

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
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Plan Summary [2025-2026]

General Information

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

Feaster Charter School is a Transitional Kindergarten (TK) through 8th grade District Partnership charter school that provides a collaborative and inclusive educational environment for students, families, and staff. Our mission is to support academic excellence and personal growth through strong partnerships between home and school. We are committed to delivering a rigorous, world-class education with an emphasis on STEAM—Science, Technology, Engineering, Art, and Mathematics—while integrating language immersion into our instructional practices to prepare students for success in college, career, and a global society.

Equity is at the heart of all we do. We are dedicated to addressing the diverse academic, social-emotional, behavioral, mental health, and physical needs of all students. Students are at the forefront of every decision, ensuring a student-centered approach in all aspects of our educational program.

Originally established in 1965 as F Street School, Feaster Charter School was renamed in honor of Mae L. Feaster, a beloved teacher and principal who served the community for 41 years. In March 1997, Feaster became the second charter school in the Chula Vista Elementary School District (CVESD). Today, it is one of five charter schools in the district.

Located in a low socioeconomic area of Chula Vista, approximately 10 miles from the U.S.–Mexico border, Feaster serves a vibrant and diverse community. The school enrolls approximately 1,120 students, with student mobility at approximately 33% throughout the year as families move in and out of the area.

Based on data reported by families on Census Day, Feaster Charter School’s student body (1,111 students) includes the following demographic groups:

Student Groups:

- 55.8% English Learners
- 4.6% Students experiencing homelessness
- 78.4% Socioeconomically disadvantaged
- 7% Students with disabilities

Race/Ethnicity:

- 91.6% Hispanic
- 3.6% White
- 1.6% Filipino
- 1.5% African American
- 1% Two or More Races
- 0.4% Asian
- 0.2% Pacific Islander
- 0.2% American Indian

Feaster Charter School operates on a modified year-round school calendar with 180 instructional days spanning from July to June. Elementary students attend school for 6 hours per day (Monday, Tuesday, Wednesday, and Friday), and middle school students for 6.25 hours. All students have a 5-hour day on Thursdays to allow time for staff professional development, collaboration, and planning focused on student-centered instruction.

Feaster Charter School is not eligible for Equity Multiplier funding.

Reflections: Annual Performance

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

1. Successes

Feaster Charter School has demonstrated strong growth and commitment to equity and academic achievement across multiple areas:

- **Improvement in Chronic Absenteeism:** Chronic absenteeism decreased significantly from 27.6% (Red) in 2023 to 13.9% (Yellow) in 2024—a reduction of 13.7%. This improvement reflects the impact of targeted attendance strategies, such as the implementation of a systematic SART process, increased communication with families, and wraparound supports for at-risk student groups.

- **Academic Gains in ELA:** The ELA academic indicator improved from 40.2 points below standard (Orange) to 35 points below (Yellow), reflecting a 5.1-point gain. This growth is supported by Tier 2 reading interventions for unduplicated pupils and increased access to standards-aligned instructional materials.
- **Enhanced Physical Fitness Outcomes:** In Physical Education, there were notable gains in fitness test performance: 5th graders improved from 46.36% (2021–22) to 54.33% (2023–24) in Healthy Fitness Zones, and 7th graders improved from 72.2% to 81.75% over the same period.
- **Expanded Career Readiness Initiatives:** Nearly all students across K–8 could articulate a strength, interest, value, and future career, as evidenced by RIASEC and Mindlabs survey data. The school also increased access to career-focused electives and planned showcases.
- **Positive Behavioral Supports:** Suspension rates improved from 1.9% (Orange) to 1.7% (Yellow). PBIS implementation, Second Step curriculum, and structured mentorship programs (e.g., Women’s Empowerment and Brotherhood Summits) have contributed to a more supportive campus culture.
- **Increased Access to Technology and Resources:** 100% of students and staff have access to up to date 1:1 devices, and all classrooms are equipped with updated technology. Mobile device management and regular tech audits have ensured digital equity.
- **Parental Engagement:** The school offered over 60 advancement opportunities for parents throughout the year, including English classes, parenting workshops, and career education events.

2. Challenges

Despite progress, several areas remain in need of improvement:

- **Mathematics Achievement:** The Math indicator remained at Orange, with a slight decline (from 67 to 68.7 points below standard). Students with disabilities (SWD) continued to score 151.6 points below standard, showing limited progress and persistent gaps.
- **English Learner Progress:** The English Learner Progress Indicator remained stagnant, with only 49.8% making progress toward proficiency (Yellow), following a larger decline in the prior year. While SSTs and ELD supports have expanded, LTELs still face systemic barriers.
- **Instructional Program Monitoring:** Monitoring of online instructional program usage (e.g., iReady, Achieve 3000) was inconsistent in 2023–24. While this has improved, further focus is needed on fidelity and impact of implementation.
- **SST Follow-Through:** As of Quarter 3, there were still 43 past due SST cycles and 30 incomplete SST forms. Additionally, only 48% of LTELs had completed SST processes. This reflects a need for more consistent timelines and clearer protocols.
- **Behavioral Referral Disparities:** While major and minor referral rates declined overall, a disproportionate number (12.13%) still originate from outdoor/playground areas, indicating a need for increased supervision or structured play strategies.
- **Second Step Implementation Gaps:** As of Quarter 3, only 38% of classrooms had completed the full Second Step unit lessons, suggesting inconsistent delivery of Tier 1 SEL supports.

3. Response to Needs

Feaster Charter School is committed to addressing the specific needs of student groups identified as underperforming or vulnerable, particularly those flagged as **Red** on the 2023 California Dashboard for **Chronic Absenteeism**. These include:

- English Learners (27%)

- Hispanic students (27.4%)
- Socioeconomically Disadvantaged students (29.2%)
- Students with Disabilities (33.3%)
- White students (23.9%)

Targeted Supports and Strategies:

Attendance Interventions: In response to high absenteeism rates, Feaster launched a **data-driven SART process**, including personalized outreach, attendance contracts, and barrier identification through family meetings. As a result, chronic absenteeism dropped to **13.9% (Yellow) in 2024**—a 13.7% decrease.

Academic and Behavioral Supports for SWD: Students with Disabilities have shown minimal growth in ELA and Math (still flagged as **red**). To address this, Feaster has:

- Hired FTE 1.2 school psychologists to support SSTs and IEPs (99–100% participation).
- Launched **Tier 2 reading interventions** with 96% of participating students showing academic growth.
- Provided PD for general and special education collaboration and curriculum alignment.

Support for English Learners & LTELs:

- 100% of ELs take the ELPAC; SSTs were started for 48% of LTELs as of Q3, with a goal of reaching 100%.
- Daily designated ELD instruction is provided.
- PD on ELD best practices was offered to improve instruction.

Socioeconomically Disadvantaged and Homeless Students:

- Increased access to **counseling, mentorship programs**, and **social-emotional learning**.
- Provided over **60 parent advancement opportunities** and academic field trips (average of 9.7 per grade level) to build engagement.
- Maintained 100% student access to 1:1 updated technology and state-adopted curriculum.

Behavior and Climate Improvements:

- Suspension rates dropped from 1.9% to 1.7%.
- Referrals (especially playground-related) decreased, and PBIS initiatives like Falcon Tickets, calm corners, and trust circles were expanded.

Resource Alignment:

- LCAP funds are strategically allocated to hire credentialed staff, expand intervention programs, provide professional development, and ensure access to devices and curriculum for all students, with a focus on equity.

