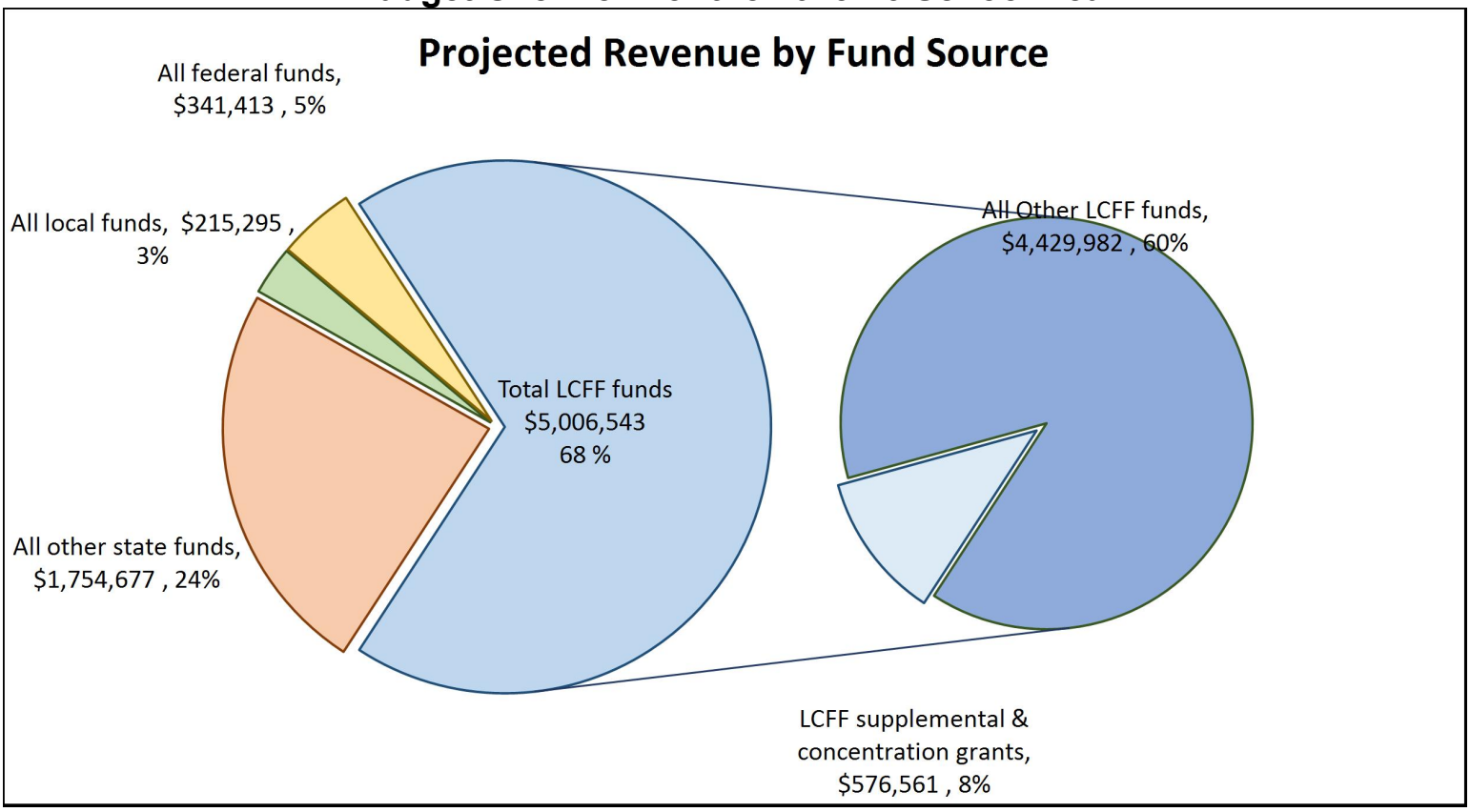
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Global Academy
CDS Code: 10101080140186
School Year: 2025-26
LEA contact information:
Harmit Juneja
Principal/Superintendent
harmit.juneja@clovisglobalacademy.org
5595750587

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

## Budget Overview for the 2025-26 School Year

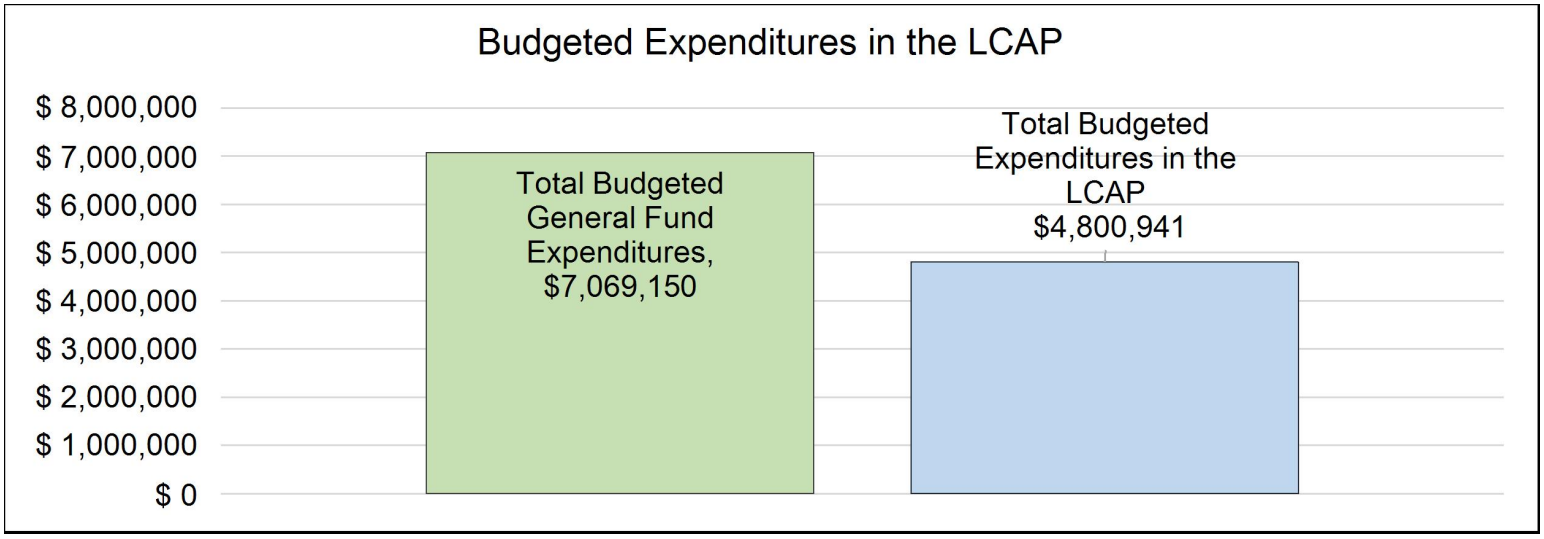



This chart shows the total general purpose revenue Clovis Global Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Global Academy is $7,317,928, of which $5,006,543 is Local Control Funding Formula (LCFF), $1,754,677 is other state funds, $215,295 is local funds, and $341,413 is federal funds. Of the $5,006,543 in LCFF Funds, $576,561 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 Clovis Global 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: Clovis Global Academy plans to spend $7,069,150 for the 2025-26 school year. Of that amount, $4,800,941 is tied to actions/services in the LCAP and $2,268,209 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

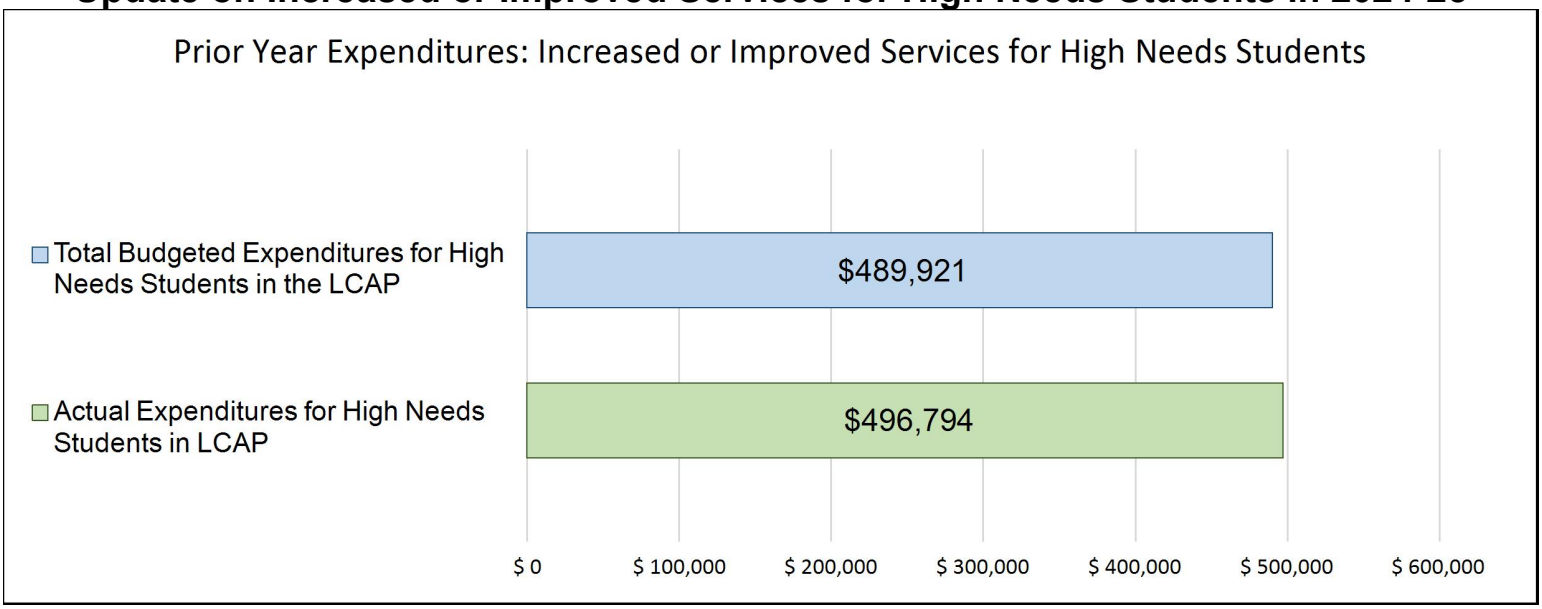
Facility rent, utilities, supplies, equipment, other contracted services including but not limited to Expanded Learning Opportunities Program, and other costs necessary for school operations.

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

In 2025-26, Clovis Global Academy is projecting it will receive $576,561 based on the enrollment of foster youth, English learner, and low-income students. Clovis Global Academy must describe how it intends to increase or improve services for high needs students in the LCAP.  Clovis Global Academy plans to spend $632,037 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 Clovis Global Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Clovis Global 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, Clovis Global Academy's LCAP budgeted $489,921 for planned actions to increase or improve services for high needs students. Clovis Global Academy actually spent $496,794 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 |
|---|---|---|
| Clovis Global Academy | Harmit Juneja<br>Principal/Superintendent | harmit.juneja@clovisglobalacademy.org<br>5595750587 |

# 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.

Clovis Global Academy a TK-8 charter school and is the first autonomous, site-based charter school program in the Clovis community, introducing an important choice within the local public school system. Our model is a 50/50 Spanish/English dual language immersion school, with an emphasis on constructivist teaching methods, thematic learning units, differentiated instruction, and social-emotional learning (including mindfulness and restorative practices), and also offering a Global Cultures - Punjabi/Arts electives to our students.
It is our hope that the academic rigor of a Dual Immersion program and a multilingual school ecology will not only result in academic excellence and closing the achievement gap, but also help to preserve heritage languages and instill a culture that values and celebrates diversity and sees languages as assets.
CGA is presently in its fifth year of operation ('24-25). The school opened in ‘20-21, serving a TK- 1st grade student population of 80 students, increasing to 140 students in '21-22, 214 students in '22-23, 268 students in '23-24, and 314 students in grades TK-5th in '24-25 with the following demographic composition: 64.3% FRL, 24% EL, 59% Hispanic, 6.3% White (non-Hispanic), 36% Asian, 3.0% African American, and 2.2% students with Two or More Races. Compared with the District in which we are located, CGA serves a more racially/ethnically diverse population, more students from low income homes, and a higher proportion of English Learner pupils. Clovis Unified School District (CUSD) serves 47.1% FRL, 4.7% EL, 40% Hispanic, 33.9% White, 15.5% Asian, 3.3% African American, and 3.7% students with Two or More Races. CGA will continue to expand its enrollment and add a new grade level each year, adding a 6th grade in '25-26. CGA projects it will reach its full TK-8th grade range in 2027-28.

Since CGA is a K-8 school in its fifth year of operation, secondary school metrics such as graduation rate, A-G completion, etc. are not applicable.

Clovis Global Academy is a single site charter school LEA and does not receive Equity Multiplier funding

# Reflections: Annual Performance

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

DASHBOARD DATA (23-24)
Based on the 2024 Dashboard data:

- 55.55% of our students met or exceeded grade level standards in ELA. ( 56.5% in 22-23).
- 40.6% of our students met or exceeded grade level standards in Mathematics. (47.8% in 22-23)

Overall, Clovis Global Academy is performing 14.3 points above standard in ELA and 10.6 points below standard in Math. The drop in Math scores is primarily because of the learning curve associated with a new curriculum adoption since we could not keep up with the recommended pacing. Data for the various student subgroups is as follows:

- Asian students (21.2 points above standard in ELA and 5.5 points below standard in in Math)
- Hispanic students (7.2 points above standard in ELA and 16.1 points below standard in Math)
- Socioeconomically Disadvantaged students (6 points above standard in ELA and 16.7 points below standard in Math).
- English Learner students (1.1 points below standard in ELA and 26.6 points below standard in Math)

CAASPP data disaggregated by White, Black, and Students with Disabilities is not available because the number of students is less than 11. We are already seeing improved results in 24-25 in Math as a result of better implementation of the adopted curriculum, improved pacing, and targeted aide support in the classroom as well as Math intervention.

