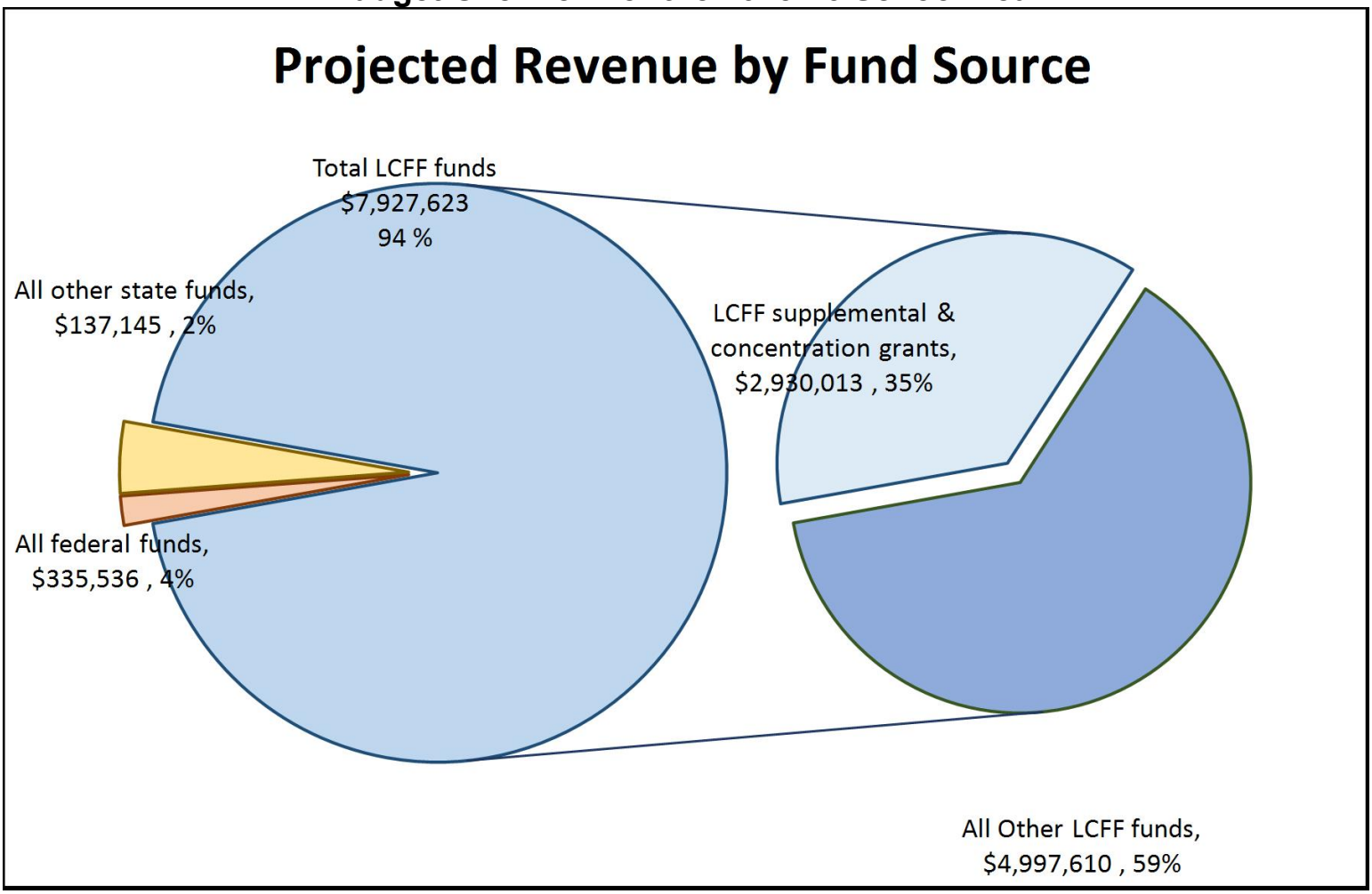
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fenton Avenue Charter School
CDS Code: 19-64733-6017016
School Year: 2025-26
LEA contact information:
David Riddick
Chief Executive Officer
driddick@fentoncharter.net
(818) 962-3630

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

Budget Overview for the 2025-26 School Year

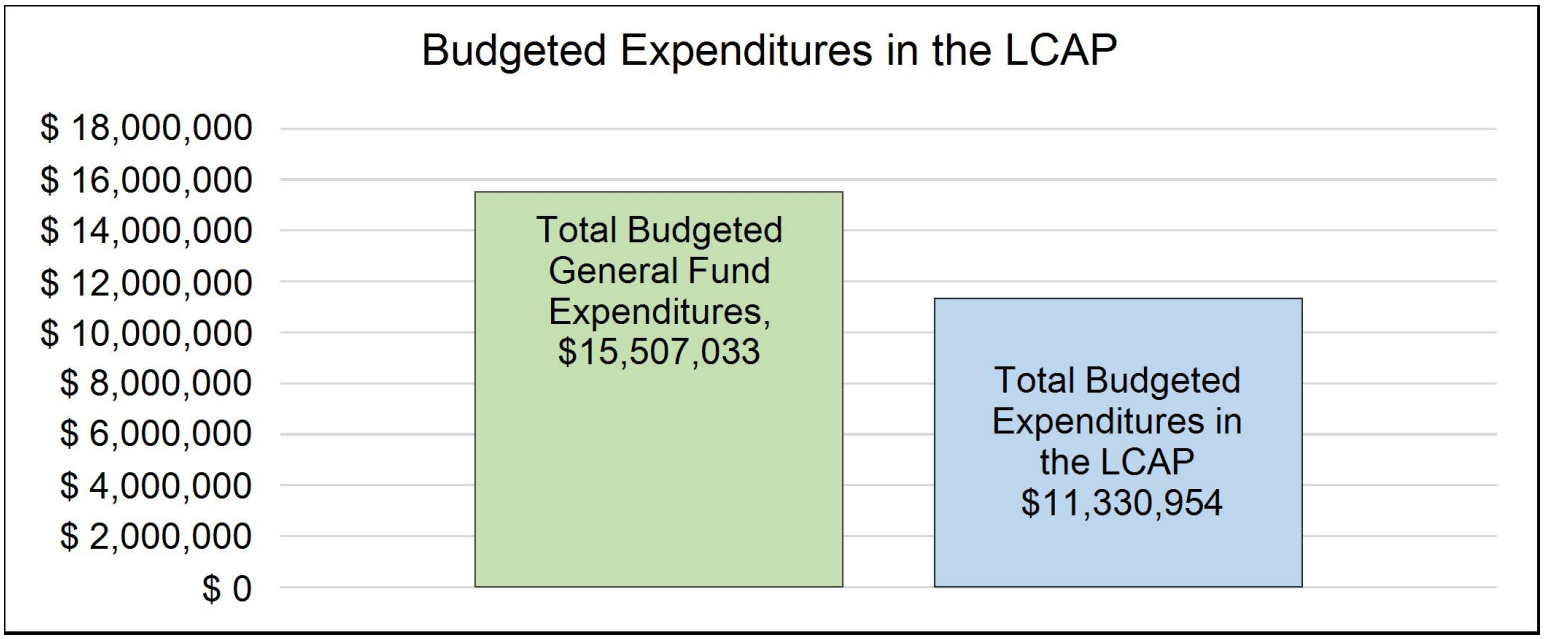


This chart shows the total general purpose revenue Fenton Avenue Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fenton Avenue Charter School is $8,400,304, of which $7927623 is Local Control Funding Formula (LCFF), $137145 is other state funds, $0 is local funds, and $335536 is federal funds. Of the $7927623 in LCFF Funds, $2930013 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 Fenton Avenue Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fenton Avenue Charter School plans to spend $15507033 for the 2025-26 school year. Of that amount, $11330954 is tied to actions/services in the LCAP and $4,176,079 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

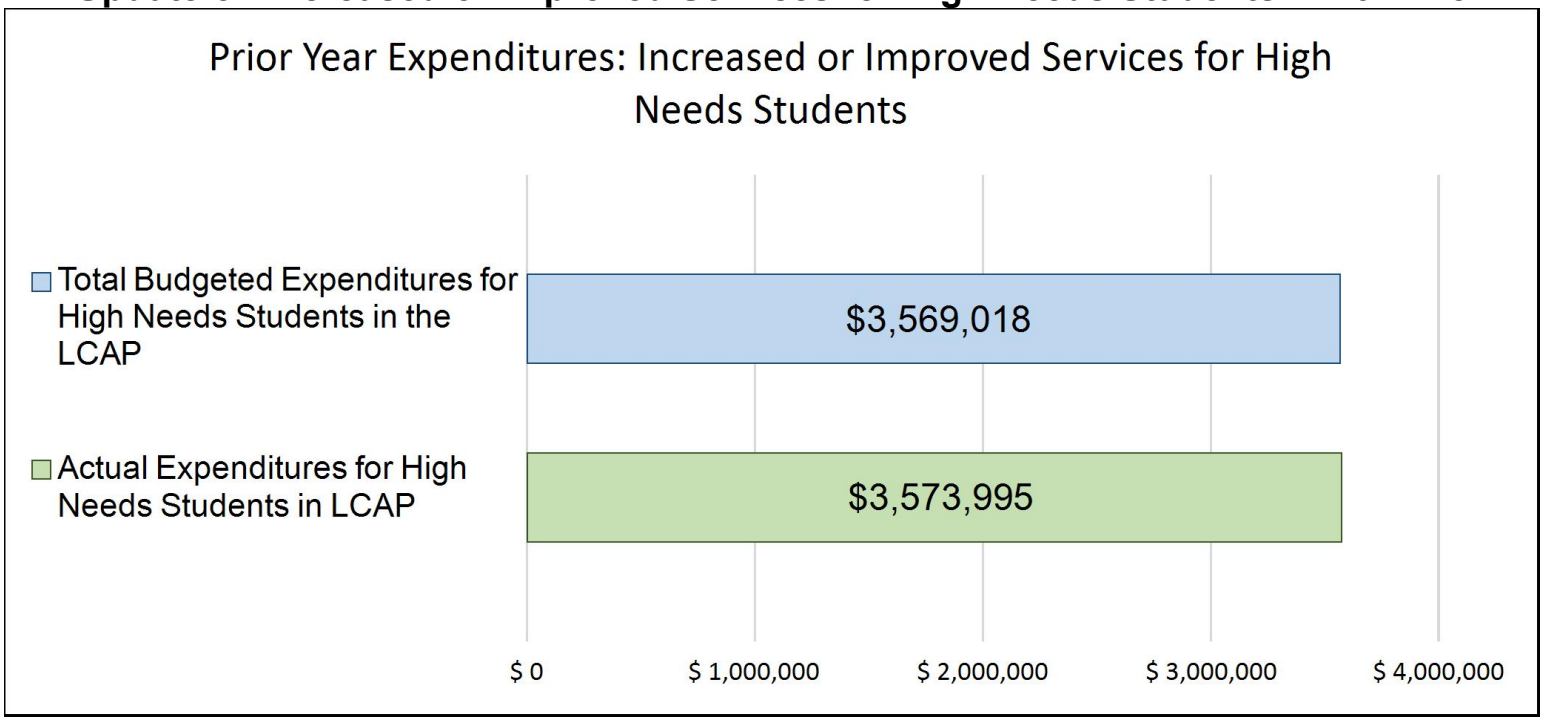
Funds not included in the LCAP consist of Child Nutrition, Special Education Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2025-26, Fenton Avenue Charter School is projecting it will receive $2930013 based on the enrollment of foster youth, English learner, and low-income students. Fenton Avenue Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Fenton Avenue Charter School plans to spend $2931013 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Fenton Avenue Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fenton Avenue Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Fenton Avenue Charter School's LCAP budgeted $3569018 for planned actions to increase or improve services for high needs students. Fenton Avenue Charter School actually spent $3573995 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $4,977 had the following impact on Fenton Avenue Charter School’s ability to increase or improve services for high needs students:

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
Fenton Avenue Charter School	David Riddick Chief Executive Officer	driddick@fentoncharter.net (818) 962-3630

Plan Summary [2025-26]

General Information

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

Fenton Avenue Charter School (FACS) is located in the northeast San Fernando Valley in the city of Lake View Terrace. The school opened in 1958 as Fenton Avenue Elementary, a kindergarten through sixth grade elementary school built to accommodate 450 students. As the surrounding neighborhood transitioned from a rural area overlooking Hansen Dam Lake, to a densely populated community with multiple families in single dwellings, Fenton Avenue Elementary became a highly diverse, multi--track, year round school. Similar to many urban schools in the Los Angeles Unified School District, Fenton Avenue Elementary struggled with low student performance reflected by single- -digit test scores, and intensified by poor attendance, high student transiency, vandalism, overcrowding and low staff morale. Prior to becoming a charter school, Fenton was considered one of the worst elementary schools in the Los Angeles Unified School District.

