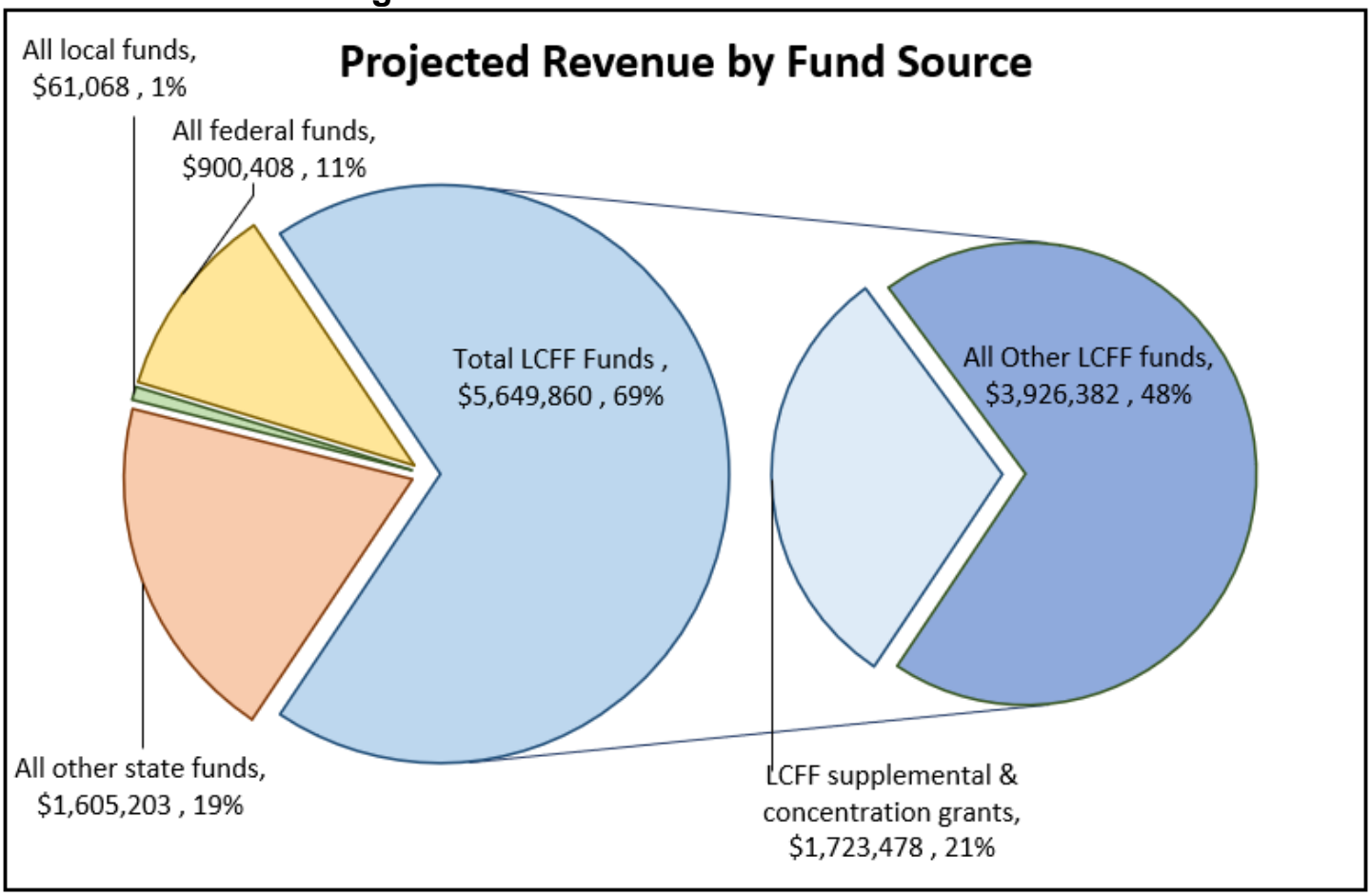
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Today's Fresh Start Charter School - Compton
CDS Code: 19 73437 0132845
School Year: 2024-25
LEA contact information:
Anna Arutyunyan
Executive Assistant

(323) 293-9826

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

Budget Overview for the 2024-25 School Year

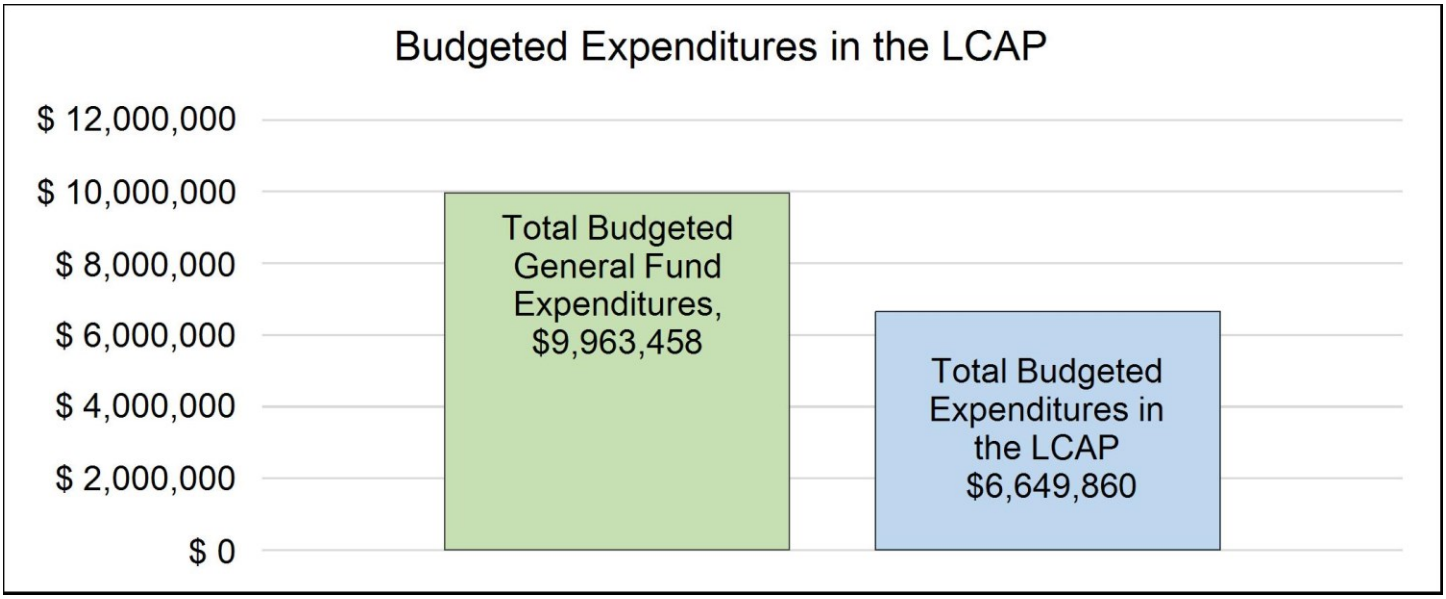


This chart shows the total general purpose revenue Today's Fresh Start Charter School - Compton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Today's Fresh Start Charter School - Compton is $8,216,539, of which $5649860 is Local Control Funding Formula (LCFF), $1,605,203 is other state funds, $61,068 is local funds, and $900,408 is federal funds. Of the $5649860 in LCFF Funds, $1,723,478 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 Today's Fresh Start Charter School - Compton plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Today's Fresh Start Charter School - Compton plans to spend $9963458 for the 2024-25 school year. Of that amount, $6649860 is tied to actions/services in the LCAP and $3,313,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Today's Fresh Start Charter School - Compton plans to spend $9,963,458 for the 2023-24 school year. Of that amount $5,649,860 is tied to actions/services in the LCAP and $3,313,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

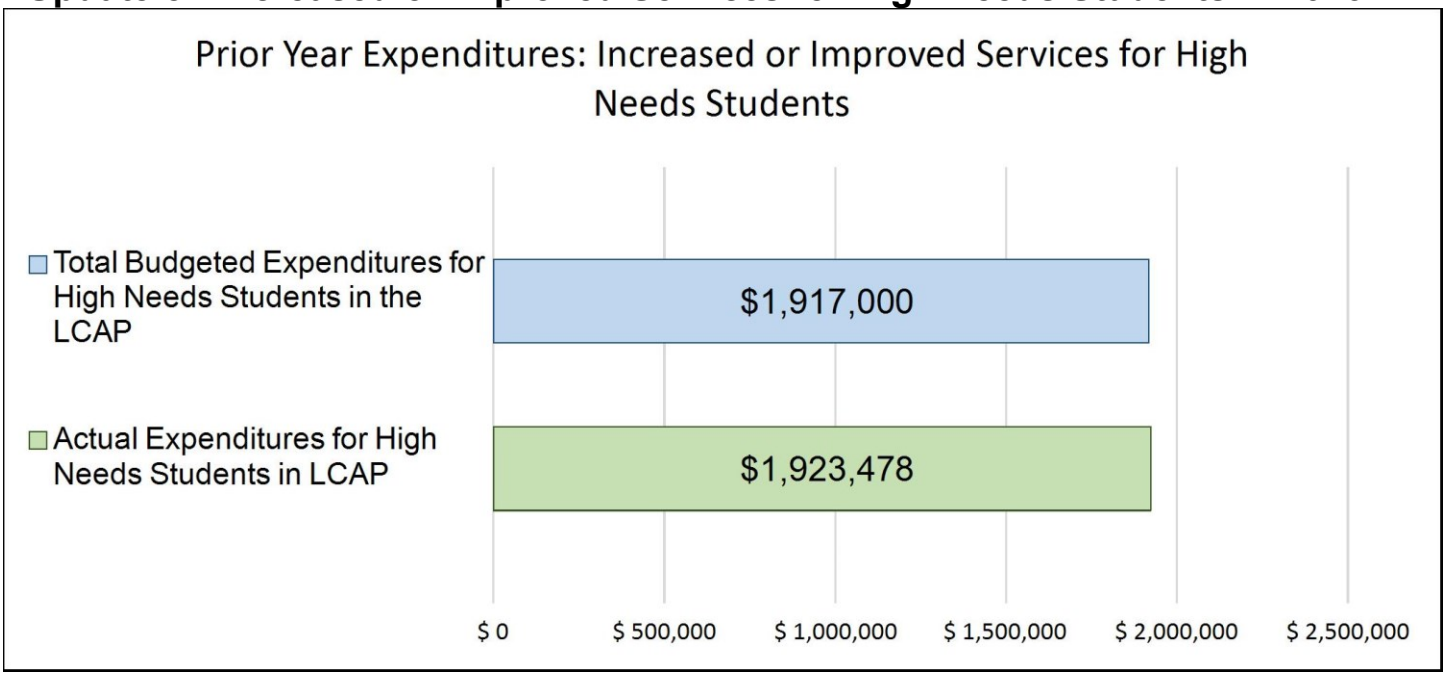
General fund expenditures not included in the LCAP include services such as various unrestricted salaries and benefits, facility lease, nutrition, utilities, annual audit, fiscal services, after-school program and a portion of special education.

