



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspire Vincent Shalvey Academy

CDS Code: 39-68585-6116594

School Year: 2025-26

LEA contact information:

Danessa Partin

Principal

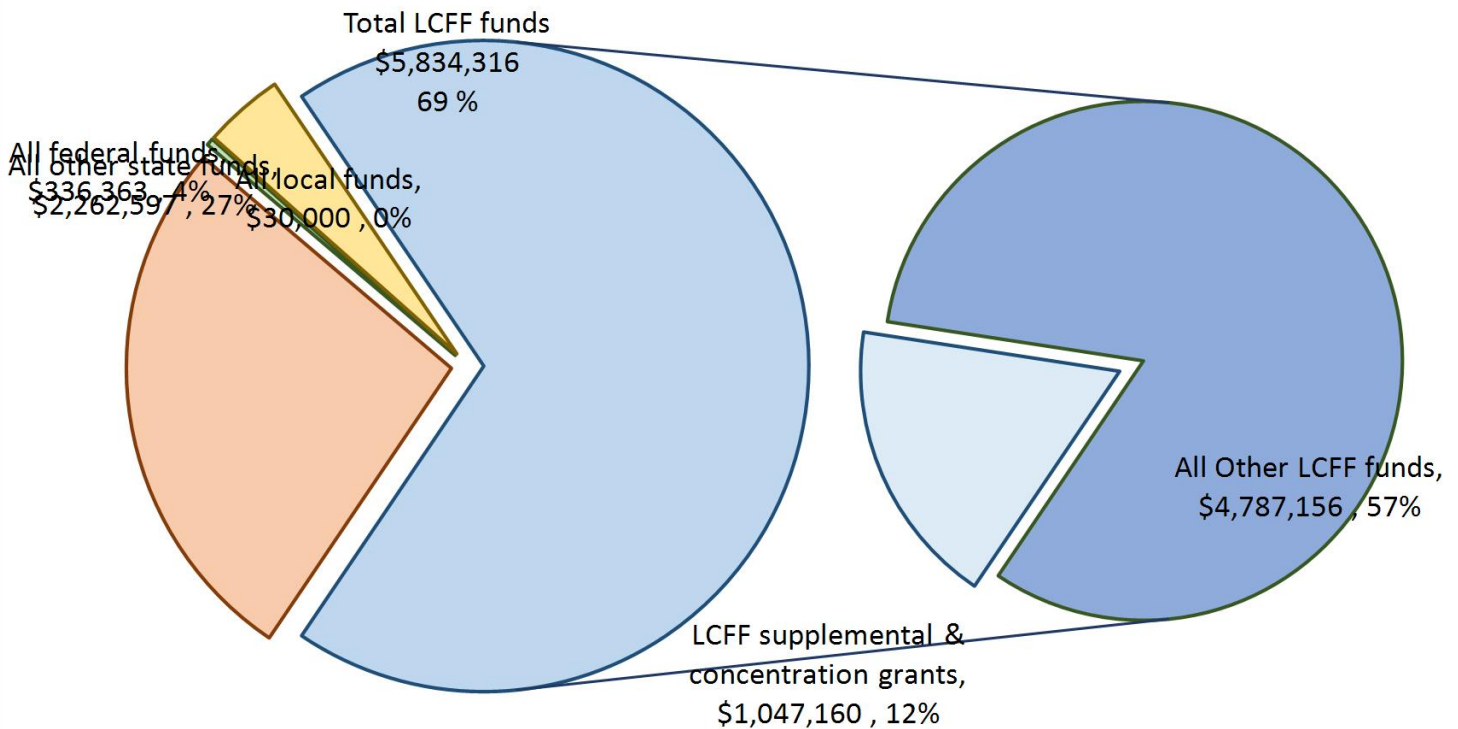
AspireVSA@aspirepublicschools.org

209-931-5399

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

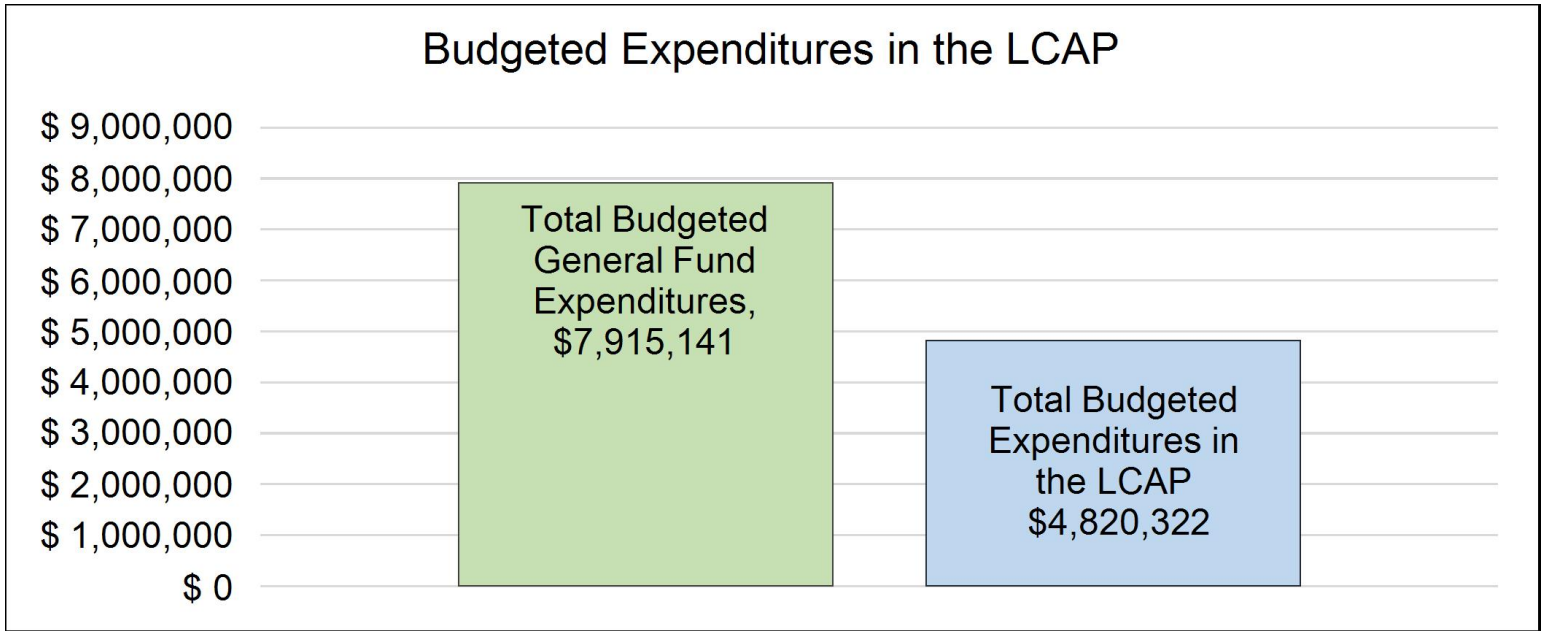


This chart shows the total general purpose revenue Aspire Vincent Shalvey Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspire Vincent Shalvey Academy is \$8,463,276, of which \$5,834,316 is Local Control Funding Formula (LCFF), \$2,262,597 is other state funds, \$30,000 is local funds, and \$336,363 is federal funds. Of the \$5,834,316 in LCFF Funds, \$1,047,160 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 Vincent Shalvey Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspire Vincent Shalvey Academy plans to spend \$7,915,141 for the 2025-26 school year. Of that amount, \$4,820,322 is tied to actions/services in the LCAP and \$3,094,819 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