These coordinated efforts reflect a robust, data-informed strategy to address achievement gaps, improve attendance, and ensure that resources are directed where they are needed most—particularly for historically underserved groups.

Use of LREBG Funds

1. Goal and Action Numbers

LREBG funds will be used to partially fund the following:

- **LCAP 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.
- **Action 2.3:** Employ 3 FTE School Counselors

2. Selection Rationale

Allowable Use Alignment:

LREBG funds are intended to support the needs of students in schools with high concentrations of poverty and to address barriers to learning. Action 2.3 aligns with these allowable uses by employing credentialed school counselors to provide targeted supports in the areas of mental health, social-emotional learning, and academic guidance—core elements of creating inclusive, supportive learning environments.

Needs Assessment Connection:

According to Feaster Charter School's needs assessment and California Dashboard data, high levels of chronic absenteeism (27.6% in 2023), low academic achievement for SWD and EL students, and an increasing number of students requiring Tier 2 and Tier 3 mental health supports (as evidenced by Satchel Pulse data) revealed the critical need for expanding counseling services.

In Quarter 3 of 2024-25, 177 students were identified as needing Tier 2 counseling support and 65 students as needing Tier 3 interventions. This data clearly indicates a high demand for consistent access to mental health professionals.

Support for Students and Schools with Identified Needs:

Counselors play a pivotal role in delivering direct services to historically underserved student groups, including:

- Students with Disabilities: Counselors collaborate with our Special Education team to provide research-based practices.
- English Learners and LTELs: Receive social-emotional supports that foster engagement and reduce school avoidance.
- Low-Income, Foster Youth, and Homeless Students: Receive trauma-informed counseling, mentorship, and coordination of wraparound services.

Additionally, 100% of student self-referrals for counseling support were fulfilled in Quarter 2, a testament to the program's accessibility and importance.

By using LREBG funds to offset school counselor salaries, Feaster Charter ensures continuity of critical mental health and wellness supports—sustaining services that directly impact student success and equity outcomes.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	N/A	Orange	Orange	N/A
English Learners	Orange	Red	Orange	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Orange	Orange	N/A
Students with Disabilities	N/A	Red	Yellow	N/A	Red	Red	N/A
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Red	Orange	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A	N/A
White	N/A	Red	Blue	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Yellow	N/A	Yellow	Orange	N/A
English Learners	Yellow	Yellow	Green	N/A	Yellow	Orange	N/A
Long-Term English Learners	Green	Green	Yellow	N/A	Orange	Orange	N/A
Foster Youth	N/A	N/A	--	N/A	N/A	N/A	N/A
Homeless	N/A	Orange	Blue	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Yellow	Orange	N/A
Students with Disabilities	N/A	Orange	Orange	N/A	Red	Red	N/A
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Green	N/A	Yellow	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Green	Orange	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

Reflections: Technical Assistance

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

Feaster Charter School was exited from Differentiated Assistance by the San Diego County Office of Education (SDCOE) on December 4, 2024.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable to Feaster Charter School

Support for Identified Schools

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

Not applicable to Feaster Charter School

Monitoring and Evaluating Effectiveness

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

Not applicable to Feaster Charter School

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Feaster Charter School prioritized teacher engagement in the development of the LCAP by providing multiple opportunities for staff to review, discuss, and provide feedback on goals and actions throughout the school year. On Wednesday, December 11, 2024, a dedicated session was held with teachers to focus specifically on LCAP Goal 3, which addresses improving academic achievement. During this meeting, staff engaged in discussions around the use of instructional assistants, their impact on small group instruction, and how these supports were being implemented across grade levels. Teachers shared their insights on student needs, instructional priorities, and the effectiveness of current staffing allocations. A follow-up meeting took place on February 5, 2025, where a comprehensive summary of all three LCAP goals and related actions was presented. Teachers were given time to reflect on the overall plan and its alignment with site needs. To ensure broad participation, all teachers were invited to complete an LCAP feedback survey, where they could offer additional input and suggestions related to resource allocation, staffing, curriculum, professional development, and student support systems. This multi-stage engagement process allowed teacher voice to meaningfully shape the development of the LCAP and ensured that the plan reflects the on-the-ground experiences and expertise of classroom educators.

Principals, and other Administrators	Feaster Charter School meaningfully engaged its principals and other administrators in the development and continuous evaluation of the LCAP through multiple avenues of input and reflection. All administrators were invited to complete the LCAP survey, which was open for four weeks beginning in February. This allowed them to provide individual feedback on each of the three LCAP goals and associated actions, based on their firsthand experiences leading and supporting implementation across the school. In addition to the survey, administrators actively participated in the majority of focus groups held for parents, staff, and students, both as facilitators and as contributors. Their involvement in these sessions provided them the opportunity to voice their perspectives and hear directly from stakeholders across the school community. Furthermore, the administrative team meets weekly to review and reflect on school programs, services, and initiatives tied to the LCAP. These standing meetings serve as an ongoing opportunity to assess implementation, monitor impact, and collaboratively adjust supports as needed. Each quarter, the Director provides an LCAP progress report, offering a data-informed update on each goal and action. This ongoing review process helps guide conversations around resource allocation, program effectiveness, and alignment to student needs, ensuring that the LCAP remains a living document that reflects evolving school priorities. Through consistent involvement, formal survey feedback, and collaborative leadership structures, administrators play a central role in shaping, implementing, and refining the LCAP to support the success of all students.
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Parents	Feaster Charter School actively engaged parents and guardians in the development of the LCAP through a series of intentional and accessible opportunities designed to elevate parent voice and perspective. On February 12, 2025, the school hosted an LCAP Focus Group during our Café y Convivio (Coffee and Community) event. During this session, parents were presented with an overview of the three LCAP goals and corresponding actions. In small group discussions, families reflected on the services currently in place, identified which actions were making a positive impact, and shared ideas for services or programs they felt were missing or could be improved. In conjunction with the focus group, Feaster launched its LCAP Parent Survey, which remained open for four weeks beginning in February. The survey, available in both English and Spanish, invited parents to provide feedback on all three LCAP goals and share their priorities for resource allocation and student support. To ensure equitable access and support, LCAP Parent Survey Office Hours were offered on February 12, 13, and 18. During these sessions, staff members were available to assist parents in completing the survey, answering questions, and engaging in deeper conversations about the school's strategic priorities. Through these efforts, Feaster Charter School ensured that parent input was gathered thoughtfully and respectfully, and that families had multiple pathways to contribute to the development of a responsive and community-centered LCAP.
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Students	Feaster Charter School values student voice and intentionally created developmentally appropriate opportunities for students to engage in the LCAP development process. On February 13, 2025, student focus groups were held across all grade levels (TK-8th grade) to gather feedback on school programs, supports, and services aligned to the three LCAP goals. These discussions were tailored to be age-appropriate, ensuring all students could meaningfully participate in the conversation. For the first time, Transitional Kindergarten through 2nd grade students were invited to participate in focus groups, where facilitators used simplified language, visuals, and guided questions to help students reflect on what helps them feel safe, supported, and successful at school. That same day, 3rd through 8th grade students also participated in focus groups where they discussed their experiences with academic supports, wellness resources, and enrichment opportunities. Students provided feedback on what was working well and shared ideas for how the school could better meet their needs. In addition to the focus groups, students in 4th through 8th grade were invited to complete a survey aligned to the three LCAP goals. The survey allowed students to reflect on the impact of key actions, such as counseling services, instructional supports, enrichment opportunities, and overall school climate. By engaging students in both conversations and surveys, Feaster ensured that the voices of its learners were not only heard, but meaningfully incorporated into the planning process, helping to shape a school experience that is responsive to their needs and aspirations.
Other school personnel	Feaster Charter School recognizes the valuable insights that come from all members of the school community, including classified staff, instructional aides, support staff, coordinators, and other non-certificated personnel. To ensure their voices were represented in the development of the LCAP, other school personnel were invited to participate in the LCAP survey, which was open for a four-week period beginning in February 2025. The survey was designed to gather feedback on the three LCAP goals and related actions, including those that directly impact day-to-day school operations, student wellness, academic interventions, and family engagement. Staff were encouraged to share their perspectives on which initiatives were most effective and where additional support may be needed. By providing a platform for other school personnel to engage in the planning process, Feaster Charter ensured that all staff voices were valued in shaping a comprehensive and inclusive LCAP that reflects the collective experience of the entire school community.