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

In 2024-25, Today's Fresh Start Charter School - Compton is projecting it will receive $1,723,478 based on the enrollment of foster youth, English learner, and low-income students. Today's Fresh Start Charter School - Compton must describe how it intends to increase or improve services for high needs students in the LCAP. Today's Fresh Start Charter School - Compton plans to spend $1723478 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Today's Fresh Start Charter School - Compton budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Today's Fresh Start Charter School - Compton estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Today's Fresh Start Charter School - Compton's LCAP budgeted $1917000 for planned actions to increase or improve services for high needs students. Today's Fresh Start Charter School - Compton actually spent $1923478 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Today's Fresh Start Charter School - Compton	Anna Arutyunyan Executive Assistant	arutyunyana@todaysfreshstart.org (323) 293-9826

Goals and Actions

Goal

Goal #	Description
1	Propose to pursue increased student achievement in English Language Arts and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA (MAP) ELA (Grades 3-8) Students advancing 1or more performance level(s) as measured by the language initial and end-of-year assessments.	19.32% of students advanced 1 or more performance level(s) as measured by the 2019/2020 language initial and end-of-year assessments.	17.71% of students advanced 1 or more performance level(s) as measured by the 2021/2022 language initial and end-of-year assessments.	42% of students advanced 1 or more performance level(s) as measured by the 2022/2023 language initial and end-of-year assessments.	22% of students have advanced 11 or more performance level(s) as measured by the 2023/2024 initial and mid-year language assessment.	Propose to pursue 24% of students advancing 1 or more performance level(s) as measured by the 2023-2024 language initial and end-of-year assessments.
Metric/Indicator NWEA (MAP) ELA (Grade K-2) Students advancing 1 or more performance level(s) as measured by the language initial and end-of-year assessments.	21.21% of students advanced 1 or more performance level(s) as measured by the 2019/2020 language initial and end-of-year assessments.	19.59% of students advanced 1 or more performance level(s) as measured by the 2021/2022 language initial and end-of-year assessments	32% of students advanced 1 or more performance level(s) as measured by the 2022/2023 language initial and end-of-year assessments.	15% of students have advanced 1 or more performance level(s) as measured by the 2023/2024 initial and mid-year language assessment.	Propose to pursue a 25% increase of students advancing 1 or more performance level(s) as measured by the 2023-2024 language initial and end-of-year assessments.
NWEA (MAP) ELA (Grades 3-8) Students advancing 1 or more performance level(s) as measured by the reading initial	17.71% of students advanced 1 or more performance level(s) as measured by the 2019/2020 reading initial and end-of-year assessments.	10.90% of students advanced 1 or more performance level(s) as measured by the 2021/2022 reading initial and end-of-year assessments.	19% of students advanced 1 or more performance level(s) as measured by the 2022/2023reading initial and end-of-year assessments.	27% of students have advanced 1 or more performance level(s) as measured by the 2023/2024 initial and mid-year reading assessment.	Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2023-2024 reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and end-of-year assessments.					initial and end-of-year assessments.
NWEA (MAP) ELA (Grades K-2) Students advancing 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.	9.83% of students advanced 1 or more performance level(s) as measured by the 2019/2020 reading initial and end-of-year assessments.	16.21% of students advanced 1 or more performance level(s) as measured by the 2021/2022 reading initial and end-of-year assessments.	52% of students advanced 1 or more performance level(s) as measured by the 2022/2023 reading initial and end-of-year assessments.	22% of students have advanced 1 or more performance level(s) as measured by the 2023/2024 initial and mid-year reading assessment.	Propose to pursue a 15% increase of students advancing 1 or more performance level(s) as measured by the 2023-2024 reading initial and end-of-year assessments.
CAASPP ELA (Grades 3-8) Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and previous year. 3rd grade assessment results will serve as each student's baseline.	37.73% of students advanced 1 or more achievement level(s) as measured by the 2018-2019 CAASPP results.	25% of students advanced 1 or more achievement level(s) as measured by the 2021-2022 CAASPP results.	CAASPP results not available at the time of this publication	25% of students advanced 1 or more achievement level(s) as measured by the 2022-2023CAASPP results.	Propose to pursue 40% of students advancing 1 or more achievement level(s) as measured by the 2023-2024 CAASPP results.
CAASPP ELA (Grades 3-8) Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from the current and previous year.	48.47% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2019 CAASPP results.	36.02% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2021 -2022 CAASPP results	CAASPP results not available at the time of this publication	41.46 % of students performed at the "Met" or "Exceeds" achievement level as measured by the 2022 -2023 CAASPP results	Propose to pursue 50% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2023-2024 CAASPP results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA (MAP) ELA (Grades K-2) Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.	51.7% of students performed at the "High Average" or "High" achievement level as measured by the 2020/2021 reading end-of-year assessment.	28% of students performed at the "High Average" or "High" achievement level as measured by the 2021/2022 reading end-of-year assessment.	42% of students performed at the "High Average" or "High" achievement level as measured by the 2022/2023 reading end-of-year assessment.	22% of students performed at the "High Average" or "High" achievement level as measured by the 2023/2024 initial and mid-year assessment.	Propose to pursue a 55% increase of students performing at the "High Average" or "High" achievement level as measured by the 2023-2024 reading end-of-year assessment.
NWEA (MAP) ELA (Grades 3-8) Students performing at the "High Average" or "High" achievement level as measured by the language end-of-year assessment.	18.62% of students performed at the "High Average" or "High" achievement level as measured by the 2019/2020 language end-of-year assessment.	23.34% of students performed at the "High Average" or "High" achievement level as measured by the 2021/2022 language end-of-year assessment.	15% of students performed at the "High Average" or "High" achievement level as measured by the 2022/2023 language end-of-year assessment.	23% of students performed at the "High Average" or "High" achievement level as measured by the 2023/2024 initial and mid-year language assessment.	Propose to pursue 25% of students performing at the "High Average" or "High" achievement level as measured by the 2023-2024 language end-of-year assessment.
NWEA (MAP) ELA (Grades 3-8) Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.	18.25% of students performed at the "High Average" or "High" achievement level as measured by the 2019/2020 reading end-of-year assessment.	18.92% of students performed at the "High Average" or "High" achievement level as measured by the 2021/2022 reading end-of-year assessment.	19% of students performed at the "High Average" or "High" achievement level as measured by the 2021/2022 reading end-of-year assessment.	25% of students performed at the "High Average" or "High" achievement level as measured by the 2023/2024 initial and mid-year reading assessment.	Propose to pursue 25% of students performing at the "High Average" or "High" achievement level as measured by the 2023-2024 reading end-of-year assessment.
NWEA (MAP) Mathematics (Grades 3-8) Students advancing 1 or more performance level(s) as measured by the mathematics	18.44% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	19.34% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	25% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	33% of students have advanced 1 or more performance level(s) as measured by the 2023/2024 initial and mid-year math assessment.	Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2023-2024 mathematics initial

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
initial and end-of-year assessments.					and end-of-year assessments.
NWEA (MAP) Mathematics Assessments (Grades K-2) Students advancing 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.	19.33% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	16.32% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	42% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	41% of students have advanced 1 or more performance level(s) as measured by the 2023/2024 initial and mid-year math assessment.	Propose to pursue a 25% increase of students advancing 1 or more performance level(s) as measured by the 2023-2024 mathematics initial and end-of-year assessments.
CAASPP Mathematics (Grades 3-8) Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and previous year. ***3rd grade assessment results will serve as each student's baseline.	34.13% of students advanced 1 or more achievement level(s) as measured by the 2018-2019 CAASPP Math results.	CAASPP results (21-22)not available at the time of this publication	CAASPP results not available at the time of this publication	34.13% of students advanced 1 or more achievement level(s) as measured by the 2022-2023 CAASPP Math results.	Propose to pursue 39% of students advancing 1 or more performance level(s) as measured by the 2023-2024 CAASPP results.
CAASPP Mathematics (Grades 3-8) Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from	39.38% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2018-2019 CAASPP results.	18.43% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2021-2022 CAASPP results.	CAASPP results not available at the time of this publication	18.89 % of students performed at the "Met" or "Exceeds" achievement level as measured by the 2022-2023 CAASPP results.	Propose to pursue 45% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2023-2024 CAASPP results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the current and previous year.					
NWEA (MAP) Mathematics Assessments (Grades K-2) Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.	47.09% of students	19% of students performed at the "High" or "High Average" achievement levels as measured by the 2021/2022 mathematics end-of-year assessment.	32% Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.	26% of students performed at the "High Average" or "High" achievement level as measured by the 2023/2024 initial and mid-year mathematics assessment.	Propose to pursue a 50% increase of students performing at the "High Average" or "High" achievement levels as measured by the 2023-2024 mathematics end-of-year assessment.
NWEA (MAP) Mathematics Assessments (Grades 3-8) Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.	13.98% of students performed at the "High" or "High Average" achievement levels as measured by the 2019/2020 mathematics end-of-year assessments.	12% of students performed at the "High" or "High Average" achievement levels as measured by the 2021/2022mathematics end-of-year assessments.	17% of students performed at the "High" or "High Average" achievement levels as measured by the 2022/2023 mathematics end-of-year assessments.	28% of students performed at the "High Average" or "High" achievement level as measured by the 2023/2024 initial and mid-year mathematics assessment.	Propose to pursue 20% of students performing at the "High Average" or "High" achievement levels as measured by the 2023-2024 mathematics end-of-year assessment.

Goal Analysis

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

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

SBAC results comparing year-end 22 to 2023- ELA Exceeded in '22 10 %, Met- 25%, Nearly Met- 25%, Not Met- 39%, In 2023- Exceeded- 11%, Met- 25%, Nearly Met- 25%, Not Met- 29%. With regard to Math, in 2022- Exceeded- 7%, Met- 11%, Nearly Met- 27%, Not Met- 54%; in 2023- Exceeded- 5%, Met- 14%, Nearly Met- 29%, Not Met- 52%. From 2022-2023, the 3rd grade had the largest increase in ELA going from 9% Exceeded in 2022 to 20% in 2023, and decreasing their not met from 53% in 2022 to 27% in 2023.

A math coach was enlisted to visit the school biweekly, aiming to support students in their mathematical endeavors. However, this initiative proved insufficient in effectively aiding students in grasping certain mathematical concepts. Additionally, the availability of Tutuor.com, a 24/7 academic assistance program was underutilized by students, despite its potential to address their academic challenges comprehensively. Although small group personnel were deployed to provide classroom support, their effectiveness was hindered by the lack of direct input from the classroom teachers, who are better equipped to identify students' specific needs. Moreover, while small group sessions were beneficial, their efficacy was compromised without the guidance of the classroom teachers. To address these challenges, the school procured Standards Plus Intervention books for grades 2 through 8, intended to bolster math intervention efforts and facilitate after-school tutoring sessions.

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.

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

A review of the NWEA data indicates that the specific actions were effective in making progress toward the goal during the three-year LCAP cycle. All NWEA desired outcomes were either met during year 2 or are on track to be met by the end-of-year NWEA testing in 2024. A review of the CAASPP data indicates that the specific actions were less effective in making progress toward the CAASPP desired outcomes and overall goal during the three-year LCAP cycle.

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

In response to our previous practices and with reflective consideration, several actions have been undertaken. Specifically, we have employed a dedicated mathematics teacher to conduct targeted sessions with small groups, aiming to fortify and enhance the mathematical competencies of students in the middle grades (6th, 7th, and 8th). Additionally, we intend to streamline our objectives by reducing the current number of goals from five to three. This consolidation aims to merge our academic goals into a single overarching goal for TFSCS.