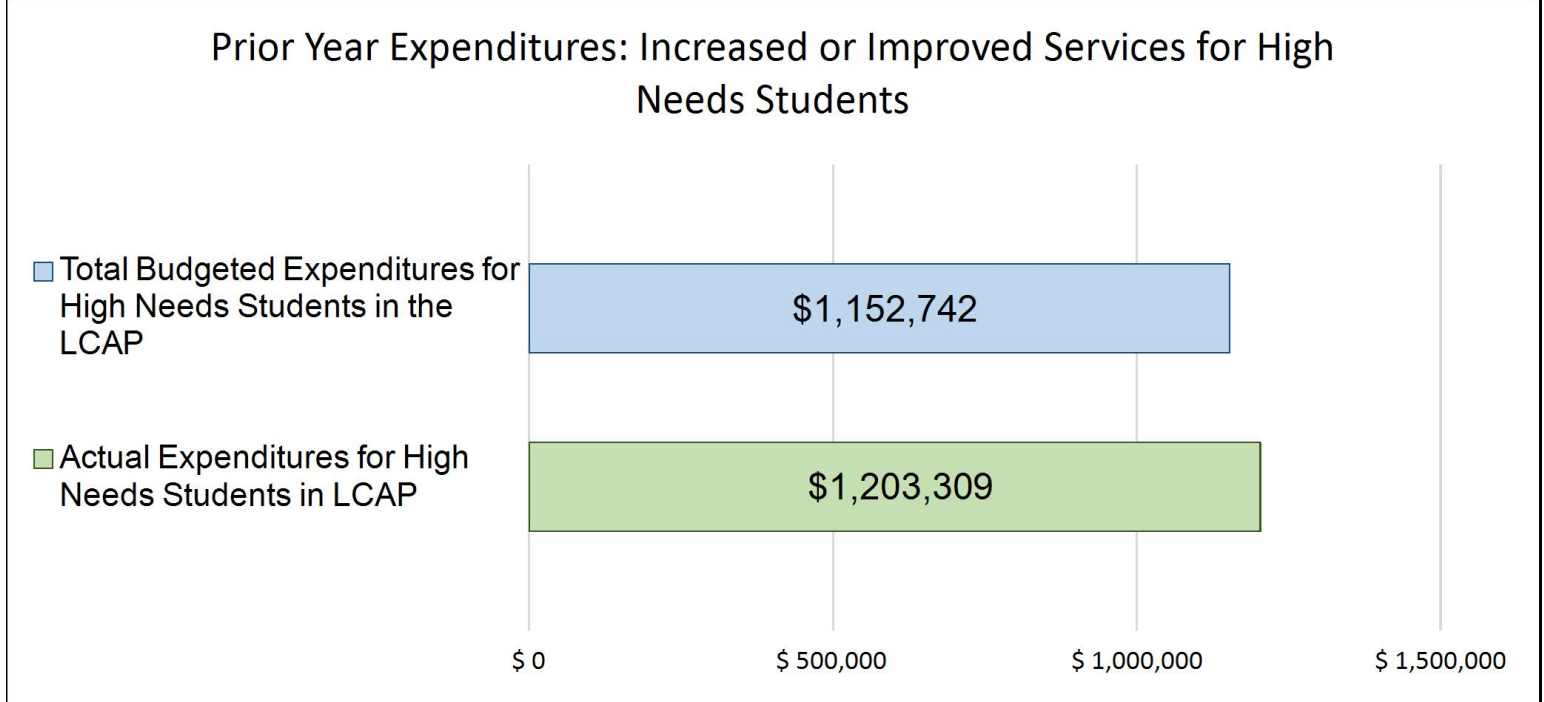
It's crucial to emphasize that while the LCAP plays a central role in resource allocation, it does not encompass the entirety of LEA expenditures. The General Fund, which covers expenses beyond the LCAP framework, encompasses a broad spectrum of services and administrative functions, including but not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

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

In 2025-26, Aspire Vincent Shalvey Academy is projecting it will receive \$1,047,160 based on the enrollment of foster youth, English learner, and low-income students. Aspire Vincent Shalvey Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspire Vincent Shalvey Academy plans to spend \$1,189,994 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Aspire Vincent Shalvey Academy's LCAP budgeted \$\$1,152,742 for planned actions to increase or improve services for high needs students. Aspire Vincent Shalvey Academy actually spent \$\$1,203,309 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspire Vincent Shalvey Academy	Danessa Partin Principal	AspireVSA@aspirepublicschools.org 209-931-5399

Plan Summary [2025-26]

General Information

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

Aspire Vincent Shalvey Academy (VSA), located in Stockton, CA, serves students in grades TK-5 with an enrollment of 446. As part of the Aspire Public Schools network, VSA is committed to providing students with a rigorous and supportive educational experience. The student body is diverse, consisting of 47% Hispanic, 27% Asian-American, 7% Caucasian, 7% African-American, and 4% multiracial students, with 47% qualifying for free and reduced lunch.

Under the leadership of Principal Danessa Partin, VSA prioritizes academic excellence while fostering a safe, inclusive, and caring environment where students develop into lifelong learners. The school’s mission focuses on providing a personalized, rigorous core curriculum supported by extended instructional hours, high expectations, and access to early college-preparatory experiences.

VSA strives to meet the academic, social, and emotional needs of all students, ensuring equitable access and outcomes through well-trained staff and personalized learning opportunities. With a robust afterschool program and a commitment to inclusive, culturally responsive education, Aspire Vincent Shalvey Academy prepares its scholars to excel both in and outside the classroom and thrive in the 21st-century world.

Reflections: Annual Performance

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

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

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

English Learner Progress: English Learner

Performance Overview:

Based on our analysis of both the California School Dashboard and local data, we have identified the following successes and challenges in our schools performance. This reflection has guided our LCAP planning to address identified needs effectively.

Successes:

One notable success is our chronic absenteeism rate has dropped to 12.7% and our ELPI has increased by 33.8% (currently at 64.9%). We have no EL students in the red and 63.8% of students are performing at or above grade level. We have seen an increase in the overall DFS in both ELA and Math. Additionally, students with disabilities experiences an increase in DFS by 54%. All successes were achieved through a co-teaching model with GE teachers, Educational Specialists and Instructional Assistants. Intervention and small targeted groups based on student data in push in and pull out models also contributed to student success. Chronic absenteeism rates have dropped due to school and home connections, incentives, PBIS and SEL practices.

Challenges:

However, we identified challenges in chronic absenteeism rates, suspensions and overall Math performance. According to the California School Dashboard, some student groups are performing in the yellow performance level for chronic absenteeism, although we have seen a positive decrease in absenteeism we are continuing our focus in partnering with stakeholders to bring awareness of the importance of attendance. Our math dashboard data shows students in the yellow. Specialty's our Native American, Black and Special Needs students show the need for more targeted and differentiated small group and one on one instruction. Additionally, our internal data indicates challenges in suspension rates for the current school year. We have identified this challenge and have made mid year pivots in our Discipline Protocols and PBIS systems in address the needs of our students. We have seen positive outcomes so far. These internal trends highlight the need for targeted interventions beyond the metrics reflected in the Dashboard.

Actions Taken:

To address these challenges, we have implemented a robust co-teaching and progress monitor system to reach the needs of students. These actions are designed to support MLL students, African American/ Black and Special Needs students and align with our LCAP goal of improving student engagement and increasing academic proficiency.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through bi-annual Teammate Surveys (conducted in fall and spring), monthly Staff Meetings, and weekly Lead Team Meetings, and monthly check ins with administrators. These engagements provided valuable feedback on classroom practices, academic and behavioral needs, professional learning, and cultural awareness, all contributing to the development and refinement of LCAP goals and actions.
Principals and Admin	School leaders, including principals and administrators, participated in weekly Lead Team Meetings, monthly Staff Meetings, and bi-annual Teammate Surveys. These forums focused on schoolwide planning, resource allocation, professional learning, and goal setting, ensuring alignment of the LCAP with the overall strategic direction of the school.
Other School Personnel	Non-instructional staff, including support and operations teams, were engaged through bi-annual Teammate Surveys (conducted in fall and spring) and weekly staff Meetings held on Fridays. These engagements provided input on the workplace environment, cultural awareness, operational effectiveness, and student support services, which directly informed the development and refinement of LCAP strategies.
Parents	Parents and families were engaged through bi-annual Family Surveys (conducted in fall and spring), monthly VSACC and ELAC meetings, and quarterly Coffee with the Principal meetings. These sessions captured parent feedback on barriers to engagement, family

Educational Partner(s)	Process for Engagement
	preferences, and progress toward LCAP goals, ensuring that family voices were integrated into planning and implementation.
Students	Students were engaged through bi-annual Student Surveys (conducted in fall and spring) that gathered feedback on classroom climate, sense of belonging, and learning experiences. Additionally, focus groups were held twice per year to dive deeper into their feedback and identify key areas for improvement.
SELPA (Special Education)	The LEA consulted regularly with SELPA representatives through quarterly meetings (held in early fall, winter, spring, and summer) to discuss program development, accommodations, and access to specialized services.

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

The engagement process with educational partners led to several key changes in the development of the LCAP, reflecting the diverse feedback gathered from teachers, principals, non-instructional staff, parents, students, and SELPA representatives. Based on feedback from teachers and staff, the LCAP was revised to expand multi-tiered systems of support (MTSS) by integrating additional academic and behavioral intervention programs and providing targeted professional development focused on classroom management and trauma-informed practices. Principals and administrators highlighted the need for improved resource allocation for staff training and family engagement programs, leading to the prioritization of increased funding for workshops and coaching support.

Parents and families, through surveys and meetings, identified barriers to engagement, prompting the addition of flexible family engagement options, including morning and evening workshops, virtual participation opportunities, and translated materials to support non-English-speaking families. Student feedback regarding their sense of belonging and classroom climate resulted in an emphasis on fostering positive school environments, leading to actions that expanded peer mentorship programs, opportunities for clubs and groups outside of the school day and enhanced social-emotional learning activities.