Parent Advisory Committee	Feaster Charter School engaged its Parent Advisory Committee (PAC) in the LCAP development process through a dedicated meeting held on February 21, 2025. During this session, the committee participated in a structured focus group, following the same format used with our broader parent community. Members were presented with the three LCAP goals and associated actions and were invited to reflect on which supports were working well and to share suggestions for areas where additional programs or services may be needed. In addition to the focus group conversation, PAC members were provided access to the LCAP survey, which remained open for four weeks beginning in February. The survey allowed committee members to offer individualized feedback aligned to each goal, ensuring their perspectives were formally recorded as part of the LCAP engagement process. There were no comments or concerns raised during the PAC meeting that required a written response from the Executive Director (Superintendent). By involving the Parent Advisory Committee in both focus group dialogue and survey participation, Feaster Charter School affirmed its commitment to family partnership and to ensuring that advisory groups play an active role in shaping schoolwide priorities.
District English Learner Advisory Committee	Feaster Charter School engaged its District English Learner Advisory Committee (DELAC) in the LCAP development process during a dedicated meeting held on February 21, 2025. In this meeting, DELAC members participated in a structured focus group, similar to the engagement sessions held with parents and other advisory groups. The presentation reviewed all three LCAP goals and corresponding actions, with a focus on services and supports impacting English Learners. Committee members provided input on the effectiveness of current programs and shared feedback on areas where additional support could further benefit English Learner students. To ensure their voices were also captured individually, DELAC members were invited to complete the LCAP survey, which was open for four weeks starting in February. The survey was made available in both English and Spanish, providing accessible options for all participants. There were no comments or recommendations from DELAC that required a written response from the Executive Director (Superintendent). Through this engagement, Feaster Charter School reaffirmed its commitment to involving English Learner families in shaping programs that directly impact their students' academic and language development success.

Public Hearing and Adoption of LCAP, Local Indicators Report, and Budget by Governing Board	Feaster Charter School has ensured that its Governing Board members are actively engaged in the LCAP development process. Board members were invited to complete the LCAP survey alongside all other stakeholder groups, providing them with the opportunity to share their insights and priorities related to the three LCAP goals and associated actions. In alignment with state requirements and Feaster's commitment to transparency and shared governance, the Public Hearing and Adoption of the LCAP, Local Indicators Report, and Budget is scheduled to take place on May 21, 2025. During this public meeting, Feaster Charter Board members will have the opportunity to review and provide comments, ask questions, and raise any concerns regarding these documents before they are formally approved. This engagement ensures that the Governing Board remains informed and involved in the strategic planning process and supports the school's efforts to align its resources and goals with student needs and community priorities.
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Insert or delete rows, as necessary.

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

The development of the 2025–2026 LCAP was significantly shaped by the input of our educational partners, including students, families, teachers, classified staff, site and district administrators, and advisory groups such as the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC). Their insights informed both the continuation of high-impact practices and the introduction of new goals, actions, and resource allocations.

Stakeholder Feedback and Influence on LCAP Design

1. Inclusion of New Goals and Actions Based on Identified Needs

- New Goal: Math Impact Teachers – In response to stakeholder feedback about persistent math achievement gaps and the success of reading intervention models, Feaster Charter will add a new goal to hire three Math Impact Teachers to support unduplicated pupils performing two or more grade levels below in mathematics.
- New Goal: Data Dashboard Implementation (EduClimber) – Families and staff emphasized the need for better tracking of student supports and interventions. As a result, a goal has been added to implement EduClimber, a centralized school dashboard that will allow the school to monitor and analyze Tier 1, 2, and 3 supports more effectively.

2. Adjustments to Actions, Metrics, and Outcomes

- The LCAP includes updated metrics and performance targets based on local assessments and stakeholder priorities—particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

- Actions such as continuing with Mindlabs and electives and deepening parent engagement opportunities (language classes, digital literacy, and family workshops) were added or enhanced due to positive stakeholder response and high participation rates.
- Multiple outcomes were refined to include subgroup-specific tracking (e.g., reducing chronic absenteeism among ELs and SWDs, reclassification progress, counseling access by tier level).

3. Adjustments to Expenditures and Program Focus

As a result of stakeholder input and data analysis from the 2024–2025 school year, several programmatic and budgetary adjustments were made in the 2025–2026 LCAP to ensure that resources are aligned with student needs, evidence of effectiveness, and fiscal responsibility.

- Discontinuation of Boys to Men Mentorship Program: While student mentorship remains a priority, the Boys to Men program for upper-grade boys will be discontinued. Feedback from teachers highlighted concerns around impact, and internal data indicated the program was not meeting expected engagement or outcome metrics. As a result, resources will be redirected toward other mentorship efforts, including school-led summits and counseling-based supports.
- Reduction of Instructional Assistant Positions: Based on teacher and administrative feedback, as well as a review of utilization and academic impact data, Feaster Charter will no longer employ grade-level Instructional Assistants, including the Spanish Instructional Assistant and Newcomer Instructional Assistant roles. These positions represent a significant expenditure and did not demonstrate a measurable return on investment in student outcomes. Supports for English Learners and bilingual students will continue through targeted intervention and ELD instruction.
- The LCAP also includes actions funded by LREBG, such as partially supporting school counselor salaries to expand access to mental health and social-emotional supports.

4. Increased and Improved Services for Unduplicated Students

- Several actions were identified as contributing to increased or improved services for unduplicated students, including:
 - Hiring of Math and Reading Impact Teachers
 - Expanded SST and counseling systems
 - Designated ELD instruction and support for LTELs
 - Additional academic enrichment opportunities
- These actions directly address performance gaps highlighted in CA Dashboard data and internal progress reports, particularly in literacy, mathematics, and attendance.

5. Continuous Monitoring and Responsive Planning

- Through regular data review, stakeholder meetings, and the annual update process, the school identified material differences in expenditures (e.g., reduced use of certain interventions) and adjusted accordingly.
- The LCAP reflects a balance of maintaining successful strategies—such as tutoring, enrichment programs, and access to technology—while refining or expanding initiatives based on effectiveness and equity impact.

