful academic experience for all students. This goal was developed to ensure the continuous development of our teammates so that they can provide a high-quality education to all students. To achieve this goal, our actions will focus on developing teachers and site leaders through the Aspire Student Learning Framework and the Transformational Leader Framework. We will also continue our practice of regular feedback through individualized professional learning plans.

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 95.81% Fully Credentialed	2022-23 92.86% Fully Credentialed	2023-24 100% Fully Credentialed	2025-2026 100% Fully Credentialed	Increased 4.19%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 58% responded favorably Belonging: 63% responded favorably Well-being: 58% responded favorably	2024-2025 Aspire Teammate Survey School Climate: 62% responded favorably Belonging: 76% responded favorably	2025-26 Aspire Teammate Survey School Climate: 38% responded favorably	2026-2027 Aspire Teammate Survey School Climate: 78% responded favorably Belonging: 83% responded favorably	School Climate: Decreased 20% Belonging: Decreased 3% Well-being: Decreased 14% Staff-Leadership Rel: Decreased 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff-Leadership Relationships: 54% responded favorably Cultural Awareness and Action: 69% responded favorably	Well-being: 72% responded favorably Staff-Leadership Relationships: 56% responded favorably Cultural Awareness and Action: 69% responded favorably	Belonging: 60% responded favorably Well-being: 44% responded favorably Staff-Leadership Relationships: 38% responded favorably Cultural Awareness and Action: 41% responded favorably	Well-being: 78% responded favorably Staff-Leadership Relationships: 74% responded favorably Cultural Awareness and Action: 89% responded favorably	Cultural Awareness: Decreased 28%
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.9%	Retention Rate 84.60%	Retention Rate 94.00%	2026-2027 to 2027-2028 Retention Maintain 90% or higher	Decreased 2.9%

Goal Analysis [2025-26]

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

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

Aspire Firestone Academy implemented the actions aligned to Goal 3 through instructional coaching systems, leadership development structures, culturally responsive professional learning, collaborative planning systems, and staff support structures designed to strengthen educator growth, instructional coherence, and teammate belonging. Leadership teams implemented ASLF Domain 3-aligned coaching cycles, monthly classroom observations, TeachBoost feedback systems, and collaborative walkthroughs focused on culturally responsive instruction, academic ownership, student-centered learning, and inclusive instructional practices. Professional development also emphasized structured student talk routines, explicit academic language instruction, UDL, co-teaching practices, science sensemaking, and curriculum internalization processes.

Implementation included collaborative inquiry structures, lead teacher facilitation of data-analysis meetings, and professional learning opportunities designed to strengthen teacher leadership and instructional capacity. Staff also engaged in equity-centered professional learning and culturally responsive practices designed to strengthen belonging, representation, and inclusive school culture. Pro-Black programming and Black History Month celebrations, including the annual Black History Month Community Dinner, remained important components of the school's community-building efforts and commitment to student identity and belonging.
One significant challenge impacting implementation during the 2024–25 school year was the unusually high number of long-term teacher absences across grades 3–5. Leadership teams adjusted implementation by prioritizing instructional continuity, aligned planning systems, teacher support, and coaching structures to maintain stability for students and staff during periods of staffing disruption. While these staffing challenges created additional strain on school systems and impacted instructional continuity, leadership maintained implementation of coaching cycles, collaborative planning, and professional learning structures throughout the year.

Several successes supported progress toward Goal 3. Strong instructional coaching systems, collaborative planning structures, and professional development contributed to continued strength in mathematics achievement and sustained implementation of rigorous instructional practices despite staffing challenges. Staff continued engaging in collaborative inquiry, culturally responsive instructional practices, and inclusive systems designed to strengthen student engagement, belonging, and academic ownership. The school also maintained strong operational systems and collaborative staff culture throughout a challenging school year, reinforcing the strength and sustainability of the school's leadership and instructional systems.

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.

School site had less stipends for coaching and leadership than budgeted. There were more vacancies in hard-to-fill positions than expected, resulting in more payments of teammate retention.

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

Overall, the actions aligned to Goal 3 have been effective in strengthening instructional leadership, coaching systems, collaborative professional culture, and educator development. Monthly observations, ASLF-aligned coaching cycles, TeachBoost feedback systems, collaborative walkthroughs, and targeted professional development supported consistent instructional expectations and strengthened teacher practice across classrooms. Professional learning focused on structured student talk routines, culturally responsive teaching, academic language instruction, co-teaching, and student-centered learning contributed to stronger instructional coherence and increased alignment to schoolwide instructional priorities.