With the passage of SB 1448, the Fenton school community recognized the opportunity that independent charter status offered, and in June 1993, Fenton Avenue Elementary became the Los Angeles Unified School District's seventh charter school and the thirtieth charter school in the state of California. Since original charter approval and conversion, Fenton Avenue Charter School has continued to educate a student population that is clearly reflective of the surrounding community, and, according to charter school law, has given enrollment priority to students living within Fenton Avenue Charter School's former attendance area. The school now serves students from transitional kindergarten to fifth grade.

The Charter School is committed to serving a wide range of students that require a rigorous program that includes acceleration, differentiated instruction, and depth and complexity. As a conversion charter, the attendance area served by the school has remained constant with

demographics reflective of the surrounding area: 91.6% Hispanic; 4.4% African American; 31.4% English Learner; 85.3% qualifying for Free/Reduced Meals; 14.5% Special Needs.

The Charter School is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps the Charter School continuously plan, monitor, and improve academic programs. Staff reviews the previous spring's state testing results to evaluate the school's academic program and to chart a course for the new year based on students' needs. Subgroups in need of intervention are identified and monitored. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments. Assessments are used to: Identify students and subgroups who need additional instruction or intervention; Prescribe a re-teaching or intervention focus for individual students; Identify professional development needs and target school resources.

The Charter School's educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. The Charter School addresses the social and emotional needs of all students. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them for advancement in all areas. Students struggling with basic skills are targeted for support by a wide range of experts including Education Specialists, school counselor, school psychologist, speech pathologist, classroom teachers and administrators.

The Charter School created its own culture of awareness with caring, dedicated, and hardworking teachers serving the needs of our students. Many visitors, including the LAUSD Charter Schools Division oversight committee, WASC visiting committee, and the CDE have recognized the positive culture at the Charter School.

Equity Multiplier Statement
In alignment with California's Equity Multiplier initiative, our school is committed to addressing the systemic barriers that have historically impacted student groups who face the greatest disparities in academic achievement. Through the Equity Multiplier, we are prioritizing additional resources, targeted supports, and evidence-based strategies to ensure that our most vulnerable students—particularly those identified as low-income, English learners, foster youth, and students with disabilities—receive the individualized support necessary to thrive.

These funds will be used to:

Increase access to high-quality instruction through professional development aligned with Universal Design for Learning (UDL) and culturally responsive teaching.
Expand academic interventions and small-group instruction in literacy and math for students performing below grade level.
Provide dedicated time for teachers to analyze data and collaborate on targeted supports within our PLC framework.
Strengthen family and community partnerships that support student learning and well-being.
Ensure consistent access to mental health and social-emotional supports.
By focusing these additional investments on evidence-based practices and regularly monitoring progress, we aim to close opportunity gaps and ensure that every student receives the support they need to achieve academic success.

Reflections: Annual Performance

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

The Fenton Charter Public Schools were identified as a "Gap-Buster" in the latest CREDO Report (2023). CREDO, is the Center for Research on Education Outcomes at Stanford University, which aims to improve empirical evidence about education reform and student performance at the primary and secondary levels. According to the study, "Gap-busting" refers to schools that have been able to close the gap in achieved educational equity by ensuring minority and poverty students learn on par with or better than their White peers interrupts or reduces the achievement gap. On page 126 of this CREDO Report, Fenton is identified as significantly improving outcomes for students in both Reading and Mathematics.

California School Dashboard data reveals positive performance. The Charter School has experienced growth in all areas as measured by the California Dashboard. This comprehensive growth is a testament to the hard work and dedication of our students, staff, and community, reflecting significant improvements across multiple key performance indicators.

Academic Performance: Our students have shown marked improvement in academic achievement, as evidenced by higher scores in English Language Arts and Mathematics. This growth is a result of targeted instructional strategies, personalized learning plans, and a commitment to high-quality teaching. Our focus on data-driven instruction and continuous assessment has allowed us to address learning gaps and provide the necessary support to enhance student performance.

Student Engagement: We have seen significant growth in student engagement, as demonstrated by higher attendance rates and lower dropout rates. Initiatives such as extracurricular activities, mentorship programs, and student leadership opportunities have contributed to a more engaging and supportive school environment. By fostering a sense of belonging and community, we ensure that students are motivated to attend school regularly and participate actively in their education.

English Learner Progress: Our English learners have shown substantial progress in language acquisition and proficiency. This improvement is a result of our dedicated English Language Development (ELD) programs, which provide targeted instruction and support to help students achieve fluency in English. Our bilingual education programs and culturally responsive teaching practices have also contributed to the success of our English learners.

Chronic Absenteeism and Suspension Rates: We have achieved reductions in chronic absenteeism and suspension rates, indicating a healthier and more positive school climate. Our focus on restorative practices, social-emotional learning, and behavioral interventions has created a supportive environment where students feel safe and valued. By addressing the root causes of absenteeism and behavioral issues, we have been able to keep more students in school and engaged in learning.

Equity and Access: Our commitment to equity and access has resulted in increased opportunities for all students, regardless of their background. This includes the implementation of inclusive practices, equitable resource allocation, and targeted support for underserved populations. By prioritizing equity, we ensure that every student has the opportunity to succeed and reach their full potential.

Overall, the growth observed in all areas measured by the California Dashboard highlights the effectiveness of our strategic initiatives and the collective efforts of our school community. We remain committed to continuous improvement and will continue to build on this success to provide the highest quality education for our students.

The Charter School takes a collaborative and systematic approach to track progress in implementing the state academic standards adopted by the State Board of Education. The Charter School's approach consists of informal and formal student assessment data, teacher observations, qualitative data from teachers and school leaders, school climate surveys, overall professional development ratings, artifacts and evidence of implementation from professional development sessions, and overall stakeholder feedback.

Acceleration Program: As part of Fenton Avenue Charter's PLC initiative, FACS has implemented a school-wide Acceleration Instructional Model this school year. Intentional planning for the acceleration program began in January 2022. The position of "Acceleration Specialist" was developed, approved by the FCPS Board of Directors.

FACS's program, coined "GLOW" or Growth and Learning Opportunity Window, is a daily 40-minute period where students engage in accelerated learning. The goal of GLOW is to ensure all students are able to achieve the essential standards of their grade level. During GLOW time, students are working on materials at their level to ensure that they have the necessary prerequisite skills to achieve the learning objectives required of the essential standard. Students may be receiving intervention, additional on-level support, or even enrichment during GLOW time. The acceleration specialist is also working with a small group of students during GLOW time.

To determine the success of the program, students have been taking pre-assessments, mid-unit-assessments, and post-assessments. Along with the Acceleration Specialists, grade level teams have been participating in data chat meetings to identify the most effective instructional strategies and sharing best practices. This tier two intervention has been enhancing learning for all students at FACS.

FACS grade level teams work in cohorts to develop homogenous instructional groupings for GLOW. These flexible groupings will allow teachers to better use the data and curriculum resources to target specific skills needed by each group of learners. In addition, the Education Specialists will be able to co-teach with general education teachers during this time to ensure their students are also accessing the grade-level skills needed to master grade level standards.

Professional Learning Community (PLC) Implementation

The Charter School continues building upon its PLC initiative. The FACS Guiding Coalition has met consistently since mid August to develop and collaborate on the PLC Action Plan (Q1-Q2). This detailed roll out plan includes an actionable guide to implementing the PLC process in our using the framework from The Learning by Doing handbook. Since 2022, Fenton Avenue Charter School has deepened its PLC journey by participating in multiple PLC cohorts, including CAPS Simi Valley and District CAPS Sonoma. The school has received personalized coaching from nationally recognized experts such as Dr. Anthony Muhammad, Dr. Luis Cruz, Paula Maeker, Jacquie Heller, and John and Jessica Hannigan.

Beginning August 2024, Fenton Avenue Charter School launched the T.E.A.M.S. recognition program. Every month a Fenton grade level team or department is recognized for growth in one of the following areas. This framework is derived from the Literacy in a PLC at Work text,

co-authored by Paula Maeker and Jacquie Heller. Teams receive a certificate and recognition across the schools in one or more of the following areas:

T: Take collective responsibility
Grade level teams hold consistent and frequent meetings. Teams are mutually interdependent upon one another for collective success. Teams have developed norms, SMART goals, and an agenda template to guard collaborative time.

E: Ensure a guaranteed and viable curriculum
Grade level teams identify essential standards and develop unit plans. Unit plans include learning targets, proficiency timelines, and are guided by a SMART goal.

A: Assess and monitor reading achievement
Grade level teams develop common formative assessments that align with instruction and give specific data on learning targets to improve reading achievement on the identified essential standards.

M: Measure evidence of effectiveness
Grade level teams prioritize analyzing data through the lens of professional learning and evaluating collective and individual instructional practices.

S: Support systematically with accelerations, interventions & extensions
Grade level teams develop tiered interventions and enrichments opportunities for students based on data from recent assessments. Teams monitor the effectiveness of interventions and flexibly regroup if students have improved as a result of the additional time and support.