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

Goals and Actions

Goal

Goal #	Description
2	Propose to pursue English learners' progress towards English proficiency as measured by the English Learner Progress Indicator (ELPI).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Percentage increase of ELs advancing 1 or more performance level(s)	23% of ELs ELs advanced 1 or more performance level based on the 2020 ELPAC results.	During the 20-21 ELPAC, 17 students advanced 1 or more performance levels for a percentage of 25.37% - our goal was met	33% of EL's advanced 1 or more performance level based on the 2022 ELPAC results	46.3% of EL's advanced 1 or more performance level based on the 2023 ELPAC results.	Propose to pursue a percentage 25% increase of ELs advancing 1 or more performance level(s)
ELPAC, NWEA, CASSPP, Teacher Evaluation Increase the percentage of ELs reclassified as RFEP.	35% of ELs reclassified as RFEP	11 Students were reclassified as RFEP. This was a percentage of 16.42%- we did not meet our goal for this metric.	2% of EL's reclassified as RFEP	5.9% of EL's reclassified as RFEP for the 22-23 school year	Propose to increase the percentage of ELs reclassified as RFEP to 25%

Goal Analysis

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

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

Despite an overall decrease of 8.7% in our English language progress, as reported by the California Dashboard, it is noteworthy that 46.3% of our scholars are demonstrating advancement towards proficiency according to the same metric.

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.

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

TFSCS' utilization of EDUCERI, characterized by explicit direct instruction strategies, has proven advantageous for our English language learners. Throughout the academic year, non-English speaking students enrolled. To facilitate their English language acquisition, we employed the embedded program provided by McGraw Hill.

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

The decisions we have made in light of our reflections on prior practices entail a heightened focus on implementing optimal English language development (ELD) practices within the classroom setting. This includes the utilization of techniques such as sentence starters, think-pair-share activities, and other empirically validated methodologies aimed at fostering the progression of our English learner (EL) students toward proficiency.

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

Goals and Actions

Goal

Goal #	Description
3	All students are provided with a comprehensive and broad course of study that includes standards aligned content in science, history-social science, health/physical education, and the visual and performing arts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Next Generation Science Standards (NGSS) Instruction All students receive NGSS science instruction as indicated by the master schedule and/or lesson plans.	All students received NGSS science instruction.	All students received NGSS science instruction	All students are receiving NGSS science instruction.	All students are receiving NGSS science instruction.	All students will receive NGSS science instruction.
History-Social Science Instruction All students receive science instruction as indicated by the master schedule and/or lesson plans.	All students received history-social science instruction.	All students received history-social science instruction	All students are receiving history-social science instruction.	All students are receiving history-social science instruction.	All students will receive history-social science instruction.
California Science Test (CAST) Percentage increase of students advancing 1 or more performance level(s)	24.58% of students scored Met or Exceeds on the 2018-2019 CAST Exam. CAST Exam was not administered in 2019-	26.72% of students scored Met or Exceeds on the 2021-2022 CAST	CAST results for 2022-23 are not available at the time of this publication	24.07% of students scored Met or Exceeds on the 2022-2023 CAST	Proposed to pursue 35% of students performing at the " Met " or "Exceeds" achievement level as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by the CAST	2020 and 2020-2021 school years.				2023-2024 CAST results.
FITNESSGRAM Increase or maintenance of the percentage of 5th and 7th grade students falling in the Healthy Fitness Zone (HFZ) for each of the six fitness areas tested. 18-19 Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories: 1. Aerobic Capacity 75% 2. Abdominal Strength and Endurance >/= 90% 3. Upper Body Strength and Endurance >/= 90% 4. Body Composition 67% 5. Trunk Extensor Strength & Flexibility >/= 90% 6. Flexibility 84%	Percentage of 5th & 7th grade students falling in the HFZ: 1. Aerobic Capacity-65% 2. Abdominal Strength and Endurance-95% 3. Upper Body Strength and Endurance-93% 4. Body Composition-61% 5. Trunk Extensor Strength &Flexibility-89% 6. Flexibility-78%	LEA's FIT results (21-22) not required to report raw scores and HFZs for each component of the PFT to the CDE . LEAs will be required to submit participation results (by component and grade) as part of their annual School Accountability Report Card.	Percentage of 5th & 7th grade students falling in the HFZ: 2022-2023 Scores were based upon participation for this school year: 5th grade: 100% 7th grade: 99% 1. Aerobic Capacity 2. Abdominal Strength and Endurance 3. Upper Body Strength and Endurance 4. Body Composition- 5. Trunk Extensor Strength &Flexibility 6. Flexibility	Percentage of 5th & 7th grade students falling in the HFZ: 2022-2023 Scores were based upon participation for this school year: 5th grade: 100% 7th grade: 99% Our Physical Education Coach is working to achieve 100% participation in all grades.	Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories: 1. Aerobic Capacity 75% 2. Abdominal Strength and Endurance >/= 95% 3. Upper Body Strength and Endurance >/= 95% 4. Body Composition 67% 5. Trunk Extensor Strength & Flexibility >/= 90% 6. Flexibility 84%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Education Instruction (K-8 grades) All students receive physical education instruction that equals or exceeds the required minutes as indicated by the master schedule and/or lesson plans.	(K- 4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.	(K- 4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.	(K- 4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.	(K- 4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.	(K-4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.
All students will have the opportunity to complete 2 or more projects integrating visual arts with at least 1 other subject areas.	2 or more projects integrating visual arts with at least 1 other subject areas.	2 or more projects integrating visual arts with at least 1 other subject areas.	2 or more projects integrating visual arts with at least 1 other subject areas.	2 or more projects integrating visual arts with at least 1 other subject areas. Teachers are working on projects in the classroom with the students.	1 or more projects integrating visual arts with at least 4 other content areas.
All students will have the opportunity to participate in 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community. This was accomplished as our Mass Choir participated in the Martin Luther King, Jr. Parade	3 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.

Goal Analysis

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

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

TFSCS focused on ensuring that students across all grade levels were thoroughly reacquainted with science and history-social science standards. These standards, particularly challenging to manage amid the constraints imposed by the pandemic, demanded special attention and focused efforts to ensure comprehensive understanding and mastery among our student body.

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.

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

While all but one of the desired outcomes were achieved, the California Science Test results did not reflect the anticipated level of effectiveness of the specific actions taken. This has prompted analysis and adjustment of strategies for upcoming school years to better align with the requirements and expectations of the test, ensuring that all desired outcomes are ultimately met.

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

For both the current and upcoming school years, our intention is to prioritize project-based science instruction. This approach aims to enable our students to comprehensively understand the requisite concepts for proficiency in the subject matter.

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

Goals and Actions

Goal

Goal #	Description
4	Propose to pursue that the school environment, programs, and activities encourage the participation of all families in all aspects of the school and students are engaged in rigorous learning in a positive, calm, caring, and respectful learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Virtual Meeting Agendas	All 2020-2021 parent virtual meeting agendas are on file.	All 2021-2022 parent virtual meeting agendas are on file.	All 2021-2022 parent virtual meeting agendas on file.	This year, so far, we have had a combination of in person , as well as meetings via ZOOM. Parent meeting agendas on file.	All 2023-2024 parent meeting/workshop agendas and sign-in sheets will be on file.
Parent Meeting Evaluations Parents agreeing or strongly agreeing that parent meetings are effective in meeting their needs.	81% of parents agreed or strongly agreed that parent meetings are effective in meeting their needs. Based upon 2020/2021 virtual parent meeting evaluations.	85% of parents agreed or strongly agreed that parent meetings are effective in meeting their needs. Based upon 2021/2022 virtual parent meeting evaluations	of parents agreed or strongly agreed that parent meetings are effective in meeting their needs. Based upon 2021/2022 virtual parent meeting evaluations.	Parents agreed or strongly agreed that parent meetings are effective in meeting their needs. Based upon 2022/2023 virtual and in person parent meeting evaluations.	Propose to pursue >/= 90% of parents agree or strongly agree that parent meetings and/or workshops are effective in meeting their needs as measured by the 2023-2024 parent meeting evaluations.
Parent/Teacher Conference Sign-In Sheets Parents attending one or more parent/	85% of parents attended one or more parent/student/teacher conference(s). Based upon data from 2020/2021 parent/	80% of parents attended one or more parent/student/teacher conference(s). Based upon data from 2021/2022 parent/	87% of parents attended one or more parent/student/teacher conference(s). Based upon data from 2021/2022 parent/	90% of parents attended the first parent/student/teacher conference in December 2023 as	Propose to pursue >/= 90% of parents will attend one or more parent/ student/ teacher conference(s).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student/ teacher conference(s).	teacher/ student conference sign-in sheets.	teacher/ student conference sign-in sheets.	teacher/ student conference sign-in sheets.	per parent sign in sheets.	
Parent Survey Parents agreeing or strongly agreeing that: a. The school's climate is welcoming and positive. b. The school communicates effectively about student achievement. c. There are many varied opportunities for parent participation in school programs and activities. d. There are adequate instructional resources for student learning. e. There are numerous varied school activities that interest students.	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that: a. The school's climate is welcoming and positive. >/= 80% b. The school communicates effectively about student achievement. >/= 85% c. There are many varied opportunities for parent participation in school programs and activities. >/= 80% d. There are adequate instructional resources for student learning. >/= 78% e. There are numerous varied school activities that interest students. >/= 62%	a. The school's climate is welcoming and positive. >/= 78%- This was not met b. The school communicates effectively about student achievement. >/=87%-This was met c. There are many varied opportunities for parent participation in school programs and activities. >/= 70%-This was not met- Due to Covid there were no activities on the school site during the school year d. There are adequate instructional resources for student learning. >/= 78%- this was met e. There are numerous varied school activities that interest students. >/= 71%- This was met	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that: a. The school's climate is welcoming and positive. >/= 78% b. The school communicates effectively about student achievement. >/= 87% c. There are many varied opportunities for parent participation in school programs and activities. >/= 70% d. There are adequate instructional resources for student learning. >/= 78% e. There are numerous varied school activities that interest students. >/= 71%	Propose to pursue an increase or maintain, from the baseline, school year 2023-2024, the percentage of parents that agree or strongly agree that: a. The school's climate is welcoming and positive. >/= 81% b. The school communicates effectively about student achievement. >/= 84% c. There are many varied opportunities for parent participation in school programs and activities. >/= 77% d. There are adequate instructional resources for student learning. >/= 86% e. There are numerous varied school activities that interest students. >/= 84%	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that: a. The school's climate is welcoming and positive. >/= 88% b. The school communicates effectively about student achievement. >/= 90% c. There are many varied opportunities for parent participation in school programs and activities. >/= 90% d. There are adequate instructional resources for student learning. >/= 88% e. There are numerous varied school activities that interest students. >/= 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement The number of opportunities for parental involvement (i.e. volunteering) as indicated by events listed on the monthly calendar and/or parent notices	Propose to pursue that >/= 36 events involving parents will be held.	Propose to pursue that >/= 36 events involving parents will be held.- All events were held virtually this school year due to Covid	Propose to pursue that >/= 36 events involving parents will be held.	We had our Fall Festival in October with a tremendous parent turnout (55% of our parent population) Propose to pursue that >/= 36 events involving parents will be held.	Propose to pursue that >/= 36 events involving parents will be held.
Parent/Student Compact Parents and students signing the Parent/Student Compact	100% of Parent/Student Compacts have been signed.	100% of Parent/Student Compacts have been signed.	100% of Parent/Student Compacts have been signed.	100% of Parent/Student Compacts have been signed.	Propose to pursue 100% rate of Signed Parent/ Student compacts.
Parent/Student Family Handbook TFSCS policies and procedures in the Parent/Student Family Handbook.	Parent/Student Family Handbook contains TFSCS policies and procedures.	Parent/Student Family Handbook contains TFSCS policies and procedures.	Parent/Student Family Handbook contains TFSCS policies and procedures.	Parent/Student Family Handbook contains TFSCS policies and procedures.	Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.
Attendance Rate	97.23%-Attendance Rate	83.07% - Attendance Rate	40.3% - Attendance rate	87.39% - Attendance rate	Propose to pursue a >/= 95% Attendance Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Propose to pursue a >/= 95% Attendance Rate	Based on data from the 2019-2020 school year.	Based on data from the 2020-2021 school year	Based on data from the 2021-2022 school year.	Based on data from the 2022-2023 school year.	
Suspension Rate Propose to pursue a </= 5% Suspension Rate	0%-Suspension Rate Based on data from the 2019-2020 school year.	5.9% - Suspension Rate Based on data from the 2020-2021school year	1.7% -Suspension Rate Based on data from the 2021-2022 school year.	6.5% Suspension Rate Based on data from the 2022-2023 school year.	0%-Suspension Rate Based on data from the 2023-2024 school year.
Expulsion Rate Propose to pursue a </= 2% Expulsion Rate	0%-Expulsion Rate Based on data from the 2019-2020 school year.	0%- Expulsion Rate Based on data from the 2020-2021 school year	0%-Expulsion Rate Based on data from the 2021-2022 school year.	0%-Expulsion Rate Based on data from the 2022-2023 school year.	Propose to pursue a </= 2% Expulsion Rate
Disciplinary Referrals Propose to pursue </= 5% of students are referred to the office for discipline	3.6%-Disciplinary Referral Rate	29%- Disciplinary Referral Rate	29% -Disciplinary Referral Rate school year 2021-2022	Disciplinary Referral Rate school year 2023-2024 not available at the time of this publication	Propose to pursue </= 1% of students are referred to the office for discipline
Teacher Survey Teachers strongly agreeing or agreeing that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem.	68.63% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from 2020-2021 teacher surveys.	43 % of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from the 2021-2022 teacher surveys	52% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from 2022-2023 teacher surveys.	43% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from 2023-2024 teacher surveys.	Propose to pursue that >/= 80% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Parents strongly agreeing or agreeing to the following survey items: The school... a. provides quality counseling/support to help my child(ren)'s social or emotional needs. b. treats my child with respect. c. enforces school rules for my child(ren) and all students. d. is a safe place for my child(ren) to learn and play. e. provides a supportive learning environment for my child. f. employs adults who care about my child.	The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items: The school…. a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 66% b. treats my child with respect. 83% c. enforces school rules for my child(ren) and all students. 80% d. is a safe place for my child(ren) to learn and play. 79% e. provides a supportive learning environment for my child.84% f. employs adults who care about my child.78% Based upon 2020-2021 parent survey results.	The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items: The school…. a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 74% b. treats my child with respect. 79% c. enforces school rules for my child(ren) and all students. 73% d. is a safe place for my child(ren) to learn and play. 83% e. provides a supportive learning environment for my child.83% f. employs adults who care about my child.87% Based upon 2021-2022 parent survey results.	The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items: The school…. a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 74% b. treats my child with respect. 79% c. enforces school rules for my child(ren) and all students. 73% d. is a safe place for my child(ren) to learn and play. 83% e. provides a supportive learning environment for my child. 83% f. employs adults who care about my child. 87% Based upon 2021-2022 parent survey results.	The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items: The school…. a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 78% b. treats my child with respect. 83% c. enforces school rules for my child(ren) and all students. 81% d. is a safe place for my child(ren) to learn and play. 81% e. provides a supportive learning environment for my child. 86% f. employs adults who care about my child. 80% Based upon 2023-2024 parent survey results.	Propose to pursue the following percentages of parents will strongly agreed or agreed to the listed survey items: The school… a. provides quality counseling/support to help my child(ren)'s social or emotional needs. >/= 78% b. treats my child with respect. >/= 90% c. reinforces school rules for my child(ren) and all students. >/= 90% d. is a safe place for my child(ren) to learn and play. >/= 87% e. provides a supportive learning environment for my child. >/= 90% f. employs adults who care about my child. >/= 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TFSCS Teacher Evaluation System Teachers scoring a 2 or higher on a 3 point rubric evaluating teachers' classroom management.	94% of teachers scored a 2 or higher on a 3 point rubric evaluating teachers' classroom management during the 2019-2020 school year.	% of teachers scored a 2 or higher on a 3 point rubric evaluating teachers' classroom management during the 2021-2022 school year not yet available.	95% of teachers scored a 2 or higher on a 3 point rubric evaluating teachers' classroom management during the 2021-2022 school year.	Evaluations not completed at the time of this publication.	Propose to pursue that >/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.
Awards/Recognition Programs/Events The number of Awards/ Recognition programs, and/or events.	5 Awards/Recognition Programs/Events	5 Awards/Recognition Programs/Events	5 Awards/Recognition Programs/Events	Awards/Recognition Programs/Events held Monthly to recognize student achievement - 4 held this school year (Sept.-Dec.) so far.	Propose to pursue maintenance of holding 12 awards/ recognition programs, and/or events
Chronic Absenteeism Rate Propose to pursue a </= 1% Chronic Absenteeism Rate	6.89%-Chronic Absenteeism Rate for the 2020-2021 school year	10.19% - Chronic Absenteeism Rate for the 2020-2021 school year	60.7%-Chronic Absenteeism Rate for the 2021-2022 school year	52.3% Chronic Absenteeism Rate for the 2022-2023 school year	Propose to pursue a </= 1% Chronic Absenteeism Rate