Consultations with SELPA representatives informed changes related to ensuring that students with special needs received equitable support, such as improving the alignment of Individualized Education Programs (IEPs) with schoolwide goals and enhancing collaboration between general and special education staff. These changes demonstrate how input from key educational partners directly influenced the LCAP's goals, actions, and budget to better address academic, behavioral, and social-emotional outcomes across student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Aspire scholars and staff experience grade-level, engaging, affirming, and meaningful, culturally responsive academic programming that prepares them for career and college.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our goal, shaped by the urgent need for superior curriculum and instructional quality, aims to empower every student with engaging, meaningful, and rigorous GLEAM instruction. This approach prepares them for future college and career paths that match their aspirations. In response to the educational disparities widened by the pandemic, we are committed to advancing equity, particularly for historically underserved communities. We pledge to equip our educators with the necessary resources, support, and time to deliver culturally responsive, standards-aligned teaching. By embracing data-informed practices, we ensure continuous assessment and support for our students' journey towards academic excellence and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Results in English Language Arts (ELA) DFS CA School Dashboard	2022-2023 SBAC ELA DFS All: +13.7 African American/Black: -37.8 English Learners: +1.4 Socioeconomically disadvantaged: +2.3 Hispanic/Latinx: +7.4 Students with Disabilities: -54.7	2023-2024 SBAC ELA DFS All Students: 14.2 English Learner: 16.6 Socioeconomically Disadvantaged: 8.3 Black/African American: -17.2		2025-2026 SBAC ELA DFS All: +22.70 African American/Black: -28.80 English Learners: +10.40 Socioeconomically disadvantaged: +11.30	All Students: +0.5 African American/Black: +20.6 English Learners: +15.2 Hispanic/Latinx: +0.1 Socioeconomically Disadvantaged: +6.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: 35.4 Hispanic: 7.5 Students with Disabilities: -59.4 White: 26.2		Hispanic/Latinx: +16.40 Students with Disabilities: -45.70	Students with Disabilities: -4.7
1.2	Smarter Balanced Assessment (SBAC) Results in Mathematics DFS CA School Dashboard	2022-2023 SBAC Math DFS All: -1.9 African American/Black: -65.30 English Learners: -5.40 Socioeconomically disadvantaged: -17.10 Hispanic/Latinx: -13 Students with Disabilities: -57.10	2023-2024 SBAC MATH DFS All Students: -7.7 English Learner: -0.3 Socioeconomically Disadvantaged: -20.9 Black/African American: -39.7 Asian: 25.1 Hispanic: -19.2 Students with Disabilities: -82 White: -4		2025-2026 SBAC Math DFS All: +19.10 African American/Black: -44.30 English Learners: +15.60 Socioeconomically disadvantaged: +3.90 Hispanic/Latinx: +8 Students with Disabilities: -36.10	All Students: -5.8 African American/Black: +25.6 English Learners: +5.1 Hispanic/Latinx: -6.2 Socioeconomically Disadvantaged: -3.8 Students with Disabilities: -24.9
1.3	CA Science Test (CAASPP-Elpac.ets.org)	2022-2023 Science Test 35.38% Met & Exceeded	2023-24 Science Test % Below Standard English Learner: 11.7 points below Socioeconomically Disadvantaged: 12.3 points below All Students: 10.5 points below Asian: 9.6 points below		2025-2026 Science Test 40.38% Met or Exceeded	Met or Exceeded decreased by 4.13% (35.38% to 31.25%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 13.2 points below 31.25% Met or Exceeded			
1.4	% of EL students making progress toward ELPAC proficiency (ELPI) CA School Dashboard	2022-2023 ELPI 31.10% of ELs making progress towards English language proficiency	2023-24 ELPI EL: 64.9% of ELs making progress towards English language proficiency		2025-2026 ELPI 45% of ELs making progress towards English language proficiency	<ul style="list-style-type: none"> • ELs increased by 33.8%. • No baseline data for LTELs.
1.5	EL Reclassification Rate (RFEP Rate) MLL Dashboard	2022-2023 RFEP Rate 17.10%	2023-2024 RFEP Rate: 33.64%		2025-2026 RFEP Rate Maintain 15% or above	Increased by 16.54%
1.6	Sufficient Access to Standard-Aligned Materials (SARC)	2022-2023 100% of students have access to standards aligned curricular materials.	2023-24 100% of students have access to standards-aligned materials		2025-2026 100% of students have access to standards aligned curricular materials.	No Change
1.7	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5	2023-2024 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Average Rating: 3	2024-2025 ELA, ELD, Mathematics, Next Generation Science Standards, History-Social		2026-2027 ELA, ELD, Mathematics, Next Generation Science Standards,	Increased 1

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			classroom walkthroughs, teacher pairing): 4			
1.9	Other academic outcomes (iReady Reading & Math) % Met Typical Annual Growth	<p>2023-2024</p> <p>iReady Reading % of students that met annual typical growth</p> <p>All Students: 51% Grade 1: 45% Grade 2: 59% Grade 3: 68% Grade 4: 37% Grade 5: 45%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 38% Grade K: 44% Grade 1: 32% Grade 2: 45% Grade 3: 29% Grade 4: 37% Grade 5: 38%</p>	<p>SY 2024-25 (iReady Reading) % of students that met annual typical growth</p> <p>All Students: 37% Grade 3: 28% Grade 4: 42% Grade 5: 42%</p> <p>SY 2024/25 (iReady Math) % of students that met annual typical growth</p> <p>All students: 19% Grade K: 10% Grade 1: 18% Grade 2: 19% Grade 3: 7% Grade 4: 24% Grade 5: 39%</p>		<p>2026-2027</p> <p>iReady Reading % of students that met annual typical growth</p> <p>All Students: 66% Grade 1: 60% Grade 2: 74% Grade 3: 83% Grade 4: 52% Grade 5: 60%</p> <p>iReady Math % of students that met annual typical growth</p> <p>All Students: 53% Grade K: 59% Grade 1: 47% Grade 2: 60% Grade 3: 44% Grade 4: 52% Grade 5: 53%</p>	<p>SY 2024-25 (iReady Reading) - Change from Baseline</p> <p>All Students: -14% Grade 3: -40% Grade 4: +5% Grade 5: -3%</p> <p>SY 2024-25 (iReady Math) - Change from Baseline</p> <p>All Students: -19% Grade K: -34% Grade 1: -14% Grade 2: -26% Grade 3: -22% Grade 4: -13% Grade 5: +1%</p>
1.10	Broad course of study (Local Indicator Survey, Priority 7)	<p>2023-2024</p> <p>100% of students, including EL, Low-income, Foster Youth, and students with</p>	<p>2024-2025</p> <p>Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and</p>		<p>2026-2027</p> <p>100% of students, including EL, Low-income, Foster Youth, and</p>	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	
1.11	Other academic outcomes (mClass) % at and above benchmark	2023-2024 50% at & above benchmark	2024-25 54.00% at or above benchmark		2026-2027 60% at & above benchmark	Increased 4%

Goal Analysis [2024-25]

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

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

Most actions were successfully implemented, such as curriculum replacements, 1:1 Chromebooks, and professional development for iReady and EL Education/PBL. However, Heggerty integration faced delays due to resource allocation issues. Teacher planning time varied, impacting lesson consistency, and while teachers were confident in using iReady, they expressed a need for more targeted support in PBL and Heggerty. Professional development sessions, including literacy, numeracy, and culturally relevant pedagogy, were mostly delivered as planned with 85% staff attendance, though some staff highlighted the need for more planning time.

The master schedule was successfully implemented to ensure equitable access to core content and enrichment, with minor deviations. The after-school program was extended for 30 additional days, providing academic and homework support, though challenges arose in aligning interventions for English Learners (ELs) and Students with Disabilities (SWDs) due to staffing shortages and inconsistent attendance. The onboarding of new teachers for Designated ELD was partially completed, with further sessions planned. EL support training was provided, but more structured feedback is needed to evaluate its effectiveness.

Biweekly shared planning time between General Education and Education Specialist co-teachers faced scheduling issues, and more structured data analysis time is needed for effective progress monitoring. The review of current practices continues, and feedback suggests the need for clearer data-driven protocols. Culturally relevant literature has been reviewed, and its implementation is scheduled for the upcoming semester, with Black History instruction still in development.

The implementation of PLP for students has been successful, empowering students to co-create goals based on data. Title I funds supported the Mental Health Therapist (MHT) role, which has been instrumental in progress monitoring, tutoring, and family engagement for low-achieving students.