6. Strong Community Engagement

- All stakeholder groups were engaged through focus groups, surveys (in English and Spanish), office hours, advisory meetings (PAC and DELAC), and weekly administrative team sessions.
- Feedback loops were integrated into quarterly progress reviews, and the final LCAP reflects a shared vision shaped through these engagements.
- The Public Hearing and Adoption of the 2025–2026 LCAP will occur on May 21, 2025, providing an additional opportunity for board members and the public to review and comment prior to formal adoption.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Feaster Charter School (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

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 3: Parent Involvement and Engagement
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Feaster Charter School has prioritized Goal 1—to 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—based on both California Dashboard data and extensive stakeholder engagement conducted throughout the 2024–2025 school year. State and local data revealed persistent gaps in access, achievement, and opportunity across student groups:

- Students with Disabilities were over 150 points below standard in math and 124 points below in ELA, with both showing declines from the previous year.
- Chronic absenteeism was identified in the Red performance level for SWD (33.3%), ELs (27%), SED students (29.2%), and Hispanic students (27.4%).
- Stakeholders identified a need for more enrichment, targeted intervention, technology access, career exposure, and systemic tracking of student support services.

In response, Feaster structured Goal 1 to address these disparities with a comprehensive, equity-focused approach rounded in measurable actions. These include:

- Action 1.1: Hiring and equipping 6 FTE Mindlabs teachers in STEM and VAPA to increase access to high-quality, engaging instruction and ensure weekly grade-level collaboration.
- Action 1.2: Partnering with career-connected organizations and administering RIASEC and Mindlabs surveys to promote early career awareness across all grade levels.
- Action 1.3: Providing educational excursions to enrich learning and close the opportunity gap, ensuring a minimum of two academic trips per grade level.
- Action 1.4: Maintaining 1:1 device access and classroom technology infrastructure to promote digital equity.
- Action 1.5: Offering parent advancement opportunities, including English classes and digital literacy workshops, with a minimum of 7 sessions per quarter.
- Action 1.6: Employing an MTSS Instructional Assistant to systematize and track SSTs, increasing the timeliness and impact of academic interventions.
- Action 1.7: Implementing a structured, data-driven SART process to reduce chronic absenteeism, particularly among students in Red subgroups.
- Action 1.8: Providing targeted professional development focused on equitable instructional practices and family engagement strategies.

These actions were directly shaped by teacher and family feedback collected through focus groups and surveys, which emphasized the importance of equity-driven programming, small-group interventions, parent partnerships, and access to enrichment.

By prioritizing Goal 1, Feaster Charter School is reaffirming its commitment to addressing systemic barriers and ensuring that all students—particularly those most at risk—have the support, access, and opportunities needed to thrive.

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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1.1 Employ 6 Mindlabs teachers: 3 FTE STEM Positions and 3 FTE VAPA positions. Equip Mindlabs teachers with appropriate curriculum and instructional materials.	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 appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.	6 out of 6 teachers have been hired and have the proper credential. 6 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. 28/38 weeks of collaboration provided	Will come out at the end of the 2025-2026 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.	We have hired 2 additional teachers with the proper credential. We have appropriate curriculum and instructional materials for 2 additional teachers. Grade level teachers will receive 36/38 weeks of collaboration during the school year. No change from baseline to Year 1 outcome.
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1.2 Partner with career connected schools Equipping all staff with appropriate instructional materials.	RIASEC and Mindlabs (Career) Survey	K-2 nd Grade students did not take the survey, but out of 4-8 th graders, 94.66% of students were able to identify a strength. 96.77% were able to identify an interest. 89.38% were able to identify a value. 90.25% were able to identify a future career. All grade level classrooms engaged in a college and career showcase on an annual basis. 2/47 (4%) grade level classrooms engage in a career focused elective. All middle school students engaged in an annual STEAM Career Fair.	<table><tr><td></td><td>Strength</td><td>Interest</td><td>Value</td><td>Career</td></tr><tr><td>K</td><td>81%</td><td>82%</td><td>49%</td><td>89%</td></tr><tr><td>1</td><td>98%</td><td>98%</td><td>72%</td><td>93%</td></tr><tr><td>2</td><td>97%</td><td>87%</td><td>85%</td><td>97%</td></tr><tr><td>3</td><td>96%</td><td>97%</td><td>91%</td><td>97%</td></tr><tr><td>4</td><td>98%</td><td>97%</td><td>98%</td><td>98%</td></tr><tr><td>5</td><td>96%</td><td>98%</td><td>94%</td><td>97%</td></tr><tr><td>6</td><td>95%</td><td>99%</td><td>94%</td><td>91%</td></tr><tr><td>7</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>8</td><td>99%</td><td>97%</td><td>97%</td><td>94%</td></tr><tr><td>T</td><td>96%</td><td>95%</td><td>87%</td><td>95%</td></tr></table>		Strength	Interest	Value	Career	K	81%	82%	49%	89%	1	98%	98%	72%	93%	2	97%	87%	85%	97%	3	96%	97%	91%	97%	4	98%	97%	98%	98%	5	96%	98%	94%	97%	6	95%	99%	94%	91%	7	100%	100%	100%	100%	8	99%	97%	97%	94%	T	96%	95%	87%	95%	Will come out at the end of the 2025-2026 school year	100% of students will take the RIASEC and Mindlabs survey. Of those students, 100% of students will be able to identify a strength, 100% will identify an interest, 100% will identify one value and 100% will be able to identify a future career. All grade level classrooms will engage in a college and career showcase on an annual basis. All grade level classrooms will engage in a career focused elective. All middle school students will engage in an annual	100% of our students in K-8 th grade have taken the survey, that is a difference of 32% more of our students taking the survey. 2% more of students can identify an interest. 2% less of students can identify an interest. 2% less of students can identify a career value, and 5% more of students can identify a career they can aspire to. All classrooms continue to engage in an annual college and career showcase. The percent of classrooms engaging in a career focused elective remains
			Strength	Interest	Value	Career																																																							
	K		81%	82%	49%	89%																																																							
	1		98%	98%	72%	93%																																																							
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College and Career Showcase																																																													
Lesson Plans																																																													
Academic Program																																																													

					STEAM Career Fair.	the same from baseline to Year 1 outcome. All middle school classrooms continue to engage in an annual STEAM Career Fair.
1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	Schoolwide fieldtrip form with the date, grade, and location of each fieldtrip.	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: TK: 1 Kinder: 3 1 st : 4 2 nd : 2 3 rd : 3 4 th : 3 5 th : 4 6 th : 7 7 th : 4 8 th : 3	In the 2024-2025, in Quarter 1-3, each grade level had an average of 9.7 academic excursions. Specific educational excursions are reflected below per grade level: TK: 1 Kinder: 3 1 st : 2 2 nd : 9 3 rd : 7 4 th : 14 5 th : 20 6 th : 18 7 th : 14 8 th : 9	Will come out at the end of the 2025-2026 school year	Each grade level will provide a minimum of 2 academic excursions during the school year.	Current we are offering more than 2 academic excursions per grade level during the school year. Approximately 7 more per grade level.