The effectiveness of these actions is reflected in the school's ability to sustain strong mathematics performance across all student groups despite significant staffing disruptions during the 2024–25 school year. Collaborative planning systems, coaching structures, and instructional leadership systems helped maintain instructional continuity and stability during a particularly challenging year. Additionally, current-year benchmark data indicating stronger ELA performance compared to the same point in the prior year suggest that strengthened instructional coaching, curriculum refinement efforts, and collaborative inquiry structures are contributing to improved instructional outcomes.

At the same time, some actions have not yet produced the desired level of impact in all areas. Staffing disruptions, chronic absenteeism, and declining ELPI outcomes created barriers to fully realizing instructional goals and maintaining consistent implementation across classrooms. Long-term teacher absences increased demands on leadership teams and impacted instructional continuity, particularly in upper elementary grades. Additionally, while professional learning and coaching systems remained strong, the school identified a continued need to strengthen implementation consistency related to literacy acceleration, attendance systems, and PBIS Tier I practices.

Despite these challenges, Goal 3 actions successfully strengthened collaborative culture, instructional leadership capacity, and educator support systems during a complex implementation year. The school's ability to maintain strong instructional systems, continue collaborative professional learning, and sustain high mathematics outcomes demonstrates the effectiveness and resilience of its leadership and coaching structures.

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

Based on Dashboard results, current-year benchmark data, attendance trends, ELPI outcomes, and staff feedback, Aspire Firestone Academy will continue strengthening instructional coaching systems, collaborative inquiry structures, culturally responsive professional learning, and educator support systems during the 2026–2027 school year. Leadership teams will continue prioritizing ASLF Domain 3-aligned coaching cycles, instructional walkthroughs, collaborative planning structures, and targeted professional development focused on literacy acceleration, academic language development, differentiated instruction, co-teaching, and student-centered learning.

In response to staffing disruptions and instructional continuity challenges experienced during the 2024–25 school year, the school will continue strengthening systems for onboarding, collaborative planning, instructional alignment, and teammate support to improve sustainability and consistency across classrooms. Professional learning will continue emphasizing culturally responsive teaching, inclusive instructional practices, structured student talk routines, and equitable access to grade-level content for all students.

Additional next steps include continued refinement of collaborative data-analysis systems, leadership development opportunities, and proactive support structures designed to strengthen educator retention, belonging, and instructional effectiveness. The school will also continue prioritizing Pro-Black programming, identity-affirming practices, and community-building opportunities that strengthen student and staff belonging, representation, and voice across the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Regular Coaching & Development of	Utilize Teachboost as an observation tool to track ASLF observations • Ensure that there is a coaching cycle process in place that is	$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	leadership Teams (using ASLF & TLF)	aligned to Aspire LA's Instructional Coaching Model.		
3.2	Culturally Responsive Teaching (CRT) Professional Development	Provide site-wide professional development on culturally responsive teaching to ensure that units of study continue to be grounded in identity, diversity, justice and action • Provide professional development by the LA Region on UDL and culturally responsive teaching.		Yes
3.3	Teammate Retention	Support retention of hard to fill roles and Black staff members by ensuring a thorough and transparent recruitment process, providing ongoing support and communication to new hires during their onboarding, and conducting check-ins with staff to foster a sense of belonging and appreciation. • Provide avenues for career growth and advancement, offering support and resources. Collaborate closely with school leadership and Talent Team to identify and address any potential challenges or concerns that may arise for staff, offering resources and assistance as needed.	$3,000.00	Yes
3.4	Affinity Groups	• Ensure that all teammates have the ability to attend regional affinity groups as well as site-based affinity groups.		No
3.5	Pipeline Development	Provide a time and space for goal-setting during Professional Learning Plan (PLP) meetings for teammates to set current and future career goals • Provide support and development to teammates in areas identified (including release time for observations, planning, etc.)		No
3.6	Black Scholar Services	Build capacity of Pro-Black Programing Coordinators to run school site programming through targeted PD and recurring Black staff affinity spaces.		No