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

Cost reductions were realized due to staffing changes, and savings from attrition.

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

SBAC ELA proficiency saw a slight overall increase of 0.5%, with English Learners improving by 15%, while Students with Disabilities saw declines in both ELA and Math. iReady showed growth for students near grade level, particularly benefiting African American/Black, socioeconomically disadvantaged students, and English Learners. The CA Dashboard indicates VSA will likely remain in the green for ELA but may stay in yellow for Math.

Classroom walkthroughs using the ASLF framework showed effective application of foundational literacy strategies, leading to a 4% improvement in K-2 reading fluency. However, numeracy strategies had limited impact, as evidenced by a decline in basic math skills, with iReady Math scores showing no improvement in Math DFS. The CA Dashboard reflected a 15% increase in ELA proficiency for ELs and a 5% increase in Math for African American/Black students, but a decrease in math for Students with Disabilities and socioeconomically disadvantaged students suggests the need for more effective Tier II and III support.

Master scheduling actions were moderately effective, with the intervention blocks contributing to academic gains for targeted students. Onboarding of new teachers and Integrated EL support strategies led to gains in ELA proficiency for EL students. ELPAC completion is on track, and reclassification rates have exceeded expectations. However, shared planning time showed moderate success in collaboration but needs more data-driven discussions to improve math performance for students with IEPs.

Progress toward achieving the goal has been limited, with many actions still in the planning stage. The Black Student Union (BSU) has provided opportunities for student leadership, but no significant academic progress for Black students has been observed yet.

The goal-setting process through Student-Led Conferences (SLCs) showed some progress, but more comprehensive progress monitoring systems are needed. Adjustments are being considered to improve tracking and timely interventions.

The Mental Health Therapist (MHT) has been effective in coordinating SEL and behavior interventions, contributing to improved attendance and proactive support. Preliminary data shows small gains in student engagement and reading/math for targeted students, but further data collection is needed to assess the long-term impact on state assessments.

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

For the next school year, several actions and steps are planned to improve outcomes:

1. Additional follow-up PD sessions will be provided to support better curriculum integration. PD will be differentiated based on teaching levels and subject expertise, with a focus on numeracy support. Increased coaching frequency, particularly for numeracy and culturally responsive strategies, will be implemented, alongside expanded training on the ASLF framework. Peer-led PD sessions will encourage the sharing of best practices in foundational literacy and culturally relevant teaching.
 2. The master schedule will be adjusted to prioritize targeted interventions during core hours, especially to address the needs of Students with Disabilities (SWD). Staffing will be reallocated to support small-group instruction during intervention periods. PD on differentiated instruction and data-driven interventions will be provided to help teachers optimize instructional time.
 3. Continued coaching and classroom observations will be used to monitor and support teachers' implementation of strategies. A more structured approach to PD implementation will involve systematic walkthroughs and observations. Real-time reclassification data will be shared with teachers to support timely identification of eligible students, and expanded family outreach will ensure consistent communication on student progress.
 4. Structured planning sessions will include data review protocols to ensure progress monitoring is ongoing. Time for ""stepbacks"" will be formalized to ensure consistent review of ELA and math performance data, with timely adjustments made to teaching practices. Professional development will also be provided to co-teachers on effectively using data for instructional decisions.
 5. A subgroup-specific data analysis will be embedded into learning walks to better inform support for targeted student groups, including those identified in mid-year data trends. Additional PD sessions will focus on effective Black History instruction to ensure a more robust implementation next year.
 6. Regular progress monitoring check-ins for both teachers and students will be incorporated into data review sessions. This will ensure timely tracking and adjustments to student goals. Communication with families regarding student goals will be expanded beyond Student-Led Conferences (SLCs) to enhance the home/school connection.
 7. Additional training will be provided to the MHT to enhance data-driven intervention practices. Increased coordination with general education teachers and instructional assistants will ensure that targeted interventions align with classroom instruction.
- These planned actions aim to foster sustained student growth, improve the effectiveness of interventions, and ensure ongoing support for both students and teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Grade Level Curriculum	Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum, with annual reviews to identify any gaps or areas for updates.	\$20,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide professional development on standards-aligned curriculum (iReady, EL/PBCI, Amplify, Heggerty). Co-plan and facilitate PD with regional content directors/program managers, including follow-up workshops or coaching sessions to address teacher needs and implementation consistency.</p> <p>Provide regular time for each grade level/content team to have regular lesson Internalization (using the UnboundEd Planning Process) so teachers can customize grade level curriculum using the GLEAM framework to integrate Culturally Responsive Teaching practices, with scheduled collaborative planning meetings focused on identifying student needs and sharing instructional strategies.</p> <p>On-going analysis of curriculum with the Regional Instructional Team (implementation and access) in accordance with the Williams Act Requirements for textbooks and curriculum, incorporating feedback loops to address teacher and student concerns.</p> <p>The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Yellow indicators have been identified for English Learners and Students with Disabilities in SBAC ELA and Math. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.</p>		
1.2	Instruction	<p>Provide ongoing comprehensive professional development time for data discussions to guide Tier 1 instruction (through shared preps, release days with substitutes, or protected time on early release days), with differentiated tracks for foundational literacy, numeracy, and culturally responsive practices to address varying teacher expertise.</p> <p>Members of leadership team/admin team conduct weekly observations to monitor instructional program (identify bright spots, trends, areas to guide instruction), including targeted coaching for numeracy based on performance data and classroom observations.</p> <p>Ensure learning targets/objectives are clearly communicated with students (verbally) and posted visually, with expanded training sessions to ensure consistent understanding and implementation across sites.</p>	\$951,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Academic Program (Master Scheduling)	<p>Continue to create a master schedule that is equitable and provides students with access to all core content and opportunities for enrichment/arts with the necessary allotted minutes for core content areas, with prioritized intervention blocks for English Learners and Students with Disabilities based on recent performance data, ensuring targeted in-school support.</p> <p>Work with Regional Expanded Learning Program Manager and Afterschool Director to ensure After-School Program is available for all students, runs for 30 additional days outside of the school year, and provides homework support, enrichment, and academic support in fluency (reading fluency, math basic skills, typing skills), with expanded small-group instruction and realignment of Tier II and Tier III interventions to in-school schedules as needed.</p>	\$2,483,800.00	No
1.4	MLL	<p>Because our English learners are experiencing high growth in ELA we will provide onboarding training sessions for new teachers of Designated ELD to be familiar with the Designated ELD curriculum. Ensure instructional staff to know all English Learners by their MLL indicator (SIFE, M0, N1, N2, N3, At-risk LTEL, LTEL). Integrate this knowledge into lesson planning and assessments with ongoing monitoring.</p>	\$15,109.00	No
1.5	SPED	<p>Ensure classroom General Education and Education Specialist co-teachers have biweekly shared planning time to support co-teaching, data analysis, and collaboration with a focus on math and ELA. Incorporate structured protocols for data review and assign responsibilities during planning sessions to monitor progress and adjust instruction as needed.</p> <p>Review current practices to ensure there are data stepbacks built into schedules to monitor success and opportunities for improvement of new models and partnerships. Formalize stepbacks within the planning schedule to ensure timely reflection and actionable adjustments.</p>	\$1,033,083.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Black Excellence	<p>Implement the use of culturally relevant literature and other instructional materials to support an interdisciplinary approach to Pro-Black Programming. Prioritize literature selection and integration within the next quarter, ensuring timely implementation.</p> <p>Explicitly teaching Black History beyond the surface approach throughout the academic year. Provide immediate professional development sessions to support robust instruction starting mid-year.</p> <p>Provide access to ongoing comprehensive professional development designed and led by the Regional Instructional Team on Microaggressions: Beliefs, Attitudes and Perceptions that Impact Learning for Black Students. Track participation and effectiveness through post-session feedback and impact on classroom climate.</p> <p>Conduct quarterly learning walks to review the instructional program with a specific focus on Black student academic achievement (inclusive of SEL work) and ensure subgroup-specific findings inform targeted interventions.</p>	\$0.00	No
1.7	Personalized Learning (students)	<p>Students create Personalized Learning Plans and share with families during Student-led Conferences (once per semester) based on their learning goals and data. Action steps to support goals are written for each student, and students have more consistent and built in time each month to monitor progress on their goals and adjust plans.</p> <p>Multi Language Learners include language goals into their PLPs</p>	\$0.00	No
1.8	Title I	<p>To enhance academic performance across all student groups, with a focus on aiding those at the lowest achievement levels, our strategy involves utilizing Title I funds for the following positions:</p>	\$74,236.00	No