RED INDICATORS ON THE 2023 DASHBOARD (this section to be maintained as-is in the 3 year LCAP cycle):
Clovis Global Academy received a red score on the 2023 dashboard for Chronic Absenteeism. Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged student subgroups received a red indicator for Chronic Absenteeism.

As a part of our CSI plan, we have been conducting needs assessment to understand the reasons for chronic absenteeism and implemented some measures such as immediate parent follow up, monthly attendance awards, spirit days, regular messages to parents about the importance of regular attendance. These measures are already showing a reduction in the rate of Chronic Absenteeism.

23-24 Dashboard Data for Chronic Absenteeism:
Overall student population: 21.8% - declined 3.8% from last year
Asian: 20.0% - declined 3.4% from last year.
English Learners: 25.3% - declined 7.1% from last year.
Hispanic: 22.4% - declined 2.3% from last year.
Socioeconomically disadvantaged: 24.1% - increased 0.7% from last year

Data shows that English Learner students still have the highest rate of Chronic Absenteeism.

Other successes can be celebrated and areas of improvement can be identified by looking at locally available data, progress towards LCAP goals, and educational partner feedback.

PROGRESS TOWARDS LCAP GOAL1:
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24-25 Fall to Spring NWEA MAP Growth data (local criteria: Percentage of students with achievement percentile greater than 50%)
**English Language Arts (ELA) - Grades K-2: Overall: 65.2%, Low Income (LI): 62.7%, English Learners (EL): 41.9%
**Math - Grades K-3 and 5: Overall: 74.6%, Low Income (LI): 69.9%, English Learners (EL): 64.3%
**Spanish - Grades K-5: Overall: 26.3%, Low Income (LI): 20.8%, English Learners (EL): 16.1%

23-24 Fall to Spring NWEA MAP Growth data (local criteria: Percentage of students with achievement percentile greater than 50%)
**English Language Arts (ELA) - Grades K-2: Overall: 60.9%, Low Income (LI): 51.9%, English Learners (EL): 54.3%
**Math - Grades K-4: Overall: 64.7%, Low Income (LI): 56.4%, English Learners (EL): 50.9%
**Spanish - Grades K-4: Overall: 33.6%, Low Income (LI): 33.6%, English Learners (EL): 25.5%

24-25 mClass Assessments (local criteria: Percentage of students at or above grade level benchmark in reading)
**ELA - Grades K-5: Overall: 75.9%, Low Income (LI): 70.3%, English Learners (EL): 63.5%
**Spanish - Grades K-5: Overall: 63.6%, Low Income (LI): 59.5%, English Learners (EL): 58.1%

23-24 mClass Assessments (local criteria: Percentage of students at or above grade level benchmark in reading)
**ELA - Grades K-4: Overall: 75.3%, Low Income (LI): 71.5%, English Learners (EL): 59.6%
**Spanish - Grades K-4: Overall: 58.3%, Low Income (LI): 55.4%, English Learners (EL): 41.1%

NWEA MAP Growth assessments - change in percentage of students at or above the 50th achievement percentile, compared to Spring 23-24

- Overall student population: English reading - 4.3% improvement; Math - 9.9% improvement; Spanish reading - 7.3% decline
- LI students: English reading - 10.6% improvement; Math - 13.5% improvement; Spanish reading - 12.8% decline
- EL students: English reading - 12.4% decline; Math - 13.2% improvement; Spanish reading - 9.4% decline

mClass Assessments - change in percentage of students at or above benchmark, compared to Spring 23-24

- Overall student population: English reading - 0.6% improvement; Spanish reading - 6% improvement
- LI students: English reading - 1.2% decline; Spanish reading - 6% improvement
- EL students: English reading - 3.9% improvement; Spanish reading - 17% improvement

- Based on the 2024 dashboard, 14.7% of our EL students are making progress towards English language proficiency; a decline of 33.1% from 22-23. This is due to the change in time window for reclassification and will be normalized next year.

Already the 24-25 Summative ELPAC data is showing significant progress.

- 82% of the students are at an Overall Performance Level of 3 or 4 (Level 3 - 44.2%, Level 4 - 37.7%)
- Looking at the four domains - almost 50% of the students are at a Level 3 (scale 1-3) in Listening, Speaking, and Writing. Reading performance is lagging with 11% of the students at Level 3. We implemented structured writing routines this year which is showing clearly in student data, for our overall student population as well as in the ELPAC data for our EL students. We are extremely hopeful that our curriculum adoption next year which contains structured routines for Close Reading will benefit our students immensely.

Tier 2 academic support in ELA/ELD was effective. Out of 52 students who received ELA/ELD support, 56% reached or exceeded grade level mClass benchmarks by the end of the school year.

Although mClass data is showing an improvement in Spanish reading, the NWEA MAP Growth data is showing a decline. We believe that the structured reading routines in our new curriculum will be a strong lever to improve reading performance in Spanish. We will also take steps to establish a cadence of oracy expectations by grade level and incorporate assessments that give us a full picture of reading, writing, listening and speaking.

OTHER DEVELOPMENTS SUPPORTING GOAL 1:

- Continued to deepen our knowledge in implementing the new curriculum for a second year - Amplify for English/Spanish Language Arts and Illustrative Math for Mathematics.
- Partnered with Instruction Partners to establish structures for observation and feedback using the Instructional Practice Guide (IPG)
- Partnered with Navi Impact to establish school-wide culture-rigor-data routines to improve classroom management and the quality of instruction in our classrooms and to develop and practice walkthrough feedback systems.
- Provided consistent, timely feedback to 100% of our teachers on their implementation of curriculum and instructional best practices.
- Coached our teaching team in analyzing data from MAP and mClass assessments to differentiate small group instruction.
- Provided extra support in refining small group instruction following Winter testing administration with a focus on Foundational Skills for K-2 and fluency/comprehension for grades 3-5.
- GLAD training and observation/feedback was provided to all teachers.
- Stop light writing framework was introduced schoolwide to codify the process of writing. Follow-up implementation support was also provided.
- Spanish intervention support was made available throughout the school year.
- ELD and Tier 2 ELA intervention support was further strengthened this year.
- Specialized Math aide was deployed to 2nd - 4th grade classrooms to help students who needed more support. Tier 2 Math intervention was also employed to help students fill conceptual gaps and improve fact fluency.
- Coaches facilitated unit co-planning between English and Spanish teachers, helping strategize separation of content.
- Piloted the use of DnA to administer assessments in Math. This will be expanded to cover literacy assessments in 25-26.

Further training of Instructional Aides will be helpful to improve the delivery and effectiveness of small group instruction in our classrooms. Teachers will be further trained in planning rigorous standards based instruction and data analysis to support differentiation. While we are certain about continuing with Illustrative Mathematics, our ELA/SLA curriculum has shown gaps in writing, skills, vocabulary and a general

lack of coherence that does not lend itself to strong project based learning. We are in the process of partnering with consultants to enhance our literacy curriculum. Another major priority for us is implementation of EOU and benchmark assessments for literacy to support data driven differentiated instruction in English and Spanish. We will train our staff in administering assessments and analyzing data through the DnA platform. Our hope is that these steps will give our teachers more actionable data and richer resources to serve not only the needs of our EL and LI students, but also benefit the overall student population. Our students continue to visit the central school library at least once a week. This benefits, especially our EL and LI students, to have increased access to books that interest them. Classroom libraries were also augmented with new titles and guided readers in English and Spanish. Although we paused Project Based Learning in 24-25 to deepen our knowledge of the curricular pieces, we are excited to launch into 25-26 by bringing back authentic Project Based Learning. Regardless, our students' learning was supported through field trips and by providing needed supplies for student exploration and learning.

PROGRESS TOWARDS LCAP GOAL 2:
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**CGA 3rd and 4th grade students were given a student survey at the end of the 24-25 school year. Some of the responses on a scale of 1-5 were as follows:

- How excited are you about going to school? ( Five: 11%, Four: 39%, Three: 41%)
- 52% of the students expressed their favorite learning activity was field trips and 20.5% students expressed that their favorite learning activity is PBL/projects
- Almost 70% of the students responded with a "Five" when asked how connected do you feel to your Spanish teacher.
- Almost 33% of the students responded with a "Five" and 45% with a "Four" when asked how connected do you feel to your English teacher.
- Over 80% of the students responded with a "Four" or "Five" when asked how often does your teacher take time to make sure you understand the lesson.
- Over 95% of the students responded with a "Four" or "Five" when asked how respectful is your teacher towards you (Spanish).
- Over 85% of the students responded with a "Four" or "Five" when asked how respectful is your teacher towards you (English).
- When asked, how much respect do your classmates show you? (Three: 30%, Four: 37%, Five: 18%)

Overall, CGA students like being at school, they have strong relationships with their teachers, and feel respected by their peers.

**Based on our 24-25 Parent Satisfaction Survey:

- 93% of the parents who responded "like CGA". ( 68% - Like it a Great Deal).
- According to the parents, 94% of the students "like CGA". (65% Like it a Great Deal).
- Almost 87% of the families rated home to school communication as Excellent or Good (48% Excellent, 39% Good).
- 97% of the students have strong relationships with their teachers (Extremely strong: 33%, Very Strong: 42%, Moderately strong: 22%)
- 93% of the respondents felt that CGA considers the individual needs of their students ( Extremely Well: 31%, Very Well: 39% and Moderately Well: 23%)

We offered a Parent Workshop on "Simple Ways to Support you Child's Learning at Home" and a two part series on Executive Functioning skills. A State of the School update was also given on May 8. We have a very engaged Parent Advisory Council (PAC) and English Learner

Advisory Committee (ELAC) which meets quarterly. CGA's Parent Teacher Organization known as the Global Parents Academy (GPA) continues to enhance the sense of community by organizing various events and fundraisers. Since we paused Project Based Learning (PBL) this year, there were fewer opportunities for parents to participate as guest speakers or help with various stages of the PBL. However, there were multiple field trip opportunities in which many parents helped as chaperones. We look forward to returning to PBL in 25-26 and not only increase student engagement but also parent participation in their student's learning.

PROGRESS TOWARDS LCAP GOAL3:
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We continued to deepen our understanding of the literacy and math curriculum in 24-25 - Amplify CKLA for English Language Arts, Amplify Caminos for Spanish Language Arts, and Illustrative Mathematics (IM) for Math. Through our partnership with Instruction Partners, we developed a observation and feedback framework for literacy and Math based on the Instructional Practice Guide (IPG) indicators. Our teachers showed tremendous growth in implementing the IM Math curriculum with fidelity. It was more challenging to co-plan in English and Spanish with Amplify CKLA and Caminos. Math PD was continued to support IM implementation in English classrooms as well as meaning centered Math routines such as What's My Place/What's My Value, Baits, bby, and fluency practice in our Spanish classrooms. This was accomplished through an outside consultant, a partner school, as well as internal coaches. Staff was offered 2 discretionary planning days (with substitute coverage) in addition to the PD days scheduled in the Academic Calendar. We have been committed to the well being of our team by offering Self Leadership Collaborative PAUSE Ambassador trainings and continuing to carve out time during every Wednesday PLC for a staff huddle which involves check-in's, reflections, and meditation.

OTHER:
We transitioned to an electronic behavior referral system in our SIS - document all Tier 2 and Tier 3 behavior incidents for more responsive follow-up, better incident management and analysis. Teachers, aides, and other support staff were trained to effectively use this system. We have been establishing clear procedures for home to school communication, and continue to partner with our parents to support student behavior using restorative practices. Our students look forward to the "Community and Self" advisory, which provides them dedicated time for meditation and community building. We continued to partner with All4Youth to provide Tier 2 mental health services to our students.

