



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feaster Charter School

CDS Code: 37 68023 6037956

School Year: 2024-25

LEA contact information:

Rosario Villareal

Executive Director

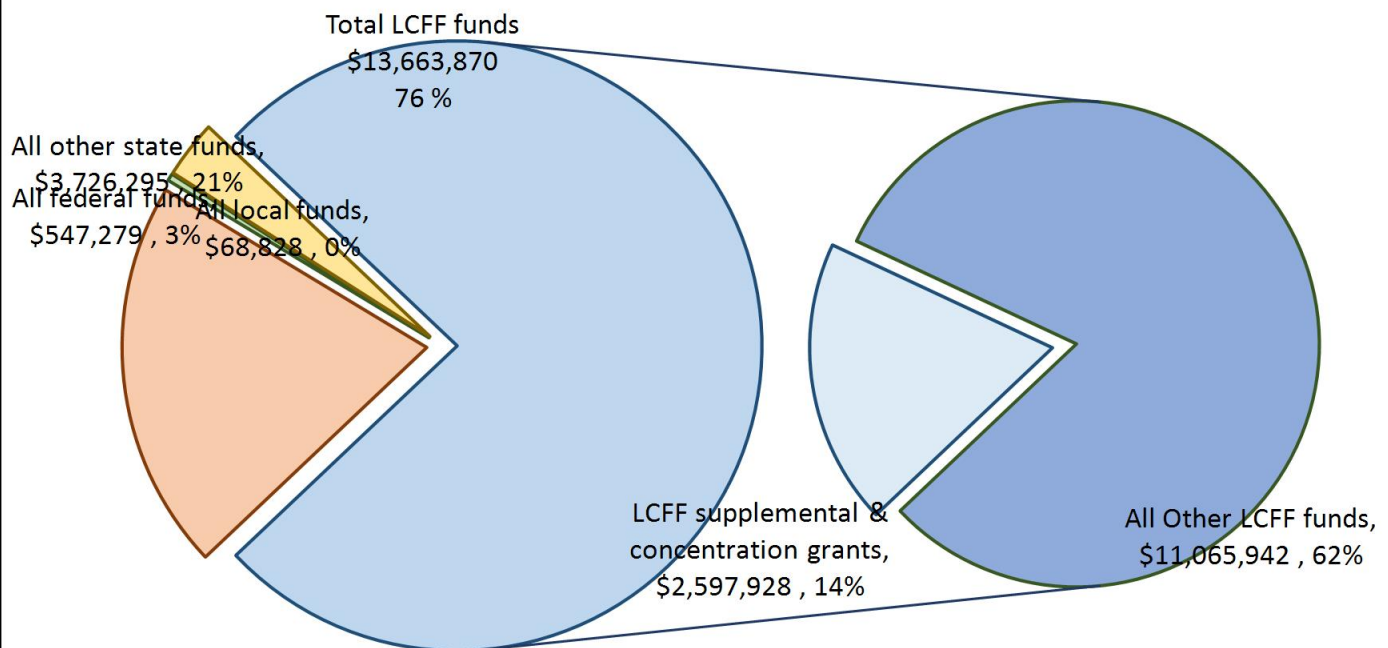
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6194228397

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



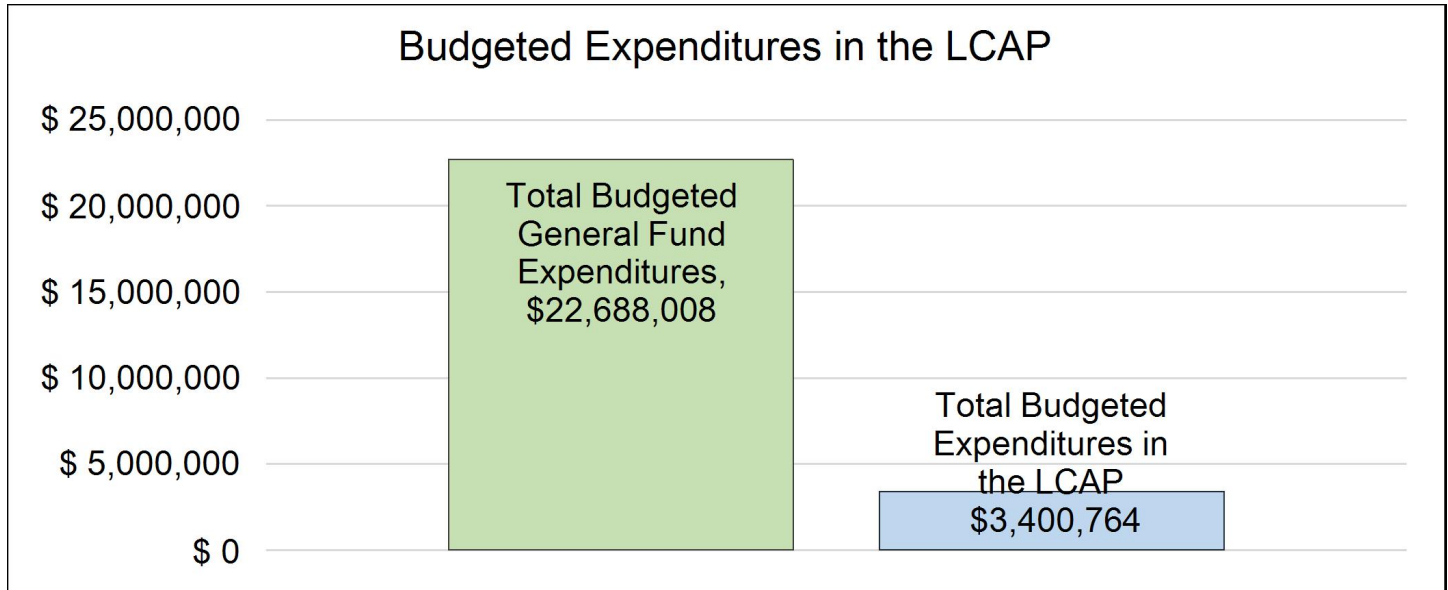
This chart shows the total general purpose revenue Feaster Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Feaster Charter School is \$18,006,272, of which \$13663870 is Local Control Funding Formula (LCFF), \$3726295 is other

state funds, \$68828 is local funds, and \$547279 is federal funds. Of the \$13663870 in LCFF Funds, \$2597928 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 Feaster Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

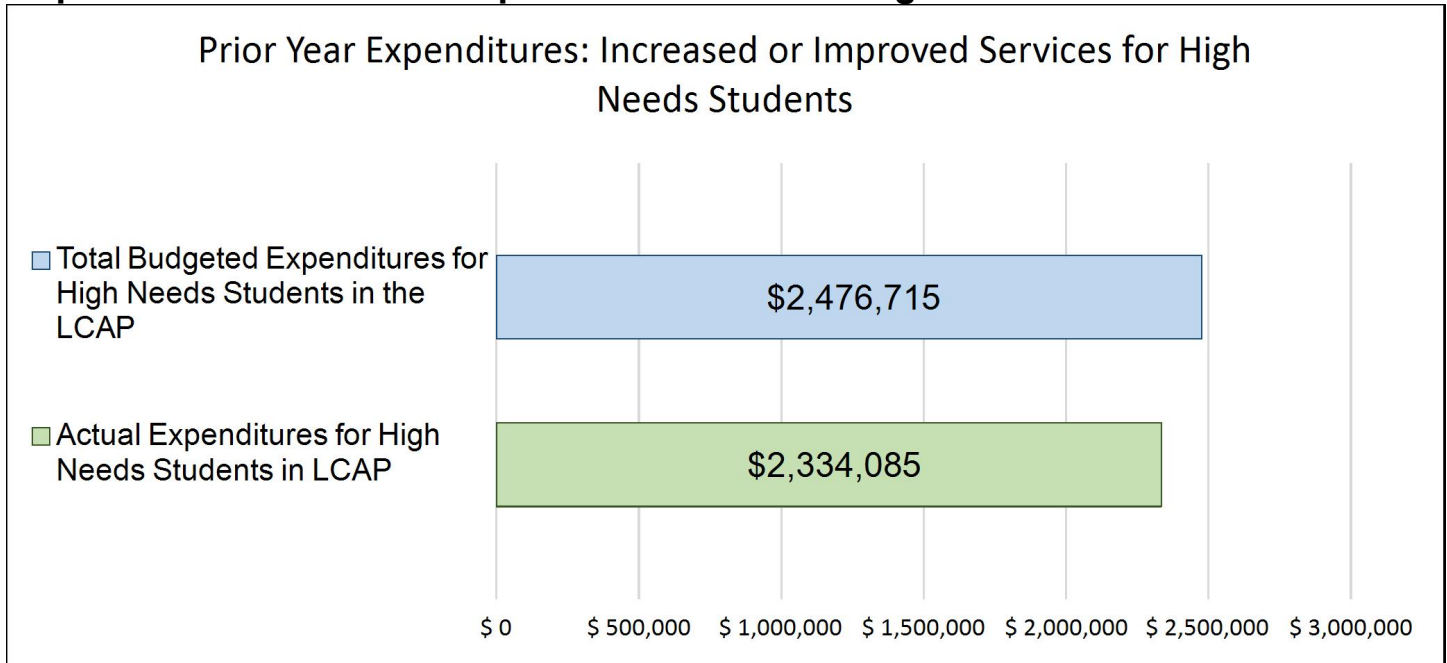
The text description of the above chart is as follows: Feaster Charter School plans to spend \$22,688,008 for the 2024-25 school year. Of that amount, \$3,400,764 is tied to actions/services in the LCAP and \$19,287,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Feaster Charter School is projecting it will receive \$25,979,280 based on the enrollment of foster youth, English learner, and low-income students. Feaster Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Feaster Charter School plans to spend \$94,827 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Feaster 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 Feaster 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 2023-24, Feaster Charter School's LCAP budgeted \$2476715 for planned actions to increase or improve services for high needs students. Feaster Charter School actually spent \$2334085 for actions to increase or improve services for high needs students in 2023-24.



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
Feaster Charter School	Rosario Villareal Executive Director	rosario.villareal@cvesd.org 6194228397

Plan Summary [2024-25]

General Information

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

Feaster Charter School is a TK - 8th grade District Partnership charter school that offers students, families, and teachers a unique opportunity to work together to achieve shared goals for student academic and personal success. Our vision is to enrich our students' lives with a rigorous, world-class education with an emphasis on STEAM (science, technology, engineering, art, and math) ideals. At Feaster, we are committed to promoting equity by addressing all students' diverse academic, social-emotional, behavioral, mental health, and physical needs. We place students at the forefront of all decision-making processes. Our goal is to prepare learners for college and career readiness within a global society. We achieve this through an integrated approach combining STEAM education principles and language immersion in our instructional practices.

Feaster Charter School opened its doors in 1965 under the name of F Street School but was renamed upon the retirement of Mae L. Feaster, a teacher and principal there for 41 years. In March 1997, Feaster became the second charter school in the Chula Vista Elementary School District. Currently, there are five charter schools in CVESD. Feaster is located in a low socioeconomic area of Chula Vista, approximately 10 miles from the border with Mexico. Feaster Charter School's enrollment is approximately 1120 students and often fluctuates throughout the school year, with about 33% student mobility as students move into and out of the area. Based on the information provided by parents and/or guardians, 90.8% identify as Hispanic or Latino, 3.8% identify as white, 1.9% identify as Black or African American, 1.6% identify as Filipino, and .06% identify as Asian and Pacific Islander, and 1% for two or more races. Additionally, 57.7% of our students are English Language Learners, and 7% receive special education services. Feaster Charter School's student population also consists of 83.4% low-income students. Feaster Charter School follows a modified year-round school calendar with 180 days of instruction from July to June. Elementary students' school days are 6 hours daily, Monday through Wednesday and Friday, 6.25 for Middle School, and 5 hours on Thursdays for all. The shortened day is designed to allow for professional development and collaboration and articulate the instructional program's needs of all our students.

Reflections: Annual Performance

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

Upon reflection on Feaster Charters' performance outcomes based on the California School Dashboard and local data, it is clear that there is room for improvement in student achievement, particularly in English Language Arts and Math. Only 39% of students met or exceeded English Language Arts standards, and 24% met or exceeded Math standards, which is concerning and highlights the need for intervention and support for students.

Additionally, the data shows that students with disabilities continue to struggle academically in ELA (-124 Distance from standard) and Math (-150 DFS); Feaster's chronic absenteeism rate of 28% is worrisome as well for all students, and EL, Hispanic, SED, SWD, and White students; resulting in the school's designation of ATSI (Additional Targeted Support and Improvement) and DA (Differentiated Assistance).

These data show barriers to student success that need to be addressed through targeted interventions and support.

We are encouraged by the action steps implemented to address these areas of concern, specifically those of our students with disabilities. The decision to employ MTSS-IA, partner with career-connected schools, provide educational excursions, offer more healthy food options, and provide access to up-to-date technology are all positive steps toward improving student outcomes.

Furthermore, the emphasis on providing parenting classes, English classes, and other advancement opportunities for parents is crucial in creating a supportive environment for students to thrive. It is essential to recognize that a student's success is not solely dependent on their academic performance but also on the support they receive at home from their families.

Feaster will continue to focus on meeting the needs of all students, especially those with disabilities, Multi-Lingual learners, Foster Students, and economically disadvantaged students. By providing additional resources and support to these students, we can work towards closing the achievement gap and ensuring that all students have an equal opportunity to succeed.

Overall, the data presented through the California School Dashboard is valuable for identifying areas for improvement and setting future goals. Feaster is confident that with these action steps, Feaster Charter will see positive changes in student achievement and overall success.

Reflections: Technical Assistance

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

The work underway is part of technical assistance for Feaster Charter School, with the facilitation and assistance of the San Diego County Office of Education's differentiated assistance team, which includes analyzing data to identify areas for improvement in academic outcomes and attendance rates. The team involved in the process comprises Rosario Villareal, Executive Director, Dr. Angelica Sleiman, Principal, Karena Haro, Community Schools Coordinator, and Melissa Benton, Attendance Clerk. Data collected and analyzed includes dashboard (satellite), local (map), and survey (street) data from educational partners; it reveals the need for differentiated instruction, social-emotional learning structures, and building trusting relationships with partners. Further street data, such as anecdotal data from student interviews and observations, was collected. Root cause analysis identified two fundamental problems: low academic outcomes for students with disabilities and high chronic absenteeism rates. Notably, our Students with Disabilities on the 22-23 Dashboard scored in the lowest (red) performance

band in English Language Arts and Mathematics. For Chronic Absenteeism, school-wide, Feaster's students are 27.6 percent chronically absent (red) on the Dashboard; consequently, the following student groups are also classified as Chronically Absent: English Learners, Hispanic, Students with Disabilities, Low-Income, and White students. Feaster will continue to work with SDCOE's DA team to monitor the implementation of focused action items designed to positively impact outcomes for SWD and to decrease our Chonic Absenteeismsm percentage by 10.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents & Caregivers	<p>At the beginning of the school year, we hosted a school-wide listening project where parents were asked to share their answers to the following: QUESTION 1- What are the top three things you love about Feaster Charter? QUESTION 2- What are the top three priorities Feaster should focus on improving? QUESTION 3- What does your ideal (perfect) school look like? QUESTION 4- What support do your children, you, or your family need to be successful? QUESTION 5- Is there anything else you would like to share with us?</p> <p>To get even more feedback, we sent our Feaster Charter parents and caregivers a link to an online form with a list of priorities that had been communicated with us during the Listening Project. Parents were asked to rank each category from Not Important to Extremely Important.</p> <p>Feaster Charter School also communicated to the community at Coffee with the Administrator, PTO, and Charter Board meetings to inform them about the school's designation as an ATSI (Additional Targeted Support and Improvement) and a Differentiated Assistance targeted school. These designations result from the low performance of Students with Disabilities (SWD) and Feaster's Chronic Absenteeism rate of 27.6%. Through feedback from LCAP question #4, What supports your children, you, or your family need to be successful? Goals and actions are being developed to meet the</p>

Educational Partner(s)	Process for Engagement
	needs of our students and community. This feedback continues to be compiled and shared during school meetings that are open to the public.
Students	<p>The first step for engaging our students was to start a conversation with Student Focus Groups in 4-8 grades. We asked each teacher to send us one representative of their class who would speak on behalf of the entire group. During this meeting, students were informed of their importance in our school community. Students were encouraged to speak freely and to share their thoughts as well as the thoughts of others. A notetaker was present during this meeting, and the notes compiled were used to create an online form, which was the second step in our process of engaging students. All students would share their rankings on a variety of topics. This feedback from students is also integral as we develop goals to satisfy the equity concerns for our school where 82.4% of students are Low-income, which qualifies Feaster Charter for Multiplier LCAP funds.</p> <p>To engage SWD in addressing ATSI (Alternative Targeted Assistance and Improvement) and DA (Differentiated Assistance) needs and in identifying solutions to help them succeed academically, staff engaged a focus group with the following interview questions: What is the best part about going to RSP? What is challenging/difficult/hard about going to RSP? If you could, what's one thing you would you change about RSP? Why do you go to RSP?</p>
Staff & Community Members	For staff and community members, we followed a very similar structure to what we did for our students. Lead teachers and community members shared preliminary feedback items that were then compiled into an online form where they were able to prioritize the categories from Not Important to Extremely Important.