The T.E.A.M.S. recognition program has been highly effective at recognizing the growth of all educators as well as reinforcing our PLC culture.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (Certificated Staff)	1. Initial planning and communication to outline the LCAP development process and timeline; 2. Gather input through surveys, questionnaires, focus groups, one-on-one interviews; 3. Collaborative workshops with lead teachers and faculty representatives; 4. Draft development and review to be shared during the month of May; 5. Refine initial draft based on feedback received; 6. Submit final LCAP for board approval; 7. Continue to revise and offer professional development.
Principals and Administrators	1. Initial planning and communication to outline the LCAP development process and timeline; 2. Gather school-level data analysis and needs assessment surveys; 3. Collaborative workshops at district-wide meetings and by cluster meetings to discuss specific challenges; 4. Draft development and review to be shared during the month of May; 5. Refine initial draft based on feedback received; 6. Submit final LCAP for board approval; 7. Continue to revise and offer professional development.
Classified Staff	1. Initial planning and communication to outline the LCAP development process and timeline;

Educational Partner(s)	Process for Engagement
	2. Gather input through surveys, questionnaires, focus groups, one-on-one interviews; 3. Collaborative workshops with lead teachers and faculty representatives; 4. Draft development and review to be shared during the month of May; 5. Refine initial draft based on feedback received; 6. Submit final LCAP for board approval; 7. Continue to revise and offer professional development.
Students	1. Initial planning and communication to outline the LCAP development process and timeline; 2. Gather input through surveys, questionnaires, focus groups, assemblies; 3. Classroom discussions and individual student meetings on specific goals; 4. Draft development and review by student Advisory Committees to be shared during the month of May; 5. Refine initial draft based on feedback received; 6. Submit final LCAP for board approval; 7. Continue to revise and employ student-led initiatives.
Parents	1. Initial planning and communication to outline the LCAP development process and timeline; 2. Gather input through surveys, questionnaires, and focus groups; 3. Collaborative workshops at parent forums and town hall meetings; 4. Draft development and review by student Advisory Committees to be shared during the month of May; 5. Refine initial draft based on feedback received; 6. Submit final LCAP for board approval; 7. Continue to revise and employ student-led initiatives. Offer parent workshops and training.

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

The Charter School continues to practice an inclusive governance structure that requires participation by all full--time exempt employees and encourages participation by all part--time and non--exempt employees, parents, and community members. This unique governance structure has been sustained since the initial charter conversion of Fenton Avenue Charter School in 1993 and continues to ensure a well--informed, highly responsible, and knowledgeable staff and school community. Four governing councils: Budget, Facilities and Safety, Curriculum and Assessment, Human Resource and Personnel, and School Community Relations, recommend policies and programs for implementation to the final decision-making body, the Fenton Charter Public Schools Board of Directors. Most aspects of Fenton Avenue Charter School's operations are guided by council recommendations. All meeting agendas and minutes are published in the school office for anyone to view.

In addition to the four councils, the school also has the English Language Advisory Committee (ELAC) and the School Site Council (SSC). The ELAC committee advises the Curriculum and Instruction Committee and SSC on all matters regarding English Language Learners. The School Site Council reviews and approves the Local Control and Accountability Plan (LCAP), school updates, and the overall school budget.

The minutes of the meetings are shared with the Board of Directors at each Board meeting. The following were the board meetings for the 2023-2024 school year.

July 18, 2024
August 8, 2024
September 19, 2024
October 24, 2024
December 12, 2024
January 23, 2025
March 6, 2025
April 10, 2025
May 22, 2025
June 12, 2025

This system of governance allows for a collaborative approach to decision-making and ensures that the Fenton Charter Public Schools Board of Directors is aware of the site-based decisions and needs. All full-time faculty and staff complete an annual preference survey to identify their top three committee preferences. Once the committee roster has been finalized, staff members with permanent status can be nominated to hold the position of chairperson. Then, a full-staff vote or a vote of confidence will take place to confirm the nomination. Finally, at the first committee meeting of the year, the committee chair will make a motion to identify and approve a secretary for the year. The secretary will keep minutes of each meeting, post the unapproved minutes at the school site, and share the minutes with all Fenton Charter Public School employees via email.

All school committees consistently review, modify, and adopt school plans, new curriculum, materials, and school culture to improve student learning and overall success. All committee approvals are submitted via agenda and minutes to the FCPS Governing Board of Directors for approval. The process has been very successful and allows for a high level of well-informed stakeholders and provides time for collaboration.

In addition, the school also has grade level lead teachers and focus lead teachers. Grade Level Lead Teachers are permanent status teachers who are nominated by fellow teachers to serve as the lead for each grade level team. Once a candidate has been nominated, they must accept the nomination, complete an application, and present their vision for the grade level to the grade level team. Finally, a grade level vote or vote of confidence will be held to identify the lead teacher for each grade level. These grade level leads meet with the administrative team on a weekly basis to identify needs and best instructional practices. Additionally, all lead teachers within the organization will meet multiple times per year with the Instructional Coach and Teachers on Special Assignment to identify essential standards for each grade level and plan each trimester’s assessments to ensure alignment within the organization.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Student Achievement	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Charter School has prioritized the goal of improving student achievement for all students due to its fundamental importance in fulfilling our educational mission. The rationale for this goal is multifaceted and encompasses several key considerations:

Core Educational Mission:
At the heart of our educational mission is the commitment to providing high-quality education that enables every student to reach their full academic potential. Improving student achievement is central to this mission, ensuring that all students acquire the knowledge, skills, and competencies needed for success in school and beyond.

Equity and Access:
We recognize the importance of equity in education, which means providing all students, regardless of their background or circumstances, with the opportunities and support they need to succeed. By prioritizing student achievement, we address disparities in educational outcomes and work towards closing achievement gaps among different student groups.

Accountability and Compliance:
The LCAP process requires us to set measurable goals that align with state priorities, including student achievement. By focusing on this goal, we ensure compliance with state requirements and demonstrate our commitment to accountability and continuous improvement.

Stakeholder Input:
Extensive input from stakeholders, including parents, teachers, students, and community members, has consistently highlighted the importance of academic achievement as a top priority. This feedback underscores the community's expectation for the LEA to deliver high-quality educational outcomes for all students.

Data-Driven Decision Making:
Data from various assessments and performance metrics indicate areas where student achievement can be improved. By making student achievement the primary goal, we can systematically address these areas through targeted interventions, resources, and support.

Holistic Development:
Academic achievement is closely linked to other aspects of student development, including social-emotional well-being, engagement, and motivation. By focusing on improving student achievement, we also support the holistic development of our students, fostering a well-rounded educational experience.

Long-Term Success:
Enhancing student achievement has long-term benefits for individuals and society. Students who achieve academically are more likely to pursue higher education, secure meaningful employment, and contribute positively to their communities. Investing in student achievement today builds a stronger foundation for the future.

This goal reflects our commitment to providing every student with the opportunities and support they need to achieve academic success and thrive in all aspects of their lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance and Progress (CAASPP): Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year.	FACS ELA 2022-23 CAASPP Results: All: 46.90% Black: 44.83% EL: 18.99% Latino: 45.55% SED: 43.24% SWD: 11.11% Math 2022-23 CAASPP Results: All: 35.28% Black: 33.82% EL: 15.82% Latino: 33.82% SED: 32.61% SWD: 9.88%	FACS ELA 2023-24 CAASPP Results: All: 42.46% Black: 47.83% EL: 11.59% Latino: 41.53% SED: 39.52% SWD: 9.76% Math 2023-24 CAASPP Results: All: 36.13% Black: 47.83% EL: 16.57% Latino: 35.11% SED: 35.05%		FACS ELA 2025-26 CAASPP Target: All: 52.90% Black: 50.83% EL: 24.99% Latino: 51.55% SED: 49.24% SWD: 17.11% Math 2025-26 CAASPP Target: All: 41.28% Black: 39.82% EL: 21.82% Latino: 39.82% SED: 38.61%	FACS ELA 2023-24 CAASPP Results: All: -4.44% Black: +3.0% EL: -7.4% Latino: -4.02% SED: -4.02% SWD: -1.35% Math 2023-24 CAASPP Results: All: +0.85% Black: +14.01% EL: +0.75% Latino: +1.29% SED: +2.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 12.20%		SWD: 17.11%	SWD: +2.32%
1.2	California School Dashboards Status and Change Report and Equity Report: Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.	CA Dashboard - 2023 Status ELA DFS: -11.2 Math DFS: -30.9 Chronic Absenteeism: 5% Suspension Rate: 0% EL Progress: 53.2% CA Dashboard - 2023 Growth ELA DFS: +10.3 Math DFS: +9.7 Chronic Absenteeism: -12% Suspension Rate: 0% EL Progress: +14.4%	CA Dashboard - 2024 Status ELA DFS: -18.4 Math DFS: -33.2 Chronic Absenteeism: 3.8% Suspension Rate: 0% EL Progress: 43.6% CA Dashboard - 2024 Growth ELA DFS: -7.2 Math DFS: -2.3 Chronic Absenteeism: -1.2% Suspension Rate: 0% EL Progress: -9.6%		Charter school will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change (Growth) Report and Equity Report.	CA Dashboard - 2024 Status ELA DFS: -7.2% Math DFS: -2.3% Chronic Absenteeism: -1.2% Suspension Rate: 0% EL Progress: -9.6% CA Dashboard - 2024 Growth ELA DFS: -17.5 Math DFS: -12.0 Chronic Absenteeism: +10.8% Suspension Rate: 0% EL Progress: -24.0%
1.3	English Language Proficiency Assessment for California (ELPAC): English Language Learner students will advance at least one	ELPAC - 2023 PLD Rate: 53.2%	ELPAC - 2024 PLD Rate: 43.6%		ELPAC - 2025 PLD Target Rate: 59.20%	ELPAC - 2024 PLD Rate: -9.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)					
1.4	EL Reclassification Rates: EL reclassification rate will meet or exceed the District's reclassification rate.	RFEP - 2022-23 (Estimate) Reclassification Rate: 13.99% (2022-23) State: TBD LAUSD: TBD	RFEP - 2023-2024 (Estimate) Reclassification Rate: 17.65% (2023-24) State: TBD LAUSD: TBD		RFEP - 2025-26 (Target) Reclassification Rate: 19.99%	RFEP - 2023-2024 (Estimate) Reclassification Rate: -3.66% (2023-24) State: TBD LAUSD: TBD
1.5	i-Ready Assessments: Percentage of students scoring at or above grade level will increase 2-3% in ELA and Math on the i-Ready assessments each year.	FACS ELA 2022-23 (i-Ready) (EOY) Results: All: 49% Black: 47% EL: 27% Latino: 49% SED: 47% SWD: 19% Math 2022-23 (i-Ready) (EOY) Results: All: 47% Black: 44% EL: 28% Latino: 46% SED: 45% SWD: 22%	FACS ELA 2023-2024 (i-Ready) (EOY) Results: All: 45% Black: 54% EL: 27% Latino: 45% SED: 43% SWD: 19% Math 2023-2024 (i-Ready) (EOY) Results: All: 46% Black: 54% EL: 29% Latino: 45% SED: 44% SWD: 28%		FACS ELA 2025-26 (i-Ready) (EOY) Target: All: % Black: % EL: % Latino: % SED: % SWD: % Math 2025-26 (i-Ready) (EOY) Target: All: % Black: % EL: % Latino: % SED: % SWD: %	FACS ELA 2023-2024 (i-Ready) (EOY) Results: All: -4.0% Black: +7.0% EL: 0.0% Latino: -4.0% SED: -4.0% SWD: 0.0% Math 2023-2024 (i-Ready) (EOY) Results: All: -1.0% Black: +10.0% EL: 1.0% Latino: -1.0% SED: -1.0% SWD: +6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50%	ELA 2022-23 (i-Ready) Typical Growth Above 50% All: 60% Black: 68% Latino: 58% EL: 55% SED: 60% SWD: 60% Math 2022-23 (i-Ready) Typical Growth Above 50% All: 59% Black: 53% Latino: 59% EL: 52% SED: 59% SWD: 49%	ELA 2023-24 (i-Ready) Typical Growth Above 50% All: 54% Black: 77% Latino: 53% EL: 54% SED: 53% SWD: 56% Math 2023-24 (i-Ready) Typical Growth Above 50% All: 56% Black: 66% Latino: 55% EL: 56% SED: 55% SWD: 47%		Percentage of students that meet their Typical Growth will be Above 50%	ELA 2023-24 (i-Ready) Typical Growth Above 50% All: -6.0% Black: -9.0% Latino: -5.0% EL: -1.0% SED: -7.0% SWD: -4.0% Math 2023-24 (i-Ready) Typical Growth Above 50% All: -3.0% Black: +13.0% Latino: -4.0% EL: +4.0% SED: -4.0% SWD: -2.0%
1.7	California Science Test (CAST): Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST).	FACS (2022-23) (Actual) California Science Test (CAST) All: 28.96% Black: N/A EL: 9.09% Latino: 27.48% SED: 24.84% SWD: 9.76%	FACS (2023-24) (Actual) California Science Test (CAST) All: 24.59% Black: N/A EL: 0% Latino: 20.55% SED: 19.88% SWD: 0%		FACS (2025-26) (Target) California Science Test (CAST) All: 34.96% Black: N/A EL: 15.09% Latino: 33.48% SED: 30.84% SWD: 15.76%	FACS (2023-24) (Actual) California Science Test (CAST) All: -4.37% Black: N/A EL: -9.09% Latino: -6.93% SED: -4.96% SWD: -9.76%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