Goal Analysis

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

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

Chronic absenteeism data is tracked both on OASIS and through the California Dashboard. We have seen an increase in our suspension and referral rates as students returned to school after the pandemic. The loss of structure and routine for an extended period of time resulted in increased conflicts at school. To address this issue, we initiated training in Positive Behavior Intervention Strategies (PBIS) schoolwide. We anticipate that this training will mitigate behavioral issues, leading to a reduction in referrals and suspensions.

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.

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

During the three-year LCAP cycle, our specific actions were moving toward our desired outcomes; however, the challenges posed by the pandemic were a setback in relation to student behavior.

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

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

Goals and Actions

Goal

Goal #	Description
5	All classrooms are staffed by highly effective and qualified credentialed teachers for subject areas or grade levels and all school facilities will be well maintained in a manner that assures that the learning environment is clean, safe, and functional.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialing All teachers are fully credentialed.	100% of teachers were fully credentialed during the 2020-2021 school year.	100% of teachers were fully credentialed during the 2020-2021 school year.	100% of teachers were fully credentialed during the 2021-2022 school year.	100% of teachers were fully credentialed during the 2022-2023 school year.	Propose to pursue 100% of teachers will be fully credentialed.
Facilities Annual Inspection Annual inspection report indicating that all facilities are well maintained.	The annual inspection report show that all facilities are well maintained.	The annual inspection report show that all facilities are well maintained.	The annual inspection report show that all facilities are well maintained.	The annual inspection 2022-2023 report show that all facilities are well maintained.	The annual inspection report show that all facilities are well maintained.
Parent, Student, and Teacher Surveys Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.	>/=70% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair	>/=73% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair Based on the 2020-2021 Surveys	>/=73% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair Based on the 2021-2022 Surveys	Parent surveys have not been completed.	>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are safe

Goal Analysis

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

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

TFSCS hires fully credentialed teachers. There were no differences in planned actions and the actual 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.

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

The specific actions were effective in making progress toward the goal during the three-year LCAP cycle.

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

Consider changing the survey question to three separate questions to parse out which, if any, is an issue.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Today's Fresh Start Charter School - Compton	Anna Arutyunyan Executive Assistant	arutyunyana@todaysfreshstart.org (323) 293-9826

Plan Summary [2024-25]

General Information

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

Today’s Fresh Start Charter School (TFSCS), founded by our Superintendent Dr. Jeanette Parker, is a TK-8th grade charter school located within the Compton School District where sound teaching philosophies focused on concept development using Explicit Direct Instruction (EDI) are integrated throughout instruction. McGraw Hill curriculum has been adopted as our core curriculum for English Language Arts, mathematics, science and social studies. McGraw Hill also provides English Learner development throughout its curriculum. This research based curriculum paired with rigorous instructional strategies, allows all students the opportunities needed to practice crucial, critical, thinking skills. These skills help lay the foundation for their college and career readiness. The teachers and staff are dedicated to our commitment to excellence in educating at risk students, who show potential of success in a rigorous educational program with parent cooperation. Our driving mission is “Teaching each child individually and personally to improve student progress in academics, social and emotional development.”

Reflections: Annual Performance

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

SBAC results comparing year-end 22 to 2023- ELA Exceeded in '22 10 %, Met- 25%, Nearly Met- 25%, Not Met- 39%, In 2023- Exceeded- 11%, Met- 25%, Nearly Met- 25%, Not Met- 29%. With regard to Math, in 2022- Exceeded- 7%, Met- 11%, Nearly Met- 27%, Not Met- 54%; in 2023- Exceeded- 5%, Met- 14%, Nearly Met- 29%, Not Met- 52%. From 2022-2023, the 3rd grade had the largest increase in ELA going from 9% Exceeded in 2022 to 20% in 2023, and decreasing their not met from 53% in 2022 to 27% in 2023. Despite an overall decrease of 8.7% in our English language progress, as reported by the California Dashboard, it is noteworthy that 46.3% of our scholars are demonstrating advancement towards proficiency according to the same metric.

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.

Today's Fresh Start Charter School - Compton LEA have no schools identified under this criteria.

Support for Identified Schools

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

Today's Fresh Start Charter School - Compton LEA have no schools identified under this criteria.

Monitoring and Evaluating Effectiveness

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

Today's Fresh Start Charter School - Compton LEA have no schools identified under this criteria.

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
School LCAP committee consisting of teachers, staff, administrators and consultants	formed to prepare surveys, review current procedures and services, analyze state and local data, and review legislation and policy.
Parents, teachers, students, and staff	Asked to respond to surveys specifically designed to address state priorities outlined in the LCAP.
Meetings for all parents/guardians were conducted regularly	Parents were given opportunities to provide input and feedback about current and proposed school programs and goals.
Stakeholders in the community	Phone calls, emails, school messenger, and zoom meetings

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

TFSCS Compton understands parent involvement with the school and encouragement of their child(ren) can make a pivotal difference in a student's success in school. Located in a vibrant cultural setting, Today's Fresh Start Charter School Compton is committed to expanding and enhancing its collaborative community partnerships in the annual development and review of the LCAP. This LCAP collaboration includes parents, teachers, students, and staff through multiple avenues. As a result, TFSCS has made efforts to solicit stakeholder feedback through phone calls, Zoom meetings, School Site Council, Mailers, ELAC meetings, and online surveys.

Parents provided feedback about the play areas being shaded for student protection, as a result Today's Fresh Start Charter School purchased new canopies and redid the field turf for student protection. The campus was also completely sanitized, and the stairways and walkways were painted. Parents also asked for more academic support at home for their students, we then provided manipulative in all subject areas, as well as literature books to read and then created projects as directed by their teachers.

Today's Fresh Start Charter School met with its stakeholders , School Site Council , teachers, staff, and students to determine what was needed to promote a cohesive school year. We gave all of our students laptops, chrome books, and if needed, hotspots. We also instituted an Independent Study program for those parents that still felt that they would rather their scholars learn from home.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Propose to pursue increased student achievement in all Core Academic areas and to align student learning to state-adopted standards supported by appropriately prepared teachers, materials, instruction, and technology in a safe and well maintained environment to promote exemplary teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Today's Fresh Start Charter School (TFSCS) aimed to enhance student achievement across all Core Academic Areas. In the 2022-2023 academic year, our efforts yielded notable results. In grades 3-8, 41.46% of students demonstrated proficiency in English Language Arts (ELA) according to the California Assessment of Student Performance and Progress (CAASPP). Additionally, in math, 34.13% of students advanced by one or more achievement levels based on the same assessment.