Learning Recovery Emergency Block Grant
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The LEA does not have unexpended LREBG funds

# Reflections: Technical Assistance

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

Not Applicable

# 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.

Not Applicable

### *Support for Identified Schools*

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

Not Applicable

### *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# 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 |
|---|---|
| Parents | CGA staff have been in communication with all CGA families throughout this school year via ParentSquare. Parent feedback was also solicited through an Annual Parent Satisfaction Survey that was made available to parents from March 28 - May 9, in English, Spanish, and Punjabi. Over 87% of the survey respondents rated school to home communication "Excellent" or "Good". We are a small school and due to the communication with our parents, we felt we have a strong sense of what our community wants and values in their school. CGA staff can communicate with families in English, Spanish, and Punjabi, and we offer translation services for other foreign languages, as needed. |
| Parent Advisory Council (PAC) and English Learner Advisory Committe (ELAC) | The Parent Advisory Council (PAC)/English Learner Advisory Council (ELAC) combined conducted a Comprehensive Needs Assessment during its January meeting using the Title I evaluation tool focusing on overall student needs and also with a focus on English Learners. A report on the implementation of the Federal Addendum and LCAP was also provided to the SAC by the Principal/Superintendent and feedback was solicited on potential revisions. On May 30, 2025, the PAC and ELAC engaged in a Categorical Program Evaluation for the LCAP Goals and Actions, to discuss, review, and note areas of progress and need. The following changes were suggested:<br>*Train staff in using DnA assessment platform; identify and digitize literacy assessments similar to what has already been done for Illustrative Math; assessments for FLES; oracy assessments; consistent teaching routines between classrooms and intervention; |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | PD for Instructional Aides to support small group instruction (SGI); Ipads for interested teachers; coaching support for new literacy curriculum; Spanish support from early elementary grades consultant; make progress towards taking steps to support gifted learners; Look for a music teacher and include music as a rotation during Specials for grades 4 and above; Schedule GLAD PD earlier in the year; parent education around assessment schedules/reporting; continue partnership with Northshore Consulting for parent workshops; parent friendly language/catchy titles; schedule workshops at the beginning of the year so teachers can communicate with parents at PTC and SST's; parent education around school expectations - do's/don'ts so they can reinforce at home; host PBL culminating events; winter performances or integrated with PBL/musicals; train staff in using eduCLIMBER - whole child data in one place; extra duty stipends for teachers to run clubs; during pre-service, train aides in culture routines, MTSS systems (logging behavior incidents), student behavior management, as well as literacy foundational skills instruction, fluency and comprehension strategies.<br><br>The draft LCAP was also presented at the same meeting noting the above changes. Other than the collaborative work which was documented in the Categorical Program Evaluation, no other questions were asked by the PAC/ELAC to which the Principal/Superintendent needed to respond in writing. |
| Teachers | CGA teachers were also engaged in weekly PLC's to ensure student academic and behavioral needs were identified and data informed decisions were taken to provide appropriate support. As a part of our PLC agenda on May 28, we reflected on our LCAP goals, actions and services to improve or increase our service to EL, FY, and LI students. Teachers provided rich feedback - DnA assessment platform is powerful but self scoring constructed responses in Math can be tedious; correlation of assessments to report card standards would improve efficiency and clarity; Standardization would also help with vertical collaboration; need for oracy assessments in Spanish similar to ELPAC but for all students; time to collaborate with Math intervention teacher; improve effectiveness of aides in small group |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | instruction; K-2 team may like to use ESGI for assessments next year; emphasized the importance of considering multi-lingual context during assessments; need for vocabulary formative assessment. Reviewing sample CAASPP English performance tasks and their scores with students was very helpful. Shared writing lessons also provide opportunities for deciphering word meaning in context. We may need bookcases for the classroom library books that are coming. For gifted learners, we hope to add in the icons of depth and complexity with the curriculum customization project we have next year. As the school is growing, a music teacher is needed for upper grades. Suggestion for after school offerings for extra curriculars via extra duty stipends, e.g. musical. Other ideas for extra curricular activities include student government, yearbook, environmental club.<br><br>All CGA staff were sent a survey on May 27th to gather data on their sense of connectedness to the school, how involved they feel in decision making, how they collaborate with other staff members, PD needs, and opportunities to solicit anonymous suggestions for school improvement. Majority of the teacher respondents expressed a desire to learn more about Dual Immersion best practices, Project Based Learning, and planning for small group instruction/differentiation. Other feedback provided includes: Clarity on SST procedures and expectations; clarity on schoolwide behavior management strategies; more time for collaboration with peers; clarity on roles for support staff; job performance feedback and timely communication regarding contracts for the following year; more regular opportunities to check-in with staff; need to take care o the library; observe veteran teachers to improve planning, instruction and classroom management; bring more intentional cultural representation into our school community; schoolwide reward system; quarterly awards/assemblies; form voluntary committees to plan/organize schoolwide events; |
| Classified staff | All staff, including our classified team members, office and support staff, and administrators were sent a survey on May 27th to gather data on their sense of connectedness to the school, how involved they feel in decision making, how they collaborate with other staff members and an opportunity to solicit anonymous feedback on school |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | improvement. Some of the items that emerged from these surveys are:<br>Need for professional development in managing challenging behaviors, and small group instruction for Instructional Aides. Some aides have also expressed a desire to learn more about the technology tools used in the classroom. |
| Students | CGA student population in 24-25 was comprised of TK-5th grade pupils. Their interests are well represented by their parents. 3rd & 4th grade students were given an opportunity to respond to a student survey on May 29th. Overall, CGA students like being at school, have strong relationships with their teachers, and feel respected by their peers. Book club, art, music, cooking and building (Legos, robots, etc.) were some of the more frequently mentioned answers to a question about additional clubs/activities. |
| SELPA | A draft of CGA's LCAP was sent to the Fresno County Charter SELPA on June 24. CGA also engaged with the SELPA during monthly CEO meetings. |
| Governing Board | The CGA Board engaged in a discussion of the ongoing actions/services to meet CGA's LCAP goals during the May 22 Board meeting. Board members were also encouraged to submit any other suggestions or new ideas via email to the Principal/Superintendent following the meeting, so these thoughts could be considered before the finalization of the draft. Some of the suggestions from the Board include development of a professional development plan for CGA leadership. |
| Administrators | CGA's administration team includes a Principal/Superintendent, Learning Director, Teacher on Special Assignment, Program Specialist and Counselor. Some of the areas of need identified during administrator collaboration include: Supporting our teacher team through observation/feedback cycles, creating schedules for collaborative planning, creating systems for small group instruction, training of Instructional Aides, supporting gifted learners, develop simple evaluation systems in order to provide staff with clear feedback on job performance; routine management meetings with predictable agendas to help our team stay coordinated and forward-thinking and prevent overwhelm or burn out - Monthly: Attendance Team and |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | SEL/Wellness Team; Biweekly: Sped Team; Weekly: Ops, Instructional Leadership, MTSS Check-ins, etc.; educating staff on supporting students with autism. The administrators have been in frequent conversation regarding the LCAP drafting, guiding the educational partner engagement and noting the communities comments, wishes, suggestions, and feedback. They have together reviewed all of the data from the aforementioned educational partner engagement process and identified trends and good ideas as these fit within our school's staffing model, facility opportunities, and instructional paradigm in order to update this LCAP. |
| Public comment | June 20-27, 2025 |
| Public Hearing | June 27, 2025 |
| Adoption by the Governing Board | June 27, 2025 |
| Budget Adoption and Local Indicator Report to governing board | June 27, 2025 |

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

Teacher feedback that is evident in this final LCAP includes:

- Provide scheduled grade level and vertical collaboration time - Goal 3, Action 4
- Provide PD in using assessment and supplemental instructional tools - Goal 1, Action 1 & 2
- PD in Dual Language Immersion best practices, differentiating instruction, GLAD strategies - Goal 1 Action 2 and 10, Goal 3 Action 3
- PD for Instructional Aides in Literacy and Small group Instruction - Goal 1, Action 2
- Provide differentiated staff development, allowing team members to pursue interest area/ talent area growth - Goal 3, Action 3
- Define grade level success benchmarks, particularly in SEL - Goal 2, Action 3
- Need for oracy assessments, esp. in Spanish - Goal 1, Action 1
- Maintain ELA/SLA/Math intervention supports - Goal 1 Action 2
- Extra duty stipends to run clubs - Goal 2 Action 5
- Hire a music teacher - Goal 2 Action 5

-

Parent feedback that is evident in this final LCAP includes:

- Plan for student needs at the current facility while also executing long term facilities project. - Goal 1, Action 9
- Parent Workshops on supporting academics and emotional intelligence - Goal 2, Action 1
- Hosting school events - Goal 2, Action 2
- Continued small group, differentiated instruction and Tier 2 academic intervention - Goal 1, Action 2
- Incorporate music in Global Cultures Specials or after school extra curricular activities - Goal 1 Action 7, Goal 2 Action 5
- Offer opportunities for sports - Goal 2 Action 5

- Continue to support and cultivate our Instructional Aide team - Goal 1 Action 2, Goal 3, Action 1
- Strategies to address chronic absenteeism - Goal 2, Action 4
- Support gifted learners with challenging learning activities - Goal 1, Action 6

PAC/ELAC feedback that is evident in this final LCAP includes:

- Train staff in using DnA assessment platform; identify and digitize literacy assessments, assessments for FLES, oracy assessments - Goal 1 Action 1
- Consistent teaching routines between classrooms and intervention; PD for Instructional Aides to support small group instruction (SGI) - Goal 1 Action 2
- Coaching support for new literacy curriculum - Goal 1 Action 14
- Spanish support from early elementary grades consultant - Goal 3 Action 3
- Make progress towards taking steps to support gifted learners - Goal 1 Action
- Look for a music teacher and include music as a rotation during Specials for grades 4 and above - Goal 2 Action 5
- Feedback around parent workshops - Goal 2 Action 1
- Host PBL culminating events; winter performances or integrated with PBL/musicals - Goal 2 Action 2
- Extra duty stipends for teachers to run clubs - Goal 2 Action 5
- Aide training in culture routines, MTSS systems , student behavior management, as well as literacy foundational skills instruction, fluency and comprehension strategies - Goal 3 Action 1

Student feedback is evident in this final LCAP:

- Provide extra curricular opportunities such as music and sports: Goal 2 Action 5

Board member feedback that is evident in this final LCAP includes:

- Professional development plan for leadership - Goal 3 Action 3

Support staff (aides and office Classified staff) feedback is evident in this final LCAP:

- Provide professional development in managing challenging behaviors and small group instruction - Goal 3 Action 1
- Aide training in literacy best practices, esp. for small group instruction - Goal 1 Action 2

Administration's contributions centered around mainly how to grow the staff's capacity to implement the vision articulated in the charter, development of assessments and data cycles, training staff to use these tools and analyze data for instructional decisions, development of curriculum that meets the needs of our dual language program, coaching support to plan thematic units in English/Spanish, creating schedules for collaborative planning during PLC's, strengthening MTSS, training of Instructional Aides, creating common expectations for classroom culture, implementation of the FLES program, facility planning and improvement to meet the school's growing needs, establishing robust communication in the team through data management systems (eduCLIMBER) and routine team meetings, developing simple evaluation systems in order to provide staff with clear feedback on job performance; training staff on supporting students with autism.

SELPA feedback is evident is this LCAP through Goal 1 Action 12 which outlines the systems for supporting students with exceptional needs

in line with the adopted SELPA local plan.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | CGA provides an academically rigorous, standards aligned, dual language immersion program, where all students can be successful (State Priorities: 1, 2, 4, 7). | 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.