During the 2023–2024 school year, Fenton Avenue Charter School experienced a year of meaningful growth, impactful implementation, and valuable learning. The school demonstrated strong alignment between its planned initiatives and their actual execution, ensuring fidelity to its vision and mission. Drawing from this foundation of progress, the school is entering the 2024–2025 academic year with a continued focus on two overarching instructional goals: building the capacity of all stakeholders and aligning instructional practices. These goals are informed by a combination of quantitative data, such as i-Ready diagnostic assessments, CAASPP scores, and ELPAC results, as well as qualitative data including climate surveys, staff retention rates, student enrollment trends, and stakeholder engagement feedback.

A central priority for the upcoming year is the intentional development of stakeholder capacity. To support this goal, Fenton Avenue Charter School has embraced a comprehensive and collaborative approach. Over the summer, Lead Teachers, Acceleration Specialists, Site Directors, and Central Office Directors participated in a two-day retreat centered on the core principles of a Professional Learning Community (PLC). The retreat, facilitated by Paula Maeker and Jacqueline Heller—authors of Literacy in a PLC at Work—provided teams with the opportunity to assess their progress using the T.E.A.M.S. framework. This structure emphasizes Taking Collective Responsibility, Ensuring a Guaranteed and Viable Curriculum, Assessing and Monitoring Reading Achievement, Measuring Evidence of Effectiveness, and Systematic Support through accelerations, interventions, and extensions. Each school site left the retreat with an actionable plan to bring these priorities to life. As part of an ongoing commitment to community and growth, Fenton Charter Public Schools will celebrate team accomplishments monthly, recognizing excellence in areas such as SMART goal development, data-driven practices, collaborative curriculum planning, and targeted student support.

In alignment with its vision of continuous improvement, Fenton Avenue Charter School remains deeply committed to functioning as a Professional Learning Community. Weekly Guiding Coalition meetings at the FACS campus focus on a variety of schoolwide priorities, including unit planning, instructional strategies, and data analysis. The process is guided by the Learning by Doing framework and centers on four essential questions: What do we want students to learn? How will we know if they have learned it? What will we do if they haven't learned it? And what will we do if they already know it? Teams are utilizing current i-Ready data and common assessments to develop grade-level SMART goals, ensuring that instruction remains targeted and responsive to student needs. Weekly professional development sessions provide additional support, while grade-level PLC meetings are facilitated by Acceleration Specialists and Instructional Coaches to strengthen collaboration and alignment.

Another key component of stakeholder capacity building at Fenton Avenue Charter School is the development of Collective Commitments. Created collaboratively by the Guiding Coalition and school staff, these commitments are rooted in the school's core values—the 4 Rs: Respect, Resilience, Relationships, and Reputation. The process involved deep reflection and ongoing feedback from grade-level teams and school leaders, ensuring that the final commitments reflect shared beliefs and promote collective responsibility.

Fenton's commitment to professional learning extends beyond the school community. Through participation in the California Principal Support Network (CAPS), the school is working with experts Dr. Luis Cruz and Dr. Cindy Pilar to deepen its implementation of PLC practices. This partnership focuses on strengthening systems of intervention and Response to Instruction (RTI). Throughout the year, administrators and teacher leaders will meet as part of the CAPS cohort to design and refine site-based action plans aligned with student outcomes.

The 2024–2025 school year will also include frequent and consistent opportunities for all stakeholders to engage in purposeful collaboration. Grade-level teams, including the Special Education team, will participate in three full planning days over the course of the year. These planning sessions, supported by substitute coverage, will offer time for needs assessments, curriculum reviews, lesson pacing, behavior supports, data analysis, and intervention planning. Agendas are co-constructed by Lead Teachers, Site Directors, and FCPS Coaches to ensure that time is used effectively and meets the unique needs of each team.

Through a strong commitment to stakeholder development and instructional coherence, Fenton Avenue Charter School is positioning itself for continued excellence. With a shared focus on student learning, collaborative practices, and data-informed decision-making, the school community is well-prepared to meet the challenges of the year ahead while building on the successes of the past.

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

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

STATE DATA

CAASPP Assessments (Status and Growth)
English Language Arts (ELA)

The percentage of students and subgroups scoring standard met or exceeded in ELA showed stability with an overall proficiency rate of 42.46%%. The school continues to progress towards the state average (ELA State Average: 47%). African American students have demonstrated growth compared to testing in the previous year.

Mathematics
The percentage of students and subgroups scoring standard met or exceeded in Math demonstrated a significant gain with an overall proficiency rate of 36.13%%. The school maintains an average slightly higher than the state (Math State Average: 36%). All student groups showed gains when compared to the previous year.

CA Dashboard Data

Fenton Avenue Charter School (FACS) continues its mission to foster academic excellence, equity, and growth for every student. The 2023–2024 California School Dashboard data offers valuable insights into both the strengths we can build on and the opportunities for continued improvement. FACS remains committed to using this data to inform meaningful, student-centered change. In both English Language Arts (ELA) and Math, the dashboard shows that FACS students continue to face challenges, especially in meeting grade-level standards. However, these results provide a clear and focused starting point for further growth.

ELA performance for all students moved from -11.2 DFS in 2023 to -18.4 DFS in 2024. Subgroups such as ELs and Students with Disabilities (SWDs) continue to need additional, focused support.
In Math, the all-student DFS shifted from -30.9 to -33.2. While this reflects a modest decline, it also presents an opportunity to build instructional capacity and refine math interventions.
It's important to view these figures not as deficits, but as signposts guiding us to better understand the needs of our learners and tailor our instruction accordingly.

While chronic absenteeism increased slightly from 3.1% to 5.0%, it remains significantly lower than the district and state averages. Maintaining high attendance continues to be a strength at FACS. Notably, Students with Disabilities saw a slight decrease in chronic absenteeism, from 7.4% to 6.7%, suggesting that recent efforts to engage and support this population are gaining traction.

Moving forward, we will continue partnering with families and leveraging community resources to ensure students are present, supported, and ready to learn every day. This year's dashboard data reinforces FACS's commitment to continuous improvement and equity for all students. While we recognize the performance gaps that persist—particularly for ELs, SWDs, and socioeconomically disadvantaged students—we also see a strong foundation to build upon. Our plan moving forward includes:

CAST Assessment
The percentage of students and subgroups scoring at 24.59%. This is a slight decline from the previous year. The school continues to move towards full NGSS integration across subject matter.

RFEP Rates
The reclassification criteria set forth in both California Education Code Section 313 and Title 5 California Code of Regulations Section 11303 changed reclassification criteria by requiring a student to obtain an overall Performance Level of 4 in order to be considered for reclassification. RFEP rates have decreased with the implementation of this criteria. It is difficult to determine the success of our RFEP rate as the state has not yet released RFEP rates prior to the 2021-2022 school year. The Charter School continues to reclassify students.

ELPAC
It is difficult to determine the outcomes of the performance of our students on the Summative English Language Proficiency Assessment for California (ELPAC) given changes to RFEP criteria, impacts of the pandemic, and the lack of state comparison data. The percentage of students that have advanced at least one performance level descriptor (PLD) on the ELPAC shows a slight estimated decline.

INTERNAL DATA
i-Ready Assessments (Status and Growth)
Status

The percentage of students scoring at or above grade level shows a slight decline for ELA and Mathematics. This aligns with an increase on state assessments as well.

Growth
The Charter School has met the Typical Growth Target rate of 50% and is showing gains in ELA and Mathematics for all subgroups. Typical Growth for students is close to 60%.

During the 2024–2025 school year, Fenton Avenue Charter School remains committed to delivering high-quality instruction grounded in effective use of core curricular resources, research-based practices such as Explicit Direct Instruction (EDI) and Thinking Maps, and the foundational principles of the Professional Learning Community (PLC) framework. Across Fenton Charter Public Schools (FCPS), instructional priorities will center on two key areas: building the capacity of all stakeholders and promoting alignment in instructional practices systemwide.

To drive progress and support continuous improvement, Fenton Avenue Charter School utilizes a range of monitoring tools to track advancement toward instructional goals. These tools play a vital role in fostering informed decision-making, enhancing accountability, guiding targeted professional development, and enabling the early identification of instructional needs—all of which contribute to improved student outcomes. Regular use of clear, consistent metrics also ensures transparency and allows stakeholders to conduct monthly check-ins to stay aligned and responsive.

Two key monthly monitoring tools—the FCPS Meetings Schedule and FCPS i-Ready Personalized Instruction reports—serve as central levers for tracking progress and informing next steps.

By approaching this data through a lens of growth and opportunity, Fenton Avenue Charter School is well-positioned to expand its influence as a results-driven, equity-focused Professional Learning Community.

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.

We are grateful for the thoughtful analysis of Fenton Avenue Charter School's 2023–2024 California School Dashboard data. The insights presented affirm much of what we've seen and experienced on the ground: our school community is making meaningful strides in some critical areas, while also identifying where continued support and innovation are needed.

At the same time, the data shows us that academic performance in both ELA and Math needs renewed focus, especially for our most vulnerable student populations. The gaps we see are not reflections of student potential—they are opportunities for us to reimagine how we teach, intervene, and engage. We are actively working to:

Expand access to differentiated supports and small-group instruction.
Deepen use of formative assessments to guide targeted interventions.

Collaborate across grade levels to ensure instructional alignment and coherence.
Leverage PLC structures to monitor student growth and adapt strategies in real time.
While we acknowledge the uptick in chronic absenteeism, we remain proud of our historically strong attendance. We know that building strong relationships with families, providing safe and welcoming learning environments, and connecting students to engaging instruction are all key to reversing this trend. We are exploring additional strategies, including family outreach, attendance incentives, and home visits when needed.