Despite these advancements, there remains room for improvement. Only 18.89% of students reached the "Met" or "Exceeds" achievement level in math, highlighting an area of concern. While TFSCS maintained its standing in ELA on the California Dashboard, we still trailed the standard by 36 points. In math, although progress was made, we remained 77.6 points below the standard.

To address these challenges and continue our pursuit of excellence, TFSCS has outlined key areas of focus:
1. Ensuring all classrooms are staffed with appropriately trained and credentialed teachers.
2. Providing and implementing standards-based instruction and materials across Math, English Language Arts (ELA), English Language Development (ELD), and Literacy.
3. Continuing to integrate technology into learning to meet the expectations of a 21st-century education.
4. Maintaining safe and clean facilities to support the learning environment for all students.

Furthermore, TFSCS administers the Northwest Evaluation Association (NWEA) test in both Fall and Spring to assess student performance, tailor instruction, and track progress toward our goals.TFSCS has also actively been engaged in hiring a Literacy Coach to oversee our Language and Reading program as part of the Literacy Coach and Reading Specialist (LCRSET) Cohort. TFSCS remains committed to fostering academic growth and success for all students through these targeted efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Progress Percentage of students advancing 1 or more performance level(s) as measured by the CAASPP mathematics and language arts assessments.	Percentage of students advancing 1 or more performance level(s) as measured by the CAASPP mathematics and language arts assessments from the 2022-2023 School year: ELA- 25%, Math - 14%			Language Arts Average of 40% students advancing 1 or more performance level(s) over the three-year period. Mathematics Average of 30% students advancing 1 or more performance level(s) over the three-year period.	
1.2	CAASPP Achievement Percentage of students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP mathematics and language arts assessments.	Percentage of students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP mathematics and language arts assessments for the school year 2022-2023 : ELA 36%, Math 19%.			Language Arts Average of 50% students performing at the "Met" or "Exceeds" achievement level over the three-year period. Mathematics	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Average of 40% students performing at the "Met" or "Exceeds" achievement level over the three-year period.	
1.3	California Dashboard Performance level in mathematics and language arts.	Language Arts Although maintained 2.4 points, below standard by 36 points Mathematics Increased 3.8 Points, but below standard by 77.6 points			Language Arts Average increase of 40 points over the three-year period. Mathematics Average increase of 40 points over the three-year period.	
1.6	CAST Achievement Percentage of students performing at the "Met" or "Exceeds" achievement level as measured by the CAST assessments.	Percentage of students performing at the "Met" or "Exceeds" achievement level as measured by the CAST assessments for the 2023 school year : 5th & 8th grades= 22%.			CAST Average of 40% students performing at the "Met" or "Exceeds" achievement level over the three-year period.	
1.7	NWEA Progress	Grades TK/K- 2nd grades			Language Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students advancing 1 or more performance level(s) as measured by the NWEA Fall and Spring mathematics, language, and reading assessments.	Language: 21.21% Mathematics: 19.33% Grades 3-8th grades Language: 19.32% Reading: 17.71% Mathematics: 18.44%			Average of 50% students advancing 1 or more performance level(s) over the three-year period. Reading Average of 50% students advancing 1 or more performance level(s) over the three-year period. Mathematics Average of 50% students advancing 1 or more performance level(s) over the three-year period.	
1.12	NWEA Achievement Percentage of students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments.	Grades TK/K- 2nd grades Reading: 51.70% Mathematics: 47.09% Grades 3-8th grades Language: 18.62% Reading: 18.25% Mathematics: 13.98%			Language Arts Average of 75% students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reading assessments over the three-year period. Reading Average of 80% students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments over the three-year period. Mathematics Average of 80% students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments over	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the three-year period.	
1.13	FITNESSGRAM Percentage of students participating each component and in each grade level. Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories: 1. Aerobic Capacity 75% 2. Abdominal Strength and Endurance >/= 90% 3. Upper Body Strength and Endurance >/= 90% 4. Body Composition 67% 5. Trunk Extensor Strength & Flexibility >/= 90% 6. Flexibility 84%	Percentage of 5th & 7th grade students falling in the HFZ: 2023-2024 Scores were based upon participation for this school year: 5th grade: 100% 7th grade: 100% 1. Aerobic Capacity 2. Abdominal Strength and Endurance 3. Upper Body Strength and Endurance 4. Body Composition- 5. Trunk Extensor Strength &Flexibility 6. Flexibility			5th Grade Average >/= 100% participation rate. 7th Grade Average >/=100% participation rate.	
1.14	Student, Parent, and Teacher School Climate Survey Percentage of students who strongly agree or	K-2nd grade Students 90% of students agree or strongly agree that TFSCS is safe. 3rd-8th grade students			Students Average of 90% of students who strongly agree or agree that TFSCS is safe.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	agree that TFSCS is safe. Percentage of parents who strongly agree or agree that TFSCS is safe. Percentage of teachers who strongly agree or agree that TFSCS is safe.	68% of students agree or strongly agree that TFSCS is safe. Black/African American students 75% of students agree or strongly agree that TFSCS is safe. Hispanic/Latino students 76% of students agree or strongly agree that TFSCS is safe. Parents 77% of parents agree or strongly agree that TFSCS is safe. Teachers 50% of teachers agree or strongly agree that TFSCS is safe.			Parents Average of 90% of parents who strongly agree or agree that TFSCS is safe. Teachers Average of 90% of parents who strongly agree or agree that TFSCS is safe.	
1.15	Facilities Annual Inspection Annual inspection report indicating that facilities are well maintained.	Annual inspection report indicating that facilities are well maintained.			Annual inspection report indicating that facilities are well maintained over a three-year period.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Teacher Credentialing	100% of teachers are fully credentialed.			100% of teachers are fully credentialed.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics.	For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics.		No Yes
1.2	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics.	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics		Yes
1.3	Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD,Mathematics, Science, Social Studies, and Physical Education	NWEA was purchased again for the 2020-2021 school year and in this year and was inclusive of TK/K-8th Grade Study Island contract was renewed for the 2020-2021 school year. Illuminate Ed was purchased for the 2020-2021 school year. SPSA/LCAP Goal: Increase the number of children that demonstrate proficient or advanced mastery of content (Met/Exceeds) and performance standards in ELA/ELD for all scholars measured by the CAASPP State Assessment as outlined by the LCAP.		Yes
1.4	Renew and/or purchase licenses for K-8 adaptive assessments for ELA, ,Math and Science	Northwestern Evaluation Association (NWEA) was purchased.		Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support.	Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support.		Yes
1.6	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.	Continued to provide opportunities for teachers to develop and share best practices through common planning meetings. TFSCS staff participated in professional development, attended conferences, and webinars and reported out to staff pertinent information which increased TFSCS' bank of knowledge.		Yes
1.7	Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD and Mathematics CCSS and/or other identified needs.	**** Thinking Maps, Illuminate, NWEA Training, CAASPP Training, ELPAC Training****		Yes
1.8	Purchase supplemental materials to support CCSS aligned writing program.	Purchased Thinking Maps for the 2020-2021 school year		Yes
1.9	Purchase additional and/or replacement ELA/ELD , Math, Physical Education, and Science manipulatives as needed.	Purchase additional and/or replacement ELA/ELD and Math manipulatives as needed.		Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Employ staff to provide specialized instruction in music and/or performing arts as funding is available.	Employ staff to provide specialized instruction in music and/or performing arts as funding is available. Continue to update and catalog electronic libraries of plays, musicals and performances.		Yes
1.11	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.		Yes
1.12	Designated credentialed teachers monitor and/or instruction of physical education and health.	Designated credentialed teachers monitor and/or instruction of physical education and health.		Yes
1.13	Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.	Continued to produce and schedule musical, theatre, dance and art to exhibit students' talents.		Yes
1.14	Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers.	Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers. We are very fortunate that we have our own Electric Bus to transport the scholars to field trips when they become available.		Yes
1.15	Continue to provide professional development for teachers, administrators, and	Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.		Yes