Action #	Title	Description	Total Funds	Contributing
		• Ensure that curriculum and extracurricular opportunities highlight and celebrate Blackness, Black students, Black staff members, and Black community members.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA DFS	2022-2023 SBAC ELA DFS All Students: -65.5 African American/Black: Data Not Displayed for Privacy English Learners: -84.7 Hispanic/Latinx: -65.9 Socioeconomically Disadvantaged: -63.5 Students with Disabilities: -63.6	2023-2024 SBAC ELA DFS All Students: -20.4 English Learner: -36.2 Socioeconomically Disadvantaged: -21.6 Hispanic: -19.5 Students with Disabilities: -32.1	2024-2025 SBAC ELA DFS All Students: -36.7 English Learner: -52.9 English Learners Only: -98.9 English Only: -31.4 Hispanic: -34.9 Recently Reclassified	2025-2026 SBAC ELA DFS All Students: -42.10 Black/African American: Data Not Displayed for Privacy English Learners: -61.30 Hispanic/Latinx: -42.50	All Students: Increased 28.8 English Learner: Increased 31.8 Hispanic: Increased 31 Socioeconomically Disadvantaged: Increased 26.1 Students with Disabilities: Decreased 36.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fluent-English Proficient Only: 6.1 Socioeconomically Disadvantaged: -37.4 Students with Disabilities: -100	Socioeconomically Disadvantaged: -40.10 Students with Disabilitiesh Disabilities: -40.20	

Goal Analysis [2025-26]

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

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

Aspire Firestone Academy implemented targeted literacy interventions through phonics-based small groups, progress monitoring systems, collaborative data-analysis cycles, and differentiated instructional supports informed by i-Ready diagnostic and formative assessment data. The school also strengthened literacy instruction through instructional coaching, ASLF-aligned walkthroughs, curriculum piloting and refinement, structured student talk routines, and explicit academic language instruction across content areas. Professional development emphasized culturally responsive teaching, co-teaching supports, scaffolding for multilingual learners, and inclusive instructional practices designed to increase student access to rigorous literacy instruction. Family engagement efforts, including bilingual communication systems, family events, and take-home learning support, also supported literacy development and student engagement.

One implementation challenge during the 2024–25 school year was significant staffing disruption across grades 3–5 due to multiple long-term teacher absences, which impacted instructional continuity and overall ELA performance. In response, the school prioritized aligned planning, targeted coaching, intervention supports, and collaborative instructional systems to maintain continuity of instruction and support student learning.

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

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

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

Overall, the actions aligned to Goal 4.1 have shown promising effectiveness in strengthening literacy instruction and improving current-year ELA outcomes. Current benchmark data indicate that ELA performance is already trending higher than at the same point in the prior year, suggesting positive impact from strengthened intervention systems, targeted coaching, curriculum refinement efforts, and collaborative data-

analysis cycles. Phonics-based intervention groups, structured literacy supports, and instructional coaching contributed to stronger alignment and increased focus on foundational literacy skills and comprehension.

At the same time, ELA Dashboard performance remained below the state average, indicating that continued acceleration and instructional refinement are needed. Significant staffing disruptions and chronic absenteeism created barriers to consistent instructional delivery and intervention implementation, particularly in upper elementary grades. Additionally, ELPI outcomes reinforced the need for continued strengthening of literacy supports and scaffolds for multilingual learners.

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

Based on Dashboard results, current-year benchmark data, ELPI outcomes, and educational partner feedback, Aspire Firestone Academy will continue strengthening literacy acceleration systems, intervention structures, and instructional coherence during the 2026–2027 school year. The school will continue refining phonics-based interventions, collaborative data-analysis cycles, structured student talk routines, and explicit academic language instruction to strengthen foundational literacy skills and comprehension.

Instructional coaching and professional development will continue emphasizing differentiated instruction, culturally responsive literacy practices, co-teaching supports, scaffolds for multilingual learners, and subgroup-focused planning. The school will also continue strengthening family engagement efforts, attendance systems, and targeted student supports to improve instructional continuity and student access to literacy intervention and acceleration opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data. Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools. Culturally Responsive Instruction – Professional development on co-teaching and co-planning, scaffolding for English Learners, and diverse, high-interest texts; coaching using The English Language Arts/English Language Development Framework for California Public Schools Family Engagement – Literacy workshops, take-home reading materials, and community partnerships.	$63,754.00	No

Action #	Title	Description	Total Funds	Contributing
		These evidence-based ELA interventions address the gaps identified in the needs assessment by: Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension. Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support. Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups. Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school.These actions align with allowable LREBG expenditures and will be used to enable teacher and staff participation in professional learning aligned to the ELA and Math Framework.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,139,132	$103,097