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

During our weekly administrator meetings, the principal team meets to reflect on the feedback from our educational partners. This reflection item remains on our agenda so that we consistently reflect on the needs of the community, students, parents/caregivers, and staff. Because our conversations revolve around our educational partners, we keep their needs and feedback at the forefront of our minds and work to hear their thoughts and share changes that have been implemented because of their thoughts as related to current and future LCAP initiatives.

During a recent Coffee with the Admin Team, we had an activity where we printed out the top 6 priorities they shared in the Listening Project, where we collected LCAP feedback. During the meeting, we heard what our educational partners prioritized and listened to their ideas and thoughts, describing how they would know their voices were heard. Parents (Educational partners) influenced our feedback by expressing their needs for their children during monthly meetings, informal meetings at pick up and drop off, phone calls, emails, public comment in board meetings, attendance at school events, and any other form of communication they see fit.

Our students are regularly consulted through conversations and check-ins, and feedback from their teachers is obtained. One of the more formal ways the input provided by our students influenced our LCAP was that we asked each teacher to send one representative from their class in order to have a conversation about our school programs and their needs from us as a school. Students were invited to share their thoughts and to be a representative of their classroom by sharing their noticings and feedback as well as the noticings and feedback of their peers. Students influence our LCAP regularly because our programs are in place to serve them as learners better. Student input is received and applied through informal data, student-to-staff communication, and counseling support.

For staff, we reserve one monthly professional development meeting, during which we host an operations meeting. The purpose of this Operations Meeting is to share crucial updates and changes that have been implemented because of the staff input - input is received on a regular basis, not just during LCAP season. In addition, our Feaster Charter Board has one representative for classified and one representative for certificated. These staff board representatives work to influence the LCAP by hearing the thoughts and priorities of all staff members and expressing those sentiments as we reflect on our LCAP goals. Additional accountability requirements for our LCAP, including ATSI, DA, and Equity Multiplier goals and expectations, are also updated during operations and Charter Board meetings.

For the community, we have two community representatives on our charter board who work to share the community's needs as a whole and understand how our school impacts the local community and how the local community impacts our learners. The adopted LCAP is influenced by the feedback provided by our community members because we hear that an expressed need is for Feaster Charter as a school to expand access and services for all students and families that support social, emotional, and physical health and wellness. This includes sharing community resources like having a Mobile Medical Unit on campus, bringing in SBCS who support health and wellness, and partnering with other local organizations that help with the overall health and wellness initiatives.

All educational partners influence the LCAP, and all educational partners have an equitable opportunity to share their feedback on a regular basis, specifically during LCAP review season.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	FCS will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to improve or increase access to equity initiatives for ALL Feaster Charter school students and families, emphasizing the following student groups: students with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, and Homeless Students.

Upon review of our state and local data and educational partner feedback, it is clear that our students and families need schoolwide and differentiated support to impact each student group's academic outcomes.

- Students with Disabilities scored 121.1 points below standard in ELA and 150.6 points below standard in Math on CAASPP
- English Learners scored 61.5 points below standard in ELA and 105.6 points below standard in Math on CAASPP
- Low-income students scored 44.9 points below standard in ELA and 72.9 points below standard in Math on CAASPP
- SWD, EL, Low-income, Foster Youth, and Homeless students also have higher chronic absentee rates

Educational partners shared the need for this goal through our engagement in Coffee with Administration, Charter Board meetings, Parent/teacher conferences, and Resiliency Meetings. Following are some actions Feaster Charter School will implement to increase equity initiatives:

- Increased security measures, such as additional security and more School Resource Officer (SRO) presence
- Schoolwide prevention and intervention through anti-bullying and restorative practices committee/information campaign
- Promote project-based learning and STEAM/visual arts during the school day
- Extended learning through more field trips and excursions
- Continue our STEAM initiative through our Mindlabs program and partnership with the San Diego County Office of Education's Linda Vista Innovation Center

- Initiate a partnership with Career Connected School to provide access to our students most in need
- Expand our opportunities in ELOP to include Career and Technical Education
- Provide parenting classes for our student's parents and families

Feaster Charter School intends to improve and increase equity initiatives to provide increased opportunity and differentiated support for student groups that do not meet standards.

Baseline data will be based on data for 23-24.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	HR Credentials List Mindlabs Curriculum and Materials List Weekly Bulletins reflecting weekly collaboration	4 out of 6 teachers have been hired and have the proper credential. 4 out of 6 teachers have been hired and have appropriate curriculum and instructional materials. Grade-level teachers receive grade-level collaboration 36/38 weeks of the school year.			6 out of 6 FTE teachers will be hired and will have the proper credentialing. 6 out of 6 teachers will have the appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.	
1.2	RIASEC and Mindlabs (Career) Survey	94.66% of students were able to identify a strength. 96.77% were able to identify an interest. 89.38% were			90% of students will take the RIASEC and Mindlabs survey. Of those students,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>able to identify a value. 90.25% were able to identify a future career.</p> <p>All grade level classrooms engaged in a college and career showcase on an annual basis.</p> <p>2/47 (4%) grade level classrooms engage in a career focused elective.</p> <p>All middle school students engaged in an annual STEAM Career Fair.</p>			<p>97% of students will be able to identify a strength, 98% will identify an interest, 94% will identify one value and 95% will be able to identify a future career.</p> <p>All grade level classrooms will engage in a college and career showcase on an annual basis.</p> <p>All grade level classrooms will engage in a career focused elective.</p> <p>All middle school students will engage in an annual STEAM Career Fair.</p>	
1.3	Individual grade level roadmaps reflecting grade level fieldtrips.	<p>In the 2023-2024 school year, each grade level had an average of 3 academic excursions. Specific educational excursions are reflected below per grade level:</p> <p>TK: 1 Kinder: 3</p>			Each grade level will provide a minimum of 3 academic excursions during the school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st: 4 2nd: 2 3rd: 3 4th: 3 5th: 4 6th: 7 7th: 4 8th: 3				
1.4	<p>Percentage of students and staff that have access to 1:1 device that are up to date.</p> <p>Percentage of classrooms with up-to-date technology.</p> <p>Use of a schoolwide mobile management for each of our student devices and staff devices.</p>	<p>100% of students have access to an up to date 1:1 device.</p> <p>100% of staff have access to an up to date 1:1 device.</p> <p>100% of classrooms are up to date with televisions, Apple TV, access to WiFi, and printers.</p> <p>Our school has schoolwide mobile device management for each of our devices on campus.</p>			<p>100% of students and 100% of staff that require a device to complete their job duties will have access to an up-to-date device.</p> <p>100% of classrooms are up to date with televisions, Apple TV, access to WiFi, and printers.</p> <p>Our school has schoolwide mobile device management for each of our devices on campus.</p>	
1.5	Community School Coordinator Quarterly Report on advancement opportunities for parents.	In the 2023-2024 school year, Feaster Charter provided advancement opportunities a minimum of 6 times			Provide a minimum of 7 parent advancement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		each quarter. Specific advance opportunities offered are reflected below: Q1: 6 Q2: 23 Q3: 7 Q4: 7			opportunities each quarter.	
1.6	Master SST List Feaster SST One Drive folder.	90% of SSTs for the 2023-2024 school year are up to date. 85% of SSTs for the 2023-2024 school year were scheduled and held 6 to 8 weeks from start of cycle. We have no set criteria for identification for students eligible for an SST.			100% of SSTs for the 2023-2024 school year are up to date. 100% of SSTs for the 2023-2024 school year were scheduled and held 6 to 8 weeks from start of cycle. We will have a set criteria for identification for students eligible	
1.7	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker	In the 2023-2024 school year, an average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families. Specific PD opportunities per			A minimum of 2 PDs per quarter will be provided to staff to expand equitable initiatives and opportunities for students and families.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		quarter are reflected below: Q1: 3 Q2: 1 Q3: 1 Q4: 1				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate	Feaster's STEAM program is enhanced by our Mindlabs initiative, which provides instruction in Science, Technology, Engineering, Arts, Music, Dance, and Physical Education to students from TK to 8th grade. Our educational partners have expressed the desire to see the Mindlabs	\$705,423.00	No

Action #	Title	Description	Total Funds	Contributing
	curriculum and instructional materials.	program continue, as it introduces students to various career paths from a young age.		
1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.	This action will benefit students by providing access to real world learning experiences, opportunities, and industry awareness to help them explore career path and develop essential skills, realize their strengths, for future collage and career readiness.	\$45,000.00	No
1.3	Provide educational excursions for students to support equitable opportunities and academic progress.	Educational excursions provide students with hands-on, experiential learning opportunities that enhance their understanding of subjects being taught in the classrooms. Students are able to apply concepts in real-world scenarios, which leads to greater mastery of content standards. This action supports Low-income, foster, and Homeless students whose parents/caregivers otherwise struggle to provide this type of experiential learning for them.	\$10,000.00	No
1.4	Provide access to up to date 1:1 device to students and staff. Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.	Providing students and staff with personal iPads increases access to educational resources and personalized learning opportunities and enhances communication and collaboration between students and teachers. This technology can help engage students in interactive learning activities. By utilizing apps and online tools, students can practice and reinforce key skills needed to meet state standards, bridging academic gaps and promoting academic success.		No

Action #	Title	Description	Total Funds	Contributing
1.5	Provide parenting classes, English classes and other advancement opportunities for parents.	Providing equitable opportunities gives all parents the chance to improve their skills and knowledge, regardless of their background or circumstances. By offering these classes, Feaster ensures that all parents have access to resources that can help them support their children and create a better future for their families. This promotes equity by leveling the playing field and giving all parents the opportunity to further their education and improve their parenting abilities.	\$14,500.00	No
1.6	Employ MTSS-Instructional Assistant	Employing Multi-Tier Services and Support Instructional Assistant can enhance equitable access to core instruction by providing additional support to students who are struggling academically. This IA can work with students on specific skills or interventions to help them access the core curriculum more effectively. By providing targeted support, all students have the opportunity to succeed and participate fully in the classroom.Using CCSPP funds	\$62,172.00	No
1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.	Chronic absenteeism is a leading indicator of students' academic achievement and future success. We take attendance very seriously, as we want all students to get equal and equitable access to their education. No number of excellent teachers with excellent teaching practices or the best resources can impact a child if they are not at school to access their education. It is imperative that we are all committed to ensuring that every child attends school regularly. This action will decrease the Chronic absentee rate for SWD, EL, Hispanic, Low-income, and White student groups who are all in the red, the lowest performance level on the Dashboard.	\$15,000.00	Yes
1.8	Provide professional development to expand equitable initiatives and opportunities for all	Providing professional development to expand equitable initiatives and opportunities for all Unduplicated students and their families helps to ensure a more inclusive and equitable learning environment. Empowering parents and students creates a more equitable learning environment; this professional development intends to improve academic outcomes and better support for all students and families. A focus on families of Students		Yes

Action #	Title	Description	Total Funds	Contributing
	students and families.	with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, Homeless, and chronically absent students will be prioritized.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	FCS will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to improve and increase access to learning opportunities, including academics, social-emotional, physical, and health, intended for ALL Feaster Charter school students, with an emphasis on the following student groups: students with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, and Homeless Students.

Upon review of our Conditions and Climate data:

- CA Healthy Kids (CHKS) survey data demonstrates:
 - --Caring adults decreased by 7 percentage points for 5 grade and by 3 percentage points for 7 grade
 - --School Connectedness decreased by 14 percent for 5th grade and 2 percent for 7th grade
 - --16 percent of students in 5th grade expressed sadness and 35 percent of 7th graders expressed sadness
 - --22 percent of 5-grade students and 33 percent of 7th-grade students are afraid to ask for help
- During open meetings open to parents and other educational partners such as PTO, DELAC, Coffee with Administration, Charter Board meetings, and other formal and informal meetings, parents continually express the need for ongoing and improved social, emotional, physical, health, and wellness initiatives.

Educational partners are also asking for more access to sports-related learning and physical activities for our younger students in TK/Kinder-3rd grade, as detailed in multiple feedback sessions.

The following actions listed are intended to support this goal in the areas of social, emotional, and physical wellness:

- Feaster has made a concrete effort to hire 3 full-time PE teachers and two PE instructional assistants
- Feaster will continue to hire 3 full-time credential counselors
- Hiring a full-time nurse will also support student health needs to improve our attendance concerns

- Provide professional development to staff and families, which will be accompanied by a curriculum to support the implementation
- Provide more structured activities during student recess to support student social-emotional learning and teach them how to play fair with each other
- Grow opportunities in our ELOP program that also meet the social, emotional, and physical wellness needs of students attending the program