As we move forward, FACS remains rooted in our shared values: a belief in every child's ability to grow, a commitment to equity, and a dedication to nurturing a community of learners. We are using this data not as a judgment, but as a guide—one that will help us strengthen our practices, celebrate our wins, and focus our energy where it's most needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supports to Increase Student Achievement	50% psych & counselor; TAs; Specialists; Stipends; CMO Instructional; 7 PD Days; 4 Extra Days; Instructional Materials (4000s); Laptops; Class Size of 24.	$3,195,686.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase meaningful and purposeful student, teacher, and parent engagement.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Charter School has prioritized the goal of increasing meaningful and purposeful engagement of students, teachers, and parents because it is essential for several reasons that reflect our commitment to fostering a supportive, inclusive, and collaborative educational environment:

Enhanced Academic Achievement:
Research consistently shows that active engagement from students, teachers, and parents is closely linked to improved academic outcomes. When students are engaged in their learning, teachers are invested in their instructional practices, and parents are involved in their children's education, overall student achievement tends to rise.

Holistic Development:
Meaningful engagement contributes to the holistic development of students. It supports not only their academic growth but also their social, emotional, and behavioral development. Engaged students are more likely to develop critical thinking skills, resilience, and a positive attitude towards learning.

Stronger School Community:
Active participation from all stakeholders helps build a stronger, more cohesive school community. When students, teachers, and parents work together towards common goals, it fosters a sense of belonging and shared responsibility. This collaborative culture enhances the overall educational experience and creates a supportive environment for all members of the school community.

Improved Teacher Morale and Effectiveness:
Teacher engagement is crucial for effective instruction and professional satisfaction. By involving teachers in decision-making processes and providing opportunities for professional growth, we ensure that they feel valued and supported. Engaged teachers are more likely to implement innovative teaching strategies, stay committed to their profession, and positively impact student learning.

Parent Involvement and Support:

Parental engagement is a key factor in student success. When parents are actively involved in their children's education, it reinforces the importance of learning and provides additional support for students at home. This involvement can range from participating in school events to engaging in meaningful communication with teachers about their child's progress.

Responsive and Inclusive Decision-Making:
Increasing engagement ensures that the voices of students, teachers, and parents are heard and considered in the decision-making process. This leads to more responsive and inclusive policies and practices that better address the diverse needs of the school community. It also promotes transparency and accountability in the LEA's operations.

Student Empowerment:
Providing students with opportunities to engage meaningfully in their education empowers them to take ownership of their learning. This can lead to increased motivation, self-efficacy, and leadership skills. Student engagement initiatives might include student councils, peer mentoring, and involvement in school governance.

Continuous Improvement:
Engagement from all stakeholders is crucial for continuous improvement. Regular feedback from students, teachers, and parents helps identify areas for growth and development. This ongoing input ensures that the LEA can adapt and refine its strategies to better meet the evolving needs of the educational community.

Equity and Access:
Ensuring that all voices are heard, especially those from traditionally underrepresented or marginalized groups, is critical for promoting equity and access. By actively seeking and valuing diverse perspectives, the LEA can create a more inclusive environment where every member of the school community feels respected and valued.

In summary, the Charter School has developed the goal to increase meaningful and purposeful student, teacher, and parent engagement as Goal 2 in the LCAP because it is essential for enhancing academic achievement, fostering holistic development, building a stronger school community, and ensuring responsive and inclusive decision-making. This goal reflects our commitment to creating an educational environment where all stakeholders are actively involved and invested in the success and well-being of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement Survey Participate Rate: %	2022-2023 (Actual) Parent Involvement Survey	2023-2024 (Actual) Parent Involvement Survey		Participation Rate will be above 50%	2023-2024 (Actual) Parent Involvement Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Participation Rate: 21%	Participation Rate: 30%			Participation Rate: +9.0%
2.2	Parent Engagement Survey (Parent Satisfaction) Organization: % Curriculum: % Instruction: % Assessment: % School Culture: % Overall Satisfaction: %	2022-2023 (Actual) Parent Engagement Survey (Parent Satisfaction) Organization: 96% Curriculum: 99% Instruction: 96% Assessment: 97% School Culture: 97% Overall Satisfaction: 97%	2023-2024 (Actual) Parent Engagement Survey (Parent Satisfaction) Organization: 95.7% Curriculum: 96.3% Instruction: 97% Assessment: 93.2% School Culture: 95.6% Overall Satisfaction: 95.6%		Parent Satisfaction Rates will be above 90%	2023-2024 (Actual) Parent Engagement Survey (Parent Satisfaction) Organization: -0.3% Curriculum: -2.7% Instruction: +1.0% Assessment: -3.8% School Culture: -1.4% Overall Satisfaction: -1.4%
2.3	ADA Rate: School will continue to maintain an ADA rate above 94%.	2022-2023 ADA Rate 97.76%	2023-2024 ADA Rate 98.23%		School will continue to maintain an ADA rate above 94%	2023-2024 ADA Rate +0.47%
2.4	Suspension and Expulsion Rates	2022-2023 Suspension Rate: 0.0% Expulsion Rate: 0.0%	2023-2024 Suspension Rate: 0.0% Expulsion Rate: 0.0%		School will continue to maintain a low suspension rate < 1%.	2023-2024 Suspension Rate: 0.0% Expulsion Rate: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School will continue to maintain a low expulsion rate < 1%.	
2.5	Chronic Absenteeism Charter School will maintain a chronic absenteeism rate below the state average.	2022-2023 (Actual) Chronic Absenteeism: 5% LAUSD: 31% State: 24.3%	2023-2024 (Actual) Chronic Absenteeism: 3.8% LAUSD: 23.3% State: 18.6%		Charter School will maintain a chronic absenteeism rate below the state average.	2023-2024 (Actual) Chronic Absenteeism: -1.2%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

During the 2023–2024 school year, Fenton Avenue Charter School continued efforts to strengthen parent engagement. While the Parent Involvement Survey had a 30% participation rate—slightly higher than the previous year —it still provided helpful insights. Increasing participation will be a focus moving forward to ensure all voices are heard. Despite the lower response rate, the Parent Engagement (Satisfaction) Survey showed very positive results. Parents reported high satisfaction across all areas.

Behavior Solutions Framework Implementation

The Fenton schools continue to strive towards strengthening a safe learning environment. As a response to improving student behavior, the schools adopted the Behavior Solutions framework developed by John and Jessica Hannigan. The Fenton schools are in Year 1 of Behavior Solutions Framework implementation. During this initial year, each site has developed a Behavior Guiding Coalition Team to design, monitor, and refine a systematic process for responding to student behavior based on the Behavior Solutions RTI framework. During September 2024, all Fenton schools hosted John and Jessica Hannigan, co-authors of the Behavior Solutions in a PLC framework. Site visits included meeting with the site leadership teams, reviewing site tools and resources, classroom visits, and guidance for next steps. The school utilizes a SWIS student behavior data collection program to guide its response to student need.

Administrators who lead their site work meet consistently as a CMO leadership team to discuss, problem solve, and collaborate across Fenton schools. These meetings center around utilizing the Behavior Solutions implementation rubric for successful outcomes. The work of understanding and responding to student behavior is a complex, nation-wide issue. The Fenton schools will continue to work together to implement a systematic approach to ensuring safe learning environments for both students and staff, while meeting the needs of all learners.

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

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

Participation in Parent Satisfaction Survey

The participation rate showed a slight incline from the previous year with a participation rate of 30%.

Engagement Survey Results
Results of the survey show strong satisfaction with the Charter School. Overall satisfaction is 95.6%.

ADA Rates
ADA rates have maintained at 98.23%.

Suspension and Expulsion Rates
Suspension and expulsion rates continue to be nonexistent.

Chronic Absenteeism
The chronic absenteeism rate showed a slight decrease, at 3.8% FACS remains far below the state average (18.6%).

The Charter School analyzes data from stakeholders, student achievement, and culture through a variety of summative and formative tools. The Charter School uses Renaissance and Personalized Instruction via I-Ready to collect, report, analyze, and interpret weekly data regarding student progress. Students participate in ELA and Math diagnostic assessments via I-Ready three times per year. State assessment data such as ELPAC and CAASPP are also imported into the student information systems database (Infinite Campus).

The Director writes a weekly newsletter to engage parents and families student integration. The Director also sends frequent phone and text message in an effort to maintain frequent and relevant communication.
Grade level parent orientation meetings are held during the first few weeks of school. These meetings are to provide information regarding instructional and behavioral expectations as well as form a clear line of communication between home and school.

Families attend parent/teacher conferences formally twice a year, and informally as needed. Parents are welcomed to chaperone field trips, assist with class parties, and host home visits. In addition, families are welcomed on campus on a monthly basis to attend award assemblies that celebrate student success.

New this year is full implementation of the Community Schools Initiative. Through this program, the school receives support to meet not just the academic needs of children, but also their social, emotional, and physical needs. This whole-child approach is helping young students learn and grow in healthier, more supportive environments. Every Fenton school has a full time Community Schools Coordinator and the organization maintains a full time Director of Community Schools. Various family workshops, resources, and partnerships continue to engage the entire school community.

The specific actions implemented—such as family workshops, increased communication through multiple platforms, and school events designed to connect learning at school with learning at home—were effective in improving parent satisfaction. These actions contributed to the high ratings in curriculum, instruction, and school culture, indicating families feel informed, welcomed, and involved.

However, while these actions successfully built strong relationships with many families, they were less effective in encouraging broader participation in formal feedback tools like surveys. This highlights the need for more inclusive outreach strategies and possibly new formats or incentives to increase parent response rates.

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.

After reviewing the 2023–2024 school year, a few changes have been made to improve parent engagement for the upcoming year.

Goal Changes: The goal of increasing parent involvement remains the same, but more focus will be placed on getting more parents to complete surveys and provide formal feedback.

Metric Changes: In addition to satisfaction surveys, we will track participation in school events and activities. This will give a better overall picture of how parents are engaging with the school. We'll also track how well new outreach efforts, like bilingual surveys and community partnerships, are working.

Target Outcome Changes: For next year, we aim to increase survey participation to at least 50% and keep overall satisfaction at or above 98%.

Action Changes: Several actions will be added to improve parent engagement:

Better Outreach: More ways to reach parents, like emails, text messages, and flyers, with surveys in multiple languages.
Incentives: Offering small incentives or drawings to encourage more parents to complete surveys.
More Inclusive Events: More events that work for different family schedules to make it easier for everyone to attend.
Stronger Community Partnerships: Working with local organizations to help involve families who may face challenges with participation.

These changes will help ensure that more parents can be involved and feel connected to the school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Center Director	Family Center Director will assist with the engagement of parents.	$137,144.64	Yes
2.2	Attendance Manager; School Nurse; 50%	Identified staff will assist with the engagement of students.	$225,096.47	Yes
2.3	Student Activities	Student Activities (5877) to engage students in learning.	$76,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an Appropriate Basic Condition of Learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Charter School has prioritized the goal of providing an appropriate basic condition of learning because it is a fundamental aspect in creating an effective and equitable learning environment for all students. The following reasons explain the importance of this goal:

Foundational Requirement for Student Success:
Ensuring that basic conditions of learning are met is a foundational requirement for student success. This includes providing safe, clean, and well-maintained facilities, access to up-to-date instructional materials, and appropriately credentialed teachers. These conditions are essential for creating an environment where students can focus on learning and achieve their full potential.