Action #	Title	Description	Total Funds	Contributing
	supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.			
1.16	Revised and updated as needed NGSS based grade level pacing guides	Revise and update as needed NGSS based grade level pacing guides .		Yes
1.17	Purchase core and supplemental materials for NGSS as needed.	Purchase core and supplemental materials for NGSS this year from McGraw Hill. SCIENCE SOFTWARE: Mosa Mack, Zingy Learning and Mystery Science were purchased to provide a robust NGSS distance learning environment to mitigate learning losses in Science. Purchase Science Rental Equipment from Learning Equipment Supply Service.		Yes
1.18	Continue to employ qualified teachers for subject area and/or grade levels.	Continue to employ qualified teachers for subject area and/or grade levels.		Yes
1.19				
1.20	Continue to utilize special education teachers.	Continue to utilize special education teachers.		Yes
1.21	Continue to employ qualified supplemental teachers on special assignment (TOSA's)	Continue to employ qualified supplemental teachers on special assignment (TOSA's)		Yes
1.22	Continue to employ effective administrators.	Continue to employ effective administrators.		Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Routine maintenance and major repairs are scheduled and completed in a timely manner.	Routine maintenance and major repairs are scheduled and completed in a timely manner.		Yes
1.24	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pupil Outcomes Seek to ensure that all students, including English Learners (ELs) and other identified sub-groups;African Americans, Hispanic , Socioeconomically disadvantaged, and Students with Disabilities ,demonstrate academic growth and proficiency. This will be measured using the English Learner Progress Indicator (ELPI) and other relevant assessments such as the CAASPP, NWEA and ELPAC . The goal is for every student to exit each grade meeting or exceeding academic standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To prepare all students for their journey toward college and career readiness by making sure that they receive a well rounded education.
To address these challenges and continue our pursuit of excellence, TFSCS has outlined key areas that we will focus on:
1.Employ a Reading Specialist
2. Reading Progam (Accelerated Reader) to improve our reading outcomes for all scholars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPI- represents the percentage of English learner students who are progressing towards English language proficiency.				Average of 70% of EL students will progress towards English Language Proficiency over the three-year period.	
2.2	ELPAC Progress Percentage of students advancing 1 or more performance level(s) as measured by the ELPAC from year to year.				Average of 50% of EL students will advance 1 or more performance level(s) as measured by the ELPAC over the three-year period.	
2.3	CAASPP Progress Percentage of EL students advancing 1 or more performance level(s) as measured by the CAASPP mathematics and ELA				Language Arts Average of 40% of EL students will advance 1 or more performance level(s) as measured by the CAASPP over the three-year period. Mathematics Average of 30% of EL students will advance 1 or more performance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					level(s) as measured by the CAASPP over the three-year period.	
2.4	CAASPP Achievement Percentage of EL students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP mathematics and language arts assessments.				Language Arts Average of 50% students performing at the "Met" or "Exceeds" achievement level over the three-year period. Mathematics Average of 40% students performing at the "Met" or "Exceeds" achievement level over the three-year period.	
2.5	NWEA Progress Percentage of EL students advancing 1 or more performance level(s) as measured by the NWEA Fall and Spring mathematics, language, and reading assessments.				Language Arts Average of 50% students advancing 1 or more performance level(s) over the three-year period. Reading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Average of 50% students advancing 1 or more performance level(s) over the three-year period. Mathematics Average of 50% students advancing 1 or more performance level(s) over the three-year period.	
2.6	NWEA Achievement Percentage of EL students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments.				Language Arts Average of 25% students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments over the three-year period. Reading Average of 22% students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments over the three-year period. Mathematics Average of 28% students performing at the "High Average" or "High" achievement level as measured by the Spring mathematics, language, and reading assessments over the three-year period.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintain Staffing of English Language Coordinators.	ENGLISH LANGUAGE COORDINATORS Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, and newcomer programs, and additional staffing to meet the needs of our English Language Learners. Continue to evaluate the efficacy of CCSS aligned ELD materials. and supports that specifically address English Learner needs including designated/integrated ELD implementation, and newcomer programs, and additional staffing to meet the needs of our English Language Learners.		Yes
2.2	Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.	Purchase ELD Companion to align to McGraw Hill Reading Wonders. TFSCS purchased Imagine Learning and additional products to improve our ELD mastery		Yes
2.3	Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's.	Professional Development Provide professional development for teachers in effective instructional strategies for ELL's.		Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Data Analysis Use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.	Data Analysis Use Multiple Measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.		Yes
2.5	Continue to inform parents of their children's English Language proficiency.	Continue to inform parents of their children's English Language proficiency.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Propose to pursue that the school environment, programs, and activities encourage the participation of all families in all aspects of the school and students are engaged in rigorous learning in a positive, calm, caring, and respectful learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Maintaining a positive, collaborative, and safe school climate is vital to the operations of our schools.TFSCS has employed a Security Administrator who has overseen the installation of a new school lock security system on all gates. In addition, we have increased our security guard team at the school for its perimeter and parking facility. Today's Fresh Start understands that parent and student engagement is an essential component of high-quality educational programming. Our goal is to increase our students' sense of connectedness to the school. It is more important than ever to create connectedness in all of our schools through student, parent, and school staff interactions. Parents play a key role in their child's education, therefore, it is paramount to create strong partnerships between the school and home.TFSCS has hired a social worker who will be making house calls as needed throughout the school year, as well as additional counselors to tend to the socioemotional needs of our scholars.. This will, in turn, increase positive student outcomes and parental involvement at our school sites. In addition, TFSCS has employed the following instructors in the arts to expand our scholars abilities: Dance, Art, Chess Mastery, and a New Expanded Sports Program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Input in Decision Making Local Indicator and/or Local Survey	An average of 26%, or approximately 120, of parents participated in Surveys to provide input in decision-making			Average of 70% of parent participation in surveys over the three year period.	
3.2	Attendance Rates Local Data, CALPADS-EOY	87.39% in 2022-2023			Average of >/= 90% attendance rate over the three year period	
3.3	Chronic Absenteeism Rate Local Data (attendance tracking), CALPADS-EOY	52.3% in 2022-2023			Average of </= 10% chronic absentee rate over the three year period	
3.4	Suspension Rate	6.5% in 2022-2023			Average of </= 1% Suspension Rate over the three year period	
3.5	Expulsion Rate	0% in 2022-2023			Average of 0% Expulsion Rate over the three year period	
3.6	Safety and School Connectedness (Pupils) Local Survey	73.41% of scholars agree/strongly agree to the statement: "I feel safe while at school." (Safety)			Average of 90% agree/strongly agree that they feel safe at school over the three year period	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		74.02% of scholars agree/strongly agree to the statement: "I look forward to attending school each day." (School Connectedness)			Average of 90% agree/strongly agree that they look forward to attending school each day over the three year period	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue to provide the Handbook in English and Spanish. Parent engagement	Continue to provide the Handbook in English and Spanish. Expenses related to the production and duplication of handbooks and other items and resources used for communication with families and conducting meetings. Continue to use the parent/student/school compact. Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and the school achievement, i.e., book fairs, family math events, family literacy events, awards assemblies, and performing arts events. Conduct personal parent and student conferences at least 3 times yearly. Continue to notify parents of students' progress and benchmark reports on a regular basis. Continue to conduct surveys and evaluations of programs and activities involving parents. Continue to evaluate the efficacy of surveys and evaluations and modify them as needed. Continue to provide parent surveys in English and Spanish and workshops when applicable to assist in the completion process.		Yes
3.2	Continue to staff an Attendance Monitor-Chronic Absentee Rate-Attendance Rate	Provide oral/ written notification, emails to and/or personal conference with the parent(s) if the child is chronically tardy or absent.		Yes
3.3	Continue to staff an Attendance Monitor-Chronic Absentee Rate	Require a personal mandatory conference as per the Parent/Student Family Handbook.Continue to provide intervention for students who are chronically tardy or absent. Continue to implement a school wide attendance incentive program.		Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Continue to employ PBIS-Suspension Rate	1. Schoolwide invovlement in Positive Behavioral Intervention Strategies (PBIS) to improve the suspension rate. 2. Hired a Social Worker to work with famillies, at school , and in to make home visits.		Yes
3.5	Continue to employ Behavioral Coaches and Counselors-Suspension Rate	Employed more Behavioral Coaches and counselors to work with the scholars.		Yes
3.6	Safety & School Connectedness (Pupils)	Continue to administer the local School Survey. Continue to utilize "Class Dojo" in all classrooms as incentives for scholarly unity. Continue to employ Security Guards to enhance the safety of our scholars		Yes
3.7	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events.		Yes
3.8	Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events.	Conduct personal parent and student conferences at least 3 times yearly.		Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Continue to notify parents of students' progress and benchmark reports on a regular basis.	Continue to notify parents of students' progress and benchmark reports on a regular basis.		Yes
3.11	Continue to conduct surveys and evaluations of programs and activities involving parents.	Continue to provide parent surveys in English and Spanish, as well as workshops when applicable to assist in the completion process.		Yes
3.13	Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.	Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.		Yes
3.14	Continue to provide intervention for students who are chronically tardy or absent.	Continue to provide intervention for students who are chronically tardy or absent.		No Yes
3.15	Continue to implement a school wide attendance incentive program.	SPSA, LCAP Goal: Revising/Re-evaluating our current Student Learning Outcomes for clearness, measurability, and alignment.		Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1723478	$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
44.094%	0.000%	$0.00	44.094%

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:** For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics. **Need:** Even with advancements, there remains room for improvement. Only 18.89% of students reached the "Met" or "Exceeds" achievement level in math, highlighting an area of concern.	To address these challenges and continue our pursuit of excellence, TFSCS has outlined key areas of focus: 1. Ensuring all classrooms are staffed with appropriately trained and credentialed teachers. 2. Providing and implementing standards-based instruction and materials across Math, English Language Arts (ELA), English Language Development (ELD), and Literacy.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics.

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
	While TFSCS maintained its standing in ELA on the California Dashboard, we still trailed the standard by 36 points. In math, although progress was made, we remained 77.6 points below the standard. **Scope:** LEA-wide	3. Continuing to integrate technology into learning to meet the expectations of a 21st-century education.	Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics.
1.2	**Action:** Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics. **Need:** Continue to update and revise the pacing plans as the need arises to accommodate new curriculum **Scope:** LEA-wide	Teachers will revise and update the pacing plans to accommodate the learning of the scholars to access the best possible outcome of learning and retention of materials.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.3	**Action:**	To address challenges and continue our pursuit of excellence, TFSCS has regularly replaced	Increase of points on the California Dashboard in

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
	Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD,Mathematics, Science, Social Studies, and Physical Education **Need:** TFSCS replaces materials as the need arises so that our scholars have the most up to date materials to engage with and increase their academic abilities. **Scope:** LEA-wide	materials to give our scholars the most up to date materials in all subject areas.	English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.4	**Action:** Renew and/or purchase licenses for K-8 adaptive assessments for ELA, ,Math and Science **Need:** TFSCS administers the Northwest Evaluation Association (NWEA) test in both Fall and Spring to assess student performance, tailor instruction, and track progress toward our goals. **Scope:**	TFSCS remains committed to fostering academic growth and success for all students through these targeted efforts. NWEA continues to allow our teachers the ability to know where the scholars are at , and the ability to differentiate their work to continuously gain ground on closing the gap.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.5	**Action:** Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support. **Need:** TFSCS administers the Northwest Evaluation Association (NWEA) test in both Fall and Spring to assess student performance, tailor instruction, and track progress toward our goals. **Scope:** LEA-wide	TFSCS remains committed to fostering academic growth and success for all students through these targeted efforts. NWEA continues to allow our teachers the ability to know where the scholars are at , and the ability to differentiate their work to continuously gain ground on closing the gap.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language and Mathematics.
1.6	**Action:** Continue to provide opportunities for teachers to develop and share best practices through common planning meetings. **Need:**	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings. TFSCS staff participated in professional development, attended conferences, and webinars and reported out to staff pertinent information which increased TFSCS' bank of knowledge.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one

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
	Opportunities for teachers to develop and share best practices through common planning meetings. **Scope:** LEA-wide		or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.7	**Action:** Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD and Mathematics CCSS and/or other identified needs. **Need:** To help our teachers and staff become better equipt to teach our scholars and help them to close the achievement gap. **Scope:** LEA-wide	Teachers and staff members have attended webinars, conferences, and workshops given by the following concerns: Thinking Maps, Illuminate, NWEA Training, CAASPP Training, ELPAC Training, Imagine Learning in Literacy & Math, Mosa Mack(Science), Learning A-Z, and Multiple Measures. These professional development opportunities have helped our teachers and staff become better facilitators for our scholars.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics.

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
			Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.8	**Action:** Purchase supplemental materials to support CCSS aligned writing program. **Need:** Renewed platforms to continue supplemental assistance as intervention for all student groups **Scope:** LEA-wide	Renewed licenses for the supplemental platforms: Imagine Literacy and Learning A-Z to support CCSS writing for all student groups.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.9	**Action:** Purchase additional and/or replacement ELA/ELD , Math, Physical Education, and Science manipulatives as needed. **Need:**	TFSCS teachers and staff will continue to monitor manipulatives to ascertain if additional or replacement pieces are needed for the instruction of our scholars.	Increase of points on the California Dashboard in English Language Arts ,and Mathematics . Increase in percentage of students advancing one or

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
	Continue to purchase additional and/or replacement manipulatives as needed **Scope:** LEA-wide		more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language and Mathematics.
1.10	**Action:** Employ staff to provide specialized instruction in music and/or performing arts as funding is available. **Need:** Continue to update and catalog electronic libraries of plays, musicals and performances. **Scope:** LEA-wide	TFSCS has hired a staff person to instruct the scholars in music and the playing of musical instruments.	Teacher roster.
1.11	**Action:** Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state. **Need:** As per the state of California, scholars in 5th & 7th grades are tested yearly with the FIT assessment	Due to the Pandemic, the FIT assessment for the past few years has been measured by participation. In the 2023-2024 School year, TFSCS has had 100% participation in grades 5 and 7.	FIT Assessment Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories: 1. Aerobic Capacity 75%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		2. Abdominal Strength and Endurance >/= 95% 3. Upper Body Strength and Endurance >/= 95% 4. Body Composition 67% 5. Trunk Extensor Strength & Flexibility >/= 90%
1.12	**Action:** Designated credentialed teachers monitor and/or instruction of physical education and health. **Need:** TFSCS has a credentialed Physical Education and health Teacher who monitors instruction **Scope:** LEA-wide	(K-4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.	Master Schedule (K-4 grades) All students receive a minimum of 100 minutes every ten days. (5-8 grades) All students receive a minimum of 200 minutes every ten days.
1.13	**Action:** Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents. **Need:** TFSCS' Musical and Choir directors exhibit our scholar's talents in school productions throughout the school year. **Scope:** LEA-wide	Scholar's perform for the school, parents and community members in all holiday performances	School Calendar.