Feaster Charter School has listened to educational partner feedback and will work to develop ongoing relationships with families and educational patterns to better meet our students' needs. The baseline data for our current actions will be from 2023-2024.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	HR Credentials List Mindlabs Curriculum and Materials List Weekly Bulletins reflecting weekly collaboration	3 out of 3 physical education teachers have been hired and have the proper credential. 1/2 FTE Physical Education Instructional Assistants have been hired.. The Physical Education department has appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.			6 out of 6 FTE teachers will be hired and will have the proper credentialing. 2/2 FTE Physical Education Instructional Assistants will be hired.. The Physical Education department will continue to have appropriate curriculum and instructional materials. Grade level teachers receive grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Our physical education fitness test results for the 2021-2022 and 2023-2024 school year are as follows:</p> <p>5th Grade: In 2021-2022, 5th Graders achieved 46.36% (350/755) Healthy Fitness Zones. In 2023-2024, 5th Graders achieved 54.33% (395/727) Healthy Fitness Zones.</p> <p>7th Grade: In 2021-2022, 7th Graders achieved 72.20% (361/500) Healthy Fitness Zones. In 2023-2024, 7th Graders achieved 81.75% (336/411) Healthy Fitness Zones.</p>			<p>collaboration 36/38 weeks of the school year.</p> <p>Our physical education fitness test results will reflect the following:</p> <p>5th Grade: will achieve 60% of the Health Fitness Zones.</p> <p>7th Grade: will achieve 85% of the Health Fitness Zones.</p>	
2.2	<p>Feaster Medical 504 One Drive Folder</p> <p>Feaster Medical Log</p> <p>Feaster Resiliency Meetings One Note</p>	<p>100% of medical 504s in the 2023-2024 school year have been scheduled and held in a timely manner.</p> <p>100% of medical 504s in the 2023-2024 school year are up to date.</p>			<p>100% of medical 504s will be scheduled and held in a timely manner.</p> <p>100% of medical 504s will be up to date.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of students referred to the nurses office have had their health care concerns taken care.</p> <p>100% of students in the 2023-2024 school year that have been referred through resiliency meetings needing vision, hearing, or other health</p>			<p>100% of students referred to the nurses office have had their health care concerns taken care.</p> <p>100% of students referred through resiliency meetings needing vision, hearing, or other health concerns will be addressed with parent guardian of student.</p>	
2.3	<p>Satchel Pulse – End of Year Screener</p> <p>Counseling Data Annual Sheet Excel Sheet with EOY Impact Report.</p> <p>Counseling Curriculum and Supplies List</p>	<p>In May of the 2023-2024 school year, teacher and student ratings on Satchel Pulse indicate that 162 students need Tier 2 counseling supports and 58 students need Tier 3 supports.</p> <p>In the 2023-2024 school year, 62% of student self-referrals received support from our counseling department.</p> <p>The Counseling department has appropriate curriculum</p>			<p>Reduction of students needing Tier 2 counseling supports by 5% and reduction of students needing Tier 3 counseling supports by 5%.</p> <p>80% of student self-referrals will receive support from our counseling department.</p> <p>The Counseling department will continue to have</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and instructional materials.			appropriate curriculum and instructional materials.	
2.4	Second Step admin completion report of lessons	<p>In the 2022-2023 school year, 70% of grade level classrooms in TK-8th grade have completed the grade level classroom lessons in Second Step.</p> <p>In the 2023-2024 school year, 53% of classrooms have completed a Second Step Lesson in the last two weeks (or are done with 10 lessons)</p>			100% of grade level classrooms in TK-8th grade have completed the grade level classroom lessons in Second Step.	
2.5	<p>Feaster Campus Calendar</p> <p>Counseling Data Annual Excel Sheet</p> <p>CHKS Data</p>	<p>In the 2023-2024 school year, we held 1 full day of a mentorship program for our female students (based on our annual CHKS data) through our Women's Empowerment Summit.</p> <p>In the 2023-2024 we held 56 sessions for our male students through Boys to Men.</p>			<p>We will offer at minimum 1 mentorship opportunity for our female students and at minimum 1 mentorship opportunity for our male students.</p> <p>We will offer a minimum of 38 sessions for our male students through Boys to Men.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	SWIS Suite	In the 2022-2023 school year, the average daily minor referrals were 4.51 per school day. The average daily major referrals were 2.57 per school day.			The average daily minor referrals will drop from 6.04 to 5.04 per school day. The average major referrals will drop from 3.71 to 2.71 per school day.	
2.7	SWIS Suite	In the 2023-2024 school year, 12.97% or 246/1896 of our minor and major referrals have come from the playground/outdoor area.			The percent of minor and major referrals coming from the playground/outdoor area will reduce from 12.97 to 10.97%.	
2.8	Inner Explorer School Statistics	In the 2023-2024 school year, 11 out of 77 users or 14% consistently use Inner Explorer.			100% of our users consistently use Inner Explorer.	
2.9	PBIS Committee Quarterly Report Tiered Fidelity Inventory	In the 2023-2024 school year, when the PBIS committee gathered school wide data: 96% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our students can list at least 2/3 of the schoolwide expectations.			100% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our students can list at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>77% of classrooms have the Falcon Code posted with behaviors listed.</p> <p>68% of classrooms are holding regular trust circles.</p> <p>88% of classrooms have a calm corner.</p> <p>8% of classrooms have completed the grade level Second Step Lessons.</p> <p>96% of staff are using Falcon tickets.</p> <p>93% of students are receiving Falcon Tickets.</p> <p>In the 2023-2024 school year, the average daily minor referrals were 6.04 per school day. The average daily major referrals were 3.71 per school day.</p>			<p>least 2/3 of the schoolwide expectations.</p> <p>100% of classrooms have the Falcon Code posted with behaviors listed.</p> <p>100% of classrooms are holding regular trust circles.</p> <p>100% of classrooms have a calm corner.</p> <p>100% of classrooms have completed the grade level Second Step Lessons.</p> <p>100% of staff are using Falcon tickets.</p> <p>100% of students are receiving Falcon Tickets.</p> <p>The average daily minor referrals will drop from 6.04 to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5.04 per school day. The average major referrals will drop from 3.71 to 2.71 per school day.	
2.10	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker	In the 2023-2024 school year, an average of 2 PDs per year were provided to staff to improve or increase access to services for all families in the areas of social, mental, behavioral, emotional, and physical wellness. Specific PD opportunities per quarter are reflected below: Q1: 3 PDs Q2: 3 PDs Q3: 0 PD Q4: 2 PDs			A minimum of 2 PD opportunities per quarter will be provided to staff to increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.	Employing 3 Physical Education teachers and 2 PE Instructional assistants allows for more individualized attention and instruction for students in physical education classes. This supports social and emotional wellness by creating more student engagement. Appropriate instructional materials also better engage students in various physical activities and sports. This comprehensive approach to physical education can help students develop critical social, emotional, and physical skills that contribute to overall wellness. This action will also help our students meet physical education standards.	\$480,711.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Hire 1 registered nurse FTE	Hiring a Full-time nurse supports social, emotional, and physical wellness by providing students and staff immediate access to medical care. The nurse can address physical health needs, offer emotional support during times of stress or illness, and promote overall well-being. This helps create a safe and supportive environment that prioritizes the health and wellness of the school community. These actions will directly impact our unduplicated pupils and our chronic absenteeism concerns.	\$97,920.00	No
2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.	The mission of Feaster Charter School's comprehensive school counseling program is to support the whole child by providing equitable access to data-driven and evidence-based social-emotional, academic, and career programming for long-lasting results. Through direct services, advocacy, and collaboration with key educational partners, school counselors strive to create an environment of safety, respect, responsibility, and academic excellence to foster resilient learners.	\$337,958.00	No
2.4	Purchase and implement Second Step curriculum for all classroom teachers	We are purchasing the Second Step curriculum and additional resources for our counseling department, providing students and teachers with the tools and strategies to develop skills such as emotion regulation, problem-solving, and communication about feelings. This helps create a positive and supportive school environment that prioritizes student well-being and academic focus. Addressing students' social and emotional needs, these resources help build a foundation for student success and ensure they meet academic standards by addressing any barriers to learning from social or emotional challenges. This action supports our students who are most vulnerable to being chronically absent due to not feeling safe at school. Parent and educational partner feedback has prioritized this initiative.	\$4,500.00	No
2.5	Develop mentorship program for students with appropriate supplies needed.	This action aims to provide students with positive role models, guidance, and support for students struggling with social-emotion regulation and conflict resolution. Through mentorship, students build strong relationships with their mentors, leading to increased self-esteem and confidence. These programs can also help students develop essential life skills, such as		No

Action #	Title	Description	Total Funds	Contributing
		communication, problem-solving, and goal-setting, which improve academic performance.		
2.6	Employ 1 FTE Behavior IA	Employing 1 Behavioral Instructional Assistant supports social, emotional, and physical wellness by providing one-on-one support to students struggling with behavioral or emotional challenges. The IA can help students develop coping strategies, build social skills, and regulate their emotions, contributing to a healthy and positive school experience. Addressing these student needs, students can focus on mastery of academic standards by reducing behavioral referrals that take classroom learning time from students. This position is funded out of Title I funds	\$88,961.00	No
2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	This recess/PE IA will engage students in cooperative play, learn game rules and skills, and experience a better recess experience. A goal of this initiative is to help students build healthy relationships, improve their social skills, and learn to resolve conflicts. This action also prioritizes student safety by providing additional supervision and providing more choice for students while at recess; with a goal of also reducing behavioral referrals during recess.	\$53,319.00	No
2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.	Inner Explorer cultivates all the core competencies of SEL and is the only Mindfulness-Based Stress Reduction sequenced program that teaches breathing and relaxation, understanding emotions, gratitude, focus, empathy, self-regulation, and more.	\$15,000.00	No
2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter.	PBIS is a framework for preventing, reducing, and replacing problem behaviors by employing a three-tiered framework that helps support students' behavioral, academic, social, emotional, and mental health. The goal of this action is to reduce student referrals for unproductive behavior.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.			
2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	We believe in fostering our students' and families' social, emotional, mental, behavioral, and physical development. Students and families who receive this support and access will have improved outcomes on their academics.	\$10,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Feaster will improve and increase access to services for all students to improve academic achievement with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and input from educational partners, which include parents of ELs, SWD, Low-Income students, and foster and homeless students.</p> <p>The analysis from the CA School Dashboard data indicated a clear need to continue supporting English Language Arts and Mathematics for all students:</p> <p>Only 37% of students in grades 3-8 met or exceeded standards in English Language Arts on the California Assessment of Students Performance and Progress (CAASPP). The combined 727 students who tested scored 40.2 points below standard.</p> <p>Only 23% of students in grades 3-8 met or exceeded standards in Math on the California Assessment of Students Performance and Progress (CAASPP). The combined 726 students who tested scored 67 points below standard.</p> <p>This need is also seen in our local benchmark assessments; 12% of students were proficient in iReady Math and 25.5% in Achieve3000.</p> <p>During the LCAP development process, educational partners identified the need for:</p> <ul style="list-style-type: none">• Ongoing Instructional support for ELA and Math• Increased tutoring services in ELA and Math• Increased access to Instructional Assistants to support small-group targeted instruction• The continued need for our three academic impact teachers• Access to the Expanded Learning Opportunity Program for enrichment in ELA and Math• Continue Staff collaboration for data analysis, lesson development, and targeted student support• Conducive learning environments with access to all learning resources to include curriculum and technology educational enhancements (iReady, ILE, Achieve3000)
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- Continued access to one-on-one iPad devices for all students in the classroom
- -Access to loaner iPads for families of students who do not have a computer in the home

Feaster Charter School plans to improve ELA and Math proficiency through actions that support and enhance student learning and will measure progress toward this goal using the metrics identified below. Unless otherwise noted, baseline data is from the 22-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Instructional Assistant Schedule Pre and Post iReady Math and iReady Reading Assessments	All classrooms receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade in either math and reading. For the 2023-2024 school year, pre and post iReady Math and iReady Reading Assessments were not provided to students to measure growth.			All classrooms will receive at minimum two slots of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade in reading and in math. Pre and post iReady Math and iReady Reading Assessments will be provided to students to measure and report growth.	
3.2	License purchase and use of online programs. LASW section of agenda for grade level collaborations.	For the 2023-2024 school year, all students at Feaster Charter School will take iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants diagnostics			All students at Feaster Charter School will take iReady Mathematics, iReady Reading, Achieve 3000,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data section of agenda for Principal/Coach weekly meeting.	<p>three times a school year, at the beginning, middle, and end, to compare growth.</p> <p>For the 2023-2024 school year, homeroom teachers at Feaster Charter School did not monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>For the 2023-2024 school year, Feaster Charter School administrators and instructional coaches did not monitor usage of our core programs weekly.</p> <p>For the 2023-2024 school year, Feaster did not use Xello in all Mindlabs classrooms for every grade level.</p> <p>For the 2023-2024 school year, Feaster used eDynamic Learning in 8/10 secondary electives.</p>			<p>Smarty Ants diagnostics three times a school year, at the beginning, middle, and end, to compare growth.</p> <p>All homeroom teachers at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>All administrators and instructional coaches at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>Feaster will use Xello in all Mindlabs classrooms for every grade level.</p> <p>Feaster will use eDynamic Learning in 8/10</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					secondary electives.	
3.3	Master SST List Master List of Requests for Assessment	<p>For the 2023-2024 school year, 18 students were identifying through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process. Out of the 18 students, 14 students (77.8%) received an assessment plan, cognitive assessments were conducted, and an initial IEP was held.</p> <p>For the 2023-2024 school year, a school psychologist attended 93% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally.</p>			<p>All students identified through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process will receive an assessment plan, cognitive assessments will be conducted, and an initial IEP will be held.</p> <p>A school psychologist will attend 100% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally.</p>	
3.4	Instructional Assistant Schedule Newcomer Master List	For the 2023-2024 school year, 100% of the students who have been identified as an English Learner will			100% of the students who have been identified as an English Learner will take the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>TOMS ELPAC Schoolwide Completion Report</p> <p>CVESD LCAP Matrix Live Report</p>	<p>take the ELPAC Initial Assessment and/or ELPAC Summative Assessment.</p> <p>For the 2023-2024 school year, 100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.</p> <p>For the 2023-2024 school year, all 2nd-8th grade students identified as newcomers were provided at least one small group of 20 minutes targeting English conversational skills.</p>			<p>ELPAC Initial Assessment and/or ELPAC Summative Assessment.</p> <p>100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.</p> <p>All Kinder-8th grade students identified as newcomers were provided at least one small group of 20 minutes targeting conversational skills.</p>	
3.5	Master Curriculum and Instructional Materials Orders	For the 2023-2024 school year, 100% of our students had access to state adopted curriculum for Mathematics, English Language Arts, and Science.			100% of our students will have access to state adopted curriculum for Mathematics, English Language Arts, Science, History, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Career Technical Education.	
3.6	Instructional Assistant Schedule Pre and Post iReady Spanish Assessments	<p>All Spanish classrooms in the Dual Immersion program receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-6th Grade.</p> <p>For the 2023-2024 school year, pre and post iReady Spanish Reading Assessments were not provided to students to measure growth.</p>			<p>All Spanish classrooms in the Dual Immersion program will receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade.</p> <p>Pre and post iReady Spanish Reading Assessments will be provided to students to measure and report growth.</p>	
3.7	Unduplicated Pupils List Reading Intervention Progress Report Reading Intervention Quarterly Report	<p>For the 2023-2024 school year, 16% (169/1017) of students who are on the unduplicated pupil list AND two or more grade level behind receive Tier 2 reading academic supports.</p> <p>For the 2023-2024 school year, 100% of students who received</p>			<p>25% of students who are on the unduplicated pupil list will receive Tier 2 reading academic supports.</p> <p>100% of students who received Tier 2 reading academic supports showed growth as</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 2 reading academic supports showed growth as evidenced by QPA/DORR quarterly assessments.			evidence by DORR quarterly assessments.	
3.8	<p>Master Tutoring List</p> <p>Tutoring Attendance Sheets</p> <p>Pre and Post iReady Math and iReady Reading Assessments</p>	<p>In the 2023-2024 school year, all lead teachers facilitated weekly grade level collaboration.</p> <p>In the 2023-2024 school year, all lead teachers received 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>In the 2023-2024 school year, all lead teachers met on a bi-monthly basis to push the instructional focus of the school forward.</p>			<p>For the 2023-2024, 70% of students who were eligible for tutoring for math, attended tutoring at least for one semester.</p> <p>For the 2023-2024, 90% of students who attended tutoring showed growth as evidenced by pre and post iReady math assessments.</p> <p>Baseline for attendance in after school tutoring and growth will be determined in the 2024-2025 school year.</p>	
3.9	<p>Weekly grade level collaboration agendas</p> <p>Bi-monthly lead meeting agendas</p>	<p>In the 2023-2024 school year, all lead teachers facilitated weekly grade level collaboration.</p>			All lead teachers will facilitate weekly grade level collaboration.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Professional learning cycles	<p>In the 2023-2024 school year, all lead teachers received 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>In the 2023-2024 school year, all lead teachers met on a bi-monthly basis to push the instructional focus of the school forward.</p>			<p>All lead teachers will receive at least 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>All lead teachers will meet on a bi-monthly basis to push the instructional focus of the school forward.</p>	
3.10	<p>Feaster Professional Development Calendar</p> <p>Feaster Conference Staff Attendance Tracker</p>	<p>n the 2023-2024 school year, an average of 2.75 PDs per year were provided to staff to improve or increase access to services for all families in the areas of social, mental, behavioral, emotional, and physical wellness. Specific PD opportunities per quarter are reflected below:</p> <p>Q1: 1 PDs Q2: 2 PDs Q3: 4 PD Q4: 4 PDs</p>			A minimum of 2 PD opportunities per quarter will be provided to staff to increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Collaboration between the General Education Teachers and Special Education Department.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with disabilities in Mathematics.</p>	
3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.			disabilities in Mathematics.	
3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with disabilities in Mathematics.</p>	
3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from			We will increase the percent of students making progress towards English language proficiency by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.	
3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	<p>In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			<p>We will increase the percent of students making progress towards English language proficiency by 10%</p> <p>100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.</p>	
3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	<p>In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			<p>We will increase the percent of students making progress towards English language proficiency by 10%</p> <p>100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.</p>	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hire 5.5 FTE Instructional Assistants per grade level	Instructional assistants will provide small group instruction to students in reading and math in each grade level classroom. With additional instructional assistants, teachers can better identify and address the specific needs of struggling students, and provide targeted interventions. This increased support intends to improve academic outcomes and increased confidence for students who are struggling to meet academic standards. Our TK-8 students require more Tier II intervention master standards; our educational partners have also request smaller group learning environments.	\$258,192.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.	This online programs provide targeted support to students who are not meeting academic standards by offering personalized instruction and adaptive learning experiences. These programs fill knowledge gaps and provide additional practice to help students build a strong foundation in mathematics and reading skills. Additionally, they provide real-time feedback and assessment data to help teachers identify areas of improvement and inform instruction.	\$214,435.00	No
3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD	Hiring an additional 1.2 School Psychologists helps meet the academic needs of special education students not achieving standards by conducting assessments, interventions, and accommodations to support these students. After the pandemic, more students are being referred for services. They work closely with Resource Specialist Teachers and other support staff to aide in the development individualized education plans (IEPs) that address specific learning deficits and provide targeted strategies to improve academic performance. Our Special Education students have consistency performed below all other student groups on state assessments.	\$171,863.00	No
3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.	This action aims to benefit English Learners and long-term English learner students by providing targeted language support to help them meet academic standards. The English Language Instructional Assistant works with teachers to implement instructional strategies in small groups, provide one-on-one support to English Learners, and help them build English vocabulary and comprehension skills. The Newcomer Instructional Assistant can focus on welcoming and supporting newly arrived students, helping them navigate the school's curriculum and culture, and building their confidence and academic preparedness. Feaster's English learners students are 57 percent of the total school population. Feaster also has an annual student mobility rate of 33 percent. One of these positions is funded out of Title III LEP	\$112,142.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.	The curriculum and instructional materials listed provide a comprehensive framework for teaching and learning, enabling students to achieve academic standards in a school. By using these materials, teachers can ensure that students receive a rigorous and well-structured education that meets state standards. Specifically, the materials provide engaging and interactive lessons, assessments, and activities that help students develop critical thinking, problem-solving, and communication skills, ultimately leading to improved academic achievement. These resources also assist the the differentiation to meet individual needs of students.	\$134,706.00	No
3.6	Hire 1 FTE Spanish language Instructional Assistant	This Instructional Assistant will help dual language students achieve academic standards by providing additional support and scaffolding in Spanish classes. This instructional assistant works closely with teachers to implement lesson plans, facilitate small group instruction, and provide one-on-one support to students who need extra help. As a result, students receive targeted language support and are better equipped to access academic content and meet educational standards in both English and Spanish. Dual Language teachers have expressed the need for small group support through educational partner feedback feedback.	\$41,894.00	No
3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention.	This action provides targeted reading intervention to students who are reading far below grade level. These highly trained teachers work one-on-one or in small groups with students who are struggling with reading, providing customized instruction and support to help them catch up and	\$444,389.00	No