Equity and Access:
Providing an appropriate basic condition of learning is critical for promoting equity and access. All students, regardless of their socioeconomic background or geographic location, should have access to the resources and conditions necessary for a quality education. This goal ensures that no student is disadvantaged due to inadequate learning conditions.

Compliance with State and Federal Standards:
The LEA must comply with state and federal standards that mandate certain basic conditions of learning. This includes requirements related to facility maintenance, teacher qualifications, and the provision of instructional materials. By prioritizing this goal, the LEA ensures that it meets all regulatory requirements and maintains its commitment to high educational standards.

Supporting Effective Teaching:
Teachers need a supportive environment to deliver high-quality instruction. This includes having access to necessary resources, functioning facilities, and a safe and conducive learning environment. By providing these basic conditions, the LEA supports teachers in their professional roles, enabling them to focus on teaching and improving student outcomes.

Health and Safety:

Ensuring that school facilities are safe and well-maintained is critical for the health and safety of students and staff. A clean, safe environment reduces the risk of accidents and illness, creating a space where students can learn without concerns for their well-being. This goal underscores the LEA's commitment to safeguarding the physical health of its school community.

Improving Student Engagement and Attendance:
A well-maintained and resource-rich learning environment positively impacts student engagement and attendance. When students feel safe and have access to the resources they need, they are more likely to attend school regularly and participate actively in their education. This, in turn, leads to better academic performance and overall school experience.

Enhancing Community Trust and Support:
Demonstrating a commitment to providing basic conditions of learning helps build trust and support within the community. Parents and stakeholders are more likely to support and engage with a school that visibly invests in creating a positive and effective learning environment. This goal reflects the LEA's dedication to meeting community expectations and fostering a collaborative educational ecosystem.

Foundation for Advanced Educational Goals:
Meeting basic conditions of learning lays the groundwork for achieving more advanced educational goals. Once the foundational needs are addressed, the LEA can focus on higher-order initiatives, such as innovative teaching practices, personalized learning, and comprehensive student support services. This goal ensures that the basic infrastructure is in place to support broader educational objectives.

In summary, the Charter School has developed the goal to provide an appropriate basic condition of learning as Goal 2 in the LCAP because it is essential for ensuring student success, promoting equity and access, supporting effective teaching, and complying with regulatory standards. This goal reflects the Charter School's commitment to creating a safe, resource-rich, and conducive learning environment where all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Teaching Credential: All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL	100%	100%		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	authorization; all teachers will be appropriately assigned.					
3.2	Professional Development: Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. (Staff Sign-In Rosters)	100%	100%		100%	0%
3.3	State Approved Standards-Based Materials: School will continue to provide students with state approved standards-based materials.	100%	100%		100%	0%
3.4	EL Access to CCSS-aligned Curriculum:	100%	100%		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.					
3.5	School facilities cleaned and maintained: School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	100%	100%		100%	0%
3.6	School facilities are safe and secure: School facilities are safe and secure for students and staff as measured by School Climate Survey Safe: Clean:	School Climate Survey: Safe: Clean:	School Climate Survey: Safe: Clean:		School Climate Survey: Safe: Clean:	0%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

The implementation of the goal to provide an appropriate basic condition of learning was largely successful, despite some challenges. The school was able to create a conducive learning environment that meets the foundational needs of students and staff. While there were some delays and adjustments required due to unforeseen factors, the school has remained committed to ensuring that all students have access to the resources, facilities, and teaching staff they need to succeed. The focus on creating a safe, well-maintained, and resource-rich environment has set a solid foundation for continued growth and achievement.

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

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

At Fenton Avenue Charter School, professional development is a cornerstone of implementing a cohesive and effective instructional program. Meaningful professional growth is essential not only for helping educators adopt new tools and initiatives, but also for fostering deeper shifts in mindset and practice. While educators often become familiar with new teaching instruments and resources, lasting impact requires a more profound transformation—what researchers call a “second-order change.” This level of change challenges existing paradigms and calls for new approaches to meeting the diverse needs of all learners.

To support such transformation, sustained technical assistance and targeted professional development are vital. By allocating time and resources strategically, the Charter School ensures that teachers are equipped with the knowledge and support they need to successfully implement research-based practices. Ongoing professional development is especially important to ensure that instruction remains aligned with the school's academic vision and responsive to student needs. Lead Teachers at each grade level play a pivotal role in this effort, facilitating the sharing of best practices and guiding their teams in strategies proven to increase student learning.

Professional development activities are intentionally aligned with the mission of the Charter School. Each school year includes seven full days dedicated to training for all certificated staff. In addition, weekly professional development sessions are scheduled on Wednesdays and select minimum days to provide regular opportunities for collaboration, reflection, and growth. Implementation of schoolwide programs and instructional initiatives is supported by expert vendors and consultants, ensuring fidelity and consistency. A trainer-of-trainers model is often employed to make the most efficient use of these resources, with Lead Teachers serving as both trainers and mentors for their colleagues.

Lead Teachers fulfill multiple roles as grade-level chairs, mentors, and instructional coaches. They plan and lead collaborative activities, provide peer support, and help facilitate the development of cohesive instructional practices. Together with the director, assistant directors, and administrative coordinators, they form the Charter School’s instructional leadership team. These educators also attend off-site workshops and conferences and return to campus ready to share their learning with their peers. During designated times—such as psychomotor periods when paraprofessionals lead physical education—grade-level teams meet to analyze student assessment data, discuss student progress, and plan next steps. These data-driven conversations happen twice weekly and are directly tied to the school’s Local Control and Accountability Plan (LCAP) goals, allowing for timely adjustments to instruction and a focus on improved student outcomes.

The planning and implementation of professional development are informed by advisory committees who rely on student assessment data, curricular needs, and new state or federal policy changes. When professional development needs align across campuses, trainings are offered collaboratively. For instance, if one Fenton school hosts a session for new hires, educators from other sites are encouraged to attend. Similarly, trainings related to new curriculum adoptions often involve lead teachers and grade-level teams from across the network. This coordinated model encourages collaboration among educators with similar roles and needs, fostering shared expertise and efficient use of time and resources.

Beyond staff development, the Charter School is committed to engaging all stakeholders in the educational process. The governance board receives regular updates on student progress at monthly meetings, and teachers meet frequently at the grade level to analyze data and drive instruction. Communication with families is consistent and transparent. The school year begins with parent orientation meetings at each grade level, followed by formal parent-teacher conferences held twice a year. Monthly progress reports keep families informed about academic achievement, and regular student awards assemblies celebrate positive behavior, work habits, and attendance.

Recognizing the essential role families play in student success, the Charter School also offers ongoing training and resources to empower parents. These opportunities help families understand their legal rights, support their children's education at home, and engage actively in the school community.

In sum, the Charter School’s approach to professional development is comprehensive, collaborative, and aligned with its mission of equity and excellence. By investing in educators, involving families, and using data to guide decisions, Fenton Charter Public Schools creates a culture of continuous learning that benefits all members of the school community.

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.

There were no significant changes to the LCAP. Based on stakeholder feedback, expenditures were categorized in alignment between the action and the expenditure.

The school has reflected on the prior year’s practices and made several adjustments to the planned goal, metrics, target outcomes, and actions. These changes are designed to address the delays and challenges faced in the previous year while maintaining a strong commitment to creating a resource-rich, safe, and effective learning environment. With these improvements, the school is confident in its ability to achieve its goal more efficiently in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and benefits	Salaries and Benefits for all staff members	$6,313,089.41	No
3.2	Professional Development	Professional Development for staff.	$327,898.00	Yes
3.3	Core Instructional Materials; Technology	Core Instructional Materials and Technology provided to all students.	$495,000.00	No
3.4	Maintenance, Custodial, Security	Maintenance/Custodial/Security (2201)	$481,165.00	No
3.5	Technology Enhancement	Additional technology to enhance the basic instructional program.	$79,874.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,930,013	$359,133

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.960%	0.000%	$0.00	36.960%

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:** Supports to Increase Student Achievement **Need:** Increase student achievement for English learners, socioeconomically disadvantaged, and Foster Youth. **Scope:**	Providing targeted supports to increase student achievement plays a crucial role in addressing the unique challenges faced by English learners, socioeconomically disadvantaged students, and foster youth. Here are the ways in which these supports contribute to their academic success: English Learners (ELs): Language Development Programs: Supports such as English Language Development (ELD)	CAASPP Results: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year. California Science Test (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
	LEA-wide Schoolwide	programs help ELs acquire proficiency in English, which is essential for their success in all academic subjects. These programs provide structured language instruction that enhances reading, writing, listening, and speaking skills. Bilingual Education and Resources: Access to bilingual education and resources ensures that ELs can understand and engage with the curriculum while they develop their English skills. This support helps prevent language barriers from impeding their academic progress. Culturally Responsive Teaching: Implementing culturally responsive teaching practices acknowledges and incorporates the diverse cultural backgrounds of ELs, making learning more relevant and engaging for them. This approach fosters a supportive learning environment that respects and values their cultural identity. Socioeconomically Disadvantaged Students: Access to Resources: Providing access to essential resources, such as textbooks, technology, and school supplies, ensures that socioeconomically disadvantaged students have the tools they need to participate fully in their education. These resources help level the playing field and remove barriers to learning. Support Services: Offering support services like free or reduced-price meals, transportation, and health services addresses the basic needs of these students, allowing them to focus on their	Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST). i-Ready Assessments: Percentage of students scoring at or above grade level will increase 2-3% in ELA and Math on the i-Ready assessments each year. i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50% California School Dashboards Status and Change Report and Equity Report: School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report. ELPAC: English Language Learner students will advance at least one performance

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
		studies. When their basic needs are met, they are better able to engage in the learning process. Academic Interventions: Targeted academic interventions, such as tutoring and after-school programs, provide additional instructional time and personalized support. These interventions help students who may be struggling to catch up with their peers and improve their academic performance. Foster Youth: Stable Learning Environments: Ensuring that foster youth have stable and supportive learning environments is critical. This can include providing consistent educational placements and minimizing disruptions in their schooling, which is often a challenge due to changes in foster care placements. Mentorship and Counseling: Access to mentorship and counseling services helps foster youth navigate the emotional and social challenges they may face. These supports provide guidance, build resilience, and offer a trusted adult relationship that can positively impact their academic and personal development. Individualized Education Plans (IEPs): For foster youth with special education needs, developing and implementing individualized education plans (IEPs) ensures that they receive tailored support and accommodations. This personalized approach helps address their specific learning needs and promotes their academic success.	level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) EL Reclassification Rates: EL reclassification rate will meet or exceed the District's (LAUSD) reclassification 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
2.1	**Action:** Family Center Director **Need:** Increase engagement of parents for English learners, socioeconomically disadvantaged, and Foster Youth. **Scope:** LEA-wide Schoolwide	Increasing parent engagement is a critical strategy in supporting the academic and overall success of English learners, socioeconomically disadvantaged students, and foster youth. Here's how this engagement benefits these specific groups: English Learners (ELs): Enhanced Communication: Engaging parents of English learners often involves providing information and resources in their home language. This improved communication helps parents understand the educational system, their child's progress, and how they can support learning at home. Cultural Competence: When schools actively engage with the parents of ELs, they demonstrate respect and value for the diverse cultural backgrounds of their students. This fosters a more inclusive and supportive school environment, which positively impacts students' academic and social development. Supportive Home Learning Environment: Parental involvement helps create a more supportive home learning environment. Parents who are engaged are more likely to provide academic support, encourage good study habits, and advocate for their children's educational needs. Socioeconomically Disadvantaged Students: Access to Resources: Engaged parents are better informed about available resources and services, such as tutoring programs, food assistance, and	Parent Involvement Survey: Participation rates will continue to increase Engagement Survey Parent Satisfaction will continue to increase

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
		health services. This ensures that their children can benefit from these supports, which are crucial for their academic success. Increased Advocacy: Parents who are actively involved in their children's education are more likely to advocate for their needs, ensuring that their children receive the necessary support and accommodations. This can include seeking additional academic help, addressing issues related to school attendance, and ensuring their child's well-being. Improved Student Outcomes: Research shows that parental involvement is associated with higher student achievement, better attendance, and increased motivation. Socioeconomically disadvantaged students whose parents are engaged are more likely to perform better academically and have higher aspirations. Foster Youth: Stability and Continuity: For foster youth, having consistent adult involvement can provide much-needed stability and continuity. Engaging foster parents or guardians in the educational process helps ensure that these students have a consistent support system advocating for their educational needs. Emotional and Social Support: Engaged foster parents can provide emotional and social support, helping foster youth navigate the challenges they face both in and out of school. This support can improve their resilience, self-esteem, and overall well-being.	