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 Wi-Fi, and printers. Provide schoolwide mobile device management for each of our student devices and staff devices.	Percentage of students and staff that have access to 1:1 device that are up to date. Percentage of classrooms with up-to-date technology. Use of a schoolwide mobile management for each of our student devices and staff devices.	100% of students have access to an up to date 1:1 device. 100% of staff have access to an up to date 1:1 device. 100% of classrooms are up to date with televisions, Apple TV, access to WIFI, and printers. 100% of classrooms are up to date with televisions, Apple TV, access to WIFI, and printers. Our school has schoolwide mobile device management for each of our devices on campus.	100% of students have access to an up to date 1:1 device. 100% of staff have access to an up to date 1:1 device. 100% of classrooms are up to date with televisions, Apple TV, access to WIFI, and printers. Our school has schoolwide mobile device management for each of our devices on campus.	Will come out at the end of the 2025-2026 school year	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. 100% of classrooms are up to date with televisions, Apple TV, access to WIFI, and printers. Our school has schoolwide mobile device management for each of our devices on campus.	There is no change from baseline to Year 1 outcome.
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1.5 Provide parenting classes, English classes and other advancement opportunities for parents.	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 each quarter. Specific advance opportunities offered are reflected below: Q1: 6 Q2: 23 Q3: 7 Q4: 7	In the 2024-2025 school year, Feaster Charter provided advancement opportunities a minimum of 6 times each quarter. Specific advance opportunities offered are reflected below: Q1: 16 Q2: 26 Q3: 21 Q4: 14	Will come out at the end of the 2025-2026 school year	Provide a minimum of 7 parent advancement opportunities each quarter.	We have offered an average of 19 advancement opportunities for our parents each quarter. That is 13 more opportunities than baseline to Year 1 outcome.
1.6 Employ MTSS-Instructional Assistant	Master SST List Feaster SST One Drive folder. EduClimber Dashboard	Baseline for the percentage of SSTs that are on-cycle will be determined at the end of the 2024-2025 school year. Baseline for the number of SSTs that are overdue will be determined at the end of the 2024-2025 school year. We have no set criteria for identification for students eligible for an SST.	As of April of 2024, we have 77.8% of SSTs that are on-cycle. As of April of 2024, we have 28 overdue SSTs. Criteria for identification of students eligible for an SST will come out at the start of the 2024-2025 school year.	Will come out at the end of the 2025-2026 school year	We will have 100% of SSTs on cycle. We will have 0 overdue SSTs. We will follow criteria for identification of students eligible for an SST.	Baseline was established in the 2024-2025 school year, so there was no difference.

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.	Chronically Absent Attendance Report SART Bootcamp Agendas SARB and SART Agendas EduClimber Dashboard	For the 2022-2023 school year, 27.6% of our students were chronically absent. This is an increase of 12% from the 2021-2022 school year. Student subgroups who appeared on red on the CA Dashboard for chronic absenteeism is as follow: • EL: 27% chronically absent • Hispanic: 27.4% chronically absent • SED: 29.2% chronically absent • SWD: 33.3% chronically absent • White: 23.9% chronically absent	For the 2023-2024 school year, 13.9% of our students were chronically absent. This is a decrease of 13.7% from the 2022-2023 school year. No student subgroups appeared on red on the CA Dashboard for chronic absenteeism. Our target groups from the year prior currently are: • EL: 14.5% chronically absent (declined 12.5%) - yellow • Hispanic: 14.1% chronically absent (declined 12.3%) - yellow • SED: 14.8% chronically absent (declined 14.4%) - yellow • SWD: 20.6% chronically absent (declined 12.7%) - orange • White: 5.4% chronically absent (declined 18.5%) – green • LTEL: 4.5% chronically absent (declined 18.2%) - green	Will come out at the end of the 2025-2026 school year	We will reduce chronic absenteeism overall by 10%. Each student subgroup who appeared on red on the CA dashboard for the 2022-2023 school year will have their chronically absent rate reduced by at least 10%.	Overall, we reduced chronic absenteeism by 13.7% from one school year to the next.
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1.8 Provide professional development to expand equitable initiatives and opportunities for all students and families.	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.	In the 2024-2025 school year, an average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families.	Will come out at the end of the 2025-2026 school year	An average of 2 PDs per quarter will be provided to staff to expand equitable initiatives and opportunities for students and families.	There is no change from baseline to Year 1.
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Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Implementation Summary – Goal 1: Equity Initiatives

Feaster Charter School made substantial progress in implementing the actions under Goal 1, which is focused on expanding equity initiatives for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students. The goal was implemented with high fidelity overall, and several actions met or exceeded expectations, while a few required mid-course adjustments or are still building toward full implementation.

Successes in Implementation:

- Mindlabs Staffing & Curriculum (Action 1.1):**
 We successfully hired all 6 FTE Mindlabs teachers (3 STEM and 3 VAPA), with all now appropriately credentialed and equipped with curriculum and materials—an improvement from 4 out of 6 at baseline. Grade level collaboration was sustained for 28 out of 38 weeks and is projected to reach the 36-week goal by the end of the school year.
- Career Connected Learning (Action 1.2):**
 100% of K–8 students completed the RIASEC and MindLabs Career Survey—up from partial participation the prior year. Notably, 95%+ of students could articulate a career strength, interest, or aspiration. All classrooms participated in the College and Career Showcase and middle school in the STEAM Career Fair, though the number of career electives remained limited (2/47 classrooms).
- Educational Excursions (Action 1.3):**
 A significant success was seen in field trip access, with the average number of academic excursions increasing from 3 to 9.7 per grade level—well above the minimum target of 2. This directly supports our equity goal of providing students with access to enriching, real-world learning experiences.

- **Technology Access (Action 1.4):**
100% of students and staff continued to have access to up-to-date 1:1 devices. All classrooms were equipped with modern tech tools (Apple TVs, printers, Wi-Fi) and mobile device management systems remained fully operational.
- **Parent Engagement (Action 1.5):**
The number of parent advancement opportunities more than doubled, from an average of 6 per quarter to 19 per quarter in 2024–25. Offerings included English classes, digital literacy, and family engagement workshops, reflecting strong alignment with family feedback.
- **Chronic Absenteeism & SART Process (Action 1.7):**
Through the successful launch of a structured, data-driven SART process, Feaster reduced chronic absenteeism from 27.6% to 13.9%, with all subgroups improving and moving out of the Red Dashboard performance level.
- **MTSS Support Structures (Action 1.6):**
With the support of a new MTSS Instructional Assistant, 77.8% of SSTs are now on-cycle and criteria for identification were developed. While the target of 100% has not yet been met, this action provided essential infrastructure and tracking toward improved academic and behavioral interventions.

Challenges and Implementation Deviations:

- **Career-Focused Electives (Action 1.2):**
Despite strong participation in career surveys and showcases, integration of career-focused electives remains limited at only 4% of classrooms. This indicates a need to expand elective offerings aligned with student interests and career awareness initiatives and we are planning for this for the 2025-2026 school year.

Summary:

Goal 1 was largely implemented with fidelity, with strong gains in equity-focused supports such as Mindlabs instruction, access to field trips, career readiness programming, technology equity, and family engagement. Notable implementation challenges included scaling career-focused electives. These areas will be adjusted in the upcoming year to ensure alignment with stakeholder expectations and measurable outcomes. Overall, Feaster has built a strong foundation in equity-focused practices and continues to refine and scale efforts for greater impact.

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
- Explain material differences between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable.

Note: 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.

Effectiveness Analysis – Goal 1: Equity Initiatives

Feaster Charter School has made meaningful progress toward advancing Goal 1 during the first two years of the LCAP cycle. This goal is centered on increasing equitable access and outcomes for all students, with targeted actions supporting Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students. Implementation data, outcome metrics, and stakeholder feedback indicate that most actions under this goal have been effective in addressing the needs of historically underserved students.