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
1.14	**Action:** Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers. **Need:** Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers. **Scope:** LEA-wide	Field trips and virtual field trips enable our scholars to broaden their outlooks of the world and expand their academic abilities.	School Calendar.
1.15	**Action:** Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8. **Need:** Provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8. **Scope:** LEA-wide	TFSCS has added to our staff a certificated educator in Physical Education who assists in broadening professional development.	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.

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
1.16	**Action:** Revised and updated as needed NGSS based grade level pacing guides **Need:** Continue to revise and update NGSS based grade level pacing guides as needed to insure the best academic outcomes **Scope:** LEA-wide	Teachers will revise and update the pacing plans to accommodate the learning of the scholars to access the best possible outcome of learning and retention of materials.	Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.17	**Action:** Purchase core and supplemental materials for NGSS as needed. **Need:** TFSCS purchases core and supplemental materials for NGSS when needed. **Scope:** LEA-wide	MCGRAW HILL CORE MATERIALS SCIENCE SUPPLEMENTAL SOFTWARE: Mosa Mack, Zingy Learning and Mystery Science were purchased to provide a robust NGSS distance learning environment to mitigate learning losses in Science.	Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.18	**Action:** Continue to employ qualified teachers for subject area and/or grade levels. **Need:** To increase the positive productivity of all scholars at TFSCS **Scope:**	TFSCS employs qualified teachers for all subject areas and/or grade levels	Increase of points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		Increase in the percentage of students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of students advancing one or more proficiency levels on the CAST.
1.20	**Action:** Continue to utilize special education teachers. **Need:** Continue to employ special education teachers to address our growing special education enrollment **Scope:** LEA-wide	Since the COVID pandemic, we have had an increase in scholars with special educational needs that we are addressing	Increase of Students with Disabilities points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of Students with Disabilities one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of Students with Disabilities advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics.

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
			Increase in the percentage of Students with Disabilities advancing one or more proficiency levels on the CAST.
1.21	**Action:** Continue to employ qualified supplemental teachers on special assignment (TOSA's) **Need:** Continue to employ qualified supplemental teachers on special assignment (TOSA's) **Scope:** LEA-wide	Continue to employ qualified supplemental teachers on special assignment (TOSA's) to assist at TFSCS	Increase of EL points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAST.
1.22	**Action:** Continue to employ effective administrators. **Need:** Continue to employ effective administrators.	Continue to employ effective administrators	Annual School Climate Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.23	**Action:** Routine maintenance and major repairs are scheduled and completed in a timely manner. **Need:** All repairs are done in a timely manner **Scope:** LEA-wide	TFSCS School facilities have all maintenance and repairs scheduled and done in a timely manner. As supported per our monthly and annual school inspections - FIT(Facility Inspection Tool).	Facility Inspection Tool Maintain >/= Good rating on the Facility Inspection Tool
1.24	**Action:** Continue to employ custodian services to keep facilities in good repair and to monitor general conditions. **Need:** TFSCS has continued to employ custodian services to keep the facilities in good repair and to monitor general conditions. **Scope:** LEA-wide	During the school year, 2023-2024, TFSCS has hired two more custodians to make sure that the schools are kept in good repair.	Facility Inspection Tool Maintain >/= Good rating on the Facility Inspection Tool
2.1	**Action:** Maintain Staffing of English Language Coordinators. **Need:** Supports that specifically address English Learner needs including designated/integrated	To support English Learners in becoming proficient in English. In the year 2022-2023, ohn the California Dashboard, EL students maintained their status in ELA, and increased their progress in Math towards becoming proficient , although both are still below standard.. At TFSCS we want to	Increase of EL points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of EL students advancing

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
	ELD implementation, and newcomer programs, and additional staffing to meet the needs of our English Language Learners. **Scope:** LEA-wide	assist our EL students to attain proficiency in both ELA and Math.	one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAST.
2.2	**Action:** Purchase additional ELD materials aligned with ELA/ELD CCSS as needed. **Need:** Continue to purchase additional ELD materials aligned with ELA/ELD CCSS as needed. **Scope:** LEA-wide	Purchase ELD materials to align to McGraw Hill Reading Wonders. TFSCS purchased Imagine Learning and additional products to improve our ELD mastery	Increase of EL points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics.

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
			Increase in the percentage of EL students advancing one or more proficiency levels on the CAST.
2.3	**Action:** Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's. **Need:** Continue to provide professional development for teachers in effective instructional strategies for ELL's **Scope:** LEA-wide	Professional Development Continue to provide professional development for teachers in effective instructional strategies for ELL's.	Increase of EL points on the California Dashboard in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAASPP in English Language Arts and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the NWEA in Reading, Language, and Mathematics. Increase in the percentage of EL students advancing one or more proficiency levels on the CAST.
2.4	**Action:** Data Analysis Use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress. **Need:**	Continue to use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.	ELPAC.

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
	Continue to use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress. **Scope:** LEA-wide		
2.5	**Action:** Continue to inform parents of their children's English Language proficiency. **Need:** Notify parents of their children's English Language Proficiency in a timely manner **Scope:** LEA-wide	Continue to notify parents of their children's English Language Proficiency in a timely manner	ELP Letter , Student Score Reports generated by ELPAC
3.1	**Action:** Continue to provide the Handbook in English and Spanish. Parent engagement **Need:** Provide the handbook in English and Spanish so that all of our parents can participate and understand our mission and message. **Scope:** LEA-wide	Continue to conduct surveys and evaluations of programs and activities involving parents. Continue to evaluate the efficacy of surveys and evaluations and modify as needed. Continue to provide parent surveys in English and Spanish	Annual School Climate Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Continue to staff an Attendance Monitor-Chronic Absentee Rate-Attendance Rate **Need:** TFSCS has hired an Attendance Monitor to keep track of our daily attendance rate **Scope:** LEA-wide	87.39% - Attendance rate based on data from the 2022-2023 school year. TFSCS holds monthly Mandatory Parent meetings for those that have scholars with unacceptable absences and/or tardies.	Increased Attendance Rate Propose to pursue a >/= 95% Attendance Rate
3.3	**Action:** Continue to staff an Attendance Monitor-Chronic Absentee Rate **Need:** Propose to pursue to decrease our Chronic Absentee rate. **Scope:** LEA-wide	As per the California Dashboard, we are in the yellow at 52.3%, but we have declined by 8.4% for the 2022-2023 school year. Since hiring the Attendance Monitor, we have been able to capture a more concise picture of our scholars with regard to absenteeism. We know there is still a need, and we have hired a Social Worker to aid in this endeavor.	Decreased Chronic Absentee Rate Propose to pursue a </= 10% Chronic Attendance Rate
3.4	**Action:** Continue to employ PBIS-Suspension Rate **Need:** Returning to school after the pandemic, many scholars are having a difficult time adjusting to the everyday routine of school. **Scope:** LEA-wide	As per the California Dashboard, TFSCS suspension rate (6.5%), has increased by 48% and is in the Red. We are involved school wide in Positive Behavioral Intervention Strategies (PBIS) Training. We have also hired a Social Worker that is speaking with the families	Decreased Suspension Rate Propose to pursue a </= 5% Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Continue to employ Behavioral Coaches and Counselors-Suspension Rate **Need:** Returning to school after the pandemic, many scholars are having a difficult time adjusting to the everyday routine of school. **Scope:** LEA-wide	Employed more Behavioral Coaches and counselors to work with the scholars.on a one on one basis.	Decrease Suspension Rate Propose to pursue a </= 5% Suspension Rate
3.6	**Action:** Safety & School Connectedness (Pupils) **Need:** Continue to administer the school survey to get a better understanding of the viewpoints of our scholars **Scope:** LEA-wide	The 23-24 Student Climate survey revealed that our scholars feel that the teachers treat them fairly (83%) and that the teachers at TFSCS really care about them (83%). They also feel a connectedness to their peers at TFSCS (88%). TFSCS has increased the number of security guards from 2 to 3 this school year to encourage a more secure feeling of safety for our scholars.	Annual School Climate Survey.
3.7	**Action:** Continue to employ custodian services to keep facilities in good repair and to monitor general conditions. **Need:** Custodian services keep facilities in good repair and monitor general conditions.	Today's Fresh Start has increased our maintenance staff to make sure of the conditions of the facility	Facility Inspection Tool.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.8	**Action:** Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events. **Need:** Providing regular meetings and workshops for our families, students , and stakeholders helps to engage all in positive and productive conversations. **Scope:** LEA-wide	All meetings held at TFSCS are documented	Annual School Climate Survey.
3.9	**Action:** Continue to notify parents of students' progress and benchmark reports on a regular basis. **Need:** Continue to notify parents of students' progress and benchmark reports on a regular basis. **Scope:** LEA-wide	We conduct personal parent and student conferences at least 3 times yearly. We also meet with parents and or guardians when ever there is a need.	School Calendar. Conduct personal parent and student conferences at least 3 times yearly.
3.11	**Action:**	Continue to conduct surveys and evaluations of programs and activities involving parents.	School Calendar.

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
	Continue to conduct surveys and evaluations of programs and activities involving parents. **Need:** Continue to conduct surveys and evaluations of programs and activities involving parents. **Scope:** LEA-wide		Propose to pursue >/= 30% parent participation
3.13	**Action:** Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent. **Need:** Continue providing oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent. **Scope:** LEA-wide	Continue providing oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent. Letters are sent out by the Attendance Monitor.	Letter sent out if a scholar is absent 3 or more days without a valid excuse
3.14	**Action:** Continue to provide intervention for students who are chronically tardy or absent. **Need:** Continue to provide intervention for students who are chronically tardy or absent. **Scope:** LEA-wide	Mandatory meetings are held to counsel parents pertaining to absenteeism / tardy scholars on a monthly basis	School Calendar/Notice. Continue to have monthly mandatory parent meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.15	**Action:** Continue to implement a school wide attendance incentive program. **Need:** Continue to implement a school wide attendance incentive program. SPSA LCAP Goal: Revising/Reevaluating our current Student Learning Outcomes for clearness, measurability, and alignment. **Scope:** LEA-wide	TFSCS is training school wide with Positive Behavioral Intervention Strategies. As part of this process we have utilized " Class Dojo," as part of our incentive program for the scholars.	Increased Attendance Rate. Continue to implement a school wide attendance incentive program.

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
1.1	**Action:** For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics. **Need:** Even with advancements, there remains room for improvement. Only 18.89% of students reached the "Met" or "Exceeds" achievement level in math, highlighting an area of concern.	To address these challenges and continue our pursuit of excellence, TFSCS has outlined key areas of focus: 1. Ensuring all classrooms are staffed with appropriately trained and credentialed teachers. 2. Providing and implementing standards-based instruction and materials across Math, English Language Arts (ELA), English Language Development (ELD), and Literacy.	Leadership meetings and staff meetings included student performance data, including school-wide and subgroup data, to effectively inform instruction and to monitor achieved progress.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	While TFSCS maintained its standing in ELA on the California Dashboard, we still trailed the standard by 36 points. In math, although progress was made, we remained 77.6 points below the standard. **Scope:**	3. Continuing to integrate technology into learning to meet the expectations of a 21st-century education. 4. Maintaining safe and clean facilities to support the learning environment for all students.	

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.