All dual language programs aim for three outcomes: bilingualism and biliteracy, high academic achievement, and socio-cultural competence. Offering 50/50 immersion and content instruction in both English and Spanish necessarily includes a more rigorous curricular program than monolingual learning environments. Since our students are accountable for state testing results that will only measure English and Math learning, it is important that CGA's LCAP goals also prioritize our dual language goals. We are committed to all students' success within our program. Our community felt this was an appropriate way for CGA to align to the state's priorities while also aligning to our charter's intentions. By implementing actions that support our students needs by differentiating instruction, using varied assessment measures, providing authentic learning experiences, hands-on activities, field trips, and rich classroom libraries, we will see a steady growth in the academic performance of our students as measured by the goal metrics.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Appropriately assigned and fully credentialed teachers | 66.7% Clear<br>Data Year: 2021-22<br>Data Source: Fall 2023 Dashboard | 90.5% Clear<br>Data Year: 2022-23<br>Data Source: Fall 2024 Dashboard | | 80% Clear<br>Data Source: Dashboard | +29.8% |
| 1.2 | Access to standards aligned instructional materials | 100%<br>Data Year: 2023-24 | 100%<br>Data Year: 2023-24 | | 100%<br>Data Year: 2023-24 | No difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: Local Indicator Report | Data Source: Local Indicator Report | | Data Source: Local Indicator Report | |
| 1.3 | Facilities maintained in good repair | 1 instance did not meet good repair<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | All facilities met good repair<br>Data Year: 2024-25<br>Data Source: Local Indicator Report | | All facilities met good repair<br>Data Source: Local Indicator Report | No difference |
| 1.4 | Implementation of standards for all students and enable ELs access to CCSS and ELD standards | Full Implementation<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | Full Implementation<br>Data Year: 2024-25<br>Data Source: Local Indicator Report | | Full Implementation & Sustainability<br>Data Source: Local Indicator Report | No difference |
| 1.5 | Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs | Initial Implementation<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | Full Implementation<br>Data Year: 2024-25<br>Data Source: Local Indicator Report | | Full Implementation<br>Data Source: Local Indicator Report | Increase of 1 level |
| 1.6 | Smarter Balanced ELA Met or Exceeded Standard | All: 56.52%<br>EL: not enough students to report data<br>LI: 44.4%<br>FY: not enough students to report data<br>SWD: not enough students to report data<br>Data Year: 2022-23<br>Data Source:Dataquest | All: 55.55%<br>EL: 0%<br>LI: 47.83%<br>FY: not enough students to report data<br>SWD: not enough students to report data<br>Data Year: 2023-24 | | All: 60%<br>EL: 45%<br>LI: 50%<br>FY 40%<br>SWD: 30% | All: -0.97%<br>EL: No baseline data for calc.<br>LI: +3.43%<br>FY: not enough students to report data<br>SWD: not enough students to report data |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Data Source:Dataquest | | | |
| 1.7 | Smarter Balanced Math Met or Exceeded Standard | All: 47.83%<br>EL: not enough studenyts to report data<br>LI: 38.9%<br>FY: not enough students to report data<br>SWD: not enough students to report data<br>Data Year: 2022-23<br>Data Source: Dataquest | All: 46.03%<br>EL: 18.18%<br>LI: 41.3%<br>FY: not enough students to report data<br>SWD: not enough students to report data<br>Data Year: 2023-24<br>Data Source: Dataquest | | All: 62%<br>EL: 50%<br>LI: 55%<br>FY: 40%<br>SWD: 30% | All: -1.8%<br>EL: No baseline data for calc.<br>LI: +2.4%<br>FY: not enough students to report data<br>SWD: not enough students to report data |
| 1.8 | Local Assessments: English Language Arts<br><br>mClass DIBELS At Benchmark or Above Benchmark<br><br>NWEA MAP Growth Students who scored in the 50th or higher achievement percentile. | All: 75.3%<br>EL: 59.6%<br>LI: 71.5%<br>Data Source: mClass DIBELS EOY Benchmark, Grades K-4<br>Data Year: 23-24<br><br>All: 60.9%<br>EL: 54.3%<br>LI: 51.9%<br>Data Source: NWEA MAP Growth (Spring), Grades K-2<br>Data Year: 23-24 | All: 75.9%<br>EL: 63.5%<br>LI: 70.3%<br>Data Source: mClass DIBELS EOY Benchmark, Grades K-5<br>Data Year: 24-25<br><br>All: 65.2%<br>EL: 41.9%<br>LI: 62.7%<br>Data Source: NWEA MAP Growth (Spring), Grades K-2<br>Data Year: 24-25 | | All: 85%<br>EL: 65%<br>LI: 75%<br>Data Source: mClass DIBELS MOY Benchmark<br><br>All: 70%<br>EL: 55%<br>LI: 60%<br>Data Source: NWEA MAP Growth (Spring), Grades K-2 | All: +0.6%<br>EL: +3.9%.<br>LI: -1.2%<br>FY: not enough students to report data<br>SWD: not enough students to report data<br>mClass DIBELS<br><br>All: +4.3%<br>EL: -12.4<br>LI: +10.8%<br>NWEA MAP Growth (Spring) |
| 1.9 | Local Assessments: Spanish Language Arts | All: 58.3%<br>EL: 41.1% | All: 63.6%<br>EL: 58.1% | | All: 65%<br>EL: 50% | All: +5.3%<br>EL: +17% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | mClass Lectura<br>At Benchmark or Above Benchmark<br><br>NWEA MAP Growth<br>Students who scored in the 50th or higher achievement percentile. | LI: 55.4%<br>Data Source: 23-24 mClass Lectura EOY Benchmark, Grades K-4<br><br>All: 33.6%<br>EL: 25.5%<br>LI: 33.6%<br>Data Source: NWEA MAP Growth (Spring), Grades K-4<br>Data Year: 23-24 | LI: 59.5%<br>Data Source: 24-25 mClass Lectura EOY Benchmark, Grades K-5<br><br>All: 26.3%<br>EL: 16.1%<br>LI: 20.8%<br>Data Source: NWEA MAP Growth (Spring), Grades K-5<br>Data Year: 24-25 | | LI: 60%<br>Data Source: mClass Lectura EOY Benchmark<br><br>All: 50%<br>EL: 35%<br>LI: 45%<br>Data Source: NWEA MAP Growth (Spring) | LI: +4.1%<br>mClass Lectura<br><br>All: -7.3%<br>EL: -9.4%<br>LI: -12.8<br>NWEA MAP Growth (Spring) |
| 1.10 | Mathematics<br>NWEA MAP Growth<br>Students who scored in the 50th or higher achoevement percentile. | All: 64.7%<br>EL: 50.9%<br>LI: 56.4%<br><br>Data Source: NWEA MAP Growth (Spring), Grades K-4<br>Data Year: 23-24 | All: 74.6%<br>EL: 64.3%<br>LI: 69.9%<br><br>Data Source: NWEA MAP Growth (Spring), Grades K-3 & 5<br>Data Year: 24-5 | | All: 65%<br>EL: 40%<br>LI: 55%<br>Data Source: NWEA MAP Growth Spring<br>Data Year: 26-27 | All: +9.9%<br>EL: +13.4%<br>LI: +13.5% |
| 1.11 | EL students making progress toward English Proficiency | 47.8%<br>Data Year: 2023 Summative ELPAC<br>Data Source: Dashboard ELPI | 14.7%<br>Data Year: 2024 Summative ELPAC<br>Data Source: Dashboard ELPI | | 50%<br>Data Source: Dashboard ELPI | -33.1% |
| 1.12 | EL Reclassification Rate | 8.4%<br>Data Year: 2023-24<br>Data Source: CALPADS (Reports 2.16 and 1.17) | 20.7%<br>Data Year: 2024-25<br>Data Source: CALPADS | | 20%<br>Data Year: 2025-26<br>Data Source: CALPADS | +12.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | (Reports 2.16 and 1.17) | | (Reports 2.16 and 1.17) | |
| 1.13 | Broad course of study | Students served in Spanish language courses<br>All 100%<br>EL 100%<br>LI 100%<br>Data Year: 2023-24<br>Data Source: CALPADS Fall 2 | Students served in Spanish language courses<br>All 100%<br>EL 100%<br>LI 100%<br>Data Year: 2024-25<br>Data Source: CALPADS Fall 2 | | Students served in Spanish language courses<br>All 100%<br>EL 100%<br>LI 100%<br>Data Year: 2026-27<br>Data Source: CALPADS Fall 2 | No difference |

# 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal 1 supported the progress toward meeting the goal to provide an academically rigorous, standards aligned, dual language immersion program, where all students can be successful.

Action 1.1: Use Multiple, Varied Assessment Practices
Implementation Status: 3 – Initial Implementation: Our teachers gained more experience administering mClass DIBELS and Lectura 1:1 assessments this year and achieved 100% completion rate in English and 98% completion rate in Spanish. mClass screening is quick and its 1:1 format provides a more accurate picture of not only our EL students' performance but the overall student population. The format of the assessment also helps in reducing assessor to assessor variability. Our Kindergarten classrooms also conducted 1:1 assessments using the ESGI platform and found it to be more representative of the student's learning because they were not timed whereas the mClass screeners are timed. NWEA MAP assessments continued to be used as an interim assessment for tracking progress in ELA, SLA, Math. We also provided professional development to our teachers in the data analysis protocol following our Winter test administration. We also piloted the DnA assessment platform to streamline the process of administering and analyzing assessments. As a first step, we have digitized the

Illustrative Math checkpoint and end of unit assessments and piloted it in the second semester in some of our classrooms. Our challenge remains in implementation of an assessment calendar that includes regular end of unit assessments and writing samples. The primary barrier to this is our adopted literacy curriculum - our team feels that the assessments are either too easy or too difficult and often not cohesive. We are adopting a new literacy curriculum in 25-26 and hope to digitize their end of unit assessments. The structured literacy routines in the new curriculum will also help generate weekly formative assessment data, whether it is through foundational skills checks, dictation checks, fluency or close reading of independent texts. Our staff is sensitive to our students cultures and backgrounds and takes that into account during assessments. Continued formal collaboration around this topic will further help establish schoolwide best practices. We also look forward to the process based writing products that are integrated in the new literacy curriculum.

Action 1.2: Provide Small Group and One-on-One Conferencing for Differentiated, Targeted Instruction
Implementation Status: 4 – Full Implementation: Small group instruction was provided as planned. We have significantly improved our frequency of progress monitoring using the new mClass assessment system and will continue to improve this further to reach the goal of progress monitoring Below Benchmark students at least once every 4 weeks and Well Below Benchmark students once every two weeks. In addition to the Tier 1 small group instruction provided by the teachers and Instructional Aides in the classrooms, additional ELD and Tier 2 academic support was provided to EL and other students identified for support. This has benefitted our EL students growth in ELA and Math. Spanish Language Arts intervention was also launched from the beginning of the school year and benefitted many students. Procuring materials beyond the Estrellita materials was a challenge for Tier 2 Spanish intervention and we are expanding these resources. A Google Classroom resource was set up which includes a plethora of resources for guided reading groups, fluency, comprehension work and other resources helpful in differentiating instruction in small groups. We also coached our teaching team in analyzing data from MAP and mClass assessments to differentiate small group instruction and provided extra support in refining small group instruction following Winter testing administration with a focus on Foundational Skills for K-2 and fluency/comprehension for grades 3-5. Stop light writing framework was introduced schoolwide to codify the process of writing - this has resulted in a significant improvement in writing scores for our EL students, measured on the ELPAC, as well as for our overall student population, as seen in the 24-25 CAASPP results. Specialized Math aide was deployed to 2nd - 4th grade classrooms to help students who needed more support. Tier 2 Math intervention was also employed to help students fill conceptual gaps and improve fact fluency. This has resulted in a significant improvement in Math scores.

Action 1.3: Provide More Hands-On, Creative Activities to Support Lesson Plans
Implementation Status: 5 – Full Implementation and Sustainability: Hands-on materials and manipulatives were successfully used, increasing student engagement and understanding.

Action 1.4: Schedule and Implement Field Trips that Support the Core Academic Curriculum and Provide Opportunities for Authentic Language Learning
Implementation Status: 4 – Full Implementation: The process for scheduling and approval of field trips including fingerprinting parent chaperones was streamlined significantly this year. All of our classrooms implemented meaningful field trips throughout the school year to support units of learning.

Action 1.5: Establish Classroom Libraries
Implementation Status: 4 – Full Implementation: Classroom libraries were enhanced further this year. We will continue to allow opportunities for strengthening our classroom library collections.

Action 1.6: Provide differentiated instruction for gifted learners
Implementation Status: 3 – Initial Implementation: We continue to identify our gifted learners successfully. Opportunities to support these learners were carried out at the classroom level by providing challenging activities during small group instruction like chapter book clubs and choice boards. However, due to our focus on observation and feedback cycles for instructional support, we have not been able to provide professional development to our teachers in this area.

Action 1.7: Develop Global Cultures Instructional Framework
Implementation Status: 3 – Initial Implementation: Our Global Cultures team further developed learning units for the Arts specials and connected it to various cultures around the world. However, there continues to be a need to develop age-appropriate, relevant and engaging curriculum for the Global Cultures framework that meets the diverse needs of our students and represents the various cultures that students bring to CGA. Parent, teacher and student feedback shows that there is a significant interest in music. We will also hire an additional staff member to meet this need.

Action 1.8: Home to School Transportation
Implementation Status: 5 – Full Implementation and Sustainability: Transportation was successfully provided, enabling LI families to access the school. Expanding this service remains challenging due to funding limitations for charter schools.

Action 1.9: Facilities Planning and Improvement
Implementation Status: 4 – Full Implementation: Progress was made in long-term planning, and the existing facility was remodeled to create additional learning spaces and support services. We added a new cafeteria space and restrooms in TK classrooms this year.

Action 1.10: Professional Development for effective instruction of English Learner students
Implementation Status: 4 – Full Implementation: All of our teachers received instruction in GLAD strategies which included observation and feedback by a veteran teacher in our team. We will continue to offer this learning opportunity for our team.

Action 1.11: CGA will offer rigorous Language Acquisition Programs to its students
Implementation Status: 5 – Full Implementation and Sustainability: CGA offers a rigorous 50-50 Dual Immersion program to its students.

Action 1.12: Support for students with disabilities.
Implementation Status: 5 – Full Implementation and Sustainability: Our Special Education team continues to support students, providing timely assessments as needed and services to meet the established IEP goals. We restructured to move our Vice Principal to full time Special Education duties (SDC teacher and Program Specialist) to bolster our team's

Action 1.13: Adequate Staffing for an Academically Rigorous Program
Implementation Status: 4 – Full Implementation: Staffing was successfully achieved to support the implementation of CGA's educational program and support services to meet student needs.

Overall, Clovis Global Academy successfully implemented various actions to provide an academically rigorous, standards-aligned, dual language immersion program, with notable successes including the creation of an assessment calendar, incorporating new assessment tools which allow for 1:1 assessments in ELA and SLA, piloting of a new assessment platform, digitization of Math assessments, coaching our

team in data analysis, providing support for small group instruction, bolstering our Tier 2 ELA, SLA and Math support system, increased student engagement through hands-on activities, parent engagement, and the provision of home-to-school transportation. However, challenges were encountered in maintaining fidelity of assessments from the literacy curriculum and writing samples, providing PD to the aides for literacy instruction, providing PD to support our gifted learners. Despite these challenges, the school made substantial progress toward meeting its goals and identified areas for further improvement.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures except for "Action 1.6: Provide differentiated instruction for gifted learners". Due to our focus on observation and feedback cycles for instructional support, we have not been able to provide professional development to our teachers in this area. However, this is not a contributing action and does not have any impact on the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Clovis Global Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 1 helped make progress towards the LEA’s goal to provide an academically rigorous, standards aligned, dual language immersion program, where all students can be successful.