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
36.987%	0.000%	$0.00	36.987%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Grade Level Curriculum **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience lower academic outcomes than desired in English Language Arts and Mathematics. According to the 2024-25 California School Dashboard, English Learners scored 52.9 points below standard in	By adopting culturally relevant and standards-based curriculum materials, we directly address the engagement and achievement gaps our unduplicated student groups face. These materials are chosen to reflect the diverse experiences and backgrounds of these students, fostering greater interest and comprehension in core subjects, which is crucial for improving academic outcomes. Complementing this, targeted professional development for our teachers ensures they are fully equipped to deliver this new curriculum	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA and 22.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 37.4 points below standard in ELA and 16.8 points below standard in Mathematics. Hispanic students scored 34.9 points below standard in ELA and 12.3 points below standard in Mathematics. **Scope:** LEA-wide	effectively, catering to the varied learning styles of our students, particularly those who have been historically underserved. Providing these resources and supports on a schoolwide basis not only promotes equity but also enhances the overall quality of education for every student, thereby laying a solid foundation for substantial improvements in academic performance across the board.	
1.2	**Action:** Instruction (Guaranteed and Viable Instruction) **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate academic achievement gaps in English Language Arts and Mathematics. According to the 2024-25 California School Dashboard, English Learners scored 52.9 points below standard in ELA and 22.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 37.4 points below standard in ELA and 16.8 points below standard in Mathematics. **Scope:** LEA-wide	By utilizing the Aspire Student Learning Framework (ASLF) with integrated culturally responsive instruction, ensuring access to culturally responsive texts, reflecting diversity through classroom artifacts, and providing professional development on guaranteed and viable instruction, our actions will directly address the needs listed above. By integrating culturally responsive teaching strategies within the ASLF framework, educators can better support English Learners (ELs) and low-income students, who demonstrated significant increases in academic achievement but still exhibit larger distances from the standard compared to their peers. Ensuring access to culturally responsive texts and diverse classroom artifacts can create a more inclusive learning environment that resonates with the backgrounds and experiences of these student groups, potentially reducing barriers to engagement and learning. Additionally, monthly professional development sessions on guaranteed and viable instruction, coupled with opportunities for data-informed instruction planning, can empower teachers to tailor their approaches to meet the diverse needs of students, thereby	Metric (1.1 & 1.2) SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		closing the achievement gap and improving outcomes for all learners. Co-planning professional development with regional content directors and program managers further strengthens alignment with district-wide priorities and fosters collaboration to address systemic challenges related to academic disparities. Overall, these actions collectively work towards fostering an equitable learning environment where all students have the support and resources needed to thrive academically.	
2.1	**Action:** Family and Community Engagement & Outreach **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience challenges related to attendance, engagement, and family-school partnerships. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 20.2% for English Learners and 28.9% for Socioeconomically Disadvantaged students. Additionally, only 19% of families responded favorably regarding family engagement on the 2025-26 Aspire Family Survey. **Scope:** LEA-wide	By providing various opportunities for stakeholder engagement and ensuring that all events and meetings and other forms of communication are in both English and Spanish, we will be better able to serve and support our EL/MLL students and their families.	Metric (2.4) Efforts we make to seek parent input. (Aspire Family Survey)
2.2	**Action:** Attendance **Need:**	The actions outlined will address the identified disparities in attendance among our ELs by implementing targeted interventions and fostering a proactive approach to reducing chronic	Metric (2.3) Chronic Absenteeism Metric (2.6) Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and Socioeconomically Disadvantaged students continue to experience elevated rates of chronic absenteeism. According to the 2024-25 California School Dashboard, chronic absenteeism rates were 20.2% for English Learners and 28.9% for Socioeconomically Disadvantaged students. **Scope:** LEA-wide	absenteeism. By consistently meeting as a school attendance team and establishing an Attendance Team dedicated to developing and implementing an attendance plan, educators can ensure that interventions are tailored to address the specific needs of subgroups, including English Learners. Regular reviews of attendance data, with a focus on ELs, will enable educators to identify trends and adjust strategies accordingly. Increasing family communication and ensuring that communication is in both Spanish and English as well as conducting home visits for students with chronic absenteeism will foster a collaborative approach between the school and families to support attendance improvement. School-wide attendance incentive programs and early family education initiatives will further reinforce the importance of attendance and create a positive school culture around attendance. Conducting home visits and outreach during the summer ensures ongoing support for students with chronic absenteeism, addressing attendance issues beyond the school year and promoting sustained improvement in attendance rates among all student groups.	
2.7	**Action:** Classroom Facilities, and Student Physical Spaces **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience challenges related to attendance, engagement, and school connectedness. According to the 2024-25 California School Dashboard, chronic absenteeism rates were	This action supports facility improvements, classroom environments, and campus safety measures that help ensure English Learners and Socioeconomically Disadvantaged students have access to safe, welcoming, and supportive learning environments. Well-maintained facilities, positive classroom environments, and strong safety systems contribute to student engagement, attendance, and a sense of belonging, helping to remove barriers that may negatively impact participation in school. Although these services are	Metric (2.1) Student Sense of Safety Metric (2.8) Parent Sense of Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	20.2% for English Learners and 28.9% for Socioeconomically Disadvantaged students. Local survey data also indicate opportunities to strengthen students' sense of belonging and school safety. According to the 2025-26 Aspire Student Survey, 63% of students in grades 3-5 responded favorably regarding sense of belonging and 51% responded favorably regarding school safety. **Scope:** LEA-wide	provided schoolwide because all students access the same facilities and learning environments	
3.1	**Action:** Regular Coaching & Development of leadership Teams (using ASLF & TLF) **Need:** English Learners and Socioeconomically Disadvantaged students continue to experience academic achievement gaps that require effective instructional practices and targeted support. According to the 2024-25 SBAC results, English Learners scored 52.9 points below standard in ELA and 22.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 37.4 points below standard in ELA and 16.8 points below standard in Mathematics. **Scope:** LEA-wide	Implementing Teachboost as an observation tool will enable systematic tracking of the ASLF (Aspire Student Learning Framework), allowing educators to monitor and analyze instructional practices and student outcomes more effectively. This data-driven approach will facilitate targeted support for unduplicated student groups, such as English Learners (ELs) and low-income students, by identifying specific areas of improvement and tailoring coaching strategies accordingly. Additionally, aligning the coaching cycle process with Aspire LA's Instructional Coaching Model will ensure consistency and coherence in supporting teachers to address disparities in academic achievement among these student populations. By integrating these actions, educators can proactively address the needs outlined in the SBAC ELA and Math results for the 2022-2023 school year, fostering continuous improvement and equitable opportunities for all students.	Metric (3.2) Teacher Sense of Safety and School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Culturally Responsive Teaching (CRT) Professional Development **Need:** English Learners and Socioeconomically Disadvantaged students continue to demonstrate academic achievement gaps in English Language Arts and Mathematics. According to the 2024-25 SBAC results, English Learners scored 52.9 points below standard in ELA and 22.6 points below standard in Mathematics, while Socioeconomically Disadvantaged students scored 37.4 points below standard in ELA and 16.8 points below standard in Mathematics. **Scope:** LEA-wide	Providing site-wide professional development on culturally responsive teaching will empower educators to create inclusive learning environments that honor students' identities and backgrounds, potentially narrowing the achievement gap. Additionally, professional development sessions facilitated by the LA Region on Universal Design for Learning (UDL) and culturally responsive teaching will equip teachers with research-based strategies to meet the diverse needs of all learners, including ELs and low-income students. By integrating culturally responsive practices and UDL principles into instruction, educators can better support underserved student groups, fostering a more equitable and inclusive educational experience for all.	Metric (3.2) Teacher Sense of Safety and School Connectedness
3.3	**Action:** Teammate Retention **Need:** **Scope:** LEA-wide		