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="499 126 850 159">Mental Health Therapist</p> <p data-bbox="499 199 1564 565">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.</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Sense of Safety and School Connectedness as a Percentage (Aspire Student Survey)	2023-2024 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 62% Teacher-student relationships: Grades 3-5: 78%	2024-2025 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 66% Teacher-student relationships: Grades 3-5: 78% School Safety: Grades 3-5: 64%		2026-2027 Aspire Student Survey % Responded Favorably Sense of belonging Grades 3-5: 82% Teacher-student relationships:	Sense of Belonging (Grades 3-5): +4.00% Teacher-Student Relationships (Grades 3-5): No Change School Safety (Grades 3-5): +9.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety: Grades 3-5: 55%			Grades 3-5: 98% School Safety: Grades 3-5: 75%	
2.2	Student Suspension Rates as a Percentage (CA School Dashboard)	2022-2023 Suspension Rate All Students: 0.9% African American/Black: 0% Hispanic/Latinx: 0.5% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 4.9%	2023-2024 Suspension Rate All Students: 0.90% Black/African American: 0.00% Asian: 0.00% Filipino: 0.00% Hispanic: 0.50% Multiple Races/Two or More: 4.80% Students with Disabilities: 2.60% White: 3.10% English Learner: 0.00% Socioeconomically Disadvantaged: 0.70%		2025-2026 Suspension Rate All Students: 0% African American/Black: 0% Hispanic/Latinx: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 4%	All Students: 0% (no change) Black/African American: No data available for comparison (no change) Hispanic/Latinx: 0% (no change) English Learners: 0% (no change) Socioeconomically Disadvantaged: +0.70% Students with Disabilities: -2.30%
2.3	Chronic Absenteeism (CA School Dashboard)	2022-2023 Chronic Absenteeism Rate All: 22.60% African American/Black: 21.70% Hispanic/Latinx: 25.70%	2023-2024 Chronic Absenteeism Rate All Students: 14.70% English Learner: 11.80%		2025-2026 Chronic Absenteeism Rate All: 13.60% African American/Black: 12.70%	All Students: -7.90% Black/African American: -5.00% Hispanic/Latinx: -7.80% English Learners: -7.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 19.50% Socioeconomically disadvantaged: 29.00% Students with Disabilities: 17.10%	Socioeconomically Disadvantaged: 17.00% Black/African American: 16.70% Asian: 8.80% Filipino: 12.50% Hispanic: 17.90% Multiple Races/Two or More: 14.60% Students with Disabilities: 18.40% White: 12.50%		Hispanic/Latinx: 16.70% English Learners: 10.50% Socioeconomically disadvantaged: 20.00% Students with Disabilities: 8.10%	Socioeconomically Disadvantaged: -12.00% Students with Disabilities: +1.30%
2.4	Efforts we make to seek parent input. (Aspire Family Survey)	2023-2024 Aspire Family Survey Barriers to Engagement: 88% responded favorably Family Engagement: 25% responded favorably	2024-2025 Aspire Family Survey Barriers to Engagement: 89% responded favorably Family Engagement: 28% responded favorably		2026-2027 Aspire Family Survey Barriers to Engagement: 90% responded favorably Family Engagement: 50% responded favorably	Barriers to Engagement: +1.00% Family Engagement: +3.00%
2.5	Parent Input in Decision Making (LCFF Priority 3, Self-Reflection Tool (Rating 1-5))	2023-2024 Local Performance Indicator, Self-Reflection Supporting Principals and Staff in Family Engagement: 3	2024-2025 Local Performance Indicator, Self-Reflection Supporting Principals and		2026-2027 Local Performance Indicator, Self-Reflection Average Rating: 4 or higher	Supporting Principals and Staff in Family Engagement: +1 (increase) Empowering Families in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Empowering Families in Decision-Making: 3 Inclusive Family Input Opportunities: 3 Collaborative Family Engagement Planning: 2	Staff in Family Engagement: 4 Empowering Families in Decision-Making: 4 Inclusive Family Input Opportunities: 4 Collaborative Family Engagement Planning: 4			Decision-Making: +1 (increase) Inclusive Family Input Opportunities: +1 (increase) Collaborative Family Engagement Planning: +2 (increase)
2.6	School Attendance Rate (P2, PowerSchool)	2023-2024 P2 Attendance Rate 94.45%	2024-2025 P2 Attendance Rate 91.95%		2026-2027 Attendance Rate (P2) 95.1% or higher	Decreased 2.5%
2.7	Pupil Expulsion Rates (Data Quest)	2023-2024 Expulsion Rate 0%	2023-2024 Pupil Expulsion Rate 0 %		2026-2027 Expulsion Rate 0%	No Change
2.8	Surveys of parents to measure safety and school connectedness (Aspire Family Survey)	2023-2024 Aspire Family Survey 84% responded favorably "The school provides a safe environment for my child." 81% responded favorably "I feel	2024-2025 Aspire Family Survey 89% responded favorably "The school provides a safe environment for my child."		2026-2027 Aspire Family Survey 85% responded favorably "The school provides a safe environment for my child." 85% responded favorably "I feel	The school provides a safe environment for my child: +5.00% I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	84% responded favorably "I feel comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."		comfortable discussing my child(ren)'s needs with their teacher(s) and/or other school staff."	other school staff: +3.00%
2.9	School Facilities in Good Repair (SARC)	2022-2023 Overall Rating: Good	2023-2024 Overall Rating: Good		2025-2026 Overall Rating: Good	No Change
2.10	Broad course of study (LCFF Priority 7, Local Indicator Survey)	2023-2024 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	2024-2025 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art		2026-2027 Local Indicator Survey 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science, PE, and Art	No Change

Goal Analysis [2024-25]

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

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

Overall VSA implemented the majority of planned actions. The school successfully carried out many of its planned actions across key focus areas, making significant strides toward achieving its goals, despite encountering some notable implementation challenges. Planned actions to improve attendance were implemented effectively, leading to a 15% increase in student attendance. The student reward system proved highly motivational, and increased family awareness about the importance of attendance played a crucial role in this success. These strategies were executed as intended, with no major deviations from the original plan, resulting in one of the most successful areas of implementation.

The school purchased a board-approved SEL curriculum, ensuring all classrooms were equipped with the necessary resources. The Conditions for Thriving framework, aligned with CASEL 5 competencies, was used to support SEL implementation. However, there were some substantive differences between the plan and execution:

Regular learning walks and fidelity checks were not conducted as frequently as planned towards the end of the year and not all team members received training on SEL competencies from the CDE. Despite these gaps, SEL learning targets were posted, and resources were provided to support MTSS Universal Programs, contributing to overall progress in this area.

Efforts to boost family engagement were partially successful. Events such as “Lunch on the Lawn,” Wax Museum Night, and Math Night, along with morning gatherings like character awards and coffee chats, strengthened the school-community connection and were positively reflected in Panorama data, which showed a 16% increase in families who felt it was not a problem to get involved.

However, a 6% increase in survey responses highlighting barriers to engagement also revealed ongoing challenges. Although monthly SSC/ELAC meetings were mostly held and included translation services, providing snacks and childcare was inconsistent due to funding limitations. Efforts to enhance communication via a social media liaison had limited impact, as online engagement remained a barrier for some families.

The implementation of staff training on Powerschool Incident Management and the formation of key leadership teams (MTSS and ELT) were partially completed. PBIS strategies were rolled out to reinforce school-wide behavioral expectations. However, mid-year staff turnover disrupted consistency, affecting the full rollout of PBIS and the effectiveness of the leadership teams.

Planned learning walks and fidelity checks for PBIS and restorative practices were also impacted by staffing gaps. Nevertheless, the school made progress in providing professional development (PD) for systems review and collaboration and successfully revised the behavior management handbook to include clear guidelines and positive reinforcement practices. Success included providing more opportunities for family engagement and learning about topics that are important to families through evening events. We saw a decrease in chronic absenteeism throughout the year. We also saw success in some areas of parent, staff, and student surveys while other areas continue to be challenging. Safety team meetings were held regularly, and facilities are in good condition. Teachers received regular coaching and feedback.

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

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

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

The school implemented a range of strategic actions to support progress toward goals in attendance, SEL, behavior, and family engagement. These actions yielded mixed levels of effectiveness—some producing strong, measurable results, while others were only partially successful due to specific barriers.

The actions taken to improve attendance were highly effective.

Overall attendance increased by 15%, and chronic absenteeism dropped to 14.3%.

These gains are attributed to the student reward system and increased family awareness, which successfully motivated students and engaged families.

Tracking system data supports that these strategies had a meaningful impact.

Challenges:

A need for more targeted walkthroughs using the CASEL framework and Panorama data was identified to support smaller group interventions.

Future focus will be on individualized approaches to better address the needs of students at risk of chronic absenteeism.