Effectiveness of Actions:
Action 1.1: Use Multiple, Varied Assessment Practices
Action 1.2: Provide Small Group and One-on-One Conferencing for Differentiated, Targeted Instruction
Action 1.3: Provide More Hands-On, Creative Activities to Support Lesson Plans
Action 1.4: Schedule and Implement Field Trips that Support the Core Academic Curriculum and Provide Opportunities for Authentic Language Learning
Action 1.5: Establish Classroom Libraries
Action 1.10: Professional Development for effective instruction of English Learner students
Action 1.11: CGA will offer rigorous Language Acquisition Programs to its students

Effectiveness of Action(s): Effective
Metric(s): ELA/SLA/Math proficiency

Outcome data:
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NWEA MAP Growth assessments - change in percentage of students at or above the 50th achievement percentile, compared to Spring 23-24

- Overall student population: English reading - 4.3% improvement; Math - 9.9% improvement; Spanish reading - 7.3% decline
- LI students: English reading - 10.6% improvement; Math - 13.5% improvement; Spanish reading - 12.8% decline
- EL students: English reading - 12.4% decline; Math - 13.2% improvement; Spanish reading - 9.4% decline

mClass DIBELS/Lectura Assessments - change in percentage of students at or above benchmark, compared to Spring 23-24

- Overall student population: English reading - 0.6% improvement; Spanish reading - 6% improvement
- LI students: English reading - 1.2% decline; Spanish reading - 6% improvement
- EL students: English reading - 3.9% improvement; Spanish reading - 17% improvement

- Based on the 2024 dashboard, 14.7% of our EL students are making progress towards English language proficiency; a decline of 33.1% from 2023. This is due to the change in time window for reclassification and will be normalized next year. Already the 24-25 Summative ELPAC data is showing significant progress.
- 82% of the students are at an Overall Performance Level of 3 or 4 (Level 3 - 44.2%, Level 4 - 37.7%)
- Looking at the four domains - almost 50% of the students are at a Level 3 (scale 1-3) in Listening, Speaking, and Writing. Reading performance is lagging with 11% of the students at Level 3. We implemented structured writing routines this year which is clearly showing an improvement in student writing performance, for our overall student population as well as in the ELPAC data for our EL students. We believe that our literacy curriculum adoption next year which contains structured literacy routines for foundational skills as well as for Close Reading will benefit our EL and overall student population immensely.

Although mClass data is showing an improvement in Spanish reading, the NWEA MAP Growth data is showing a decline. We believe that the structured reading routines in our new curriculum will be a strong lever to improve reading performance in Spanish. We will also take steps to establish a cadence of oracy expectations by grade level and incorporate assessments that give us a full picture of reading, writing, listening and speaking.

Analysis Statement:
The implementation of varied assessments and the creation of an assessment calendar have provided timely and actionable data, resulting in improved reading proficiency. There are some areas where improvement was seen on mClass but a decline on the NWEA MAP assessments (e.g. English reading for EL students and Spanish reading results overall). We believe that our literacy curriculum adoption next year which contains structured literacy routines for foundational skills as well as for Close Reading will benefit our EL and overall student population immensely. Action 1.1 is rated as effective and will be continued.

Small group instruction and one-on-one conferencing effectively addressed diverse learning needs, particularly for EL students. Tier 2 academic support in ELA/ELD was effective. Out of 52 students who received ELA/ELD support, 56% reached or exceeded grade level mClass benchmarks by the end of the school year. Math scores have significantly improved across the board as well. Our team will also look into a more comprehensive assessment that includes listening and speaking along with reading and writing, to track language acquisition in Spanish. The successes and identified action steps justify continuing Action 1.2 into the new cycle.

Hands-on materials and manipulatives, establishing classroom libraries, and implementing field trips that support the core academic

curriculum have enhanced student engagement and understanding, leading to improvements in academic proficiency. Action 1.3, 1.4, and 1.5 will be continued.

Action 1.6: Provide differentiated instruction for gifted learners
Effectiveness of Action(s): Not Effective
Metric(s): Implementation of differentiated instruction strategies for gifted learners, Parent/student satisfaction
Outcome data: Although the process for gifted learner identification has been established, parents would like to see more opportunities for their gifted student to be challenged in the classroom.
Analysis statement: Due to admin focus on observation and feedback cycles for instructional support, and teacher's priority to deepen their practice of the adopted curriculum, we could not engage in PD to support gifted learners. The scope of this action will be refined and continued.

Action 1.7: Develop Global Cultures Instructional Framework
Effectiveness of Action(s): Somewhat Effective
Metric(s): Sociocultural competence and student engagement
Outcome Data: Improved peer relationships and connection to school
Analysis Statement: While the Global Cultures specials provided valuable exposure and more cohesive art activities that related to cultures around the world, establishing a Punjabi Arts curriculum that meets the diverse needs of all students has been a challenge. This action will be refined and continued.

Action 1.8: Home to School Transportation
Effectiveness of Action(s): Effective
Metric(s): Student attendance
Chronic Absenteeism Rate for overall student population was 25.7% in 22-23 and declined to 21.8% in 23-24.
Chronic Absenteeism Rate for LI students was 23.3% in 22-23 and remained flat at 24% for 23-24. Chronic Absenteeism Rate for EL students was 32.4% in 22-23 and improved to 25.3% in 23-24.
Analysis Statement: Providing transportation increased access to the school for families, supporting consistent attendance and participation. This action will be continued.

Action 1.9: Facilities Planning and Improvement
Effectiveness of Action(s): Effective
Metric(s): Learning environment
Mid-Year Outcome Data: Improved learning spaces and support services
Analysis Statement: Progress in facilities planning and remodeling created additional learning spaces, contributing to a conducive learning environment. We added a new cafeteria space and restrooms in TK classrooms this year. This action will be continued.

Action 1.12: Support for students with disabilities.
Action 1.13: Adequate staffing for an academically rigorous, standards aligned, dual language program.
Effectiveness of Action(s): Effective
Metric(s): Teacher-student ratio and quality of support provided

Outcome Data: Adequate staffing levels maintained
Analysis Statement: Adequate staffing ensured that the program's rigorous academic standards were met, providing necessary support for student success. These action will be continued.

Overall, the grouped actions were largely effective in making significant progress toward improving academic proficiency, with most actions achieving full implementation and contributing to the desired outcomes. However, some areas, such as implementation of differentiation strategies for gifted learners, developing a responsive curriculum for Global Cultures, require further improvement to enhance their effectiveness. Overall, the combination of these actions led to substantial progress in meeting Goal 1, and the effective strategies will be continued and refined in the next three-year cycle.

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.

**Goal 1: Provide an academically rigorous, standards-aligned, dual language immersion program, where all students can be successful.**

**Changes for 25-26**

1. Changes will be made to Action 1.1. to make it more effective. Digital assessments administered through the DnA platform will be used for more responsive data analysis. Staff will be trained in using the DnA platform. Assessments including listening and speaking in addition to reading and writing will be explored to gauge students progress in Spanish language acquisition.

2. NEW ACTION: Action 1.14 - Curriculum development to support CGA’s dual language program. This action includes purchase of our new literacy curriculum, customization project to develop Spanish content that complements the unit and year long theme for each grade level, and coaching support for implementation.

3. NEW ACTION: Action 1.15 - Implementation of the Foreign Language in Elementary Schools (FLES) program: Starting in the 25-26 school year, Clovis Global Academy is introducing FLES classrooms in a few grade levels, in addition to the dual immersion classrooms. This will allow more community members more choices for a dual language education. In the FLES classrooms, core content will be taught in English and Spanish will be taught as a period. This is in contrast to the 50-50 DLI model in which a student learns content in English for half of the day and in Spanish for the other half of the day. This action will involve identification of the curriculum, scope and sequence, hiring staff and PD time to implement the curriculum.

4. Aligning with our priorities for the 25-26 school year, Action 1.6 will be revised to focus on adding prompts for gifted learners to our literacy curriculum, e.g. icons of depth and complexity.

5. Action 1.7 will be modified to include posting of a job opening for a part time music teacher. Consulting or other resources will be employed to develop a more engaging scope and sequence for Punjabi Arts, e.g. potentially involving projects as a means of teaching language.