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,079,854	1,139,132	36.987%	0.000%	36.987%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,140,129.00	$1,308,071.00	$0.00	$252,986.00	$2,701,186.00	$2,115,902.00	$585,284.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Grade Level Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$281,705.00	$281,705.00				$281,705.00	
1	1.2	Instruction (Guaranteed and Viable Instruction)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$385,298.00	$48,496.00	$433,794.00				$433,794.00	
1	1.3	Instruction (Master Scheduling)	All	No			All Schools	Ongoing	$133,719.00	$0.00		$133,719.00			$133,719.00	
1	1.4	Instruction (Assessment)	All	No			All Schools	Ongoing								
1	1.5	MLL	All	No			All Schools	Ongoing								
1	1.6	SPED	Students with Disabilities	No			All Schools	Ongoing	$1,184,387.00	$0.00		$1,110,598.00		$73,789.00	$1,184,387.00	
1	1.7	Black Excellence	All	No			All Schools	Ongoing								
1	1.8	Title I	All	No			All Schools	Ongoing	$179,197.00	$0.00				$179,197.00	$179,197.00	
2	2.1	Family and Community Engagement & Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$47,612.00	$0.00	$47,612.00				$47,612.00	
2	2.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$102,267.00	$0.00	$102,267.00				$102,267.00	
2	2.3	PBIS Multi-Tiered system of supports	All	No			All Schools	Ongoing								
2	2.4	SEL	All	No			All Schools	Ongoing								
2	2.5	School Climate	All	No			All Schools	Ongoing								