Action #	Title	Description	Total Funds	Contributing
	Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.	close the reading gap. By providing intensive reading intervention, the program intends to improve student outcomes and increase the likelihood of students achieving academic success in reading and other subjects. This action was also recommended for continuance by our educational partners.		
3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.	Afterschool tutoring in reading helps students not achieving academic standards in school by providing them with extra support and attention to improve their reading and math skills. This extended support helps students with homework, build confidence in their reading abilities, and develop a stronger foundation in reading comprehension. Students who attend have a greater chance of meeting academic standards and progressing. Parents as Educational Partners have requested this intervention.	\$15,000.00	No
3.9	Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	This action helps struggling students by equipping teachers with the knowledge, skills, and research-based strategies necessary to differentiate their instruction to meet their students' diverse needs. This targeted support will help students who are not achieving academic standards by providing additional interventions, accommodations, and scaffolding to bridge the gap between their current abilities and the academic standards they need to meet. Ultimately, the goal is to close the achievement gap and improve student educational outcomes. Many of our students come to school with many gaps in their foundational learning.	\$22,500.00	No
3.10	Provide professional development to improve or increase student services to	We believe in fostering our students' and families' academic, social, emotional, mental, behavioral, and physical development. This goal aims to reduce student self referrals for feeling sad and/or disconnected while at school. This action supports our SWD and English Learners (EL), Low		No

Action #	Title	Description	Total Funds	Contributing
	improve academic achievement.	Income, Foster Youth, and Homeless students who face challenges at school and home.		
3.11	Collaboration between the General Education Teachers and Special Education Department.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,000.00	Yes
3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,179.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		Broad Goal

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
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		Broad Goal

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
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2597928	\$94827

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
24.753%	14.339%	\$1,504,725.11	39.092%

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
1.7	<p>Action: Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.</p> <p>Need: SWD, Hi, EL, Li, and White student are on the red, lowest performance level, on the CA Dashboard for Chronic Absenteeism</p>	<p>This action will support students and their families in finding solutions to attendance concerns. During SART meetings, students and parents are presented with options and resources to positively impact school attendance. The absentee rate is 27% for SWD, 27% for Hispanic, 29% for SED, 33% for SWD, and 24% for white student groups.</p>	<p>Chronically Absent Attendance Report SART Bootcamp Agendas SARB and SART Agendas</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	Action: Provide professional development to expand equitable initiatives and opportunities for all students and families. Need: SWD scored at lowest level on the CA Dashboard. EL, FY, and LI students are also on the lowest performance level on the CA Dashboard. Scope: Limited to Unduplicated Student Group(s)	This action will provide teachers and families with research based strategies to help Unduplicated pupils have better academic outcomes.	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker
2.10	Action: Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	Students will be equipped with tools and strategies to better manage challenges which impede in their learning. Per CHKS data, students report concerns with bullying, feeling sad, and not connected while at school.	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Unduplicated pupils and SWD performed below standard on the CA Dashboard in ELA - 124 points DFS and in Math -150 points DFS.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.</p> <p>Need: Feaster has more than 30 EL and LTEL students which requires this action</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL and LTEL students will be provided with small group targeted Designated language support	Instructional Assistant Schedule Newcomer Master List
3.14	<p>Action: We will provide professional development to teachers in Designated and Integrated English Language Development best practices.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL students als declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Equipping teachers with research based strategies will enable them to better responded to individual needs of EL and LTEL students. Teachers continually need to evaluate Designated and Integrated ELD strategies that match the needs of EL and LTEL students.	CA Dashboard LCAP Live Matrix Report

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.15	<p>Action: All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	LTEL's not making progress will be monitored through the SST process. This process will allow for further intervention on language skills students need.	CA Dashboard LCAP Live Matrix Report
3.16	<p>Action: All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Providing structured designated ELD ensures differentiation is occurring to address the specific needs of LTELs to meet reclassification requirements.	CA Dashboard LCAP Live Matrix Report

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.

We will be adding instructional assistants to start the year to meet the needs unduplicated students, English Learner and Long Term English Leaners students, and chronically absent students . Additionally, we are adding another 1.2 FTE Psychologist and 1 FTE education specialist to our team next year.

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.

- *Continued partnership with South Bay Community Services and Nueva Vista to provide support to our foster youth and homeless families and to provide services to those identified as low income who need access to mental health services.
 - *Ensure class size remains below contractual maximums for grades K-3 in order to support the social-emotional needs of students to maximize learning by employing additional teachers to reduce class size in grades K-3.
 - *Ensure class size remains below contractual maximums for grades 4-8 in order to support the social-emotional needs of students to maximize learning by employing additional teachers to reduce class size in grades 4-8.
- Feaster Charter School will provide increased or improved services for LI, FY, and EL students through the LCAP. The increased services are at least equal to the 24.75% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, CA Healthy Kids Survey, etc.
- *Employ instructional assistants and hire reading intervention teachers to support students struggling with literacy.
 - *Employ instructional coaches to provide support to teachers in the classroom to ensure students have access to a highly qualified classroom teacher to meet their academic needs.
 - *Employ counselors to ensure that students' social and emotional needs are being met.
 - *Employ physical education teachers to ensure that students' physical needs are being met.
 - *Employ specialty teachers to provide equitable opportunities for students to access STEM & VAPA curriculum and explore career interests.
- Action

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		1:33
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10495517	2597928	24.753%	14.339%	39.092%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,643,107.00	\$62,172.00	\$534,030.00	\$161,455.00	\$3,400,764.00	\$2,787,024.00	\$613,740.00

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	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate curriculum and instructional materials.	All	No			All Schools	FY 2024-2027	\$705,423.00	\$0.00	\$705,423.00				\$705,423.00	
1	1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.	All	No			All Schools	FY 2024-2027	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.3	Provide educational excursions for students to support equitable opportunities and academic progress.	All	No			All Schools	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.4	Provide access to up to date 1:1 device to students and staff. Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.	Low-income All	No			All Schools	FY 2024-2027								
1	1.5	Provide parenting classes, English classes and other advancement opportunities for parents.	All	No			All Schools	FY 2024-2027	\$0.00	\$14,500.00	\$14,500.00				\$14,500.00	
1	1.6	Employ MTSS-Instructional Assistant	All	No			All Schools	FY 2024-2027	\$62,172.00	\$0.00		\$62,172.00			\$62,172.00	

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	1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.			Yes	LEA-wide Schoolwide		All Schools Specific Schools: Feaster TK-8	FY 2024-2027	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
1	1.8	Provide professional development to expand equitable initiatives and opportunities for all students and families.	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027								10
2	2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.	All		No			All Schools	FY 2024-2027	\$480,711.00	\$0.00			\$480,711.00		\$480,711.00	
2	2.2	Hire 1 registered nurse FTE	All		No			All Schools	FY 2024-2027	\$0.00	\$97,920.00	\$97,920.00				\$97,920.00	
2	2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.	All		No			All Schools	FY 2024-2027	\$337,958.00	\$0.00	\$337,958.00				\$337,958.00	
2	2.4	Purchase and implement Second Step curriculum for all classroom teachers	All		No			All Schools	FY 2024-2027	\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	
2	2.5	Develop mentorship program for students with appropriate supplies needed.	All		No			All Schools	FY 2024-2027								
2	2.6	Employ 1 FTE Behavior IA	All		No			All Schools	FY 2024-2027	\$88,961.00	\$0.00				\$88,961.00	\$88,961.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	All		No			All Schools	FY 2024-2027	\$53,319.00	\$0.00			\$53,319.00		\$53,319.00	
2	2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.	All		No			All Schools	FY 2024-2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter. Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.	All		No			All Schools	FY 2024-2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	English Foster Low	Learners Youth Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster TK-9	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	Hire 5.5 FTE Instructional Assistants per grade level	All		No			All Schools	FY 2024-2027	\$258,192.00	\$0.00	\$258,192.00				\$258,192.00	
3	3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.	All		No			All Schools	FY 2024-2027	\$0.00	\$214,435.00	\$214,435.00				\$214,435.00	
3	3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD	Students with Disabilities		No			All Schools	FY 2024-2027	\$171,863.00	\$0.00	\$171,863.00				\$171,863.00	
3	3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional	English Learners		Yes	Limited to Unduplicated Student	English Learners	All Schools Specific Schools: Feaster	FY 2024-2027	\$112,142.00	\$0.00	\$39,648.00			\$72,494.00	\$112,142.00	

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
		Assistant to support EL and LTEL students.			Group(s)		Tk-8									
3	3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.	All	No			All Schools	FY 2024-2027	\$0.00	\$134,706.00	\$134,706.00				\$134,706.00	
3	3.6	Hire 1 FTE Spanish language Instructional Assistant	Spanish Language Learners in Dual Immersion All	No			All Schools	FY 2024-2027	\$41,894.00	\$0.00	\$41,894.00				\$41,894.00	
3	3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention. Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.	English Learners (EL), Low Income, Foster Youth, and Homeless students All	No			All Schools	FY 2024-2027	\$444,389.00	\$0.00	\$444,389.00				\$444,389.00	
3	3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.	English Learners (EL), Low Income, Foster Youth, and Homeless students All	No			All Schools	FY 2024-2027	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
3	3.9	Professional development for the Instructional Leadership Team.	All	No			All Schools	FY 2024-2027	\$0.00	\$22,500.00	\$22,500.00				\$22,500.00	

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
		Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.														
3	3.10	Provide professional development to improve or increase student academic achievement.	English Learners (EL), Low Income, Foster Youth, and Homeless students with Disabilities	No			All Schools	FY 2024-2027								
3	3.11	Collaboration between the General Education Teachers and Special Education Department.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster	FY 2024-2027	\$0.00	\$10,179.00	\$10,179.00				\$10,179.00	

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
					s)		Tk-8									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10495517	2597928	24.753%	14.339%	39.092%	\$94,827.00	10.000%	10.904 %	Total:	\$94,827.00
								LEA-wide Total:	\$15,000.00
								Limited Total:	\$79,827.00
								Schoolwide Total:	\$15,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate curriculum and instructional materials.				All Schools	\$705,423.00	
1	1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.				All Schools	\$45,000.00	
1	1.3	Provide educational excursions for students to support equitable opportunities and academic progress.				All Schools	\$10,000.00	
1	1.4	Provide access to up to date 1:1 device to students and staff.				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.						
1	1.5	Provide parenting classes, English classes and other advancement opportunities for parents.				All Schools	\$14,500.00	
1	1.6	Employ MTSS- Instructional Assistant				All Schools		
1	1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.	Yes	LEA-wide Schoolwide		All Schools Specific Schools: Feaster TK-8	\$15,000.00	
1	1.8	Provide professional development to expand equitable initiatives and opportunities for all students and families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster Tk-8		10
2	2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.				All Schools		
2	2.2	Hire 1 registered nurse FTE				All Schools	\$97,920.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.				All Schools	\$337,958.00	
2	2.4	Purchase and implement Second Step curriculum for all classroom teachers				All Schools	\$4,500.00	
2	2.5	Develop mentorship program for students with appropriate supplies needed.				All Schools		
2	2.6	Employ 1 FTE Behavior IA				All Schools		
2	2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports				All Schools		
2	2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.				All Schools	\$15,000.00	
2	2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter. Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.				All Schools	\$15,000.00	
2	2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral,	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster TK-9	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		emotional, and physical wellness.						
3	3.1	Hire 5.5 FTE Instructional Assistants per grade level				All Schools	\$258,192.00	
3	3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.				All Schools	\$214,435.00	
3	3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD				All Schools	\$171,863.00	
3	3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$39,648.00	
3	3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.				All Schools	\$134,706.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Hire 1 FTE Spanish language Instructional Assistant				All Schools	\$41,894.00	
3	3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention. Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.				All Schools	\$444,389.00	
3	3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.				All Schools	\$15,000.00	
3	3.9	Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.				All Schools	\$22,500.00	
3	3.10	Provide professional development to improve or increase student services to improve academic achievement.				All Schools		
3	3.11	Collaboration between the General Education Teachers and Special Education Department.				All Schools		
3	3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.				All Schools		
3	3.13	Professional Development for general education and				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		special education staff to increase student academic outcomes for students with disabilities.						
3	3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,000.00	
3	3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,000.00	
3	3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,179.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,476,715.00	\$2,334,085.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Employ an Innovation Specialist	Yes	\$140,367.00	42595
1	1.2	Employ 6 Mindlabs Teachers in the areas of Art, Engineering, Science, Technology Dance, and Music. Equip all 6.0 Mindlabs classes with appropriate instructional materials.	Yes	\$688,684.00	684260
1	1.3	Professional Development to expand equitable initiatives and opportunities for all students and families.	Yes	\$15,000.00	106220
1	1.4	Support for English Language Learners	No Yes	\$72,000.00	
2	2.1	Physical Education Department	Yes	\$500,619.00	466290
2	2.2	Family Support Program	Yes	\$15,000.00	15000
2	2.3	Student Mentorship Programs	Yes	\$40,000.00	10000
2	2.4	Psychologist	Yes	\$25,000.00	12000
2	2.5	Instructional materials to support social, emotional, and physical health and wellness.	Yes	\$76,352.00	45000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Nurse	Yes	0	0
2	2.7	Professional Development to support social, emotional, and physical health and wellness	Yes	\$10,000.00	160000
3	3.1	1 FTE	Yes	\$120,000.00	93000
3	3.2	Curriculum & Instructional Materials	Yes	\$54,219.00	5000
3	3.3	Instructional Coaches	Yes	\$55,000.00	352541
3	3.4	Paraprofessionals	Yes	\$411,395.00	194550
3	3.5	Associate Principal	Yes	\$146,079.00	40929
3	3.6	Professional Development	Yes	\$30,000.00	10000
3	3.7	Online programs	Yes	\$77,000.00	96700