**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** | Use multiple, varied assessment practices | Accurate assessment of EL's requires awareness of the language load in instructions, context, and culture, and alternate means of demonstrating proficiency such as portfolios and visuals. Responsive data systems are also important for ease of data analysis and determining actionable instructional steps. We will continue to purchase and administer the mClass assessments that take into consideration school's Dual Language context and are able to offer actionable steps to build on our EL students' progress in one language to support growth in another language. This is very important, especially for our Spanish speaking EL students. The one-on-one administration format allows a teacher to consider the assessment needs of EL multilingual students. We will also continue our implementation of the DnA assessment platform which allows for digitization of assessments and responsive data analysis. We will also evaluate assessments that include reading/writing/listening/speaking domains to track students progress in Spanish language acquisition. Admin time will be spent in broadening the data set, selection and set up of assessments. Professional Development will be offered to teachers and Instructional Aides in the use of any new assessment tools, implementation of assessment best practices to include sensitivity to our students cultures, backgrounds, and offering alternate methods of formal and informal assessments. This will yield a more accurate picture of our EL student's progress in English reading, Spanish reading, and Mathematics, as measured by local assessments that have been designed and administered taking into consideration the needs of our EL students. This action is designed to meet the needs most associated with EL students. However, we expect that these assessment practices will also result in assessment results that are more accurate and representative of all our students' progress. Hence this action is provided school-wide. | $95,311.00 | Yes |
| **1.2** | Provide small group and one on one conferencing for | We are encouraged by the growth of our EL students but there is a need for ongoing support to further raise the achievement levels of this student subgroup. Although the mClass data shows improvement, the MAP | $522,891.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | differentiated, targeted instruction. | assessment data reveals that the EL students performance declined in Spanish and English reading; LI student performance in Spanish reading declined as well. Based on our Educational Partner feedback, our EL and LI students need scaffolding and differentiated instruction. Small group instruction for EL and LI students eliminates the “one size fits all” approach to instruction. It allows the teacher to differentiate instruction for students by scaffolding instruction in a smaller environment and building student collaboration opportunities in the small group and for the students working outside the small group. We will staff classroom instructional aides, ELA/ELD Intervention teacher, SLA Intervention teacher, Math intervention teacher, and specialist Instructional Aides who would be deployed in the various English and Spanish classrooms for targeted small group instruction. Admin time will be spent developing schedules and systems that support the deployment of specialist reading teams and differentiated instructional planning including ELD, to address the needs of our EL and LI students. Supplemental curriculum will be procured to support the small group and differentiated instruction such as Close Reading for Meaning, Boost Reading/Lectura for scaffolded reading instruction in English and Spanish, and ST Math to help students "See the Math". Research has shown that visualizing is a key component for understanding, especially for our EL students. Admin will work with the SLA Intervention lead staff in bolstering the Spanish intervention support systems. We will provide PD to train staff members in key principles of differentiated instruction, ELD standards, supplemental curriculum materials, and the use of data to inform instructional planning. We will ensure that classroom teachers, ELA/ELD Intervention Teacher, SLA Intervention Teacher and Instructional Aides are implementing small group and one on one conferencing with students in order to deliver differentiated, targeted instruction including designated ELD at least 25% of the instructional day. These measures are expected to improve Math and reading proficiency of our EL and LI students as measured by local assessment metrics and SBAC ELA and Math assessments. Although this action is designed to meet the needs of EL and LI students, we expect all students to benefit from differentiated and small group instruction. Hence this action is provided school-wide. | | |
| **1.3** | Provide more hands-on, creative activities, | Based on Educational Partner feedback, using hands-on activities and manipulatives helps create background knowledge and comprehensible | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | to support lesson plans. | input for our EL students. We will ensure that classrooms are supplied to provide more hands-on and creative lesson activities through the purchasing of curricular materials and consumable materials and encourage staff to utilize these to support deeper learning in all subjects. This is expected to increase EL students' understanding of content, contributing to improvement in English and Spanish reading levels and Math scores as measured by local assessment metrics. Although this action is designed to meet the needs of EL students, we expect all students to benefit from the increased understanding and student engagement that results from using hands-on activities and manipulatives in learning. Hence this action is provided school-wide. | | |
| **1.4** | Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning. | Based on Educational Partner feedback, frontloading content and creating background knowledge are very effective strategies for supporting the learning of EL students. Field trips are a wonderful way to provide enrichment, frontload content which helps build background knowledge for our EL students and expose students to learning opportunities they might not otherwise experience, especially our LI families. We will schedule and implement field trips that would integrate and support thematic curricular units. Implementation of this action will require teacher and admin time for field trip preparation, providing transportation to and from the school site to the field trip location, purchasing student supplies for the field trip, and covering admission ticket costs. We expect that field trips will result in increased background knowledge and understanding of content for our EL and LI students and will result in improvement of reading proficiency as measured by local assessment metrics. Although this action has been designed to meet the needs of EL and LI students, we expect all students to benefit from the opportunity to create more learning connections and increased understanding from these field trips. Hence this action is provided school-wide. | $13,000.00 | Yes |
| **1.5** | Establish classroom libraries | Our local benchmark data indicates that our EL students need the most support in English and Spanish reading. Our Educational Partners have also expressed the need to augment our classroom libraries to support our Project Based Learning units, generate interest and motivation for reading, support differentiated instruction through better matching of students with | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | texts, and provide the means to the practice the skills necessary to develop expert reading skills. We will purchase additional books to augment our classroom libraries to support the interests and learning needs of our EL students who may not have access to a print rich environment at home. We will also purchase the necessary shelving and grade appropriate books to establish small classroom library collections in English and Spanish for each classroom at CGA. Providing a print-rich learning environment in English and Spanish will assist EL students have access to high quality books and generate motivation for reading, translating into improved reading proficiency as measured by local assessment metrics. Although this action is designed to address the needs of EL students, we expect all students to benefit from high quality classroom libraries and a a print-rich learning environment. Hence this action is provided school-wide. | | |
| **1.6** | Provide differentiated instruction for gifted learners | Based on parent feedback, our gifted learners are not feeling sufficiently challenged in our classrooms. Although learning a new language is a challenge in itself, these students have needs that require stimulation of higher order of thinking. Our Learning Director will incorporate teaching prompts geared towards gifted learners in our new literacy curriculum. | $11,125.00 | No |
| **1.7** | Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum. | According to our Parent Satisfaction survey, many families choose CGA because of the Global Cultures offering. One of the three pillars of a successful Dual Immersion program is creating socio-cultural competence. Global Cultures Instructional Framework honors our students' diversity by providing an avenue to learn about their and other cultures and languages in fun and engaging ways, with art and/or music. It is an asset-based approach that promotes language acquisition and increased sociocultural competence. We will support classroom teachers with specialists, and utilize approximately 2% of Administrator time and either hire consulting help or internal staff to develop Global Cultures grade level content that is responsive to our student population. This action will build on our student's unique home languages and cultures to promote sociocultural competence, improved peer relationships, and connection to school. | $23,613.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Home to School Transportation | Charter schools are not limited by attendance area unlike neighborhood District schools. Based on our Educational Partner feedback, many LI families, especially those who live further away from the school cannot afford to transport their students. In order to increase access to CGA's unique educational program to students from LI families, CGA offers home to school transportation. This action supports the ongoing fuel and maintenance cost of operating CGA's school bus and the bus driver's salary. Although this action addresses the needs of LI students, we expect all students to benefit from the increased access to CGA's educational program. Hence, this action is provided school-wide. | $39,241.00 | Yes |
| **1.9** | Facility planning and improvement | Facility has a direct impact on a student's learning environment. In order to meet the needs of our growing school, CGA is looking at long term planning for facilities and at the same time planning for ways to meet the needs of our students in the current leased facility, e.g. creating new classrooms, restrooms, cafeteria space. | $210,000.00 | No |
| **1.10** | Professional Development for effective instruction of English Learner students | Since CGA serves more than 30 EL students, this a required action. Based on our mClass benchmark data, our EL students need the most support in English reading. These students need scaffolding supports such as visuals, gestures, frontloading vocabulary, creating background knowledge and repetition to promote language acquisition. CGA will continue to train our staff members in evidence based strategies such as Guided Language Acquisition Design (GLAD), which have been proven to work very well for EL students. These language acquisition strategies will improve the listening, speaking, reading, writing, and research skills of our EL students evidenced by improvement in local benchmark assessments such as mClass. Although this action is meant to support EL students, it will also benefit the overall student population. Hence it is offered schoolwide. | $12,000.00 | Yes |
| **1.11** | CGA will offer rigorous Language Acquisition Programs to its students | Since CGA serves more than 30 EL students, this is a required action. CGA will continue to offer a 50:50 model of Dual Language Immersion to develop simultaneous literacy in English and Spanish. The costs of this action are covered under Action 1.13. | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.12** | Support for students with disabilities. | CGA will provide support for unique, individualized services for students with disabilities to facilitate their social/emotional and academic progress. This will include IEP and other meetings, implementation of IEPs, communication with parents through phone calls, home visits, providing transportation, emails and other actions as appropriate. Individual and group counseling and individualized academic supports will be provided. | $524,804.00 | No |
| **1.13** | Adequate staffing for an academically rigorous, standards aligned, dual language program. | CGA will hire adequate certificated and classified staff to support its academically rigorous, standards aligned, dual language program. This action includes staffing costs that have not been accounted for in other contributing actions in the LCAP. | $2,653,428.00 | No |
| **1.14** | Curriculum development to support CGA's dual language program. | We piloted a literacy curriculum over the last two years which ensured teaching from high quality instructional materials. However, we discovered many gaps, especially in writing, the lack of cohesiveness between reading and writing activities, and difficulty adapting to our Project Based Learning (PBL) framework. As a result of this gap in the curriculum, we introduced a stop light structured writing system led by our Learning Director. The most recent ELPAC and CAASPP data is clearly showing that all of our students including EL students have made significant progress in writing. We are noticing that reading progress still lags writing and clearly shows a need for structured literacy routines for decoding text as well as for decoding meaning for our students. We are looking forward to our partnership next year to adopt a literacy curriculum that addresses these needs. This action will cover procurement of the initial curriculum, customization project to incorporate Spanish content and guidelines for dividing content by language for each thematic unit. The same structured literacy routines for Close Reading will be used in Spanish and English which is likely to impact student performance in reading positively. | $442,874.00 | No |
| **1.15** | Implementation of the FLES Program | Starting in the 25-26 school year, Clovis Global Academy is introducing FLES classrooms in a few grade levels, in addition to the dual immersion | $51,120.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | classrooms. This will allow more community members more choices for a dual language education. In the FLES classrooms, core content will be taught in English and Spanish will be taught as a period. This is in contrast to the 50-50 DLI model in which a student learns content in English for half of the day and in Spanish for the other half of the day. This action will involve identification of the curriculum, scope and sequence, hiring staff and PD time to implement the curriculum. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | CGA cultivates a highly engaged parent and student population with socio-cultural competence and emotional intelligence, fully invested in and connected to the school community and academic program (State Priorities: 3, 5, 6). | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We recognize that a key part in our school community's thriving is socio-cultural competence and engagement. At the same time, we hope to support the growth of not only our pupils' emotional intelligence but also their parents, recognizing that if we can help their homes become more nurturing and parents have a few more self-management skills, that will only come to benefit our young students as well and promote peace in our community. We also want our families to feel our school is a big part of their life, a community they belong in and where they are valued, accepted, supported, and appreciated. Having this as one of our LCAP goals helps our staff prioritize and plan to cultivate the social-emotional learning of our community. By implementing these actions - organizing parent workshops (Action 2.1), hosting multiple school events (Action 2.2), developing grade level SEL benchmarks (Action 2.3), expanding extra curricular opportunities available to students (Action 2.5), we will see increased connectedness of our students, families, and staff to the school, as measured by the annual survey. Effective implementation of Action 2.4 will help reduce Chronic Absenteeism.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs | Initial Implementation<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | Initial Implementation<br>Data Year: 2023-24<br>Data Source: Local Indicator Report | | Full Implementation<br>Data Source: Local Indicator Report | Same level |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | Participation in Parent Workshops | Parent workshops could not be offered as planned in 23-24 due to limited staff capacity. | 4 parent workshops offered in 24-25. | | Number of families that participate in the parent workshops will increase by 20% every year.<br>Source: Sign in sheets/RSVP | Attendance varied between workshops from 8 to 85 attendees. |
| 2.3 | Attendance rate. | 92.5%<br>Source 23-24 CALPADS P-2 Report | 93.7%<br>Source 24-25 CALPADS P-2 Report | | 95%<br>Source CALPADS P-2 Report | +1.2% |
| 2.4 | Chronic absenteeism rate. | Overall: 25.7%<br>Source: Dataquest 22-23 | Overall: 21.8%<br>Source: Dataquest 23-24 | | Overall: 10%<br>Source: Dataquest 25-26 | 3.9% improvement |
| 2.5 | Administration of SSR-IE screener | NA | Twice a year.<br>Source - PLC Calendar | | Twice a year.<br>Source - PLC Calendar | NA |
| 2.6 | Sense of school safety | 96.2%<br>Source: 23-24 Annual Parent Satisfaction Survey | 93.1%<br>Source: 24-25 Annual Parent Satisfaction Survey | | >85%<br>Source: Annual Parent Satisfaction Survey | -3.1% |
| 2.7 | Sense of school connectedness | 95%<br>Source: 23-24 Annual Parent Satisfaction Survey | 93%<br>Source: 24-25 Annual Parent Satisfaction Survey | | >85%<br>Source: Annual Parent Satisfaction Survey | -2% |
| 2.8 | Suspension rate | Overall: 3.1% | Overall: 1.8% | | <2%<br>Source: Dataquest | 1.2% improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Source: Dataquest 22-23 | Source: Dataquest 23-24 | | | |
| 2.9 | Expulsion rate | 0%<br>Source: Dataquest 22-23 | 0%<br>Source: Dataquest 23-24 | | <1%<br>Source:Dataquest | Held the same level |
| 2.10 | Facilities Inspection Tool - FIT - Good or better | Good<br>Source: Local Facility Inspection Tool | Good<br>Source: Local Facility Inspection Tool | | Good or better<br>Source: Local Facility Inspection Tool | Held the same level |

# 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

The actions outlined in Goal 2 supported the progress toward meeting the goal: Cultivate a highly engaged parent and student population with socio-cultural competence and emotional intelligence.

Action 2.1: Provide a Parent Workshop Series on Supporting Academics, Emotional Intelligence, and Parenting
Implementation Status: 3 – Initial Implementation: We offered 4 parent workshops including Simple Ways to Support your Child's Learning at Home, Principal's Update which covered various facets of the school including academics, and two workshops on Executive Functioning. This is an improvement from last year but we hope to expand the number of workshop offering next year by scheduling in advance and involving consultants and community partners. Admin time remains a challenge, thus the need to collaborate with community partners and

consultants. Parent attendance at the workshops is very low, around 8 attendees for the executive functioning workshop. However, we were able to get over 90 attendees for the Principal's Update.

Action 2.2: Host Multiple School Events and Create Opportunities to Increase Parent Engagement
Implementation Status: 4 – Full Implementation: This action was effective in increasing parent engagement. Events such as Back to School Night, Open House, Parent-Teacher Conferences, were successfully held, fostering a sense of community. Many parents volunteered as chaperones for field trips. Some parents, primarily in TK, also volunteered in the classroom. The PTO also organized various events that contributed to building school spirit and community. In some of our classrooms, parents have been involved as guest speakers supporting projects. Based on parent feedback, more opportunities for parents to be involved in the classroom would be welcome. One of the challenges this year was that we had paused Project Based Learning to let our teachers gain deeper knowledge of the curriculum. This reduced organic opportunities for students to participate in their child's learning. Also, because of our facility remodeling, we could not conduct Habits of a Scholar Award Assemblies. Both of these challenges will be resolved in 25-26.

Action 2.3: Define Grade-Level Success Benchmarks, Particularly in SEL
Implementation Status: 3 – Initial Implementation: Based on educational partner feedback, the process to establish ILP goals is cumbersome and feels like an interview at the Parent Teacher Conference. As a result, this process was suspended in 24-25. We administered Student Risk Screening Scale (SSRS-IE) as a school- wide Universal Screener for every student in the Fall and Spring. The teachers rated all students based on their observations and results help CGA with early identification of at-risk students who may have challenges in learning, social- emotional, or behavioral areas of concern and who may benefit from additional support. This universal screener provides helpful information for individual students, whole classrooms, grade levels, and at a school-wide level. It also provides valuable information about the effectiveness of our social-emotional curriculum and school-wide positive behavior intervention and supports. These results will also give teachers a better understanding of incoming students as they enter the next grade level.

Action 2.4: Improve Student Attendance and Reduce Chronic Absenteeism
Implementation Status:4 – Full Implementation: Automated ParentSquare notices for clearing absences, SATT tool to analyze attendance data, monthly attendance meetings to evaluate attendance trends and corresponding initiatives, sending truancy notifications, educating parents about the importance of attendance, monthly perfect attendance awards, class wide and school wide incentives for year end prizes have helped in reducing Chronic Absenteeism from 25.4% to 21.7%. We expect a further decrease in 24-25. Our team has learnt the systems well and is now communicating with parents about attendance concerns frequently in accordance with our attendance policy. We also purchased and implemented eduCLIMBER - a one stop data warehouse for all student data. This will also help us in being more responsive and transparent with our parents and staff about student attendance, academic and behavior trends. We will continue to educate our parents, especially in the younger TK and Kinder grades where we see the highest percentage of chronic absentees.

Action 2.5: Expand extra curricular opportunities available to students
Implementation Status:3 – Initial Implementation: Our After School Program was designed to include more opportunities for arts and resulted in music learning opportunities such as playing the recorder. Global Cultures classes also provided opportunities for students to play the keyboard and bucket drums. Students in 4th/5th grades were able to participate in cross country during the fall. Due to the lack of a playground space, we have to transport our students for games and practice, which remains a challenge. However, we are committed to do the best we can for our students and will be participating in a sports league in 25-26.

Action 2.6: Health and wellness education including digital literacy.
Implementation Status:3 – Initial Implementation: Our school counselor delivered lessons on digital citizenship and wellness. We could not partner with CalFresh this year due to lack of time in the schedule.

Overall, CGA was able to host multiple school events and opportunities to create parent engagement. Parent workshops were also offered but we hope to increase the number of offerings next year. We implemented universal screeners to identify social- emotional learning challenges, suspended the ILP goals process in response to education partner feedback and restructured parent teacher conferences so parents can meet both teachers at the same time. Structures and systems to reduce Chronic Absenteeism are in place and helping us improve our attendance rates. We also purchased and implemented a data warehouse system that brings all student data in one place. More volunteering opportunities for parents to be involved in their student's classroom will be explored.

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.

Since we offered less workshops than anticipated, Action 2.1 was underspent - $12,340 instead of the budgeted $17,192. This is not a contributing action and does not affect the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Clovis Global Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Effectiveness of Actions in Making Progress Toward Goal 2:

Action 2.1: Provide a Parent Workshop Series on Supporting Academics, Emotional Intelligence, and Parenting
Effectiveness of Action(s): 3 - Effective
Metric(s): Parent Workshops Participation
Outcome Data: Four parent workshops were offered in 24-25 with attendance ranging from 8 to 90+ attendees.
Analysis Statement: Parent participation is a challenge. Some ideas that were given by the various education partners are: Involve parents as presenters, include topics such as parent education around assessment schedules/reporting, parent education around school expectations - do’s/dont’s so they can reinforce at home; continue consulting partnership for parent workshops, use parent friendly language/catchy titles, and schedule workshops at the beginning of the year so teachers can communicate with parents at PTC and SST’s.