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
		Tailored Educational Plans: Active involvement from foster parents or guardians ensures that foster youth receive personalized support tailored to their unique circumstances. This can include advocating for Individualized Education Plans (IEPs) or 504 Plans to address specific learning needs. Overall Impact on Student Achievement: Better School-Home Connections: Increasing parent engagement strengthens the connection between home and school. This partnership is essential for creating a cohesive support network for students, ensuring that parents are informed and involved in their children's education. Higher Academic Achievement: Engaged parents contribute to higher academic achievement by reinforcing the importance of education, providing academic support, and fostering a positive attitude towards learning. Improved Attendance and Behavior: When parents are involved, students are more likely to attend school regularly and exhibit positive behavior. This leads to a more conducive learning environment and better academic outcomes. Strategies for Increasing Parent Engagement: Language and Cultural Support: Provide multilingual communication and culturally relevant resources to ensure that parents of English learners feel welcomed and informed.	

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
		Workshops and Training: Offer workshops and training sessions for parents to equip them with the skills and knowledge to support their children's education effectively. Regular Communication: Establish regular communication channels, such as newsletters, parent-teacher conferences, and school apps, to keep parents informed and engaged. Parent Involvement Programs: Develop programs and initiatives that encourage parent participation in school activities, decision-making processes, and volunteer opportunities. Flexible Meeting Times: Schedule meetings and events at various times to accommodate the diverse schedules of parents, ensuring that all can participate. In summary, increasing parent engagement for English learners, socioeconomically disadvantaged students, and foster youth is vital for their academic success and overall well-being. By fostering strong partnerships between parents and schools, we create a supportive and inclusive educational environment that empowers students to reach their full potential.	
2.2	**Action:** Attendance Manager; School Nurse; 50% **Need:** Increase the number of identified staff to assist with the engagement of students for English	Increasing the number of identified staff to assist with the engagement of students, particularly English learners (ELs), socioeconomically disadvantaged students, and foster youth, can significantly improve their academic and overall well-being. Here's how this strategy benefits these specific groups:	Engagement Survey: Student Satisfaction will continue to increase Suspension Rates: Rates will remain low

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
	learners, socioeconomically disadvantaged, and Foster Youth. **Scope:** LEA-wide Schoolwide	English Learners (ELs): Specialized Support: Additional staff members who are trained in English as a Second Language (ESL) or English Language Development (ELD) can provide targeted support to ELs. These staff can deliver specialized instruction, helping students improve their language proficiency and academic performance. Cultural Liaison: Staff members who understand the cultural backgrounds of ELs can act as cultural liaisons, bridging the gap between home and school. This helps in creating a more inclusive and supportive environment for ELs. Individualized Attention: Increasing staff allows for more individualized attention and personalized learning plans, addressing each student's unique needs and helping them progress at their own pace. Socioeconomically Disadvantaged Students: Resource Coordination: Additional staff can help coordinate resources and support services, ensuring that socioeconomically disadvantaged students have access to necessary supplies, tutoring, and extracurricular activities. This can mitigate the impact of socioeconomic challenges on their academic performance. Academic Support: More staff means more availability for one-on-one tutoring, homework help, and academic interventions. This support is	Expulsion Rates: Rates will remain low Chronic Absenteeism Rates: Charter School will maintain a chronic absenteeism rate below the state average.

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
		crucial for helping students stay on track and achieve their educational goals. Emotional and Social Support: Dedicated staff can provide emotional and social support, helping students navigate the challenges they face outside of school. This includes counseling services, mentorship programs, and social-emotional learning initiatives. Foster Youth: Case Management: Additional staff can serve as case managers for foster youth, providing consistent support and advocacy. They can coordinate with social services, foster families, and educators to ensure that foster youth receive the stability and continuity they need. Personalized Support Plans: With more staff, schools can develop and implement personalized support plans that address the unique educational and emotional needs of foster youth. This includes academic support, mental health services, and life skills training. Advocacy and Monitoring: Extra staff can closely monitor the progress of foster youth, advocating for their needs and ensuring that they receive appropriate accommodations and interventions. This helps in preventing any gaps in their education due to frequent changes in living situations. Overall Impact on Student Achievement:	

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
		Improved Academic Outcomes: With increased staff, students receive more personalized and targeted support, leading to better academic performance and higher graduation rates. Enhanced Engagement: More staff can create and maintain engaging educational experiences, making students feel more connected and motivated to participate in school activities. Stronger Relationships: Additional staff can build strong, trusting relationships with students, providing the support and encouragement they need to succeed both academically and personally. Strategies for Increasing Staff to Assist with Student Engagement: Hiring Specialized Staff: Recruit staff with expertise in ESL/ELD, special education, counseling, and social work to provide comprehensive support to students. Professional Development: Offer professional development opportunities to existing staff to equip them with the skills needed to effectively support ELs, socioeconomically disadvantaged students, and foster youth. Collaboration with Community Organizations: Partner with community organizations to bring in additional resources and personnel who can assist in meeting the needs of these student groups.	

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
		Creating Dedicated Roles: Establish dedicated roles such as student engagement coordinators, family liaisons, and academic advisors who focus specifically on supporting these student populations. Regular Monitoring and Assessment: Implement regular monitoring and assessment to identify students' needs and adjust support strategies accordingly. In summary, increasing the number of identified staff to assist with the engagement of students, particularly English learners, socioeconomically disadvantaged students, and foster youth, is a strategic approach to improving their academic success and overall well-being. This investment in human resources ensures that all students receive the personalized and targeted support they need to thrive in their educational journey.	
2.3	**Action:** Student Activities **Need:** Provide student activities to engage students in learning for English learners, socioeconomically disadvantaged, and Foster Youth. **Scope:** LEA-wide Schoolwide	The following are student activities designed to engage English learners, socioeconomically disadvantaged students, and foster youth in learning, tailored to their specific needs: English Learners (ELs): Language Immersion Programs: Create language immersion programs that integrate ELs with native English speakers in interactive and collaborative activities. These programs can include conversational clubs, language exchange partnerships, and cultural events that encourage language practice in a real-world context.	Engagement Survey: Student Satisfaction will continue to increase Suspension Rates: Rates will remain low Expulsion Rates: Rates will remain low Chronic Absenteeism Rates: Charter School will maintain a chronic

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
		Bilingual Tutoring: Offer bilingual tutoring sessions where students can receive help in their native language while learning English. This support can help ELs better understand complex subjects and improve their overall academic performance. Technology-Enhanced Learning: Utilize language learning apps, online resources, and educational software to provide interactive and engaging English language instruction. Activities can include language games, virtual field trips, and multimedia projects. Cultural Heritage Projects: Encourage students to create projects that explore and celebrate their cultural heritage. These projects can include presentations, artwork, and written reports that allow ELs to share their backgrounds and build confidence in their language skills. Socioeconomically Disadvantaged Students: After-School Programs: Develop after-school programs that provide academic support, enrichment activities, and recreational opportunities. These programs can include homework help, STEM clubs, art and music classes, and sports activities, ensuring students have a safe and supportive environment after school hours. Mentorship Programs: Establish mentorship programs that pair students with adult mentors who can provide guidance, support, and encouragement. Mentors can help students set	absenteeism rate below the state average.

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
		academic and personal goals, navigate challenges, and explore future career paths. Service Learning Projects: Engage students in service learning projects that connect classroom learning with community service. These projects can help students develop leadership skills, build a sense of civic responsibility, and apply their knowledge to real-world situations. Field Trips and Experiential Learning: Organize field trips to museums, science centers, universities, and local businesses to provide hands-on learning experiences. These trips can broaden students' horizons and expose them to new opportunities and career possibilities. Foster Youth: Personalized Learning Plans: Develop personalized learning plans that address the unique academic and social-emotional needs of foster youth. These plans can include tailored academic support, counseling services, and flexible scheduling to accommodate changes in living situations. Life Skills Workshops: Offer workshops that teach essential life skills such as financial literacy, time management, goal setting, and self-advocacy. These skills can help foster youth navigate their education and prepare for independent living. Support Groups: Create support groups where foster youth can connect with peers who share similar experiences. These groups can provide a	

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
		safe space for students to discuss challenges, share resources, and build a sense of community. College and Career Readiness Programs: Implement college and career readiness programs that provide foster youth with information and resources about higher education and career options. Activities can include college visits, career fairs, application assistance, and job shadowing opportunities. Overall Engagement Strategies: Project-Based Learning: Implement project-based learning (PBL) across all student groups to make learning more engaging and relevant. PBL encourages students to explore real-world problems and collaborate on meaningful projects, enhancing critical thinking and problem-solving skills. Interactive Technology: Integrate interactive technology tools, such as interactive whiteboards, tablets, and online collaboration platforms, to create dynamic and engaging learning experiences. Technology can facilitate personalized learning and make complex subjects more accessible. Parent and Community Involvement: Engage parents and community members in student activities to create a supportive network around students. This involvement can include family nights, community events, and volunteer opportunities that strengthen the connection between school and home.	