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 ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3908689	1723478	44.094%	0.000%	44.094%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics.	All	No Yes	LEA-wide		All Schools									
1	1.2	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics.		Yes	LEA-wide		All Schools									
1	1.3	Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD,Mathematics, Science, Social Studies, and Physical Education		Yes	LEA-wide		All Schools									
1	1.4	Renew and/or purchase licenses for K-8 adaptive assessments for ELA, ,Math and Science		Yes	LEA-wide		All Schools									
1	1.5	Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support.		Yes	LEA-wide		All Schools									
1	1.6	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.		Yes	LEA-wide		All Schools									
1	1.7	Teachers and administrators attend webinars, conferences and workshops focused		Yes	LEA-wide		All Schools									

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
		on ELA/ELD and Mathematics CCSS and/or other identified needs.														
1	1.8	Purchase supplemental materials to support CCSS aligned writing program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.9	Purchase additional and/or replacement ELA/ELD , Math, Physical Education, and Science manipulatives as needed.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.10	Employ staff to provide specialized instruction in music and/or performing arts as funding is available.		Yes	LEA-wide		All Schools									
1	1.11	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.		Yes	LEA-wide		All Schools									
1	1.12	Designated credentialed teachers monitor and/or instruction of physical education and health.		Yes	LEA-wide											
1	1.13	Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.14	Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.15	Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income										
1	1.16	Revised and updated as needed NGSS based	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools									

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
		grade level pacing guides	Low Income			Low Income										
1	1.17	Purchase core and supplemental materials for NGSS as needed.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.18	Continue to employ qualified teachers for subject area and/or grade levels.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.19															
1	1.20	Continue to utilize special education teachers.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.21	Continue to employ qualified supplemental teachers on special assignment (TOSA's)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.22	Continue to employ effective administrators.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.23	Routine maintenance and major repairs are scheduled and completed in a timely manner.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.24	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
2	2.1	Maintain Staffing of English Language Coordinators.	English Learners	Yes	LEA-wide	English Learners	All Schools									
2	2.2	Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.	English Learners	Yes	LEA-wide	English Learners	All Schools									
2	2.3	Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's.	English Learners	Yes	LEA-wide	English Learners	All Schools									
2	2.4	Data Analysis Use multiple measures including the English	English Learners	Yes	LEA-wide	English Learners	All Schools									

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
		Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.														
2	2.5	Continue to inform parents of their children's English Language proficiency.	English Learners	Yes	LEA-wide	English Learners	All Schools									
3	3.1	Continue to provide the Handbook in English and Spanish. Parent engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.2	Continue to staff an Attendance Monitor-Chronic Absentee Rate-Attendance Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.3	Continue to staff an Attendance Monitor-Chronic Absentee Rate		Yes	LEA-wide		All Schools									
3	3.4	Continue to employ PBIS-Suspension Rate		Yes	LEA-wide		All Schools									
3	3.5	Continue to employ Behavioral Coaches and Counselors-Suspension Rate		Yes	LEA-wide		All Schools									
3	3.6	Safety & School Connectedness (Pupils)		Yes	LEA-wide		All Schools									
3	3.7	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.		Yes	LEA-wide		All Schools									
3	3.8	Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events.		Yes	LEA-wide		All Schools									
3	3.9	Continue to notify parents of students' progress and benchmark		Yes	LEA-wide		All Schools									

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
		reports on a regular basis.														
3	3.10															
3	3.11	Continue to conduct surveys and evaluations of programs and activities involving parents.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.12															
3	3.13	Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.14	Continue to provide intervention for students who are chronically tardy or absent.	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
3	3.15	Continue to implement a school wide attendance incentive program.		Yes	LEA-wide		All Schools									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3908689	1723478	44.094%	0.000%	44.094%	$0.00	0.000%		**Total:**	$0.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics.	Yes	LEA-wide		All Schools		
1	**1.2**	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics.	Yes	LEA-wide		All Schools		
1	**1.3**	Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD,Mathematics, Science, Social Studies, and Physical Education	Yes	LEA-wide		All Schools		
1	**1.4**	Renew and/or purchase licenses for K-8 adaptive	Yes	LEA-wide		All Schools		

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 (%)
		assessments for ELA, ,Math and Science						
1	1.5	Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support.	Yes	LEA-wide		All Schools		
1	1.6	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.	Yes	LEA-wide		All Schools		
1	1.7	Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD and Mathematics CCSS and/or other identified needs.	Yes	LEA-wide		All Schools		
1	1.8	Purchase supplemental materials to support CCSS aligned writing program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Purchase additional and/or replacement ELA/ELD , Math, Physical Education, and Science manipulatives as needed.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Employ staff to provide specialized instruction in music and/or performing arts as funding is available.	Yes	LEA-wide		All Schools		
1	1.11	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.	Yes	LEA-wide		All Schools		
1	1.12	Designated credentialed teachers monitor and/or	Yes	LEA-wide				

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 (%)
		instruction of physical education and health.						
1	1.13	Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.14	Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.15	Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.16	Revised and updated as needed NGSS based grade level pacing guides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.17	Purchase core and supplemental materials for NGSS as needed.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.18	Continue to employ qualified teachers for subject area and/or grade levels.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.20	Continue to utilize special education teachers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.21	Continue to employ qualified supplemental teachers on special assignment (TOSA's)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.22	Continue to employ effective administrators.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.23	Routine maintenance and major repairs are scheduled and completed in a timely manner.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.24	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Maintain Staffing of English Language Coordinators.	Yes	LEA-wide	English Learners	All Schools		
2	2.2	Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.	Yes	LEA-wide	English Learners	All Schools		
2	2.3	Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's.	Yes	LEA-wide	English Learners	All Schools		
2	2.4	Data Analysis Use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.	Yes	LEA-wide	English Learners	All Schools		
2	2.5	Continue to inform parents of their children's English Language proficiency.	Yes	LEA-wide	English Learners	All Schools		
3	3.1	Continue to provide the Handbook in English and Spanish. Parent engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Continue to staff an Attendance Monitor-Chronic Absentee Rate-Attendance Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
3	3.3	Continue to staff an Attendance Monitor-Chronic Absentee Rate	Yes	LEA-wide		All Schools		
3	3.4	Continue to employ PBIS-Suspension Rate	Yes	LEA-wide		All Schools		
3	3.5	Continue to employ Behavioral Coaches and Counselors-Suspension Rate	Yes	LEA-wide		All Schools		
3	3.6	Safety & School Connectedness (Pupils)	Yes	LEA-wide		All Schools		
3	3.7	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	Yes	LEA-wide		All Schools		
3	3.8	Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math events, family literacy events, awards assemblies, and performing arts events.	Yes	LEA-wide		All Schools		
3	3.9	Continue to notify parents of students' progress and benchmark reports on a regular basis.	Yes	LEA-wide		All Schools		
3	3.11	Continue to conduct surveys and evaluations of programs and activities involving parents.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.13	Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
3	3.14	Continue to provide intervention for students who are chronically tardy or absent.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.15	Continue to implement a school wide attendance incentive program.	Yes	LEA-wide		All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,988,400.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD and Mathematics.	No	$135,000.00	
1	**1.2**	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD and Mathematics.	No	$19,500.00	
1	**1.3**	Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD and Mathematics	No	$50,000.00	
1	**1.4**	Renew and/or purchase licenses for K-8 adaptive assessments for ELA and Math	No	$35,000.00	
1	**1.5**	Continue to use and incorporate adaptive assessments in ELA and Math to identify students in need of additional reading support.	No	$35,000.00	
1	**1.6**	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.	No	$16,000.00	
1	**1.8**	Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD and Mathematics CCSS and/or other identified needs.	No	$10,000.00	

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	1.9	Purchase supplemental materials to support CCSS aligned writing program	No	$35,000.00	
1	1.10	Purchase additional and/or replacement ELA/ELD and Math manipulatives as needed.	No	$30,000.00	
2	2.1	ENGLISH LANGUAGE COORDINATORS Maintain staffing	Yes	$97,000.00	
2	2.3	Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.	Yes	$10,000.00	
2	2.4	Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's.	Yes	$55,000.00	
2	2.5	Data Analysis Use multiple measures including the English Language Proficiency Assessment California (ELPAC), to monitor and assess ELL students' progress.		$5,000.00	
2	2.6	Continue to inform parents of their children's English Language proficiency.	Yes	$2,000.00	
3	3.1	Employ staff to provide specialized instruction in music and/or performing arts as funding is available.	Yes	$67,500.00	
3	3.2	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.	Yes	$5,000.00	
3	3.3	Designated credentialed teachers monitor and/or instruction of physical education and health.	Yes	$20,000.00	
3	3.5	Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.	No	$10,000.00	

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)
3	3.6	Continue to take students on field trips and virtual field trips that relate to classroom studies and college bound goals and careers.	No	$35,500.00	
3	3.7	Continue to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.	No	$20,000.00	
3	3.8	Revised and updated as needed NGSS based grade level pacing guides	No	$2,400.00	
3	3.9	Purchase core and supplemental materials for NGSS as needed.	No	$20,000.00	
4	4.1	Continue to provide the Handbook in English and Spanish.	No	$25,000.00	
4	4.3	Continue to provide regular meetings and workshops when applicable providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.	No	$75,000.00	
4	4.4	Conduct personal parent and student conferences at least 3 times yearly.	No	$5,000.00	
4	4.5	Continue to notify parents of students' progress and benchmark reports on a regular basis.	No		
4	4.7	Continue to conduct surveys and evaluations of programs and activities involving parents.	No	$8,500.00	
4	4.11	Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.	No		

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)
4	4.12	Require a personal mandatory conference as per the Parent/Student Family Handbook.	No		
4	4.13	Continue to provide intervention for students who are chronically tardy or absent.	No	$320,000.00	
4	4.14	Continue to implement a school wide attendance incentive program.	No	$50,000.00	
5	5.1	Continue to employ qualified teachers for subject area and/or grade levels.	No Yes	$1,800,000.00	
5	5.2	Continue to employ qualified teachers for subject area and/or grade levels.	No	$450,000.00	
5	5.3	Employ counselor as student needs require.	Yes	$120,000.00	
5	5.4	Continue to utilize special education teachers.	Yes	$250,000.00	
5	5.5	Continue to employ qualified supplemental teachers on special assignment (TOSA's)	No	$450,000.00	
5	5.6	Continue to employ effective administrators.	No	$780,000.00	
5	5.7	Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act(ESSA) as needed.		$40,000.00	
5	5.8	Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.	No	$40,000.00	

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)
5	**5.9**	Routine maintenance and major repairs are scheduled and completed in a timely manner.	No	$645,000.00	
5	**5.10**	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	No Yes	$195,000.00	
5	**5.11**	PERSONAL PROTECTIVE EQUIPMENT/HEALTH AND DISINFECTING MATERIALS: such as, including but not limited to: Masks, thermal no touch thermometers, face and desks and shields to prevent spread of COVID-19. Soap, fresh naps, and hand sanitizer that is greater than 60% alcohol. Single student desks	No	$20,000.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,917,000.00	$0.00	$0.00	97.500%	0.000%	-97.500%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	ENGLISH LANGUAGE COORDINATORS Maintain staffing	Yes	$87,000.00		4%	87000
2	2.3	Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.	Yes	$10,000.00		.5%	10000
2	2.4	Professional Development. Provide professional development for teachers in effective instructional strategies for ELL's.	Yes	$55,000.00		2%	55000
2	2.6	Continue to inform parents of their children's English Language proficiency.	Yes				
3	3.1	Employ staff to provide specialized instruction in music and/or performing arts as funding is available.	Yes				
3	3.2	Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.	Yes				
3	3.3	Designated credentialed teachers monitor and/or instruction of physical education and health.	Yes	$20,000.00		1%	20000

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)
5	5.1	Continue to employ qualified teachers for subject area and/or grade levels.	Yes	$1,550,000.00		80%	1550000
5	5.3	Employ counselor as student needs require.	Yes				
5	5.4	Continue to utilize special education teachers.	Yes				
5	5.10	Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	Yes	$195,000.00		10%	195000

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

2023-24 LCFF Carryover Table

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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