Action 2.2: Host multiple school events and create opportunities to increase parent engagement.
Effectiveness of Action(s): Effective
Metric(s): Parent Survey - Sense of School Safety and Connectedness
Outcome Data: Events successfully hosted, survey administered

Analysis Statement: Successfully hosting various school events increased parent engagement and contributed to a positive school climate. This action was effective. More opportunities for parents to be involved in their child's classroom would be welcome.

Action 2.3: Define Grade-Level Success Benchmarks, Particularly in SEL
Effectiveness of Action(s): Somewhat Effective
Metric(s): ILP Character Goals
Outcome Data: NA
Analysis Statement: Based on educational partner feedback, the ILP process was suspended. Instead SSR-IE screener was administered twice in the school year to gauge social- emotional needs of students. This was effective and will be continued next year. The metric will be changed to reflect administration and analysis of SSR-IE screener twice a year. The growth area is to use the data from the SSR-IE screener to communicate with the various support providers in our school, resulting in timely and appropriate support for the students.

Action 2.4: Improve Student Attendance and Reduce Chronic Absenteeism
Effectiveness of Action(s): Effective
Metric(s): Student Attendance Rate, Chronic Absenteeism Rate
Outcome Data: Attendance rate: 93.7% (24-25 P-2), Chronic absenteeism improved by 3.9% from 22-23 to 23-24.
Analysis Statement: Systems were established to improve attendance and reduce absenteeism. Chronic absenteeism has improved by 3.9% but still remains at close to 20% levels. Even though CGA was able to exit CSI, this action will be continued next year to further improve attendance rates.

Action 2.5: Expand extra curricular opportunities available to students
Effectiveness of Action(s): Somewhat effective
Metric(s): Student and parent survey
Outcome Data: Students and parents desire more sports and music learning opportunities.
Analysis Statement: Our After School Program was designed to include more opportunities for arts and resulted in music learning opportunities such as playing the recorder. Global Cultures classes also provided opportunities for students to play the keyboard and bucket drums. Students in 4th/5th grades were able to participate in cross country during the fall. This action was somewhat effective. We will actively seek to hire a music teacher in 25-26 and our students will also have opportunities to play in a sports league.

Action 2.6: Health and wellness education including digital literacy.
Effectiveness of Action(s): Effective
Metric(s): Lessons delivered
Outcome Data: Schedule
Analysis Statement: Our school counselor delivered lessons on digital citizenship and wellness. We could not partner with CalFresh this year. This action will be continued next year.

Overall Analysis:
The overall implementation of actions for Goal 2 showed effectiveness. These actions successfully increased parent engagement and contributed to a positive school climate, improved attendance and reduced chronic absenteeism. We were also able to identify student SEL needs through administration of a SSR-IE screener. We hope to use this data to improve communication across various teams so students

are supported in a timely and appropriate manner. We took some initial steps towards starting a cross country program and incorporating music in our after school program. These efforts will be expanded next year as our students will participate in a sports league and we will also actively seek to hire a music teacher.

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.

Changes Made to Goal 2 Based on Analysis and Data

- Metric 2.5 was changed to administration of SSR-IE screener since the process to establish ILP goals was suspended based on parent and teacher feedback. Action 2.3 language was also updated accordingly.
- Action 2.4: Improve Student Attendance and Reduce Chronic Absenteeism: Budget and action description was changed since CGA was able to successfully exit CSI as a result of improvement in our chronic absenteeism rate.

**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** | Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting. | 79% of the Annual Parent Satisfaction Survey respondents expressed interest in attending a class or workshop on how family members can support their child at home. Research shows that students whose parents participate in their child's education do better overall. It benefits all families, families to know about available resources and techniques for supporting their child's academic and social-emotional growth at home in alignment with the school. We will devote administrator and counselor planning time toward developing and implementing a series of Parent Workshops on high leverage topics to support student flourishing, including but not limited to supporting early literacy (in English, in Spanish), language acquisition, fun ways to reinforce mathematics learning, social-emotional competencies and ways to develop these (CASEL's 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), Developmental Assets (Search Institute's research on ways to develop grit/resilience in young people), and conscious parenting methods (e.g. love and logic, cultivating positive self- | $16,368.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | talk, being a positive role model, helpful ways to talk with children).CGA will also continue the "Conversations about Culture" Parent Workshop series. These topics and tools will empower parents of our students to fulfill their parenting role with sound practices that support student success and send consistent messages between school and home. By providing Parent Workshops on these select topics, we give our families, particularly the EL and LI pupils, access to expertise that they might not otherwise be able to access. This will serve to reinforce positive parenting practices, major contributing factors in student success, and this action helps the school address the needs of the whole child. CGA's desired outcomes for this action is to increase parents' trust and connection with CGA staff and for parents to feel empowered with resources to support their child at home. These outcomes will be measured through pertinent questions on the Annual Parent Survey such as sense of school connectedness and families' participation in the workshops. | | |
| **2.2** | Host multiple school events and create opportunities to increase parent engagement. | CGA will continue to organize events such as Back to School Night, Open House, Habits of a Scholar awards assemblies, New Parent Orientation events, while continuing to offer Meet n Greet for incoming TK/K students, and Parent- Teacher Conferences. Some parents have expressed a desire to be a part of their child's education by volunteering in their child's classroom from time to time. Teachers have been involving parents as field trip chaperones, guest speakers in the classroom, or in preparations for culminating events of Project Based Learning. Teachers will be encouraged to create more volunteering opportunities for parents to help in the classroom. CGA will also continue to encourage parent volunteerism and support the success of this with a Volunteer Orientation training. Parents have also expressed a desire to meet both teachers during the conferences, which will now be offered starting in the 24-25 school year. Also, based on educational partner feedback, another day of conferences has been added in the Spring for students who need additional support. | $38,161.00 | No |
| **2.3** | Define grade level success benchmarks, particularly in SEL. | This action is geared towards developing a comprehensive set of success benchmarks by grade level to guide teachers' planning and parent support based upon the expanded data set described in Goal 1 Action 1, making sure to include developmental SEL milestones. This has been | $13,501.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | accomplished through setting personalized goals for each student in their Individualized Learning Plan (ILP). Based on educational partner feedback, both parents and teachers have expressed a desire to streamline the process of creating the ILP's to free up time for more open ended conversations during Parent Teacher Conferences. After further evaluation the ILP process has been suspended. The SSRS-IE screener, which was piloted in 23-24 was rolled out completely in 24-25 to quickly identify student needs based on teacher input, thus supporting students' equitable access to tiered instruction and interventions. | | |
| **2.4** | Improve student attendance and reduce chronic absenteeism. | CGA was able to successfully exit CSI as a result of improvement in the chronic absenteeism rate. We will continue to follow the processes that were developed as a result of the CSI support, to support improved attendance at our school - monthly attendance team meetings, training staff to use eduCLIMBER for more transparent and responsive communication and better understanding of reasons for absence, following procedures outlined in our attendance policy such as attendance meetings and conferences at various stages of truancy, sending truancy notifications, continuing to offer monthly perfect attendance awards and raffle prizes at the end of the year for class wide and school wide incentives. | $20,521.00 | No |
| **2.5** | Expand extra curricular opportunities available to students | Based on educational partner feedback, CGA will introduce opportunities for students to learn music during Global Cultures or After School Program activities. Admin will also explore opportunities to offer a sports program, starting with students in grades 4 and 5 in the 24-25 school year. | $61,498.00 | No |
| **2.6** | Health and wellness education including digital literacy. | Based on feedback from our Governing Board, health and wellness lessons will be incorporated during the school year. CGA will continue to explore partnership with CalFresh to continue the initiatives that were piloted in the 23-24 school year. Digital literacy lessons will also be provided to CGA students, especially in grades 3 and above. | $3,474.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | CGA maximizes the contributions of each member of staff through meaningful professional development and develops a CGA team that is fully invested in and connected to the school community and academic program. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

23-24 was a year of curriculum adoptions (Illustrative Math, Amplify CKLA and Caminos), assessments (mClass DIBELS/Lectura) and associated PD for CGA. Our teachers worked hard to learn the new curriculum while building on the foundations of the "Transformative Teaching" pillar described in our charter - Project Based Learning, effective practices in Dual Language education, SIOP strategies, and meaning centered Math. We were also able to harness expertise within our team to learn more about implementing GLAD strategies for language acquisition. Our hope is to continue to build on this foundation for our returning staff and support our new teachers in these areas as well. ELA/SLA and Math planning tools were developed in partnership with Instruction Partners to support our teachers in efficient planning for rigorous standards based instruction using the adopted curriculum. These planning tools will be rolled out fully in 24-25 supported by ongoing collaboration with Instruction Partners, supporting teachers in the use of these tools during scheduled PLC time. We will also strengthen the culture in our classrooms by providing professional development in schoolwide classroom culture best practices. We will also allow teachers to pursue development opportunities related to their talent areas or areas of interest. We believe this will be an effective strategy for making our lean staff at our small charter school a powerhouse, with resident experts on many topics and staff feeling like they are able to pursue the growth where they have passion or natural motivation.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Professional learning opportunities are available for all staff | PL opportunities are shared with staff members. | PL opportunities are shared with staff members. Source: Professional | | | No change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Source: Professional Development Calendar 24-25 | Development Calendar 24-25 | | | |
| 3.2 | Staff feels connected to the school community and academic program. Criteria: 3 or higher rating on a scale of 1-5 in the staff survey. | 100% of the respondents scored 3 or higher. Source: Staff survey results 24-25 | 100% of the respondents scored 3 or higher. Source: Staff survey results 24-25 | | Source: Staff survey results | No change |
| 3.3 | Staff retention | Over 80% Source: Staff schedules | 90% Source: Staff schedules | | Over 90% Source: Staff schedules | +10% |

# 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):
1 – Exploration and Research Phase
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

The actions outlined in Goal 3 supported the progress toward meeting the goal: Maximize the contributions of each member of staff through meaningful professional development and develop a CGA team that is fully invested in and connected to the school community and academic program.

Action 3.1: Support and Cultivate Our Instructional Aide Team

Implementation Status: 3 – Initial Implementation: Our aide team received professional learning during our pre-service during which we practiced schoolwide culture routines. Aides also received PD for entering incident behavior in our SIS. This year, we started training some of our aides in literacy small group instruction practices towards the second semester. However, this was during classroom observations when opportunities presented themselves vs. a scheduled professional learning. We will continue to train our instructional aides in schoolwide culture routines and schedule dedicated time for them to engage in PS around best practices for literacy small group instruction.

Action 3.2: Emphasize Social-Emotional Learning and Well-being for CGA Staff
Implementation Status: 4 – Full Implementation: We continued to practice our huddle routine at staff meetings with check-in's, reflection, and a brief meditation. All staff members were offered the opportunity to participate in Self Leadership Collaborative trainings.

Action 3.3: Differentiated Staff Development
Implementation Status: 4 – Full Implementation: Staff were offered options to participate in ATDLE Writing Institutes and Estrellita/Lunita/Fugaces trainings. One of our consultants visited lower elementary Spanish teachers to help the with small group instruction. Teachers were also paired with induction coaches from within our team. Individualized feedback was also provided to over 60% of our teaching team through observation/feedback cycles. A Math consultant also visited at least twice a month addressing teachers specific questions about Math instruction. Pre-service PD included training opportunities for our adopted literacy and Math curriculum. In addition, we partnered with another charter school network which allowed another charter leader to workshop with some of our teachers for IM Math instruction. We were also able to harness the knowledge within our team to provide an extra duty stipend for providing GLAD training to our team. We will continue to encourage our staff to grow in areas of interest and help them deepen their teaching practice.

Action 3.4: Schedule for collaborative planning
Implementation Status: 3 – Initial Implementation: This year, our master schedule allowed instructional aides to spend collaboration time with teachers during their prep. Teachers were also provided templates for weekly collaboration in literacy and Math planning. Two sub release days were offered during the year for planning purposes during which our ToSA and Learning Director helped grade level teams divide unit content between English and Spanish. While these were steps in the right direction, teachers have expressed a need to meet with their vertical teams during dedicated times more often. Some teachers have also expressed a need to meet with the intervention teachers from time to time.

Overall, we were able to offer many professional development opportunities to our staff members. Staff continued to deepen their practice in the adopted literacy and Math curricular components. Some staff members attended the ATDLE Writing institute and Estrellita trainings. Workshop opportunities with a visiting charter school leader were also very helpful for our teachers. Most staff members asked for GLAD training which we were able to provide through an experienced member of our teaching team. Self Leadership Collaborative training opportunities and continuing staff huddles before PLC were practiced to attend to our staff's social-emotional well being. Training our instructional Aide team remains a priority, especially in literacy instructional practices.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Clovis Global Academy used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Effectiveness of Actions in Making Progress Toward Goal 2:

Action 3.1: Support and Cultivate Our Instructional Aide Team
Effectiveness of Action(s): 2 - Somewhat effective.
Metric(s): PD opportunities provided to our Instructional Aide team.
Outcome data: Aides were trained in schoolwide culture routines, MTSS and classroom management but not as effectively in literacy and small group instruction.

Action 3.2: Emphasize Social-Emotional Learning and Well-being for CGA Staff
Effectiveness of Action(s): 3 - Effective.
Metric(s): Opportunities to practice SEL
Outcome data: Huddle practice was continued at the beginning of Wednesday PLC's. Staff was offered opportunities to participate in the Self Leadership Collaborative trainings.