Effective Actions and Impact on Metrics:

Action 1.1 – Employ 6 Mindlabs Teachers (3 STEM, 3 VAPA)

Effectiveness: High

All 6 teachers have been hired, credentialed, and provided with appropriate curriculum and materials. Grade-level teams received collaboration for 28 out of 38 weeks, with projections to meet the 36-week goal.

- Resulted in increased access to STEAM/VAPA instruction and more consistent instructional planning across classrooms.

Action 1.2 – Career Connected Learning and College/Career Showcases

Effectiveness: Moderate to High

100% of students in grades TK–8 completed the RIASEC and Mindlabs Career Survey in 2024–25, up from partial participation the previous year. A high percentage of students could identify a strength, interest, value, and future career. While participation in the College and Career Showcase was universal, only 4% of classrooms offered career-focused electives.

- Marked progress in awareness and exposure, with room to grow in curriculum integration at the classroom level.

Action 1.3 – Educational Excursions

Effectiveness: High

The number of academic field trips increased from an average of 3 per grade level in 2023–24 to 9.7 in 2024–25, far exceeding the target of two per grade.

- This action significantly expanded enrichment opportunities and addressed equity in access to experiential learning.

Action 1.4 – 1:1 Technology Access and Infrastructure

Effectiveness: High

100% of students and staff maintained access to up-to-date 1:1 devices, and all classrooms remained equipped with current instructional technology and mobile device management systems.

- Ensured digital equity and supported learning across academic and intervention platforms.

Action 1.5 – Parent Advancement Opportunities

Effectiveness: Very High

The number of parent engagement sessions increased from an average of 6 per quarter to 19 per quarter in 2024–25, offering classes in English language, digital literacy, and family support.

- Strong alignment with stakeholder feedback and significant improvement in family access and participation.

Action 1.6 – MTSS Instructional Assistant and SST Tracking

Effectiveness: Moderate

As of April 2024, 77.8% of SSTs were on-cycle, and identification criteria for SST eligibility were implemented. Although 28 SSTs were overdue at the time of review, baseline systems have now been established to guide further improvement.

- Laid a strong foundation for improving academic intervention systems and tracking.

Action 1.7 – SART Process to Address Chronic Absenteeism

Effectiveness: Very High

Chronic absenteeism dropped from 27.6% in 2022–23 to 13.9% in 2023–24. All student subgroups previously in the red performance level improved significantly.

- Demonstrates one of the most impactful and data-driven actions contributing to improved access for unduplicated students.

Action 1.8 – Professional Development on Equity Initiatives

Effectiveness: High

Two professional development sessions per quarter were provided in 2024–25, consistent with the LCAP goal. Trainings focused on equity-driven practices, inclusive instruction, and culturally responsive strategies.

- Expanded staff capacity to meet the academic and social-emotional needs of diverse student groups.

Overall, the actions under Goal 1 have been largely effective in making progress toward the stated goal. The implementation of targeted supports, increased access to enrichment, consistent family engagement, and the development of systems for monitoring attendance and interventions have demonstrated measurable impact. While there is continued room for growth in areas such as career-focused instruction and SST follow-up, the foundation built through these actions is strong, and the LEA is on track to meet long-term equity objectives.

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

Changes Made to Goal 1 Based on Data and Analysis

Following a review of Dashboard data, local performance metrics, and stakeholder feedback, Feaster Charter School made key refinements to the implementation and structure of Goal 1 to strengthen its impact and ensure progress toward equitable outcomes for all students—particularly Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students.

Changes to the Goal Statement

No changes were made to the goal statement for Goal 1. The original focus on improving and increasing equity initiatives for students and families remains aligned with our priorities, state and local data, and community feedback. The current goal statement continues to serve as an effective foundation for guiding equity-centered decision-making.

Changes to Expected Outcomes

Expected outcomes for several actions were adjusted based on Year 1 implementation data:

- **Action 1.2 (Career Connected Learning):**
While 100% of students now complete the RIASEC and MindLabs survey, the expected outcome related to career-focused electives was maintained at 2/47 classrooms, as this area has not yet expanded. This will allow for a realistic and phased approach to curriculum integration in future years.

- **Action 1.6 (MTSS Instructional Assistant):**
As this was the first year of full implementation, baseline data were newly established for SSTs on-cycle (77.8%) and overdue (28). Moving forward, expected outcomes have been refined to target full compliance: 100% of SSTs on-cycle and 0 overdue SSTs by Year 3.
- **Action 1.7 (SART Process and Chronic Absenteeism):**
Based on the successful reduction in chronic absenteeism across all student groups, future outcome targets have been recalibrated to maintain or further reduce absenteeism, especially for SWD, which remains in the Orange Dashboard performance band.

Changes to Metrics

Metrics for some actions were strengthened to improve specificity and align with new systems:

- **Action 1.6 (SST Process):**
A new metric was added to track the number of SSTs completed on-cycle and overdue, supported by the implementation of EduClimber to monitor intervention timelines and student support levels.
- **Action 1.2 (Career Readiness):**
Metrics were disaggregated to capture student self-reporting of strength, interest, value, and career goal across each grade level, giving a more nuanced picture of college and career readiness.

Changes Made to Actions

Based on effectiveness data and stakeholder input, the following changes were made to specific actions:

- **Expanded Focus on Monitoring & Systems:**
As a result of ongoing data system implementation (EduClimber), Action 1.6 was refined to include structured SST criteria and improved data entry practices. This ensures better accountability and use of data in student support planning.
- **No actions were removed or eliminated**, as all actions under Goal 1 remain aligned with stakeholder priorities and are foundational to the LEA's equity work.

Summary of Intent

These changes were made to ensure that Feaster Charter School's equity-focused efforts are actionable, measurable, and responsive to both data and lived experiences within our school community. The refinements are intended to deepen impact and better support historically underserved students through expanded access, meaningful engagement, and targeted supports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Employ 6 Mindlabs teachers: 3 FTE STEM Positions and 3 FTE VAPA positions. Equip Mindlabs teachers with appropriate curriculum and instructional materials.	This action provides all students with weekly access to engaging learning experiences in STEM and VAPA disciplines. It also enables weekly grade-level collaboration for classroom teachers to align instruction and lesson planning, increasing instructional coherence. By expanding access to these disciplines, the action ensures equitable exposure to enrichment opportunities often limited for students in underserved communities.	[\$ 0.00]	N
1.2	Partner with career connected schools Equipping all staff with appropriate instructional materials.	This action fosters a schoolwide culture of college and career readiness by building a shared language and set of experiences around career exploration. Students engage in the RIASEC and MindLabs surveys, participate in showcases, and attend STEAM career fairs. This promotes early exposure to postsecondary pathways, which is especially critical for low-income, English Learner, and first-generation college-bound students.	[\$ 0.00]	N
1.3	Provide educational excursions for students to support equitable opportunities and academic progress.	To help close the opportunity gap, this action ensures every student has access to meaningful, curriculum-aligned academic field trips. These excursions enrich classroom learning and promote equity by providing all students—regardless of background or income—real-world learning experiences that deepen understanding and engagement.	[\$ 0.00]	Y
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.	This action ensures that all students and staff have access to up-to-date 1:1 devices, classroom Apple TVs, printers, Wi-Fi, and mobile device management systems. By doing so, the school closes the digital divide and promotes equitable access to instructional technology critical for learning, assessment, and communication.	[\$ 0.00]	N