The implementation of SEL curriculum and resources showed moderate effectiveness, with several successes and key areas for growth.

SEL curriculum was purchased and distributed, and SEL learning targets were posted in classrooms.

Panorama data showed a 5% increase in student sense of belonging and a 1% increase in students feeling comfortable asking for help.

Barriers:

Inconsistent fidelity checks and incomplete staff training on SEL competencies limited full implementation.

A 4% decline in students' overall sense of belonging and no improvement in perceptions of adult-student relationships signal a need for more individualized SEL supports.

More frequent and focused learning walks are needed to assess and adapt SEL instruction based on student needs.

Family engagement efforts had some success, but were not fully effective in overcoming engagement barriers.

Events like "Lunch on the Lawn," Wax Museum Night, and Math Night strengthened connections between families and the school.

A 16% increase was observed in families reporting that it was not a problem to become involved, largely due to offering events at varied times and with advance notice.

Challenges:

Panorama data also revealed an 11% decline in overall family interaction and a 6% increase in families identifying engagement barriers.

Inconsistent provision of snacks and childcare at meetings due to funding constraints.

The social media liaison strategy had limited impact, as digital communication remains a barrier for some families.

Next Steps:

Improve online communication tools and explore alternative funding sources to better support inclusive and accessible family engagement strategies.

Several actions around school culture and behavior were successfully implemented, with positive trends in student and staff perceptions.

The behavior management handbook was revised, and PD was provided to promote consistency in expectations.

PBIS and restorative practices were emphasized school-wide.

Survey data showed:

5% increase in student sense of safety

15% increase in staff perception of a positive work environment

5% increase in teammate efficacy (to 58%)

Challenges:

Staffing turnover mid-year affected the formation and functioning of key teams (MTSS, ELT).

Planned learning walks and data-driven adjustments were limited by staffing gaps.

Faculty feedback systems showed improvement (up to 85%), but efficacy remains a growth area, indicating a need for continued PD and support structures.

Going forward, refining targeted supports for students and families, improving fidelity to SEL implementation, and increasing consistency in communication and staff collaboration will be essential for deeper and more sustainable impact.

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.

Adjustments & Next Steps

Based on a thorough review of implementation data and outcomes from this year, several key adjustments and strategic next steps have been identified to enhance the effectiveness of our programs moving forward. These adjustments are grounded in data collected from our tracking systems, Panorama surveys, and staff feedback, and they aim to refine our approach to better meet student and family needs.

Adjustments Informed by Data:

A 15% increase in overall attendance and a reduction in chronic absenteeism to 14.3% demonstrate the success of reward systems and family awareness strategies.

However, data also indicates that certain students and families may still face barriers to regular attendance.

Next Steps:

Continue successful strategies, including reward systems and family awareness efforts.

Implement a more targeted approach by identifying specific students and families who require additional support.

Develop individualized interventions to address specific attendance barriers, ensuring these students benefit from motivational systems and engagement strategies.

Adjustments Informed by Data:

Panorama data revealed mixed SEL outcomes: a 5% increase in sense of belonging, but also a 4% decline in other areas and no change in student perception of adult understanding.

Limited fidelity checks and incomplete staff training impacted full implementation.

Next Steps:

Increase the number of targeted walkthroughs using the CASEL framework and Panorama data.

Utilize this data to inform more precise small-group SEL interventions.

Ensure that all staff are trained in SEL competencies, and that learning targets remain visible and relevant in every classroom.

Adjustments Informed by Data:

Family events led to a 16% increase in families feeling it is not a problem to be involved.

However, Panorama data also showed an 11% decline in actual family interaction and a 6% increase in perceived engagement barriers.

Next Steps:

Improve online communication strategies to better reach families who face digital access challenges.

Explore alternative funding sources or cost-effective solutions to consistently provide snacks and childcare for SSC/ELAC meetings.

Offer more family workshops and schedule events at varied times, continuing to give advance notice to increase accessibility and participation.

Adjustments Informed by Data:

Staff reported a 15% increase in positive workplace perception and a 5% increase in student sense of safety.

Staffing turnover disrupted the functionality of the MTSS, ELT, and PBIS teams, and limited the execution of planned learning walks.

Next Steps:

Prioritize consistent staffing to maintain team stability.

Continue and expand PD on restorative practices, de-escalation, and Adult SEL, ensuring all staff are equipped to support a positive climate.

Improve the discipline data review process, with a focus on early trend identification in the first quarter.

Use staff feedback more systematically and increase collaborative planning time to refine PBIS and SEL systems and ensure consistent application school-wide.

These targeted adjustments and strategic next steps are aimed at building on this year’s successes while directly addressing the challenges identified through data. With a focus on increased personalization, better communication, and stronger systems of support, the school is well-positioned to make meaningful progress toward its goals in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Enrollment	Attendance: Ensure the attendance team reviews attendance data weekly. During data reviews, focus on looking at attendance rates specifically for ELs, Mckinney-Vento, Foster Youth, and low-income students Increase family communication when students are absent (including personal communication for every absence, and conducting home visits for students with chronic absenteeism) with continued monitoring. School-wide attendance incentive programs (perfect attendance certificates, grade level attendance competitions) Focus on early family education for our TK-2 grade families by providing monthly reminders/information on importance of attendance Continuously monitor and update Special Programs for students in PowerSchool in order to recognize all Mckinney-Vento and Foster Youth	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>students. Engage families in continued learning and awareness of school wide attendance protocols, incentives and programs, such as McKinney-Vento, the difference between Chronic Absenteeism and Truancy, the impact of attendance on learning outcomes, etc, for families with continued needs, providing additional supports, and resources. The actions outlined above are designed to benefit all students, while specifically aiming to address the urgent needs highlighted by the California School Dashboard. Yellow indicators have been identified for low-income students in Chronic Absenteeism. These actions ensure that while all students receive support, there is focused intervention to close the achievement gaps for those most at risk.</p>		
2.2	SEL	<p>Purchase needed curriculum replacements to ensure that all classrooms have SEL board-approved curriculum Conduct regular learning walks/fidelity checks on SEL curriculum usage and implementation throughout the school day Utilize Conditions for Thriving aligned to CASEL 5's SEL competencies Train and develop all teammates on SEL competencies from CDE Have learning targets specific to SEL visibly posted. MTSS Universal Programs / Practices: Provide curriculum materials and resources for teachers and conduct frequent walkthroughs. Antiracist practices / MTSS: Provide time for teachers/teams to review SEL data from Panorama, and modify SEL units through a data-informed perspective Attendance: Build in monthly family education experiences where students teach family members about our SEL skills and practices</p>	\$0.00	No
2.3	Family and Community	<p>Hold monthly family engagement events (ex: "Lunch on the Lawn" or Wax Museum night.) Inviting families to campus for social and learning events and activities.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Engagement & Outreach	Hold monthly SSC/ELAC meetings where each meeting includes snacks, childcare, and translation. Utilize social media liaison to increase awareness of events occurring at school and also create a stronger connection to the school. Identify a person or team that will establish meaningful school partnership.		
2.4	School Climate	Provide staff training on Powerschool Incident Establish a school MTSS team (ex. ELT, ILT, Wellness team, MTSS team, attendance team, etc.) which will review and look at school climate data (including SEL, attendance, enrollment, and behavior) Establish a school Equity Leadership Team (ELT) that will serve as their PBIS team. Continue using PBIS System to reinforce school-wide expectations and provide student incentives for positive culture behaviors and revise school-wide behavior management handbook to include positive reinforcements and major/minor incidents in support of the new Powerschool incident management system Review discipline data (incidents, referrals, suspensions) monthly to look for school-wide trends and create plans to support universal program Build in regular learning walks/fidelity checks on school-wide PBIS and restorative practices and review with the coaching team. Provide school-wide Professional Development on CPI and de-escalation techniques and build in possible training times mid year for review and/or for new teammates. Ensure all teammates have attended Restorative Practice training Educator retention & development: Scope & Sequence, centering and integrating Adult SEL in PD, including regular teammate meetings and regularly embedding foundational SEL learnings in PDs/coaching	\$0.00	No
2.5	Classroom Facilities, and Student Physical Spaces	In accordance with the Williams Act Requirements regarding facilities, building managers conduct quarterly facilities walkthroughs using the Facility Inspection Tool (FIT) School Ratings are at least "Good".	\$217,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Annually train all teammates on the school comprehensive safety plan Create a checklist of key items that should be included in all classrooms (including emergency school safety kits, where student work is displayed, key anchors charts, etc)</p>		
2.6	Regular Coaching (using ASLF & TLF)	<p>Ensure all teachers receive coaching and feedback sessions every 2 weeks (using the Aspire Student Learning Framework and TeachBoost) School leadership team members create goals using the Transformational Leadership Framework (TLF) and have mid-year and end of year coaching conversation with principals All teachers 1-2 goals around the Aspire Student Learning Framework (ex. Essential Content) in their Professional Learning Plan Identify and develop peer observers to focus on ASLF and focus on coaching emotions and affirming/empowering teammates Have lead teachers engage in learning walks and coach teachers on their team.</p>	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials (SARC)	2021-2022 88.89% Fully Credentialed	2022-23 83.15% Fully Credentialed		2025-2026 100% Fully Credentialed	Decreased by 5.74%
3.2	Teacher Sense of Safety and School Connectedness (Aspire Teammate Survey)	2023-2024 Aspire Teammate Survey School Climate: 42% responded favorably	2024-2025 Aspire Teammate Survey		2026-2027 Aspire Teammate Survey	School Climate: +17.00% Belonging: +16.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Belonging: 58% responded favorably</p> <p>Well-being: 58% responded favorably</p> <p>Staff-Leadership Relationships: 42% responded favorably</p> <p>Cultural Awareness and Action: 39% responded favorably</p>	<p>School Climate: 59% responded favorably</p> <p>Belonging: 74% responded favorably</p> <p>Well-being: 71% responded favorably</p> <p>Staff-Leadership Relationships: 56% responded favorably</p> <p>Cultural Awareness and Action: 34% responded favorably</p>		<p>School Climate: 62% responded favorably</p> <p>Belonging: 78% responded favorably</p> <p>Well-being: 78% responded favorably</p> <p>Staff-Leadership Relationships: 62% responded favorably</p> <p>Cultural Awareness and Action: 59% responded favorably</p>	<p>Well-being: +13.00%</p> <p>Staff-Leadership Relationships: +14.00%</p> <p>Cultural Awareness and Action: -5.00%</p>
3.3	Teammate Retention Rate (Data Portal)	2023-2024 to 2024-2025 Retention Rate 96.1%	Retention Rate 78.40%		<p>2026-2027 to 2027-2028 Retention</p> <p>Maintain 90% or higher</p>	Decreased by 17.70%