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2476715	\$2,476,715.00	\$2,334,085.00	\$142,630.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Employ an Innovation Specialist	Yes	\$140,367.00	42595		
1	1.2	Employ 6 Mindlabs Teachers in the areas of Art, Engineering, Science, Technology Dance, and Music. Equip all 6.0 Mindlabs classes with appropriate instructional materials.	Yes	\$688,684.00	684260		
1	1.3	Professional Development to expand equitable initiatives and opportunities for all students and families.	Yes	\$15,000.00	106220		
1	1.4	Support for English Language Learners	Yes	\$72,000.00	0		
2	2.1	Physical Education Department	Yes	\$500,619.00	466290		
2	2.2	Family Support Program	Yes	\$15,000.00	15000		
2	2.3	Student Mentorship Programs	Yes	\$40,000.00	10000		
2	2.4	Psychologist	Yes	\$25,000.00	12000		
2	2.5	Instructional materials to support social, emotional, and physical health and wellness.	Yes	\$76,352.00	45000		
2	2.6	Nurse	Yes	0	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Professional Development to support social, emotional, and physical health and wellness	Yes	\$10,000.00	160000		
3	3.1	1 FTE	Yes	\$120,000.00	93000		
3	3.2	Curriculum & Instructional Materials	Yes	\$54,219.00	5000		
3	3.3	Instructional Coaches	Yes	\$55,000.00	352541		
3	3.4	Paraprofessionals	Yes	\$411,395.00	194550		
3	3.5	Associate Principal	Yes	\$146,079.00	40929		
3	3.6	Professional Development	Yes	\$30,000.00	10000		
3	3.7	Online programs	Yes	\$77,000.00	96700		

To Add a Row: Click “Add Row.”

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10493799	2476715	12.98	36.582%	\$2,334,085.00	0.000%	22.243%	\$1,504,725.11	14.339%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feaster Charter School	Rosario Villareal Executive Director	rosario.villareal@cvesd.org 6194228397

Plan Summary [2024-25]

General Information

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

Feaster Charter School is a TK - 8th grade District Partnership charter school that offers students, families, and teachers a unique opportunity to work together to achieve shared goals for student academic and personal success. Our vision is to enrich our students' lives with a rigorous, world-class education with an emphasis on STEAM (science, technology, engineering, art, and math) ideals. At Feaster, we are committed to promoting equity by addressing all students' diverse academic, social-emotional, behavioral, mental health, and physical needs. We place students at the forefront of all decision-making processes. Our goal is to prepare learners for college and career readiness within a global society. We achieve this through an integrated approach combining STEAM education principles and language immersion in our instructional practices.

Feaster Charter School opened its doors in 1965 under the name of F Street School but was renamed upon the retirement of Mae L. Feaster, a teacher and principal there for 41 years. In March 1997, Feaster became the second charter school in the Chula Vista Elementary School District. Currently, there are five charter schools in CVESD. Feaster is located in a low socioeconomic area of Chula Vista, approximately 10 miles from the border with Mexico. Feaster Charter School's enrollment is approximately 1120 students and often fluctuates throughout the school year, with about 33% student mobility as students move into and out of the area. Based on the information provided by parents and/or guardians, 90.8% identify as Hispanic or Latino, 3.8% identify as white, 1.9% identify as Black or African American, 1.6% identify as Filipino, and .06% identify as Asian and Pacific Islander, and 1% for two or more races. Additionally, 57.7% of our students are English Language Learners, and 7% receive special education services. Feaster Charter School's student population also consists of 83.4% low-income students. Feaster Charter School follows a modified year-round school calendar with 180 days of instruction from July to June. Elementary students' school days are 6 hours daily, Monday through Wednesday and Friday, 6.25 for Middle School, and 5 hours on Thursdays for all. The shortened day is designed to allow for professional development and collaboration and articulate the instructional program's needs of all our students.

Reflections: Annual Performance

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

Upon reflection on Feaster Charters' performance outcomes based on the California School Dashboard and local data, it is clear that there is room for improvement in student achievement, particularly in English Language Arts and Math. Only 39% of students met or exceeded English Language Arts standards, and 24% met or exceeded Math standards, which is concerning and highlights the need for intervention and support for students.

Additionally, the data shows that students with disabilities continue to struggle academically in ELA (-124 Distance from standard) and Math (-150 DFS); Feaster's chronic absenteeism rate of 28% is worrisome as well for all students, and EL, Hispanic, SED, SWD, and White students; resulting in the school's designation of ATSI (Additional Targeted Support and Improvement) and DA (Differentiated Assistance).

These data show barriers to student success that need to be addressed through targeted interventions and support.

We are encouraged by the action steps implemented to address these areas of concern, specifically those of our students with disabilities. The decision to employ MTSS-IA, partner with career-connected schools, provide educational excursions, offer more healthy food options, and provide access to up-to-date technology are all positive steps toward improving student outcomes.

Furthermore, the emphasis on providing parenting classes, English classes, and other advancement opportunities for parents is crucial in creating a supportive environment for students to thrive. It is essential to recognize that a student's success is not solely dependent on their academic performance but also on the support they receive at home from their families.

Feaster will continue to focus on meeting the needs of all students, especially those with disabilities, Multi-Lingual learners, Foster Students, and economically disadvantaged students. By providing additional resources and support to these students, we can work towards closing the achievement gap and ensuring that all students have an equal opportunity to succeed.

Overall, the data presented through the California School Dashboard is valuable for identifying areas for improvement and setting future goals. Feaster is confident that with these action steps, Feaster Charter will see positive changes in student achievement and overall success.

Reflections: Technical Assistance

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

The work underway is part of technical assistance for Feaster Charter School, with the facilitation and assistance of the San Diego County Office of Education's differentiated assistance team, which includes analyzing data to identify areas for improvement in academic outcomes and attendance rates. The team involved in the process comprises Rosario Villareal, Executive Director, Dr. Angelica Sleiman, Principal, Karena Haro, Community Schools Coordinator, and Melissa Benton, Attendance Clerk. Data collected and analyzed includes dashboard (satellite), local (map), and survey (street) data from educational partners; it reveals the need for differentiated instruction, social-emotional learning structures, and building trusting relationships with partners. Further street data, such as anecdotal data from student interviews and observations, was collected. Root cause analysis identified two fundamental problems: low academic outcomes for students with disabilities and high chronic absenteeism rates. Notably, our Students with Disabilities on the 22-23 Dashboard scored in the lowest (red) performance

band in English Language Arts and Mathematics. For Chronic Absenteeism, school-wide, Feaster's students are 27.6 percent chronically absent (red) on the Dashboard; consequently, the following student groups are also classified as Chronically Absent: English Learners, Hispanic, Students with Disabilities, Low-Income, and White students. Feaster will continue to work with SDCOE's DA team to monitor the implementation of focused action items designed to positively impact outcomes for SWD and to decrease our Chonic Absenteeismsm percentage by 10.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents & Caregivers	<p>At the beginning of the school year, we hosted a school-wide listening project where parents were asked to share their answers to the following: QUESTION 1- What are the top three things you love about Feaster Charter? QUESTION 2- What are the top three priorities Feaster should focus on improving? QUESTION 3- What does your ideal (perfect) school look like? QUESTION 4- What support do your children, you, or your family need to be successful? QUESTION 5- Is there anything else you would like to share with us?</p> <p>To get even more feedback, we sent our Feaster Charter parents and caregivers a link to an online form with a list of priorities that had been communicated with us during the Listening Project. Parents were asked to rank each category from Not Important to Extremely Important.</p> <p>Feaster Charter School also communicated to the community at Coffee with the Administrator, PTO, and Charter Board meetings to inform them about the school's designation as an ATSI (Additional Targeted Support and Improvement) and a Differentiated Assistance targeted school. These designations result from the low performance of Students with Disabilities (SWD) and Feaster's Chronic Absenteeism rate of 27.6%. Through feedback from LCAP question #4, What supports your children, you, or your family need to be successful? Goals and actions are being developed to meet the</p>

Educational Partner(s)	Process for Engagement
	needs of our students and community. This feedback continues to be compiled and shared during school meetings that are open to the public.
Students	<p>The first step for engaging our students was to start a conversation with Student Focus Groups in 4-8 grades. We asked each teacher to send us one representative of their class who would speak on behalf of the entire group. During this meeting, students were informed of their importance in our school community. Students were encouraged to speak freely and to share their thoughts as well as the thoughts of others. A notetaker was present during this meeting, and the notes compiled were used to create an online form, which was the second step in our process of engaging students. All students would share their rankings on a variety of topics. This feedback from students is also integral as we develop goals to satisfy the equity concerns for our school where 82.4% of students are Low-income, which qualifies Feaster Charter for Multiplier LCAP funds.</p> <p>To engage SWD in addressing ATSI (Alternative Targeted Assistance and Improvement) and DA (Differentiated Assistance) needs and in identifying solutions to help them succeed academically, staff engaged a focus group with the following interview questions: What is the best part about going to RSP? What is challenging/difficult/hard about going to RSP? If you could, what's one thing you would you change about RSP? Why do you go to RSP?</p>
Staff & Community Members	For staff and community members, we followed a very similar structure to what we did for our students. Lead teachers and community members shared preliminary feedback items that were then compiled into an online form where they were able to prioritize the categories from Not Important to Extremely Important.

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

During our weekly administrator meetings, the principal team meets to reflect on the feedback from our educational partners. This reflection item remains on our agenda so that we consistently reflect on the needs of the community, students, parents/caregivers, and staff. Because our conversations revolve around our educational partners, we keep their needs and feedback at the forefront of our minds and work to hear their thoughts and share changes that have been implemented because of their thoughts as related to current and future LCAP initiatives.

During a recent Coffee with the Admin Team, we had an activity where we printed out the top 6 priorities they shared in the Listening Project, where we collected LCAP feedback. During the meeting, we heard what our educational partners prioritized and listened to their ideas and thoughts, describing how they would know their voices were heard. Parents (Educational partners) influenced our feedback by expressing their needs for their children during monthly meetings, informal meetings at pick up and drop off, phone calls, emails, public comment in board meetings, attendance at school events, and any other form of communication they see fit.

Our students are regularly consulted through conversations and check-ins, and feedback from their teachers is obtained. One of the more formal ways the input provided by our students influenced our LCAP was that we asked each teacher to send one representative from their class in order to have a conversation about our school programs and their needs from us as a school. Students were invited to share their thoughts and to be a representative of their classroom by sharing their noticings and feedback as well as the noticings and feedback of their peers. Students influence our LCAP regularly because our programs are in place to serve them as learners better. Student input is received and applied through informal data, student-to-staff communication, and counseling support.

For staff, we reserve one monthly professional development meeting, during which we host an operations meeting. The purpose of this Operations Meeting is to share crucial updates and changes that have been implemented because of the staff input - input is received on a regular basis, not just during LCAP season. In addition, our Feaster Charter Board has one representative for classified and one representative for certificated. These staff board representatives work to influence the LCAP by hearing the thoughts and priorities of all staff members and expressing those sentiments as we reflect on our LCAP goals. Additional accountability requirements for our LCAP, including ATSI, DA, and Equity Multiplier goals and expectations, are also updated during operations and Charter Board meetings.

For the community, we have two community representatives on our charter board who work to share the community's needs as a whole and understand how our school impacts the local community and how the local community impacts our learners. The adopted LCAP is influenced by the feedback provided by our community members because we hear that an expressed need is for Feaster Charter as a school to expand access and services for all students and families that support social, emotional, and physical health and wellness. This includes sharing community resources like having a Mobile Medical Unit on campus, bringing in SBCS who support health and wellness, and partnering with other local organizations that help with the overall health and wellness initiatives.

All educational partners influence the LCAP, and all educational partners have an equitable opportunity to share their feedback on a regular basis, specifically during LCAP review season.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	FCS will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to improve or increase access to equity initiatives for ALL Feaster Charter school students and families, emphasizing the following student groups: students with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, and Homeless Students.

Upon review of our state and local data and educational partner feedback, it is clear that our students and families need schoolwide and differentiated support to impact each student group's academic outcomes.

- Students with Disabilities scored 121.1 points below standard in ELA and 150.6 points below standard in Math on CAASPP
- English Learners scored 61.5 points below standard in ELA and 105.6 points below standard in Math on CAASPP
- Low-income students scored 44.9 points below standard in ELA and 72.9 points below standard in Math on CAASPP
- SWD, EL, Low-income, Foster Youth, and Homeless students also have higher chronic absentee rates

Educational partners shared the need for this goal through our engagement in Coffee with Administration, Charter Board meetings, Parent/teacher conferences, and Resiliency Meetings. Following are some actions Feaster Charter School will implement to increase equity initiatives:

- Increased security measures, such as additional security and more School Resource Officer (SRO) presence
- Schoolwide prevention and intervention through anti-bullying and restorative practices committee/information campaign
- Promote project-based learning and STEAM/visual arts during the school day
- Extended learning through more field trips and excursions
- Continue our STEAM initiative through our Mindlabs program and partnership with the San Diego County Office of Education's Linda Vista Innovation Center

- Initiate a partnership with Career Connected School to provide access to our students most in need
- Expand our opportunities in ELOP to include Career and Technical Education
- Provide parenting classes for our student's parents and families

Feaster Charter School intends to improve and increase equity initiatives to provide increased opportunity and differentiated support for student groups that do not meet standards.