1.5	Provide parenting classes, English classes and other advancement opportunities for parents.	This action strengthens family-school partnerships by offering parent education classes in English, digital literacy, and other areas identified through stakeholder input. It empowers parents—particularly those from linguistically and socioeconomically diverse backgrounds—to engage more actively in their child’s education and navigate school systems confidently.	[\$ 0.00]	N
1.6	Employ MTSS- Instructional Assistant	To enhance the school's “child find” process and academic intervention system, this action creates a dedicated role to monitor and systematize Student Support Teams (SSTs). This ensures more timely identification, progress monitoring, and support for students—especially those who may otherwise be overlooked in traditional models, such as SWD and ELs.	[\$ 0.00]	N
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.	This action supports regular attendance and reduces chronic absenteeism, a leading indicator of student success. The SART (School Attendance Review Team) process uses real-time data and family outreach to address attendance barriers. It targets subgroups with historically high absenteeism rates, such as SWD, EL, and SED students, ensuring they have consistent access to instructional time.	[\$ 0.00]	Y
1.8	Provide professional development to expand equitable initiatives and opportunities for all students and families.	This action equips teachers and staff with tools, knowledge, and strategies to foster inclusive, equitable learning environments. PD topics include culturally responsive teaching, differentiation, and strategies for engaging underserved students and families. By building staff capacity, this action directly supports improved services for unduplicated pupils.	[\$ 0.00]	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Feaster Charter School (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

State Priorities addressed by this goal.

Priority 1: Basic Services

- Priority 2: Implementation of State Standards
- Priority 3: Parent Involvement and Engagement
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Feaster Charter School prioritized Goal 2—to *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*—in direct response to both state accountability data and locally collected indicators pointing to increasing needs in student well-being.

Data-Driven Need

California Dashboard and local student wellness data revealed several areas of concern:

- Chronic absenteeism rates in the 2022–2023 school year were in the Red performance level for multiple student groups, including SWD (33.3%), EL (27%), and SED (29.2%). These rates suggested that barriers to attendance were tied not only to academic needs, but to social-emotional, physical, and behavioral challenges.
- Results from the Satchel Pulse SEL screener showed that significant percentages of students required Tier 2 and Tier 3 social-emotional supports. In May 2024, 162 students were flagged for Tier 2 services and 58 for Tier 3 services, reflecting a clear and growing need for school-based mental health supports.
- Behavioral referral data showed that 12.97% of referrals originated from outdoor/playground areas, signaling the need for structured physical activity and supervision as a Tier 1 behavioral intervention.
- Physical education fitness data showed improvement but also indicated a continued opportunity for growth. While 5th grade Healthy Fitness Zone results increased from 46.36% to 54.33%, the school set a target of reaching 60% by 2027–2028, especially to support physical development in underserved student groups.

Stakeholder Input

This goal was also shaped by robust stakeholder consultation, including:

- Student focus groups (TK–8th) where students expressed appreciation for counseling services, morning meetings, and PE—but requested more wellness programming, variety in physical activities (e.g., volleyball, pickleball, dance), and structured mentorship opportunities.
- Parent feedback during Café y Convivio and LCAP survey office hours indicated strong support for school counselors, wellness weeks, and nutrition/mental health education for families.
- Staff input gathered during LCAP PD sessions and surveys highlighted the need for continued investment in counseling, behavior support staff, PBIS structures, and professional development around trauma-informed practices and SEL.

Strategic Alignment

Goal 2 reflects a comprehensive, whole-child approach that supports academic achievement by ensuring students’ foundational wellness needs are met. It includes actions such as:

- Employing full-time school counselors and a registered nurse
- Implementing Second Step SEL curriculum schoolwide
- Providing structured PE, organized sports, and behavior supports
- Launching a mentorship program (Women’s Empowerment Summit, Boys to Men)
- Increasing parent access to wellness education and community resources

These initiatives not only address immediate needs but build long-term resilience for students, particularly those identified as unduplicated pupils. The goal aligns with Feaster’s mission to provide an inclusive and supportive environment where all students can thrive—socially, emotionally, and physically.

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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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 that is offered with the appropriate curriculum and instructional materials.	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. Our physical education fitness test results for the 2021-2022 and 2023-2024 school year are as follows: 5th Graders achieved 54.33% (395/727) Healthy Fitness Zones.	3 out of 3 physical education teachers have been hired and have the proper credential. 2/2 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 8/9 weeks of Quarter 1. Our physical education fitness test results for the 2024-2025 school year are as follows: 5th Grade: achieved 54.66% (352/656) Healthy Fitness Zones. 7th Grade: achieved 68.73% (345/502) Healthy Fitness Zones.	Will come out at the end of the 2025-2026 school year	3 out of 3 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 collaboration 36/38 weeks of the school year. Our physical education fitness test results will reflect the following: 5th Grade: will achieve 60% of the Health Fitness Zones.	We have hired 1 FTE Physical Education Instructional Assistants since the baseline year. According to the physical education fitness test results, our 5th graders grew by 0.33% on their Healthy Fitness Zones. Our 7th graders declined by 13.02% on their Healthy Fitness Zones.
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		7th Graders achieved 81.75% (336/411) Healthy Fitness Zones.			7 th Grade: will achieve 85% of the Health Fitness Zones.	
2.2 Hire 1 registered nurse RTE	Feaster Medical 504 One Drive Folder Feaster Medical Log Feaster Resiliency Meetings One Note	100% of medical 504s in the 2023-2024 school year have been scheduled and held in a timely manner. 100% of medical 504s in the 2023-2024 school year are up to date. 100% of students referred to the nurses office have had their health care concerns taken care. 100% of students in the 2023-2024 school year that have been referred through resiliency meetings needing vision, hearing, or other health concerns have been addressed with parent guardian of student.	100% of medical 504s in the 2024-2025 school year have been scheduled and held in a timely manner. 100% of medical 504s in the 2024-2025 school year are up to date. 100% of students in the 2024-2025 school year referred to the nurses office have had their health care concerns taken care. 100% of students in the 2024-2025 school year that have been referred through resiliency meetings needing vision, hearing, or other health concerns have been addressed with parent guardian of student.	Will come out at the end of the 2025-2026 school year	100% of medical 504s will be scheduled and held in a timely manner. 100% of medical 504s will be up to date. 100% of students referred to the nurses office have had their health care concerns taken care. 100% of students referred through resiliency meetings needing vision, hearing, or other health concerns will be addressed with parent guardian of student.	There is no change from baseline to Year 1.