Goal Analysis [2024-25]

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

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

All planned actions were successfully implemented. Students completed challenging projects, and each grade level invited families to attend student presentations, resulting in great attendance. There are no planned changes, but there is a desire to expand opportunities for rigorous projects and family engagement.

Family engagement was a significant success for VSA, with multiple events hosted, such as the Ruby Bridges Walk to School event, the BSU, and a showcase of students and community groups during Hispanic Heritage Month at the Fall Festival. These initiatives will continue, with no planned changes, but a focus on expanding such opportunities.

Regarding professional development, all actions were implemented, except for sending all administrators to the Leading for Equity program. While the school principal has attended the National Equity Project and Leading for Equity twice, other administrators still need to attend.

This will be a multi-year process, and there are no planned changes, as the goal is for all administrators to be trained.

As for teacher credentials, all actions were implemented, with one Alder resident this year. Teachers who are not yet 100% credentialed are working towards full credentialing. There are no planned changes, but the goal is to have 100% of teachers fully credentialed and to include 1-2 residents for the 2025-2026 school year.

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

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

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

1. Rigorous Student Projects and Family Engagement:

The actions were highly effective in achieving the goal. Students completed rigorous projects, and each grade level successfully invited families to attend student presentations, which saw great attendance. The ongoing desire to expand opportunities for both rigorous projects and family involvement suggests that the actions produced positive results, encouraging further development in these areas.

2. Family Engagement and Community Events:

This was an area of significant success for VSA. Multiple opportunities for family engagement were provided, and several events, such as the Ruby Bridges Walk to School event, the BSU, and the Hispanic Heritage Month showcase, were implemented and well-attended. The actions led to meaningful connections with families and the broader community, and the decision to continue building on these opportunities shows that the actions were effective in meeting the goal of increasing family engagement.

3. Professional Development and Equity Training:

The actions were partially effective. While the majority of planned professional development activities were completed (e.g., providing staff with beginning, middle, and end-of-year PLPs, offering regional affinity groups), the goal of sending all administrators to the Leading for Equity program was not fully achieved. The principal attended, but other administrators still need to participate. Although the process is ongoing, the effectiveness is somewhat limited until all administrators receive the necessary training. However, the multi-year approach to ensure full participation suggests continued progress in this area.

4. Teacher Credentialing and Residency Program:

The actions were effective in progressing toward the goal. There was one Alder resident this year, and teachers who are not yet 100% credentialed are actively working towards becoming fully credentialed. With the goal of having all teachers fully credentialed and plans to include 1-2 residents for the 2025-2026 school year, the actions appear to be moving in the right direction, though the goal has not yet been fully achieved.

In summary, most actions have been effective in making progress toward the goals, with a few areas needing continued effort, particularly in administrator training and expanding teacher credentialing.

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.

No adjustments will be made in this area. We will continue to build on the success we have by collecting and implementing feedback from families. We will also continue to meet regularly to review safety protocols and practice drills. We will also continue to support teachers to become 100% fully credentialed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Rigorous Projects (Project-Based learning)	<p>Every student completes rigorous projects at every grade level with regional support and in conjunction with the pilot point people support.</p> <p>Provide regular time for rigorous project planning and Internalization.</p> <p>Create collaborative time to assess final student products for rigorous project and use protocols to look at the rigorous project data using regional provided protocols.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family Involvement and Community Outreach	<p>Provide one Saturday school and one family engagement event each year</p> <p>Invite career & community members in twice a year</p> <p>Families attend Student Led Conferences (SLCs) 2x per year based on goals and progress.</p>	\$0.00	No
3.3	Professional Learning (adults)	<p>During Professional Learning Plan (PLP) meetings, all teammates will set stretch goals to develop them for their future career goals and receive support/development in those areas (which may include release time for observations, tests, etc.)</p> <p>Ensure all teammates have ability to attend regional affinity groups.</p> <p>Ensure all admins attend National Equity Project: Leading for Equity</p>	\$0.00	No
3.4	Teacher Credentialing	<p>In accordance with the Williams Act Requirements regarding teacher credentialing, set up monthly check-in meetings with any teachers misaligned and support them toward getting their credentials/requirements.</p> <p>Work towards securing 1-2 Alder Residents each year</p>	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>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.</p>

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: +13.7 African American/Black: -37.8 English Learners: +1.4 Hispanic/Latinx: +7.4 Socioeconomically Disadvantaged: +2.3 Students with Disabilities: -54.7	2023-2024 SBAC ELA DFS All Students: 14.2 English Learner: 16.6 Socioeconomically Disadvantaged: 8.3 Black/African American: -17.2 Asian: 35.4 Hispanic: 7.5		2025-2026 SBAC ELA DFS All: +22.70 African American/Black: -28.80 English Learners: +10.40 Socioeconomically disadvantaged: +11.30 Hispanic/Latinx: +16.40 Students with Disabilities: -45.70	All Students: +0.5 African American/Black: +20.6 English Learners: +15.2 Hispanic/Latinx: +0.1 Socioeconomically Disadvantaged: +6.0 Students with Disabilities: -4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: -59.4 White: 26.2			
4.2	SBAC Math DFS	2022-2023 SBAC Math DFS All Students: -1.9 African American/Black: -65.3 English Learners: -5.4 Hispanic/Latinx: -13.0 Socioeconomically Disadvantaged: -17.1 Students with Disabilities: -57.1	2023-2024 SBAC MATH DFS All Students: -7.7 English Learner: -0.3 Socioeconomically Disadvantaged: -20.9 Black/African American: -39.7 Asian: 25.1 Hispanic: -19.2 Students with Disabilities: -82 White: -4		2025-2026 SBAC Math DFS All: +19.10 African American/Black: -44.30 English Learners: +15.60 Socioeconomically disadvantaged: +3.90 Hispanic/Latinx: +8 Students with Disabilities: -36.10	All Students: -5.8 African American/Black: +25.6 English Learners: +5.1 Hispanic/Latinx: -6.2 Socioeconomically Disadvantaged: -3.8 Students with Disabilities: -24.9

Goal Analysis [2024-25]

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

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

N/A - New Goal & Action 2025-26

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA	<p>Targeted Math Interventions – Small-group instruction, and personalized math interventions (MyPath) based on diagnostics</p> <p>Expanded Learning Supports – After-school math intervention, summer school math programs, and adaptive technology tools.</p> <p>Culturally Responsive Instruction – Coaching and co-planning using the 2023 Mathematics Framework for California Public Schools</p> <p>Family Engagement – Math workshops, take-home math activities, and community partnerships.</p> <p>These evidence-based ELA interventions address the gaps identified in the needs assessment by:</p> <p>Improving Math computation Skills – Small-group instruction and personalized math activities help struggling struggling scholars build math computation and application.</p> <p>Providing Extended Learning Opportunities – After-school and summer math programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Math workshops and take-home resources reinforce math skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and</p>	\$12,050.00	No