Baseline data will be based on data for 23-24.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	HR Credentials List Mindlabs Curriculum and Materials List Weekly Bulletins reflecting weekly collaboration	4 out of 6 teachers have been hired and have the proper credential. 4 out of 6 teachers have been hired and have appropriate curriculum and instructional materials. Grade-level teachers receive grade-level collaboration 36/38 weeks of the school year.			6 out of 6 FTE teachers will be hired and will have the proper credentialing. 6 out of 6 teachers will have the appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.	
1.2	RIASEC and Mindlabs (Career) Survey	94.66% of students were able to identify a strength. 96.77% were able to identify an interest. 89.38% were			90% of students will take the RIASEC and Mindlabs survey. Of those students,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>able to identify a value. 90.25% were able to identify a future career.</p> <p>All grade level classrooms engaged in a college and career showcase on an annual basis.</p> <p>2/47 (4%) grade level classrooms engage in a career focused elective.</p> <p>All middle school students engaged in an annual STEAM Career Fair.</p>			<p>97% of students will be able to identify a strength, 98% will identify an interest, 94% will identify one value and 95% will be able to identify a future career.</p> <p>All grade level classrooms will engage in a college and career showcase on an annual basis.</p> <p>All grade level classrooms will engage in a career focused elective.</p> <p>All middle school students will engage in an annual STEAM Career Fair.</p>	
1.3	Individual grade level roadmaps reflecting grade level fieldtrips.	<p>In the 2023-2024 school year, each grade level had an average of 3 academic excursions. Specific educational excursions are reflected below per grade level:</p> <p>TK: 1</p> <p>Kinder: 3</p>			Each grade level will provide a minimum of 3 academic excursions during the school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st: 4 2nd: 2 3rd: 3 4th: 3 5th: 4 6th: 7 7th: 4 8th: 3				
1.4	<p>Percentage of students and staff that have access to 1:1 device that are up to date.</p> <p>Percentage of classrooms with up-to-date technology.</p> <p>Use of a schoolwide mobile management for each of our student devices and staff devices.</p>	<p>100% of students have access to an up to date 1:1 device.</p> <p>100% of staff have access to an up to date 1:1 device.</p> <p>100% of classrooms are up to date with televisions, Apple TV, access to WiFi, and printers.</p> <p>Our school has schoolwide mobile device management for each of our devices on campus.</p>			<p>100% of students and 100% of staff that require a device to complete their job duties will have access to an up-to-date device.</p> <p>100% of classrooms are up to date with televisions, Apple TV, access to WiFi, and printers.</p> <p>Our school has schoolwide mobile device management for each of our devices on campus.</p>	
1.5	Community School Coordinator Quarterly Report on advancement opportunities for parents.	In the 2023-2024 school year, Feaster Charter provided advancement opportunities a minimum of 6 times			Provide a minimum of 7 parent advancement	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		each quarter. Specific advance opportunities offered are reflected below: Q1: 6 Q2: 23 Q3: 7 Q4: 7			opportunities each quarter.	
1.6	Master SST List Feaster SST One Drive folder.	90% of SSTs for the 2023-2024 school year are up to date. 85% of SSTs for the 2023-2024 school year were scheduled and held 6 to 8 weeks from start of cycle. We have no set criteria for identification for students eligible for an SST.			100% of SSTs for the 2023-2024 school year are up to date. 100% of SSTs for the 2023-2024 school year were scheduled and held 6 to 8 weeks from start of cycle. We will have a set criteria for identification for students eligible	
1.7	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker	In the 2023-2024 school year, an average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families. Specific PD opportunities per			A minimum of 2 PDs per quarter will be provided to staff to expand equitable initiatives and opportunities for students and families.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		quarter are reflected below: Q1: 3 Q2: 1 Q3: 1 Q4: 1				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate	Feaster's STEAM program is enhanced by our Mindlabs initiative, which provides instruction in Science, Technology, Engineering, Arts, Music, Dance, and Physical Education to students from TK to 8th grade. Our educational partners have expressed the desire to see the Mindlabs	\$705,423.00	No

Action #	Title	Description	Total Funds	Contributing
	curriculum and instructional materials.	program continue, as it introduces students to various career paths from a young age.		
1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.	This action will benefit students by providing access to real world learning experiences, opportunities, and industry awareness to help them explore career path and develop essential skills, realize their strengths, for future collage and career readiness.	\$45,000.00	No
1.3	Provide educational excursions for students to support equitable opportunities and academic progress.	Educational excursions provide students with hands-on, experiential learning opportunities that enhance their understanding of subjects being taught in the classrooms. Students are able to apply concepts in real-world scenarios, which leads to greater mastery of content standards. This action supports Low-income, foster, and Homeless students whose parents/caregivers otherwise struggle to provide this type of experiential learning for them.	\$10,000.00	No
1.4	Provide access to up to date 1:1 device to students and staff. Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.	Providing students and staff with personal iPads increases access to educational resources and personalized learning opportunities and enhances communication and collaboration between students and teachers. This technology can help engage students in interactive learning activities. By utilizing apps and online tools, students can practice and reinforce key skills needed to meet state standards, bridging academic gaps and promoting academic success.		No

Action #	Title	Description	Total Funds	Contributing
1.5	Provide parenting classes, English classes and other advancement opportunities for parents.	Providing equitable opportunities gives all parents the chance to improve their skills and knowledge, regardless of their background or circumstances. By offering these classes, Feaster ensures that all parents have access to resources that can help them support their children and create a better future for their families. This promotes equity by leveling the playing field and giving all parents the opportunity to further their education and improve their parenting abilities.	\$14,500.00	No
1.6	Employ MTSS-Instructional Assistant	Employing Multi-Tier Services and Support Instructional Assistant can enhance equitable access to core instruction by providing additional support to students who are struggling academically. This IA can work with students on specific skills or interventions to help them access the core curriculum more effectively. By providing targeted support, all students have the opportunity to succeed and participate fully in the classroom.Using CCSPP funds	\$62,172.00	No
1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.	Chronic absenteeism is a leading indicator of students' academic achievement and future success. We take attendance very seriously, as we want all students to get equal and equitable access to their education. No number of excellent teachers with excellent teaching practices or the best resources can impact a child if they are not at school to access their education. It is imperative that we are all committed to ensuring that every child attends school regularly. This action will decrease the Chronic absentee rate for SWD, EL, Hispanic, Low-income, and White student groups who are all in the red, the lowest performance level on the Dashboard.	\$15,000.00	Yes
1.8	Provide professional development to expand equitable initiatives and opportunities for all	Providing professional development to expand equitable initiatives and opportunities for all Unduplicated students and their families helps to ensure a more inclusive and equitable learning environment. Empowering parents and students creates a more equitable learning environment; this professional development intends to improve academic outcomes and better support for all students and families. A focus on families of Students		Yes

Action #	Title	Description	Total Funds	Contributing
	students and families.	with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, Homeless, and chronically absent students will be prioritized.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	FCS will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to improve and increase access to learning opportunities, including academics, social-emotional, physical, and health, intended for ALL Feaster Charter school students, with an emphasis on the following student groups: students with Disabilities (SWD), English Learners (EL), Low-Income, Foster Youth, and Homeless Students.

Upon review of our Conditions and Climate data:

- CA Healthy Kids (CHKS) survey data demonstrates:
 - --Caring adults decreased by 7 percentage points for 5 grade and by 3 percentage points for 7 grade
 - --School Connectedness decreased by 14 percent for 5th grade and 2 percent for 7th grade
 - --16 percent of students in 5th grade expressed sadness and 35 percent of 7th graders expressed sadness
 - --22 percent of 5-grade students and 33 percent of 7th-grade students are afraid to ask for help
- During open meetings open to parents and other educational partners such as PTO, DELAC, Coffee with Administration, Charter Board meetings, and other formal and informal meetings, parents continually express the need for ongoing and improved social, emotional, physical, health, and wellness initiatives.

Educational partners are also asking for more access to sports-related learning and physical activities for our younger students in TK/Kinder-3rd grade, as detailed in multiple feedback sessions.

The following actions listed are intended to support this goal in the areas of social, emotional, and physical wellness:

- Feaster has made a concrete effort to hire 3 full-time PE teachers and two PE instructional assistants
- Feaster will continue to hire 3 full-time credential counselors
- Hiring a full-time nurse will also support student health needs to improve our attendance concerns

- Provide professional development to staff and families, which will be accompanied by a curriculum to support the implementation
- Provide more structured activities during student recess to support student social-emotional learning and teach them how to play fair with each other
- Grow opportunities in our ELOP program that also meet the social, emotional, and physical wellness needs of students attending the program

Feaster Charter School has listened to educational partner feedback and will work to develop ongoing relationships with families and educational patterns to better meet our students' needs. The baseline data for our current actions will be from 2023-2024.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	HR Credentials List Mindlabs Curriculum and Materials List Weekly Bulletins reflecting weekly collaboration	3 out of 3 physical education teachers have been hired and have the proper credential. 1/2 FTE Physical Education Instructional Assistants have been hired.. The Physical Education department has appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.			6 out of 6 FTE teachers will be hired and will have the proper credentialing. 2/2 FTE Physical Education Instructional Assistants will be hired.. The Physical Education department will continue to have appropriate curriculum and instructional materials. Grade level teachers receive grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Our physical education fitness test results for the 2021-2022 and 2023-2024 school year are as follows:</p> <p>5th Grade: In 2021-2022, 5th Graders achieved 46.36% (350/755) Healthy Fitness Zones. In 2023-2024, 5th Graders achieved 54.33% (395/727) Healthy Fitness Zones.</p> <p>7th Grade: In 2021-2022, 7th Graders achieved 72.20% (361/500) Healthy Fitness Zones. In 2023-2024, 7th Graders achieved 81.75% (336/411) Healthy Fitness Zones.</p>			<p>collaboration 36/38 weeks of the school year.</p> <p>Our physical education fitness test results will reflect the following:</p> <p>5th Grade: will achieve 60% of the Health Fitness Zones.</p> <p>7th Grade: will achieve 85% of the Health Fitness Zones.</p>	
2.2	<p>Feaster Medical 504 One Drive Folder</p> <p>Feaster Medical Log</p> <p>Feaster Resiliency Meetings One Note</p>	<p>100% of medical 504s in the 2023-2024 school year have been scheduled and held in a timely manner.</p> <p>100% of medical 504s in the 2023-2024 school year are up to date.</p>			<p>100% of medical 504s will be scheduled and held in a timely manner.</p> <p>100% of medical 504s will be up to date.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of students referred to the nurses office have had their health care concerns taken care.</p> <p>100% of students in the 2023-2024 school year that have been referred through resiliency meetings needing vision, hearing, or other health</p>			<p>100% of students referred to the nurses office have had their health care concerns taken care.</p> <p>100% of students referred through resiliency meetings needing vision, hearing, or other health concerns will be addressed with parent guardian of student.</p>	
2.3	<p>Satchel Pulse – End of Year Screener</p> <p>Counseling Data Annual Sheet Excel Sheet with EOY Impact Report.</p> <p>Counseling Curriculum and Supplies List</p>	<p>In May of the 2023-2024 school year, teacher and student ratings on Satchel Pulse indicate that 162 students need Tier 2 counseling supports and 58 students need Tier 3 supports.</p> <p>In the 2023-2024 school year, 62% of student self-referrals received support from our counseling department.</p> <p>The Counseling department has appropriate curriculum</p>			<p>Reduction of students needing Tier 2 counseling supports by 5% and reduction of students needing Tier 3 counseling supports by 5%.</p> <p>80% of student self-referrals will receive support from our counseling department.</p> <p>The Counseling department will continue to have</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and instructional materials.			appropriate curriculum and instructional materials.	
2.4	Second Step admin completion report of lessons	<p>In the 2022-2023 school year, 70% of grade level classrooms in TK-8th grade have completed the grade level classroom lessons in Second Step.</p> <p>In the 2023-2024 school year, 53% of classrooms have completed a Second Step Lesson in the last two weeks (or are done with 10 lessons)</p>			100% of grade level classrooms in TK-8th grade have completed the grade level classroom lessons in Second Step.	
2.5	<p>Feaster Campus Calendar</p> <p>Counseling Data Annual Excel Sheet</p> <p>CHKS Data</p>	<p>In the 2023-2024 school year, we held 1 full day of a mentorship program for our female students (based on our annual CHKS data) through our Women's Empowerment Summit.</p> <p>In the 2023-2024 we held 56 sessions for our male students through Boys to Men.</p>			<p>We will offer at minimum 1 mentorship opportunity for our female students and at minimum 1 mentorship opportunity for our male students.</p> <p>We will offer a minimum of 38 sessions for our male students through Boys to Men.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	SWIS Suite	In the 2022-2023 school year, the average daily minor referrals were 4.51 per school day. The average daily major referrals were 2.57 per school day.			The average daily minor referrals will drop from 6.04 to 5.04 per school day. The average major referrals will drop from 3.71 to 2.71 per school day.	
2.7	SWIS Suite	In the 2023-2024 school year, 12.97% or 246/1896 of our minor and major referrals have come from the playground/outdoor area.			The percent of minor and major referrals coming from the playground/outdoor area will reduce from 12.97 to 10.97%.	
2.8	Inner Explorer School Statistics	In the 2023-2024 school year, 11 out of 77 users or 14% consistently use Inner Explorer.			100% of our users consistently use Inner Explorer.	
2.9	PBIS Committee Quarterly Report Tiered Fidelity Inventory	In the 2023-2024 school year, when the PBIS committee gathered school wide data: 96% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our students can list at least 2/3 of the schoolwide expectations.			100% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our staff could list at least 2/3 of the schoolwide expectations. 100% of our students can list at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>77% of classrooms have the Falcon Code posted with behaviors listed.</p> <p>68% of classrooms are holding regular trust circles.</p> <p>88% of classrooms have a calm corner.</p> <p>8% of classrooms have completed the grade level Second Step Lessons.</p> <p>96% of staff are using Falcon tickets.</p> <p>93% of students are receiving Falcon Tickets.</p> <p>In the 2023-2024 school year, the average daily minor referrals were 6.04 per school day. The average daily major referrals were 3.71 per school day.</p>			<p>least 2/3 of the schoolwide expectations.</p> <p>100% of classrooms have the Falcon Code posted with behaviors listed.</p> <p>100% of classrooms are holding regular trust circles.</p> <p>100% of classrooms have a calm corner.</p> <p>100% of classrooms have completed the grade level Second Step Lessons.</p> <p>100% of staff are using Falcon tickets.</p> <p>100% of students are receiving Falcon Tickets.</p> <p>The average daily minor referrals will drop from 6.04 to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					5.04 per school day. The average major referrals will drop from 3.71 to 2.71 per school day.	
2.10	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker	In the 2023-2024 school year, an average of 2 PDs per year were provided to staff to improve or increase access to services for all families in the areas of social, mental, behavioral, emotional, and physical wellness. Specific PD opportunities per quarter are reflected below: Q1: 3 PDs Q2: 3 PDs Q3: 0 PD Q4: 2 PDs			A minimum of 2 PD opportunities per quarter will be provided to staff to increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.	Employing 3 Physical Education teachers and 2 PE Instructional assistants allows for more individualized attention and instruction for students in physical education classes. This supports social and emotional wellness by creating more student engagement. Appropriate instructional materials also better engage students in various physical activities and sports. This comprehensive approach to physical education can help students develop critical social, emotional, and physical skills that contribute to overall wellness. This action will also help our students meet physical education standards.	\$480,711.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Hire 1 registered nurse FTE	Hiring a Full-time nurse supports social, emotional, and physical wellness by providing students and staff immediate access to medical care. The nurse can address physical health needs, offer emotional support during times of stress or illness, and promote overall well-being. This helps create a safe and supportive environment that prioritizes the health and wellness of the school community. These actions will directly impact our unduplicated pupils and our chronic absenteeism concerns.	\$97,920.00	No
2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.	The mission of Feaster Charter School's comprehensive school counseling program is to support the whole child by providing equitable access to data-driven and evidence-based social-emotional, academic, and career programming for long-lasting results. Through direct services, advocacy, and collaboration with key educational partners, school counselors strive to create an environment of safety, respect, responsibility, and academic excellence to foster resilient learners.	\$337,958.00	No
2.4	Purchase and implement Second Step curriculum for all classroom teachers	We are purchasing the Second Step curriculum and additional resources for our counseling department, providing students and teachers with the tools and strategies to develop skills such as emotion regulation, problem-solving, and communication about feelings. This helps create a positive and supportive school environment that prioritizes student well-being and academic focus. Addressing students' social and emotional needs, these resources help build a foundation for student success and ensure they meet academic standards by addressing any barriers to learning from social or emotional challenges. This action supports our students who are most vulnerable to being chronically absent due to not feeling safe at school. Parent and educational partner feedback has prioritized this initiative.	\$4,500.00	No
2.5	Develop mentorship program for students with appropriate supplies needed.	This action aims to provide students with positive role models, guidance, and support for students struggling with social-emotion regulation and conflict resolution. Through mentorship, students build strong relationships with their mentors, leading to increased self-esteem and confidence. These programs can also help students develop essential life skills, such as		No