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	2.6	Enrollment	All	No			All Schools	Ongoing								
2	2.7	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$83,422.00	$175,329.00	$258,751.00				$258,751.00	
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$13,000.00	$13,000.00				$13,000.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing								
3	3.3	Teammate Retention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Affinity Groups	All	No			All Schools	Ongoing								
3	3.5	Pipeline Development	All	No			All Schools	Ongoing								
3	3.6	Black Scholar Services	All	No			All Schools	Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	$0.00	$63,754.00		$63,754.00			$63,754.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,079,854	1,139,132	36.987%	0.000%	36.987%	$1,140,129.00	0.000%	37.019 %	**Total:**	$1,140,129.00
								LEA-wide Total:	$1,140,129.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Grade Level Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$281,705.00	
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	LEA-wide	English Learners Low Income	All Schools	$433,794.00	
2	**2.1**	Family and Community Engagement & Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$47,612.00	
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$102,267.00	
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	$258,751.00	
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	LEA-wide	English Learners Low Income	All Schools	$13,000.00	
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools		
3	**3.3**	Teammate Retention	Yes	LEA-wide	English Learners Low Income		$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,034,117.00	$2,818,287.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Grade Level Curriculum	Yes	$232,551.00	255,664
1	**1.2**	Instruction (Guaranteed and Viable Instruction)	Yes	$596,174.00	598,430
1	**1.3**	Instruction (Master Scheduling)	No	$195,904.00	190,463
1	**1.4**	Instruction (Assessment)	No	$0.00	$0.00
1	**1.5**	MLL	No	$14,328.00	11,056
1	**1.6**	SPED	No	$1,288,787.00	1,072,779
1	**1.7**	Black Excellence	No	$0.00	$0.00
1	**1.8**	Title I	No	$170,935.00	179,197
2	**2.1**	Family and Community Engagement & Outreach	Yes	$36,930.00	35,913
2	**2.2**	Attendance	Yes	$131,938.00	139,003
2	**2.3**	PBIS Multi-Tiered system of supports	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	SEL	No	$0.00	$0.00
2	**2.5**	School Climate	No	$0.00	$0.00
2	**2.6**	Enrollment	No	$0.00	$0.00
2	**2.7**	Classroom Facilities, and Student Physical Spaces	Yes	$309,879.00	278,905
3	**3.1**	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$22,000.00	16,000
3	**3.2**	Culturally Responsive Teaching (CRT) Professional Development	Yes	$0.00	$0.00
3	**3.3**	Teammate Retention	No	$3,000.00	9,000
3	**3.4**	Affinity Groups	No	$0.00	$0.00
3	**3.5**	Pipeline Development	No	$0.00	$0.00
3	**3.6**	Black Scholar Services	No	$0.00	$0.00
4	**4.1**	ELA	No	$31,691.00	31,877

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,212,069	$1,332,472.00	$1,332,915.00	($443.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Grade Level Curriculum	Yes	$232,551.00	255,664		
1	1.2	Instruction (Guaranteed and Viable Instruction)	Yes	$596,174.00	598,430		
2	2.1	Family and Community Engagement & Outreach	Yes	$36,930.00	35,913		
2	2.2	Attendance	Yes	$131,938.00	139,003		
2	2.7	Classroom Facilities, and Student Physical Spaces	Yes	$309,879.00	278,905		
3	3.1	Regular Coaching & Development of leadership Teams (using ASLF & TLF)	Yes	$22,000.00	16,000		
3	3.2	Culturally Responsive Teaching (CRT) Professional Development	Yes	$3,000	9,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,312,272	1,212,069	0.000%	36.593%	$1,332,915.00	0.000%	40.242%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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