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
		By implementing these student activities, the LEA can create a supportive and engaging educational environment that addresses the specific needs of English learners, socioeconomically disadvantaged students, and foster youth. These activities foster academic success, build essential skills, and enhance overall student well-being.	
3.2	**Action:** Professional Development **Need:** Provide professional development to ensuring student success for English learners, socioeconomically disadvantaged, and Foster Youth. **Scope:** LEA-wide Schoolwide	The following are professional development activities aimed at ensuring student success for English learners, socioeconomically disadvantaged students, and foster youth: English Learners (ELs): Culturally Responsive Teaching: Offer training on culturally responsive teaching practices that recognize and value the diverse cultural backgrounds of ELs. This includes strategies for integrating students' cultural contexts into the curriculum and creating an inclusive classroom environment. Language Acquisition Strategies: Provide professional development on effective language acquisition strategies, such as Sheltered Instruction Observation Protocol (SIOP), Total Physical Response (TPR), and dual-language programs. These strategies help teachers support ELs in acquiring English while mastering content. Assessment and Differentiation: Train teachers on differentiating instruction and assessment for ELs. This includes using formative assessments to	Professional Development Rosters: 100% of certificated staff will participate Increase in Student Achievement: CAASPP Results: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year. California Science Test (CAST) Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST). i-Ready Assessments:

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
		monitor progress and adjusting instruction to meet individual language proficiency levels. Family Engagement: Conduct workshops on engaging EL families, emphasizing the importance of communication in the parents' home language, culturally relevant school events, and family literacy programs. Socioeconomically Disadvantaged Students: Trauma-Informed Practices: Provide training on trauma-informed practices that help teachers understand and respond to the effects of poverty-related stress and trauma. This includes creating a safe and supportive classroom environment and using strategies to help students manage stress and build resilience. Equity and Access: Offer professional development on promoting equity in the classroom, including identifying and addressing implicit biases, ensuring all students have access to resources, and implementing inclusive teaching practices. Community Resource Integration: Train staff on how to connect students and families with community resources, such as health services, after-school programs, and food assistance. This helps address external factors that can impact students' ability to learn. Differentiated Instruction: Provide strategies for differentiating instruction to meet the diverse needs of socioeconomically disadvantaged	Percentage of students scoring at or above grade level will increase 2-3% in ELA and Math on the i-Ready assessments each year. i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50% California School Dashboards Status and Change Report and Equity Report: School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report. ELPAC: English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC) EL Reclassification Rates:

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
		students, including using varied teaching methods, flexible grouping, and personalized learning plans. Foster Youth: Understanding the Needs of Foster Youth: Offer training on the unique challenges faced by foster youth, including frequent school changes, emotional and behavioral issues, and the impact of trauma. This helps educators provide targeted support and stability. Individualized Education Plans (IEPs) and 504 Plans: Train teachers and staff on developing and implementing IEPs and 504 Plans for foster youth with special needs. This ensures that these students receive the necessary accommodations and support. Building Resilience: Provide professional development on strategies for building resilience and self-advocacy in foster youth. This includes mentorship programs, social-emotional learning, and life skills training. Collaboration with Child Welfare Agencies: Offer workshops on collaborating with child welfare agencies to support foster youth. This includes understanding the roles and responsibilities of various stakeholders and effective communication strategies. Overall Professional Development Strategies: Data-Driven Instruction: Train teachers on using data to inform instruction and support student success. This includes analyzing student	EL reclassification rate will meet or exceed the District's (LAUSD) reclassification 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
		performance data to identify trends, set goals, and tailor interventions for ELs, socioeconomically disadvantaged students, and foster youth. Technology Integration: Provide professional development on integrating technology into the classroom to enhance learning. This includes using educational software, online collaboration tools, and digital resources to support differentiated instruction. Collaborative Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share best practices, and discuss strategies for supporting ELs, socioeconomically disadvantaged students, and foster youth. Regular meetings and collaborative planning sessions can foster a culture of continuous improvement. Social-Emotional Learning (SEL): Offer training on SEL programs that help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is particularly beneficial for students who face significant personal and academic challenges. By implementing these professional development activities, the LEA can equip educators with the skills and knowledge they need to effectively support English learners, socioeconomically disadvantaged students, and foster youth. This targeted professional development fosters a supportive and inclusive educational environment that promotes student success.	

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:** Technology Enhancement **Need:** Provide additional technology to enhance the basic instructional program for English learners, socioeconomically disadvantaged, and Foster Youth. **Scope:** LEA-wide Schoolwide	The following are additional technology resources to enhance the basic instructional program for English learners, socioeconomically disadvantaged students, and foster youth: English Learners (ELs): Language Learning Software: Invest in language learning software such as Rosetta Stone, Duolingo, or Imagine Learning that offers personalized and interactive language instruction tailored to individual proficiency levels. Digital Translation Tools: Provide access to digital translation tools and apps, such as Google Translate, to assist ELs in understanding and completing assignments. This can help bridge language barriers and support comprehension. Interactive Whiteboards: Utilize interactive whiteboards in classrooms to make lessons more engaging and accessible. Teachers can use these tools to incorporate multimedia content, visual aids, and interactive activities that support language development. Online Reading Programs: Offer subscriptions to online reading programs like Raz-Kids or Epic! that provide leveled reading materials and interactive features to support literacy development in both English and students' native languages. Socioeconomically Disadvantaged Students: Chromebooks/Tablets: Provide Chromebooks or tablets to ensure that every student has access to a personal device for learning, both in school and	Increase in Student Achievement utilizing Technology Devices: CAASPP Results: Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in ELA and Math on the CAASPP each year. California Science Test (CAST) Percentage of students and subgroups scoring standard met or exceeded will increase 2-3% in Science on the California Science Test (CAST). i-Ready Assessments: Percentage of students scoring at or above grade level will increase 2-3% in ELA and Math on the i-Ready assessments each year. i-Ready Assessments: Percentage of students that meet their Typical Growth will be Above 50% California School Dashboards Status and

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
		at home. This helps bridge the digital divide and ensures equitable access to technology. Wi-Fi Hotspots: Distribute Wi-Fi hotspots to families who lack reliable internet access at home. This ensures that students can complete online assignments and participate in virtual learning without connectivity issues. Educational Apps and Software: Equip students with educational apps and software that support core subjects like math, science, and reading. Examples include Khan Academy, IXL, and Mathletics, which offer personalized learning paths and practice exercises. Virtual Tutoring: Implement virtual tutoring programs that provide students with access to online tutors for additional academic support outside of regular school hours. This can be particularly beneficial for those needing extra help with challenging subjects. Foster Youth: Adaptive Learning Platforms: Utilize adaptive learning platforms like DreamBox or ALEKS that adjust to each student's learning pace and provide customized instruction based on their unique needs and progress. Online Counseling and Mentorship: Provide access to online counseling and mentorship programs that offer social-emotional support and guidance. Platforms like Talkspace or MentorMe	Change Report and Equity Report: School will show annual progress toward meeting the needs of all students on the California School Dashboards Status and Change Report and Equity Report.

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
		can connect foster youth with counselors and mentors remotely. E-Portfolios: Encourage the use of e-portfolios where foster youth can document their academic progress, achievements, and personal reflections. This digital tool helps them track their growth and set future goals. Life Skills Training Programs: Offer access to online life skills training programs that cover topics such as financial literacy, career planning, and independent living skills. These programs can help foster youth prepare for life beyond school. Overall Technology Integration Strategies: Learning Management Systems (LMS): Implement a robust LMS such as Google Classroom, Canvas, or Schoology to streamline communication, distribute assignments, and provide a centralized platform for learning resources. This ensures that all students have easy access to their coursework and instructional materials. Professional Development for Teachers: Provide professional development for teachers on integrating technology into their instruction effectively. Training should cover using digital tools, creating interactive lessons, and leveraging data from educational software to inform instruction. Assistive Technology: Invest in assistive technology for students with disabilities, ensuring that they have the necessary tools to participate	

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
		fully in the instructional program. Examples include speech-to-text software, screen readers, and adaptive keyboards. Digital Literacy Programs: Develop digital literacy programs to teach students how to use technology responsibly and effectively. This includes lessons on internet safety, research skills, and digital citizenship. Monitoring and Evaluation: Usage Tracking: Implement systems to track the usage and effectiveness of the provided technology. This can include monitoring software usage statistics, student performance data, and feedback from students and teachers. Continuous Improvement: Use the data collected to continuously improve the technology integration strategy, making adjustments based on what is working well and what needs enhancement. Regularly update the technology resources to keep pace with advancements and changing student needs. By providing additional technology to enhance the basic instructional program, the LEA can support the unique needs of English learners, socioeconomically disadvantaged students, and foster youth. This investment in technology helps create an equitable and engaging learning environment, promoting academic success and overall student well-being.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,927,623	2,930,013	36.960%	0.000%	36.960%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,858,272.88	$137,144.64	$0.00	$335,536.00	$11,330,953.52	$10,680,079.52	$650,874.00

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	Supports to Increase Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	3 Years	$3,195,686.00	$0.00	$2,860,150.00			$335,536.00	$3,195,686.00	
2	2.1	Family Center Director	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	3 Years	$137,144.64	$0.00		$137,144.64			$137,144.64	
2	2.2	Attendance Manager; School Nurse; 50%	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	3 Years	$225,096.47	$0.00	$225,096.47				$225,096.47	
2	2.3	Student Activities	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$76,000.00	$76,000.00				$76,000.00	
3	3.1	Salaries and benefits	All Students with Disabilities	No					$6,313,089.41	$0.00	$6,313,089.41				$6,313,089.41	
3	3.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$327,898.00	$0.00	$327,898.00				$327,898.00	
3	3.3	Core Instructional Materials; Technology	All Students with Disabilities	No			All Schools		$0.00	$495,000.00	$495,000.00				$495,000.00	
3	3.4	Maintenance, Custodial, Security	All Students with Disabilities	No			All Schools		$481,165.00	$0.00	$481,165.00				$481,165.00	
3	3.5	Technology Enhancement	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools		$0.00	$79,874.00	$79,874.00				$79,874.00	

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
			Low Income		wide	Low Income										

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,927,623	2,930,013	36.960%	0.000%	36.960%	$3,569,018.47	0.000%	45.020 %	**Total:**	$3,569,018.47
								LEA-wide Total:	$3,569,018.47
								Limited Total:	$0.00
								Schoolwide Total:	$3,569,018.47

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**	Supports to Increase Student Achievement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,860,150.00	
2	**2.1**	Family Center Director	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.2**	Attendance Manager; School Nurse; 50%	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$225,096.47	
2	**2.3**	Student Activities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$76,000.00	
3	**3.2**	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$327,898.00	
3	**3.5**	Technology Enhancement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$79,874.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,330,953.52	$11,219,764.32

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**	Supports to Increase Student Achievement	Yes	$3,195,686.00	3,164,327.14
2	**2.1**	Family Center Director	Yes	$137,144.64	135,798.86
2	**2.2**	Attendance Manager; School Nurse; 50%	Yes	$225,096.47	222,887.63
2	**2.3**	Student Activities	Yes	$76,000.00	75,254.22
3	**3.1**	Salaries and benefits	No	$6,313,089.41	6,251,139.86
3	**3.2**	Professional Development	Yes	$327,898.00	324,680.38
3	**3.3**	Core Instructional Materials; Technology	No	$495,000.00	490,142.63
3	**3.4**	Maintenance, Custodial, Security	No	$481,165.00	476,443.39
3	**3.5**	Technology Enhancement	Yes	$79,874.00	79,090.21

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,533,996.14	$3,569,018.47	$3,533,996.15	$35,022.32	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supports to Increase Student Achievement	Yes	$2,860,150.00	2,832,083.71		
2	2.1	Family Center Director	Yes				
2	2.2	Attendance Manager; School Nurse; 50%	Yes	$225,096.47	222,887.63		
2	2.3	Student Activities	Yes	$76,000.00	75,254.22		
3	3.2	Professional Development	Yes	$327,898.00	324,680.38		
3	3.5	Technology Enhancement	Yes	$79,874.00	79,090.21		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
0	3,533,996.14	0	0.000%	$3,533,996.15	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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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