Action #	Title	Description	Total Funds	Contributing
		communication, problem-solving, and goal-setting, which improve academic performance.		
2.6	Employ 1 FTE Behavior IA	Employing 1 Behavioral Instructional Assistant supports social, emotional, and physical wellness by providing one-on-one support to students struggling with behavioral or emotional challenges. The IA can help students develop coping strategies, build social skills, and regulate their emotions, contributing to a healthy and positive school experience. Addressing these student needs, students can focus on mastery of academic standards by reducing behavioral referrals that take classroom learning time from students. This position is funded out of Title I funds	\$88,961.00	No
2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	This recess/PE IA will engage students in cooperative play, learn game rules and skills, and experience a better recess experience. A goal of this initiative is to help students build healthy relationships, improve their social skills, and learn to resolve conflicts. This action also prioritizes student safety by providing additional supervision and providing more choice for students while at recess; with a goal of also reducing behavioral referrals during recess.	\$53,319.00	No
2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.	Inner Explorer cultivates all the core competencies of SEL and is the only Mindfulness-Based Stress Reduction sequenced program that teaches breathing and relaxation, understanding emotions, gratitude, focus, empathy, self-regulation, and more.	\$15,000.00	No
2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter.	PBIS is a framework for preventing, reducing, and replacing problem behaviors by employing a three-tiered framework that helps support students' behavioral, academic, social, emotional, and mental health. The goal of this action is to reduce student referrals for unproductive behavior.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.			
2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	We believe in fostering our students' and families' social, emotional, mental, behavioral, and physical development. Students and families who receive this support and access will have improved outcomes on their academics.	\$10,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Feaster will improve and increase access to services for all students to improve academic achievement with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and input from educational partners, which include parents of ELs, SWD, Low-Income students, and foster and homeless students.</p> <p>The analysis from the CA School Dashboard data indicated a clear need to continue supporting English Language Arts and Mathematics for all students:</p> <p>Only 37% of students in grades 3-8 met or exceeded standards in English Language Arts on the California Assessment of Students Performance and Progress (CAASPP). The combined 727 students who tested scored 40.2 points below standard.</p> <p>Only 23% of students in grades 3-8 met or exceeded standards in Math on the California Assessment of Students Performance and Progress (CAASPP). The combined 726 students who tested scored 67 points below standard.</p> <p>This need is also seen in our local benchmark assessments; 12% of students were proficient in iReady Math and 25.5% in Achieve3000.</p> <p>During the LCAP development process, educational partners identified the need for:</p> <ul style="list-style-type: none">• Ongoing Instructional support for ELA and Math• Increased tutoring services in ELA and Math• Increased access to Instructional Assistants to support small-group targeted instruction• The continued need for our three academic impact teachers• Access to the Expanded Learning Opportunity Program for enrichment in ELA and Math• Continue Staff collaboration for data analysis, lesson development, and targeted student support• Conducive learning environments with access to all learning resources to include curriculum and technology educational enhancements (iReady, ILE, Achieve3000)
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- Continued access to one-on-one iPad devices for all students in the classroom
- -Access to loaner iPads for families of students who do not have a computer in the home

Feaster Charter School plans to improve ELA and Math proficiency through actions that support and enhance student learning and will measure progress toward this goal using the metrics identified below. Unless otherwise noted, baseline data is from the 22-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Instructional Assistant Schedule Pre and Post iReady Math and iReady Reading Assessments	All classrooms receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade in either math and reading. For the 2023-2024 school year, pre and post iReady Math and iReady Reading Assessments were not provided to students to measure growth.			All classrooms will receive at minimum two slots of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade in reading and in math. Pre and post iReady Math and iReady Reading Assessments will be provided to students to measure and report growth.	
3.2	License purchase and use of online programs. LASW section of agenda for grade level collaborations.	For the 2023-2024 school year, all students at Feaster Charter School will take iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants diagnostics			All students at Feaster Charter School will take iReady Mathematics, iReady Reading, Achieve 3000,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data section of agenda for Principal/Coach weekly meeting.	<p>three times a school year, at the beginning, middle, and end, to compare growth.</p> <p>For the 2023-2024 school year, homeroom teachers at Feaster Charter School did not monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>For the 2023-2024 school year, Feaster Charter School administrators and instructional coaches did not monitor usage of our core programs weekly.</p> <p>For the 2023-2024 school year, Feaster did not use Xello in all Mindlabs classrooms for every grade level.</p> <p>For the 2023-2024 school year, Feaster used eDynamic Learning in 8/10 secondary electives.</p>			<p>Smarty Ants diagnostics three times a school year, at the beginning, middle, and end, to compare growth.</p> <p>All homeroom teachers at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>All administrators and instructional coaches at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly.</p> <p>Feaster will use Xello in all Mindlabs classrooms for every grade level.</p> <p>Feaster will use eDynamic Learning in 8/10</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					secondary electives.	
3.3	Master SST List Master List of Requests for Assessment	<p>For the 2023-2024 school year, 18 students were identifying through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process. Out of the 18 students, 14 students (77.8%) received an assessment plan, cognitive assessments were conducted, and an initial IEP was held.</p> <p>For the 2023-2024 school year, a school psychologist attended 93% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally.</p>			<p>All students identified through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process will receive an assessment plan, cognitive assessments will be conducted, and an initial IEP will be held.</p> <p>A school psychologist will attend 100% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally.</p>	
3.4	Instructional Assistant Schedule Newcomer Master List	For the 2023-2024 school year, 100% of the students who have been identified as an English Learner will			100% of the students who have been identified as an English Learner will take the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>TOMS ELPAC Schoolwide Completion Report</p> <p>CVESD LCAP Matrix Live Report</p>	<p>take the ELPAC Initial Assessment and/or ELPAC Summative Assessment.</p> <p>For the 2023-2024 school year, 100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.</p> <p>For the 2023-2024 school year, all 2nd-8th grade students identified as newcomers were provided at least one small group of 20 minutes targeting English conversational skills.</p>			<p>ELPAC Initial Assessment and/or ELPAC Summative Assessment.</p> <p>100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.</p> <p>All Kinder-8th grade students identified as newcomers were provided at least one small group of 20 minutes targeting conversational skills.</p>	
3.5	Master Curriculum and Instructional Materials Orders	For the 2023-2024 school year, 100% of our students had access to state adopted curriculum for Mathematics, English Language Arts, and Science.			100% of our students will have access to state adopted curriculum for Mathematics, English Language Arts, Science, History, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Career Technical Education.	
3.6	Instructional Assistant Schedule Pre and Post iReady Spanish Assessments	<p>All Spanish classrooms in the Dual Immersion program receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-6th Grade.</p> <p>For the 2023-2024 school year, pre and post iReady Spanish Reading Assessments were not provided to students to measure growth.</p>			<p>All Spanish classrooms in the Dual Immersion program will receive at minimum one slot of 20-30 minutes of small group support from an instructional assistant in Kinder-8th Grade.</p> <p>Pre and post iReady Spanish Reading Assessments will be provided to students to measure and report growth.</p>	
3.7	Unduplicated Pupils List Reading Intervention Progress Report Reading Intervention Quarterly Report	<p>For the 2023-2024 school year, 16% (169/1017) of students who are on the unduplicated pupil list AND two or more grade level behind receive Tier 2 reading academic supports.</p> <p>For the 2023-2024 school year, 100% of students who received</p>			<p>25% of students who are on the unduplicated pupil list will receive Tier 2 reading academic supports.</p> <p>100% of students who received Tier 2 reading academic supports showed growth as</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 2 reading academic supports showed growth as evidenced by QPA/DORR quarterly assessments.			evidence by DORR quarterly assessments.	
3.8	<p>Master Tutoring List</p> <p>Tutoring Attendance Sheets</p> <p>Pre and Post iReady Math and iReady Reading Assessments</p>	<p>In the 2023-2024 school year, all lead teachers facilitated weekly grade level collaboration.</p> <p>In the 2023-2024 school year, all lead teachers received 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>In the 2023-2024 school year, all lead teachers met on a bi-monthly basis to push the instructional focus of the school forward.</p>			<p>For the 2023-2024, 70% of students who were eligible for tutoring for math, attended tutoring at least for one semester.</p> <p>For the 2023-2024, 90% of students who attended tutoring showed growth as evidenced by pre and post iReady math assessments.</p> <p>Baseline for attendance in after school tutoring and growth will be determined in the 2024-2025 school year.</p>	
3.9	<p>Weekly grade level collaboration agendas</p> <p>Bi-monthly lead meeting agendas</p>	<p>In the 2023-2024 school year, all lead teachers facilitated weekly grade level collaboration.</p>			All lead teachers will facilitate weekly grade level collaboration.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Professional learning cycles	<p>In the 2023-2024 school year, all lead teachers received 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>In the 2023-2024 school year, all lead teachers met on a bi-monthly basis to push the instructional focus of the school forward.</p>			<p>All lead teachers will receive at least 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback.</p> <p>All lead teachers will meet on a bi-monthly basis to push the instructional focus of the school forward.</p>	
3.10	<p>Feaster Professional Development Calendar</p> <p>Feaster Conference Staff Attendance Tracker</p>	<p>n the 2023-2024 school year, an average of 2.75 PDs per year were provided to staff to improve or increase access to services for all families in the areas of social, mental, behavioral, emotional, and physical wellness. Specific PD opportunities per quarter are reflected below:</p> <p>Q1: 1 PDs Q2: 2 PDs Q3: 4 PD Q4: 4 PDs</p>			A minimum of 2 PD opportunities per quarter will be provided to staff to increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Collaboration between the General Education Teachers and Special Education Department.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with disabilities in Mathematics.</p>	
3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.			disabilities in Mathematics.	
3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	<p>In the 2022-2023 school year, the distance from standard for students with disabilities in English Language was 124.1 points below the standard. This was a decline of 11.8 points in change from 2021-2022 school year.</p> <p>In the 2022-2023 school year, the distance from standard for students with disabilities in Mathematics was 150.6 points below the standard. This was a decline of 6.5 points in change from 2021-2022 school year.</p>			<p>Growth of 25 points in average distance from standard for students with disabilities in English Language Arts.</p> <p>Growth of 20 points in average distance from standard for students with disabilities in Mathematics.</p>	
3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from			We will increase the percent of students making progress towards English language proficiency by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.	
3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	<p>In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			<p>We will increase the percent of students making progress towards English language proficiency by 10%</p> <p>100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.</p>	
3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	<p>In the 2022-2023 school year, 51.6% of English Language Learners made progress towards English language proficiency. This was a decline of 9.4% from the 2021-2022 school year.</p> <p>In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs.</p>			<p>We will increase the percent of students making progress towards English language proficiency by 10%</p> <p>100% of identified LTELs will have an SST started, scheduled, and held in a timely manner.</p>	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hire 5.5 FTE Instructional Assistants per grade level	Instructional assistants will provide small group instruction to students in reading and math in each grade level classroom. With additional instructional assistants, teachers can better identify and address the specific needs of struggling students, and provide targeted interventions. This increased support intends to improve academic outcomes and increased confidence for students who are struggling to meet academic standards. Our TK-8 students require more Tier II intervention master standards; our educational partners have also request smaller group learning environments.	\$258,192.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.	This online programs provide targeted support to students who are not meeting academic standards by offering personalized instruction and adaptive learning experiences. These programs fill knowledge gaps and provide additional practice to help students build a strong foundation in mathematics and reading skills. Additionally, they provide real-time feedback and assessment data to help teachers identify areas of improvement and inform instruction.	\$214,435.00	No
3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD	Hiring an additional 1.2 School Psychologists helps meet the academic needs of special education students not achieving standards by conducting assessments, interventions, and accommodations to support these students. After the pandemic, more students are being referred for services. They work closely with Resource Specialist Teachers and other support staff to aide in the development individualized education plans (IEPs) that address specific learning deficits and provide targeted strategies to improve academic performance. Our Special Education students have consistency performed below all other student groups on state assessments.	\$171,863.00	No
3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.	This action aims to benefit English Learners and long-term English learner students by providing targeted language support to help them meet academic standards. The English Language Instructional Assistant works with teachers to implement instructional strategies in small groups, provide one-on-one support to English Learners, and help them build English vocabulary and comprehension skills. The Newcomer Instructional Assistant can focus on welcoming and supporting newly arrived students, helping them navigate the school's curriculum and culture, and building their confidence and academic preparedness. Feaster's English learners students are 57 percent of the total school population. Feaster also has an annual student mobility rate of 33 percent. One of these positions is funded out of Title III LEP	\$112,142.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.	The curriculum and instructional materials listed provide a comprehensive framework for teaching and learning, enabling students to achieve academic standards in a school. By using these materials, teachers can ensure that students receive a rigorous and well-structured education that meets state standards. Specifically, the materials provide engaging and interactive lessons, assessments, and activities that help students develop critical thinking, problem-solving, and communication skills, ultimately leading to improved academic achievement. These resources also assist the the differentiation to meet individual needs of students.	\$134,706.00	No
3.6	Hire 1 FTE Spanish language Instructional Assistant	This Instructional Assistant will help dual language students achieve academic standards by providing additional support and scaffolding in Spanish classes. This instructional assistant works closely with teachers to implement lesson plans, facilitate small group instruction, and provide one-on-one support to students who need extra help. As a result, students receive targeted language support and are better equipped to access academic content and meet educational standards in both English and Spanish. Dual Language teachers have expressed the need for small group support through educational partner feedback feedback.	\$41,894.00	No
3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention.	This action provides targeted reading intervention to students who are reading far below grade level. These highly trained teachers work one-on-one or in small groups with students who are struggling with reading, providing customized instruction and support to help them catch up and	\$444,389.00	No

Action #	Title	Description	Total Funds	Contributing
	Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.	close the reading gap. By providing intensive reading intervention, the program intends to improve student outcomes and increase the likelihood of students achieving academic success in reading and other subjects. This action was also recommended for continuance by our educational partners.		
3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.	Afterschool tutoring in reading helps students not achieving academic standards in school by providing them with extra support and attention to improve their reading and math skills. This extended support helps students with homework, build confidence in their reading abilities, and develop a stronger foundation in reading comprehension. Students who attend have a greater chance of meeting academic standards and progressing. Parents as Educational Partners have requested this intervention.	\$15,000.00	No
3.9	Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	This action helps struggling students by equipping teachers with the knowledge, skills, and research-based strategies necessary to differentiate their instruction to meet their students' diverse needs. This targeted support will help students who are not achieving academic standards by providing additional interventions, accommodations, and scaffolding to bridge the gap between their current abilities and the academic standards they need to meet. Ultimately, the goal is to close the achievement gap and improve student educational outcomes. Many of our students come to school with many gaps in their foundational learning.	\$22,500.00	No
3.10	Provide professional development to improve or increase student services to	We believe in fostering our students' and families' academic, social, emotional, mental, behavioral, and physical development. This goal aims to reduce student self referrals for feeling sad and/or disconnected while at school. This action supports our SWD and English Learners (EL), Low		No

Action #	Title	Description	Total Funds	Contributing
	improve academic achievement.	Income, Foster Youth, and Homeless students who face challenges at school and home.		
3.11	Collaboration between the General Education Teachers and Special Education Department.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	Special Education staff and General Education staff share equal responsibility of students' academic progress; collaboration is key in working together towards the success of all of our students.		No
3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,000.00	Yes
3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	ELLs should have equal opportunities to succeed academically so that the achievement gap between ELLs and non-ELL peers continues to be reduced.	\$10,179.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		Broad Goal

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
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		Broad Goal

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
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2597928	\$94827

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
24.753%	14.339%	\$1,504,725.11	39.092%

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
1.7	<p>Action: Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.</p> <p>Need: SWD, Hi, EL, Li, and White student are on the red, lowest performance level, on the CA Dashboard for Chronic Absenteeism</p>	<p>This action will support students and their families in finding solutions to attendance concerns. During SART meetings, students and parents are presented with options and resources to positively impact school attendance. The absentee rate is 27% for SWD, 27% for Hispanic, 29% for SED, 33% for SWD, and 24% for white student groups.</p>	<p>Chronically Absent Attendance Report SART Bootcamp Agendas SARB and SART Agendas</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	Action: Provide professional development to expand equitable initiatives and opportunities for all students and families. Need: SWD scored at lowest level on the CA Dashboard. EL, FY, and LI students are also on the lowest performance level on the CA Dashboard. Scope: Limited to Unduplicated Student Group(s)	This action will provide teachers and families with research based strategies to help Unduplicated pupils have better academic outcomes.	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker
2.10	Action: Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	Students will be equipped with tools and strategies to better manage challenges which impede in their learning. Per CHKS data, students report concerns with bullying, feeling sad, and not connected while at school.	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Unduplicated pupils and SWD performed below standard on the CA Dashboard in ELA - 124 points DFS and in Math -150 points DFS.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.4	<p>Action: Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.</p> <p>Need: Feaster has more than 30 EL and LTEL students which requires this action</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL and LTEL students will be provided with small group targeted Designated language support	Instructional Assistant Schedule Newcomer Master List
3.14	<p>Action: We will provide professional development to teachers in Designated and Integrated English Language Development best practices.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL students als declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Equipping teachers with research based strategies will enable them to better responded to individual needs of EL and LTEL students. Teachers continually need to evaluate Designated and Integrated ELD strategies that match the needs of EL and LTEL students.	CA Dashboard LCAP Live Matrix Report

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.15	<p>Action: All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	LTEL's not making progress will be monitored through the SST process. This process will allow for further intervention on language skills students need.	CA Dashboard LCAP Live Matrix Report
3.16	<p>Action: All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.</p> <p>Need: Feaster has 30 or more EL and LTELs. Feaster EL declined 18.6 points from standard in ELA and 12.5 point in Math on the CAASPP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Providing structured designated ELD ensures differentiation is occurring to address the specific needs of LTELs to meet reclassification requirements.	CA Dashboard LCAP Live Matrix Report

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.