Action #	Title	Description	Total Funds	Contributing
		math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.		
4.2	Math	<p>Targeted Literacy Interventions – Small-group instruction, structured literacy programs, and personalized literacy interventions (MyPath) using diagnostic data.</p> <p>Expanded Learning Supports – Before/after-school reading intervention, summer literacy programs, and adaptive technology tools.</p> <p>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</p> <p>Family Engagement – Literacy workshops, take-home reading materials, and community partnerships.</p> <p>These evidence-based Math interventions address the gaps identified in the needs assessment by:</p> <p>Improving Foundational Literacy Skills – Small-group instruction, tutoring, and structured literacy programs help struggling readers build fluency and comprehension.</p> <p>Providing Extended Learning Opportunities – Before/after-school and summer literacy programs offer additional instructional time for students needing extra support.</p> <p>Enhancing Instructional Practices – Professional development equips teachers with strategies to better support identified subgroups.</p> <p>Strengthening Family Engagement – Literacy workshops and take-home resources reinforce reading skills outside of school. The actions are aligned with the allowable use of funds by supporting evidence-based ELA and math intervention programs that target skill gaps and accelerate learning for students identified through diagnostic assessments.</p>	\$12,050.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,047,160	\$90,584

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
21.874%	0.000%	\$0.00	21.874%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Grade Level Curriculum</p> <p>Need: Based on the CA dashboard English Language students have declined in ELA and Math during this LCAP Cycle.</p> <p>Scope:</p>	<p>Purchasing standards-based, board-approved curriculum ensures consistent, high-quality instruction. Professional development on standards-aligned curriculum (iReady, EL, Amplify) equips teachers with effective teaching strategies. Providing Chromebooks ensures all students, including ELs and low-income students, have 1:1 access to digital learning resources. Regular lesson internalization time using the UnboundEd Planning Process allows teachers to customize the curriculum with culturally responsive teaching</p>	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
	LEA-wide	practices, making lessons more relevant and engaging for these students. These actions, implemented schoolwide, provide all students, especially ELs and low-income students, with equitable access to high-quality education and necessary resources to improve their academic performance.	
1.2	<p>Action: Instruction</p> <p>Need: Based on the CA dashboard students with disabilities have declined in Math during this LCAP Cycle. By providing regular time for teacher data discussions, coaching and learning targets communicated with students will lead to higher student achievement with our students with disabilities.</p> <p>Scope: LEA-wide</p>	<p>Providing regular time for data discussions to guide Tier 1 instruction through shared preps, release days with substitutes, or protected time on early release days allows teachers to consistently review CFA (Common Formative Assessments) and interim data with a focus on English Learners (ELs) and low-income students. This practice enables teachers to track individual and group progress over time, identify areas of strength and weakness, and adjust instruction accordingly. Weekly observations by members of the leadership/admin team help monitor the instructional program, identifying bright spots, trends, and areas that need guidance, further informing instructional adjustments. Ensuring that learning targets and objectives are clearly communicated with students, both verbally and visually, helps make learning goals explicit, promoting better understanding and engagement. Providing these actions on a schoolwide basis ensures that all students benefit from a cohesive, data-driven approach to instruction. This consistent implementation fosters an inclusive environment where every student, especially those who are most at risk, receives the support they need to succeed academically.</p>	Metric (1.1 & 1.2) SBAC
2.5	Action:	Building managers will conduct quarterly facilities walkthroughs using the Facility Inspection Tool	Metric (2.1) Student 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
	<p>Classroom Facilities, and Student Physical Spaces</p> <p>Need: According to survey data, 55% feel safe at school. With a high percentage of unduplicated students, creating a safe and supportive learning environment is integral to their success. Unduplicated students often face additional challenges that can impact their learning, and they require stable, positive school conditions to thrive both academically and socially.</p> <p>Scope: LEA-wide</p>	<p>(FIT) to ensure that school facilities maintain a "Good" or higher rating. Annual staff training on the comprehensive safety plan will ensure that all staff are prepared to respond to emergencies. A classroom checklist will ensure the consistent presence of essential safety kits, student work displays, and key anchor charts, promoting a safe and engaging learning environment. Providing these actions schoolwide ensures all students have equitable access to safe and well-maintained facilities, reinforcing safety expectations and supporting unduplicated students. A standardized safety plan across all classrooms also helps create a uniformly positive environment.</p>	

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,787,156	1,047,160	21.874%	0.000%	21.874%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,226,908.00	\$1,443,024.00	\$0.00	\$150,390.00	\$4,820,322.00	\$4,677,381.00	\$142,941.00

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	\$20,681.00	\$20,681.00				\$20,681.00	
1	1.2	Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$951,744.00	\$0.00	\$951,744.00				\$951,744.00	
1	1.3	Academic Program (Master Scheduling)	All	No			All Schools	Ongoing	\$2,408,247.00	\$75,553.00	\$2,036,914.00	\$446,886.00			\$2,483,800.00	
1	1.4	MLL	All	No			All Schools	Ongoing	\$0.00	\$15,109.00				\$15,109.00	\$15,109.00	
1	1.5	SPED	Students with Disabilities	No			All Schools	Ongoing	\$1,001,485.00	\$31,598.00		\$972,038.00		\$61,045.00	\$1,033,083.00	
1	1.6	Black Excellence	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Personalized Learning (students)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	Title I	All	No			All Schools	Ongoing	\$74,236.00	\$0.00				\$74,236.00	\$74,236.00	
1	1.9							Ongoing								
1	1.10							Ongoing								
2	2.1	Attendance and Enrollment	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	SEL	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Family and Community Engagement & Outreach	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	School Climate	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$217,569.00	\$0.00	\$217,569.00				\$217,569.00	
2	2.6	Regular Coaching (using ASLF & TLF)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7							Ongoing								
2	2.8							Ongoing								
2	2.9							Ongoing								
2	2.10							Ongoing								
3	3.1	Rigorous Projects (Project-Based learning)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Family Involvement and Community Outreach	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Professional Learning (adults)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	Teacher Credentialing	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5							Ongoing								
3	3.6							Ongoing								
3	3.7							Ongoing								
3	3.8							Ongoing								
3	3.9							Ongoing								
3	3.10							Ongoing								
4	4.1	ELA	All	No			All Schools	2025-26	\$12,050.00	\$0.00		\$12,050.00			\$12,050.00	
4	4.2	Math	All	No			All Schools	2025-26	\$12,050.00	\$0.00		\$12,050.00			\$12,050.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,787,156	1,047,160	21.874%	0.000%	21.874%	\$1,189,994.00	0.000%	24.858 %	Total:	\$1,189,994.00
								LEA-wide Total:	\$1,189,994.00
								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	\$20,681.00	
1	1.2	Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$951,744.00	
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	LEA-wide	English Learners Low Income	All Schools	\$217,569.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,503,276.00	\$4,686,346.00

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	\$20,647.00	\$20,647
1	1.2	Instruction	Yes	\$918,274.00	\$850,504
1	1.3	Academic Program (Master Scheduling)	No	\$2,464,890.00	\$2,412,817
1	1.4	MLL	No	\$13,252.00	\$15,109
1	1.5	SPED	No	\$750,353.00	\$920,171
1	1.6	Black Excellence	No	\$0.00	\$0.00
1	1.7	Personalized Learning (students)	No	\$0.00	\$0.00
1	1.8	Title I	No	\$109,392.00	\$122,293
2	2.1	Attendance and Enrollment	No	\$0.00	\$0.00
2	2.2	SEL	No	\$0.00	\$0.00
2	2.3	Family and Community Engagement & Outreach	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	School Climate	No	\$0.00	\$0.00
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$226,468.00	\$344,805
2	2.6	Regular Coaching (using ASLF & TLF)	No	\$0.00	\$0.00
3	3.1	Rigorous Projects (Project-Based learning)	No	\$0.00	\$0.00
3	3.2	Family Involvement and Community Outreach	No	\$0.00	\$0.00
3	3.3	Professional Learning (adults)	No	\$0.00	\$0.00
3	3.4	Teacher Credentialing	No	\$0.00	\$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$960,593	\$1,152,742.00	\$1,203,309.00	(\$50,567.00)	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	\$8,000.00	\$8,000		
1	1.2	Instruction	Yes	\$918,274.00	\$850,504		
2	2.5	Classroom Facilities, and Student Physical Spaces	Yes	\$226,468.00	\$344,805		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,671,289	\$960,593	1.435%	21.999%	\$1,203,309.00	0.000%	25.760%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024