Action 3.4: Differentiated Staff Development
Effectiveness of Action(s): 3 - Effective.
Metric(s): PD opportunities available to staff.
Outcome data: Staff were offered opportunities to pursue professional learning in Writing (ATDLE Writing Institute), workshop with a visiting charter leader, instruction of Spanish foundational skills (Estrellita). Teachers were also paired with in-house induction coaches. Personalized GLAD training was offered to our team through an experienced CGA teacher.

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 changes will be made to the planned goal, metrics, target outcomes, or actions for 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 |
|---|---|---|---|---|
| **3.1** | Support and cultivate our Instructional Aide team. | Provide additional professional development to develop our Instructional Aides skill in delivering small group instruction using CGA's adopted and supplemental curricular resources, using student data to inform instructional choices, the use of scaffolding and differentiation strategies, strategies that support dual language education best practices, restorative practices and MTSS process. Most of the costs for this action are accounted for in Goal 1 Action 2. Costs related to Instructional Aide training in restorative practices and behavior management, led by CGA's Vice Principal are listed separately under this action. | $6,974.00 | No |
| **3.2** | Emphasize Social-Emotional Learning and well-being for CGA staff by providing PD in this area. | Develop leadership capacity of teachers and administrators by providing PD in SEL and continuing the practice of staff huddle, providing a space for check-ins and meditation. Offering opportunities for staff to cultivate self leadership and learn about trauma informed practices. | $7,000.00 | No |
| **3.3** | Differentiated Staff Development | Provide differentiated staff development, allowing team members to pursue interest area/talent area growth by request to a CGA administrator. With a small staff, CGA employs this strategy to increase the breadth (and depth) of expertise in its team members for the benefit of the school overall. This is also a way to contribute to staff's well-being and it is a retention strategy for our excellent staff. | $10,000.00 | No |
| **3.4** | Schedule for collaborative planning | Based on our educational partner feedback, collaborative planning schedules would be helpful for teachers to plan with grade level partner or vertical content teams. Admin will provide a collaborative planning schedule to help our team effectively utilize the time available during daily prep, weekly PLC's, staff development, or release days for planning. | $9,037.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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.

**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 |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

## 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.

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.

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

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.

**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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $576561 | $0 |

**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 |
|---|---|---|---|
| 13.015% | 0.000% | $0.00 | 13.015% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Use multiple, varied assessment practices<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |

| 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 |
|---|---|---|---|
| **1.2** | **Action:**<br>Provide small group and one on one conferencing for differentiated, targeted instruction.<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |
| **1.3** | **Action:**<br>Provide more hands-on, creative activities, to support lesson plans.<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |
| **1.4** | **Action:**<br>Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning.<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |

| 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 |
|---|---|---|---|
| **1.5** | **Action:**<br>Establish classroom libraries<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |
| **1.8** | **Action:**<br>Home to School Transportation<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |
| **1.10** | **Action:**<br>Professional Development for effective instruction of English Learner students<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Schoolwide | See action language for applicable description. | See action language for applicable description. |
| **1.11** | **Action:**<br>CGA will offer rigorous Language Acquisition Programs to its students<br><br>**Need:** | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Schoolwide | | |

### *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.

### 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.

Response to this section is not applicable for Clovis Global Academy. Even though CGA's UPP is over 67%, we do not receive concentration grant funds as we are limited by the UPP of Clovis Unified School District.

| **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 | | |

| 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 certificated staff providing direct services to students | | |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,429,982 | 576561 | 13.015% | 0.000% | 13.015% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,890,550.00 | $708,973.00 | $56,000.00 | $145,418.00 | $4,800,941.00 | $4,081,697.00 | $719,244.00 |

| 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 | Use multiple, varied assessment practices | English Learners | Yes | School wide | English Learners | | | $82,516.00 | $12,795.00 | $95,311.00 | | | | $95,311.00 | 0 |
| 1 | 1.2 | Provide small group and one on one conferencing for differentiated, targeted instruction. | English Learners Low Income | Yes | School wide | English Learners Low Income | | | $502,476.00 | $20,415.00 | $457,485.00 | | | $65,406.00 | $522,891.00 | 0 |
| 1 | 1.3 | Provide more hands-on, creative activities, to support lesson plans. | English Learners | Yes | School wide | English Learners | | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 0 |
| 1 | 1.4 | Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning. | English Learners Low Income | Yes | School wide | English Learners Low Income | | | $0.00 | $13,000.00 | $13,000.00 | | | | $13,000.00 | 0 |
| 1 | 1.5 | Establish classroom libraries | English Learners | Yes | School wide | English Learners | | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | 0 |
| 1 | 1.6 | Provide differentiated instruction for gifted learners | All Gifted Learners | No | | | All Schools | | $11,125.00 | $0.00 | $11,125.00 | | | | $11,125.00 | 0 |
| 1 | 1.7 | Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum. | All | No | | | All Schools | | $23,613.00 | $0.00 | $23,613.00 | | | | $23,613.00 | 0 |
| 1 | 1.8 | Home to School Transportation | Low Income | Yes | School wide | Low Income | | | $24,241.00 | $15,000.00 | $39,241.00 | | | | $39,241.00 | 0 |
| 1 | 1.9 | Facility planning and improvement | All | No | | | All Schools | | $0.00 | $210,000.00 | $210,000.00 | | | | $210,000.00 | 0 |
| 1 | 1.10 | Professional Development for | English Learners | Yes | School wide | English Learners | | | $12,000.00 | $0.00 | $12,000.00 | | | | $12,000.00 | 0 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | effective instruction of English Learner students | | | | | | | | | | | | | | |
| 1 | 1.11 | CGA will offer rigorous Language Acquisition Programs to its students | English Learners | Yes | School wide | English Learners | | | | | | | | | | 0 |
| 1 | 1.12 | Support for students with disabilities. | Students with Disabilities | No | | | All Schools | | $374,804.00 | $150,000.00 | | $472,977.00 | | $51,827.00 | $524,804.00 | 0 |
| 1 | 1.13 | Adequate staffing for an academically rigorous, standards aligned, dual language program. | All | No | | | All Schools | | $2,653,428.00 | $0.00 | $2,502,875.00 | $122,368.00 | | $28,185.00 | $2,653,428.00 | 0 |
| 1 | 1.14 | Curriculum development to support CGA's dual language program. | All | No | | | All Schools | | $184,040.00 | $258,834.00 | $336,874.00 | $50,000.00 | $56,000.00 | | $442,874.00 | |
| 1 | 1.15 | Implementation of the FLES Program | All | No | | | All Schools | | $49,920.00 | $1,200.00 | $51,120.00 | | | | $51,120.00 | |
| 2 | 2.1 | Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting. | All | No | | | All Schools | | $12,368.00 | $4,000.00 | $16,368.00 | | | | $16,368.00 | 0 |
| 2 | 2.2 | Host multiple school events and create opportunities to increase parent engagement. | All | No | | | All Schools | | $38,161.00 | $0.00 | $38,161.00 | | | | $38,161.00 | 0 |
| 2 | 2.3 | Define grade level success benchmarks, particularly in SEL. | All | No | | | All Schools | | $13,501.00 | $0.00 | $13,501.00 | | | | $13,501.00 | 0 |
| 2 | 2.4 | Improve student attendance and reduce chronic absenteeism. | All | No | | | All Schools | | $20,521.00 | $0.00 | $20,521.00 | | | | $20,521.00 | 0 |
| 2 | 2.5 | Expand extra curricular opportunities available to students | All | No | | | All Schools | | $61,498.00 | $0.00 | $4,870.00 | $56,628.00 | | | $61,498.00 | 0 |
| 2 | 2.6 | Health and wellness education including digital literacy. | All | No | | | All Schools | | $974.00 | $2,500.00 | $3,474.00 | | | | $3,474.00 | 0 |
| 3 | 3.1 | Support and cultivate our Instructional Aide team. | All | No | | | All Schools | | $3,974.00 | $3,000.00 | $6,974.00 | | | | $6,974.00 | 0 |
| 3 | 3.2 | Emphasize Social-Emotional Learning and well-being for CGA staff by providing PD in this area. | All | No | | | All Schools | | $0.00 | $7,000.00 | | $7,000.00 | | | $7,000.00 | 0 |
| 3 | 3.3 | Differentiated Staff Development | All | No | | | All Schools | | $3,500.00 | $6,500.00 | $10,000.00 | | | | $10,000.00 | 0 |
| 3 | 3.4 | Schedule for collaborative planning | All | No | | | All Schools | | $9,037.00 | $0.00 | $9,037.00 | | | | $9,037.00 | 0 |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| $4,429,982 | 576561 | 13.015% | 0.000% | 13.015% | $632,037.00 | 0.000% | 14.267 % | **Total:** | $632,037.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $632,037.00 |

| 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** | Use multiple, varied assessment practices | Yes | Schoolwide | English Learners | | $95,311.00 | 0 |
| **1** | **1.2** | Provide small group and one on one conferencing for differentiated, targeted instruction. | Yes | Schoolwide | English Learners Low Income | | $457,485.00 | 0 |
| **1** | **1.3** | Provide more hands-on, creative activities, to support lesson plans. | Yes | Schoolwide | English Learners | | $10,000.00 | 0 |
| **1** | **1.4** | Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning. | Yes | Schoolwide | English Learners Low Income | | $13,000.00 | 0 |
| **1** | **1.5** | Establish classroom libraries | Yes | Schoolwide | English Learners | | $5,000.00 | 0 |
| **1** | **1.8** | Home to School Transportation | Yes | Schoolwide | Low Income | | $39,241.00 | 0 |

| 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 | 1.10 | Professional Development for effective instruction of English Learner students | Yes | Schoolwide | English Learners | | $12,000.00 | 0 |
| 1 | 1.11 | CGA will offer rigorous Language Acquisition Programs to its students | Yes | Schoolwide | English Learners | | | 0 |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,832,514.00 | $3,351,634.00 |

| 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** | Use multiple, varied assessment practices | Yes | $106,024.00 | 109153 |
| **1** | **1.2** | Provide small group and one on one conferencing for differentiated, targeted instruction. | Yes | $519,994.00 | 512096 |
| **1** | **1.3** | Provide more hands-on, creative activities, to support lesson plans. | Yes | $10,000.00 | 10000 |
| **1** | **1.4** | Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning. | Yes | $8,000.00 | 8609 |
| **1** | **1.5** | Establish classroom libraries | Yes | $5,000.00 | 6046 |
| **1** | **1.6** | Provide differentiated instruction for gifted learners | No | $55,147.00 | 6000 |
| **1** | **1.7** | Develop Global Cultures Instructional Framework to empower Teachers and Aides to implement this part of the CGA curriculum. | No | $8,686.00 | 6956 |
| **1** | **1.8** | Home to School Transportation | Yes | $37,435.00 | 40554 |
| **1** | **1.9** | Facility planning and improvement | No | $320,000.00 | $279,729 |

| 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 | 1.10 | Professional Development for effective instruction of English Learner students | Yes | $12,000.00 | 12000 |
| 1 | 1.11 | CGA will offer rigorous Language Acquisition Programs to its students | No | | |
| 1 | 1.12 | Support for students with disabilities. | No | $313,713.00 | 347249 |
| 1 | 1.13 | Adequate staffing for an academically rigorous, standards aligned, dual language program. | No | $2,213,818.00 | $1,794,077 |
| 2 | 2.1 | Provide a Parent Workshop series on supporting academics, emotional intelligence, and parenting. | No | $17,192.00 | 11791 |
| 2 | 2.2 | Host multiple school events and create opportunities to increase parent engagement. | No | $24,793.00 | 24793 |
| 2 | 2.3 | Define grade level success benchmarks, particularly in SEL. | No | $6,080.00 | 6080 |
| 2 | 2.4 | Improve student attendance and reduce chronic absenteeism. | No | $130,000.00 | 130000 |
| 2 | 2.5 | Expand extra curricular opportunities available to students | No | $20,000.00 | 16805 |
| 2 | 2.6 | Health and wellness education including digital literacy. | No | $2,500.00 | 2500 |
| 3 | 3.1 | Support and cultivate our Instructional Aide team. | No | $4,801.00 | 4801 |
| 3 | 3.2 | Emphasize Social-Emotional Learning and well-being for CGA staff by providing PD in this area. | No | $5,000.00 | 6250 |
| 3 | 3.3 | Differentiated Staff Development | No | $7,000.00 | 7000 |

| 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) |
|---|---|---|---|---|---|
| **3** | **3.4** | Schedule for collaborative planning | No | $5,331.00 | 9145 |

# 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) |
|---|---|---|---|---|---|---|
| 442587 | $489,921.00 | $496,794.00 | ($6,873.00) | 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 | Use multiple, varied assessment practices | Yes | $95,434.00 | 96639 | 0 | |
| 1 | 1.2 | Provide small group and one on one conferencing for differentiated, targeted instruction. | Yes | $322,052.00 | 322946 | 0 | |
| 1 | 1.3 | Provide more hands-on, creative activities, to support lesson plans. | Yes | $10,000.00 | 10000 | 0 | |
| 1 | 1.4 | Schedule and implement field trips that support the core academic curriculum and instruction and provide opportunities for authentic language learning. | Yes | $8,000.00 | 8609 | 0 | |
| 1 | 1.5 | Establish classroom libraries | Yes | $5,000.00 | 6046 | 0 | |
| 1 | 1.8 | Home to School Transportation | Yes | $37,435.00 | 40554 | 0 | |
| 1 | 1.10 | Professional Development for effective instruction of English Learner students | Yes | $12,000.00 | 12000 | 0 | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,341,742 | 442587 | 0.00 | 13.244% | $496,794.00 | 0.000% | 14.866% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024