We will be adding instructional assistants to start the year to meet the needs unduplicated students, English Learner and Long Term English Leaners students, and chronically absent students . Additionally, we are adding another 1.2 FTE Psychologist and 1 FTE education specialist to our team next year.

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.

- *Continued partnership with South Bay Community Services and Nueva Vista to provide support to our foster youth and homeless families and to provide services to those identified as low income who need access to mental health services.
 - *Ensure class size remains below contractual maximums for grades K-3 in order to support the social-emotional needs of students to maximize learning by employing additional teachers to reduce class size in grades K-3.
 - *Ensure class size remains below contractual maximums for grades 4-8 in order to support the social-emotional needs of students to maximize learning by employing additional teachers to reduce class size in grades 4-8.
- Feaster Charter School will provide increased or improved services for LI, FY, and EL students through the LCAP. The increased services are at least equal to the 24.75% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, CA Healthy Kids Survey, etc.
- *Employ instructional assistants and hire reading intervention teachers to support students struggling with literacy.
 - *Employ instructional coaches to provide support to teachers in the classroom to ensure students have access to a highly qualified classroom teacher to meet their academic needs.
 - *Employ counselors to ensure that students' social and emotional needs are being met.
 - *Employ physical education teachers to ensure that students' physical needs are being met.
 - *Employ specialty teachers to provide equitable opportunities for students to access STEM & VAPA curriculum and explore career interests.
- Action

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		1:33
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10495517	2597928	24.753%	14.339%	39.092%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,643,107.00	\$62,172.00	\$534,030.00	\$161,455.00	\$3,400,764.00	\$2,787,024.00	\$613,740.00

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	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate curriculum and instructional materials.	All	No			All Schools	FY 2024-2027	\$705,423.00	\$0.00	\$705,423.00				\$705,423.00	
1	1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.	All	No			All Schools	FY 2024-2027	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.3	Provide educational excursions for students to support equitable opportunities and academic progress.	All	No			All Schools	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.4	Provide access to up to date 1:1 device to students and staff. Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.	Low-income All	No			All Schools	FY 2024-2027								
1	1.5	Provide parenting classes, English classes and other advancement opportunities for parents.	All	No			All Schools	FY 2024-2027	\$0.00	\$14,500.00	\$14,500.00				\$14,500.00	
1	1.6	Employ MTSS-Instructional Assistant	All	No			All Schools	FY 2024-2027	\$62,172.00	\$0.00		\$62,172.00			\$62,172.00	

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	1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.			Yes	LEA-wide Schoolwide		All Schools Specific Schools: Feaster TK-8	FY 2024-2027	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
1	1.8	Provide professional development to expand equitable initiatives and opportunities for all students and families.	English Foster Low	Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027								10
2	2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.	All		No			All Schools	FY 2024-2027	\$480,711.00	\$0.00			\$480,711.00		\$480,711.00	
2	2.2	Hire 1 registered nurse FTE	All		No			All Schools	FY 2024-2027	\$0.00	\$97,920.00	\$97,920.00				\$97,920.00	
2	2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.	All		No			All Schools	FY 2024-2027	\$337,958.00	\$0.00	\$337,958.00				\$337,958.00	
2	2.4	Purchase and implement Second Step curriculum for all classroom teachers	All		No			All Schools	FY 2024-2027	\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	
2	2.5	Develop mentorship program for students with appropriate supplies needed.	All		No			All Schools	FY 2024-2027								
2	2.6	Employ 1 FTE Behavior IA	All		No			All Schools	FY 2024-2027	\$88,961.00	\$0.00				\$88,961.00	\$88,961.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	All		No			All Schools	FY 2024-2027	\$53,319.00	\$0.00			\$53,319.00		\$53,319.00	
2	2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.	All		No			All Schools	FY 2024-2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter. Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.	All		No			All Schools	FY 2024-2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	English Foster Low	Learners Youth Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster TK-9	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	Hire 5.5 FTE Instructional Assistants per grade level	All		No			All Schools	FY 2024-2027	\$258,192.00	\$0.00	\$258,192.00				\$258,192.00	
3	3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.	All		No			All Schools	FY 2024-2027	\$0.00	\$214,435.00	\$214,435.00				\$214,435.00	
3	3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD	Students with Disabilities		No			All Schools	FY 2024-2027	\$171,863.00	\$0.00	\$171,863.00				\$171,863.00	
3	3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional	English Learners		Yes	Limited to Unduplicated Student	English Learners	All Schools Specific Schools: Feaster	FY 2024-2027	\$112,142.00	\$0.00	\$39,648.00			\$72,494.00	\$112,142.00	

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
		Assistant to support EL and LTEL students.			Group(s)		Tk-8									
3	3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.	All	No			All Schools	FY 2024-2027	\$0.00	\$134,706.00	\$134,706.00				\$134,706.00	
3	3.6	Hire 1 FTE Spanish language Instructional Assistant	Spanish Language Learners in Dual Immersion All	No			All Schools	FY 2024-2027	\$41,894.00	\$0.00	\$41,894.00				\$41,894.00	
3	3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention. Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.	English Learners (EL), Low Income, Foster Youth, and Homeless students All	No			All Schools	FY 2024-2027	\$444,389.00	\$0.00	\$444,389.00				\$444,389.00	
3	3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.	English Learners (EL), Low Income, Foster Youth, and Homeless students All	No			All Schools	FY 2024-2027	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	
3	3.9	Professional development for the Instructional Leadership Team.	All	No			All Schools	FY 2024-2027	\$0.00	\$22,500.00	\$22,500.00				\$22,500.00	

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
		Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.														
3	3.10	Provide professional development to improve or increase student academic achievement.	English Learners (EL), Low Income, Foster Youth, and Homeless students with Disabilities	No			All Schools	FY 2024-2027								
3	3.11	Collaboration between the General Education Teachers and Special Education Department.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.13	Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	Students with Disabilities	No			All Schools	FY 2024-2027								
3	3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	FY 2024-2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster	FY 2024-2027	\$0.00	\$10,179.00	\$10,179.00				\$10,179.00	

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
					s)		Tk-8									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10495517	2597928	24.753%	14.339%	39.092%	\$94,827.00	10.000%	10.904 %	Total:	\$94,827.00
								LEA-wide Total:	\$15,000.00
								Limited Total:	\$79,827.00
								Schoolwide Total:	\$15,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Employ 6 Mindlabs teachers: 3 STEM and 3 VAPA .Equip Mindlabs teachers with appropriate curriculum and instructional materials.				All Schools	\$705,423.00	
1	1.2	Partner with career connected schools and equipping them with appropriate instructional materials.Equipping all staff with appropriate instructional materials.				All Schools	\$45,000.00	
1	1.3	Provide educational excursions for students to support equitable opportunities and academic progress.				All Schools	\$10,000.00	
1	1.4	Provide access to up to date 1:1 device to students and staff.				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Provide each classroom with the most up to date televisions, Apple TVs, access to WiFi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.						
1	1.5	Provide parenting classes, English classes and other advancement opportunities for parents.				All Schools	\$14,500.00	
1	1.6	Employ MTSS- Instructional Assistant				All Schools		
1	1.7	Start a systematic SART Process that is data-driven and helps address barriers for students and families to combat attendance issues or concerns.	Yes	LEA-wide Schoolwide		All Schools Specific Schools: Feaster TK-8	\$15,000.00	
1	1.8	Provide professional development to expand equitable initiatives and opportunities for all students and families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster Tk-8		10
2	2.1	Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers and Instructional Materials with appropriate curriculum and instructional materials. Equip each sport with the appropriate curriculum and instructional materials.				All Schools		
2	2.2	Hire 1 registered nurse FTE				All Schools	\$97,920.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials.				All Schools	\$337,958.00	
2	2.4	Purchase and implement Second Step curriculum for all classroom teachers				All Schools	\$4,500.00	
2	2.5	Develop mentorship program for students with appropriate supplies needed.				All Schools		
2	2.6	Employ 1 FTE Behavior IA				All Schools		
2	2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports				All Schools		
2	2.8	Purchase Mindfulness curriculum, Inner Explorer, for K-8 to provide social and emotional support.				All Schools	\$15,000.00	
2	2.9	Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter. Equip the Positive Behavior Intervention and Supports committee with the resources and professional development they need to implement the PBIS framework.				All Schools	\$15,000.00	
2	2.10	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral,	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Feaster TK-9	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		emotional, and physical wellness.						
3	3.1	Hire 5.5 FTE Instructional Assistants per grade level				All Schools	\$258,192.00	
3	3.2	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Smarty Ants, Xello, eDynamic Learning Provide staff and/or families professional development on using online programs as needed.				All Schools	\$214,435.00	
3	3.3	Hire 1.2 FTE School Psychologist to impact academic outcomes of SWD				All Schools	\$171,863.00	
3	3.4	Hire 1 FTE English Language Instructional Assistant and 1 FTE New Comer Instructional Assistant to support EL and LTEL students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$39,648.00	
3	3.5	Purchase curriculum and instructional materials, not limited to Benchmark Universe ELA, Benchmark Ready to Advance, Benchmark Listos y Adelante, Benchmark Phonics, Benchmark Intervention, Amplify ELA, TCI, Twig Science, iReady Math, Inquiry by Design Provide professional development to staff and families using curriculum or instructional materials as needed.				All Schools	\$134,706.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Hire 1 FTE Spanish language Instructional Assistant				All Schools	\$41,894.00	
3	3.7	Hire 3 FTE Reading Impact Teachers to provide reading intervention. Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.				All Schools	\$444,389.00	
3	3.8	Additional per diem hours for staff who provide afterschool reading and math tutoring.				All Schools	\$15,000.00	
3	3.9	Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.				All Schools	\$22,500.00	
3	3.10	Provide professional development to improve or increase student services to improve academic achievement.				All Schools		
3	3.11	Collaboration between the General Education Teachers and Special Education Department.				All Schools		
3	3.12	Alignment of curriculum between General Education Teachers and Special Education Teachers. To better services students with IEPs.				All Schools		
3	3.13	Professional Development for general education and				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		special education staff to increase student academic outcomes for students with disabilities.						
3	3.14	We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,000.00	
3	3.15	All LTELs will have an SST started for them to receive Tier 3 academic supports on campus.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,000.00	
3	3.16	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Feaster Tk-8	\$10,179.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,476,715.00	\$2,334,085.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Employ an Innovation Specialist	Yes	\$140,367.00	42595
1	1.2	Employ 6 Mindlabs Teachers in the areas of Art, Engineering, Science, Technology Dance, and Music. Equip all 6.0 Mindlabs classes with appropriate instructional materials.	Yes	\$688,684.00	684260
1	1.3	Professional Development to expand equitable initiatives and opportunities for all students and families.	Yes	\$15,000.00	106220
1	1.4	Support for English Language Learners	No Yes	\$72,000.00	
2	2.1	Physical Education Department	Yes	\$500,619.00	466290
2	2.2	Family Support Program	Yes	\$15,000.00	15000
2	2.3	Student Mentorship Programs	Yes	\$40,000.00	10000
2	2.4	Psychologist	Yes	\$25,000.00	12000
2	2.5	Instructional materials to support social, emotional, and physical health and wellness.	Yes	\$76,352.00	45000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Nurse	Yes	0	0
2	2.7	Professional Development to support social, emotional, and physical health and wellness	Yes	\$10,000.00	160000
3	3.1	1 FTE	Yes	\$120,000.00	93000
3	3.2	Curriculum & Instructional Materials	Yes	\$54,219.00	5000
3	3.3	Instructional Coaches	Yes	\$55,000.00	352541
3	3.4	Paraprofessionals	Yes	\$411,395.00	194550
3	3.5	Associate Principal	Yes	\$146,079.00	40929
3	3.6	Professional Development	Yes	\$30,000.00	10000
3	3.7	Online programs	Yes	\$77,000.00	96700

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2476715	\$2,476,715.00	\$2,334,085.00	\$142,630.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Employ an Innovation Specialist	Yes	\$140,367.00	42595		
1	1.2	Employ 6 Mindlabs Teachers in the areas of Art, Engineering, Science, Technology Dance, and Music. Equip all 6.0 Mindlabs classes with appropriate instructional materials.	Yes	\$688,684.00	684260		
1	1.3	Professional Development to expand equitable initiatives and opportunities for all students and families.	Yes	\$15,000.00	106220		
1	1.4	Support for English Language Learners	Yes	\$72,000.00	0		
2	2.1	Physical Education Department	Yes	\$500,619.00	466290		
2	2.2	Family Support Program	Yes	\$15,000.00	15000		
2	2.3	Student Mentorship Programs	Yes	\$40,000.00	10000		
2	2.4	Psychologist	Yes	\$25,000.00	12000		
2	2.5	Instructional materials to support social, emotional, and physical health and wellness.	Yes	\$76,352.00	45000		
2	2.6	Nurse	Yes	0	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Professional Development to support social, emotional, and physical health and wellness	Yes	\$10,000.00	160000		
3	3.1	1 FTE	Yes	\$120,000.00	93000		
3	3.2	Curriculum & Instructional Materials	Yes	\$54,219.00	5000		
3	3.3	Instructional Coaches	Yes	\$55,000.00	352541		
3	3.4	Paraprofessionals	Yes	\$411,395.00	194550		
3	3.5	Associate Principal	Yes	\$146,079.00	40929		
3	3.6	Professional Development	Yes	\$30,000.00	10000		
3	3.7	Online programs	Yes	\$77,000.00	96700		

To Add a Row: Click “Add Row.”

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10493799	2476715	12.98	36.582%	\$2,334,085.00	0.000%	22.243%	\$1,504,725.11	14.339%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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