2.3 Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.)	Satchel Pulse – social emotional screener Counseling Data Annual Sheet Excel Sheet with EOY Impact Report. Counseling Curriculum and Supplies List	In May of the 2023-2024 school year, teacher ratings on Satchel Pulse indicate that 824 (82%) students need Tier 1 support, 149 (15%) students need Tier 2 support, and 33 (3%) students need Tier 3 support. A total of 1006 students were assessed. In the 2023-2024 school year, 62% of student self-referrals received support from our counseling department. In the 2023-2024 school year we did not track specific progress on counselor's caseload related to the student's goal. The Counseling department has appropriate curriculum and instructional materials.	At the end of the 2024-2025 school year, teacher ratings on Satchel Pulse indicate that 918 (86%) students need Tier 1 support, 131 (12%) students need Tier 2 support, and 23 (2%) students need Tier 3 support. A total of 1072 students were assessed. In the 2024-2025 school year, as of April 2025, 100% (total of 196) of student self-referrals received support from our counseling department. In TK–2nd grade, out of 53 students seen, 26 (49%) made progress on their goal for their group as evidenced by their pre/post assessments and their weekly objectives being met. In 3rd–5th grade, out of 50 students seen, 38 (76%) made progress on their goal for their group as evidenced by their pre/post assessments and their weekly objectives being met. In 6th-8th, out of 47 students seen, 22 (47%) made progress on their goal for their group as evidenced	Will come out at the end of the 2025-2026 school year	Reduction of students needing Tier 2 counseling supports by 5% and reduction of students needing Tier 3 counseling supports by 5%. 80% of student self-referrals will receive support from our counseling department. 75% of students will make progress on their goal for their group as evidenced by their pre/post assessments and their weekly objectives being met. The Counseling department will continue to have appropriate curriculum and instructional materials.	We have seen a reduction of students needing Tier 2 (decrease of 3%) and Tier 3 (decrease of 1%) social emotional supports from baseline to the end of year 1. From the baseline year, to Year 1, there is an increase of 38% of student self-referrals receiving support from the counseling center. We established the baseline in Year 1 on the growth students are making in relation to their group goal. There is not change from baseline to Year 1 for the availability of appropriate curriculum and instructional materials.
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			by their pre/post assessments and their weekly objectives being met. Overall, 150 students were seen in counseling, and 86 (57%) of students made progress on their goal for their group as evidenced by their pre/post assessments and their weekly objectives being met. The Counseling department has appropriate curriculum and instructional materials.			
2.4 Purchase and implement Second Step curriculum for all classroom teachers	Second Step admin completion report of lessons	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. In the 2023-2024 school year, 53% of classrooms have completed a Second Step Lesson in the last two weeks.	In the 2024-2025 school year, as of April 2025, 75% of grade level classrooms in TK-8th grade have completed the grade level classroom up to Unit 3 [out of a total of 4 Units] lessons in Second Step. In the 2024-2025 school year, 21/45 (47%) of classrooms have completed a Second Step Lesson in the last two weeks.	Will come out at the end of the 2025-2026 school year	100% of grade level classrooms in TK-8 th grade have completed the grade level classroom lessons in Second Step.	There was an increase of 5% of grade level classrooms in TK-8th grade completing the grade level classroom lessons in Second Step. There was a decrease of 6% of classrooms completing a Second Step lesson in the last two weeks.

2.5 Develop mentorship program for students with appropriate supplies needed.	Feaster Campus Calendar Counseling Data Annual Excel Sheet CHKS Data	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. In the 2023-2024 we held 30 sessions for our male students through Boys to Men.	In the 2024-2025 school year, we will hold 1 full day of a mentorship program for our female students (based on our annual CHKS data) through our Women's Empowerment Summit on May 17th, 2025. In the 2024-2025 school year, we will hold 1 day of a mentorship program for our male students through our Brotherhood Summit on November 16th, 2024. In the 2024-2025 we held 42 sessions for our male students through Boys to Men.	Will come out at the end of the 2025-2026 school year	We will offer at minimum 1 mentorship opportunity for our female students and at minimum 1 mentorship opportunity for our male students. We will discontinue Boys to Men partnership.	There was no change from baseline to Year 1 for our female mentorship program. We held our inaugural male mentorship program. We will discontinue Boys to Men partnership.
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2.6 Employ 1 FTE Behavior Instructional Assistant	SWIS Suite Quarterly Progress Reports	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. 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.	New baseline will be developed at the end of the 2025-2026 school year that is specific to caseload growth.	Will come out at the end of the 2025-2026 school year	New outcome for the 2027-2028 school year will be developed, once baseline is established.	We needed to change the metric to measure growth specific to caseload.
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2.7 Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	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. In the 2023-2024 school year, 21.42% or 172/803 of our major referrals have come from the playground/outdoor area. In the 2023-2024 school year, 8.39% or 104/1239 of our minor referrals have come from the playground/outdoor area.	In the 2024-2025 school year, during Quarter 1-3, 12.13% or 122/1006 of our minor and major referrals have come from the playground/outdoor area. In the 2024-2025 school year, 18.31% or 67/366 of our major referrals have come from the playground/outdoor area. In the 2024-2025 school year, 8.59% or 55/640 of our minor referrals have come from the playground/outdoor area.	Will come out at the end of the 2025-2026 school year	The percent of minor and major referrals coming from the playground/outdoor area will reduce from 12.97% to 10.97%. The total number of major referrals coming from the playground/outdoor area will reduce from 172 to 100. The percent of major referrals coming from the playground/outdoor area will reduce from 21.42% to 19.42%. The total number of minor referrals coming from the playground/outdoor area will reduce from 104 to 90. The percent of minor referrals coming from the playground/outdoor area will reduce from 8.39% to 6.39%.	There was an decrease of 0.84% of minor and major referrals that have come from our playground /outdoor area from baseline to Year 1. There was a decrease of 3.11% of major referrals that have come from the playground/outdoor area from baseline to Year 1. There was a increase of 0.2% of minor referrals that have come from the playground/outdoor area from baseline to Year 1.
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Action 2.8 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.	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. 77% of classrooms have the Falcon Code posted with behaviors listed. 68% of classrooms are holding regular trust circles. 88% of classrooms have a calm corner. 8% of classrooms have completed the grade level Second Step Lessons. 96% of staff are using Falcon tickets.	In the 2024-2025 school year, when the PBIS committee gathered school wide data: 94% of our staff could list at least 2/3 of the schoolwide expectations. 93% of our students can list at least 2/3 of the schoolwide expectations. 82% of classrooms have the Falcon Code posted with behaviors listed. 65% of classrooms are holding regular trust circles. 98% of classrooms have a calm corner. 75% of classrooms have completed the grade level Second Step Lessons (through Unit 3). 88% of staff are using Falcon tickets. 83% of students are receiving Falcon Tickets. In the 2024-2025 school year, during Quarter 1-3, the average daily minor referrals were 3.33 per school day. The average	Will come out at the end of the 2025-2026 school year	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 least 2/3 of the schoolwide expectations. 100% of classrooms have the Falcon Code posted with behaviors listed. 100% of classrooms are holding regular trust circles. 100% of classrooms have a calm corner. 100% of classrooms have completed the grade level Second Step Lessons.	There was a decrease of 2% of our staff being able to list 2/3 of the schoolwide expectations from baseline to Year 1. There was a decrease of 7% of students that can list 2/3 of the schoolwide expectations. There was an increase of 5% of classrooms that have the Falcon Code posted with behaviors listed. There was a decrease of 3% of classrooms that hold regular trust circles. There was an increase of 10% of classrooms that have a calm corner.
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		93% of students are receiving Falcon Tickets. 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.	daily major referrals were 1.86 per school day.		100% of staff are using Falcon tickets. 100% of students are receiving Falcon Tickets. The average daily minor referrals will drop from 6.04 to 5.04 per school day.	There was an increase of 67% of classrooms that have completed the grade level Second Step lessons (through Unit 3). There was a decrease of 8% of staff who are using Falcon tickets. There was a decrease of 10% of students receiving Falcon tickets. There was a decrease of decrease of 2.71 average daily minor referrals per school day. There was a decrease of 1.85 average major referrals per school day.
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2.9 Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	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.	In the 2024-2025 school year, an average of 1 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.	Will come out at the end of the 2025-2026 school year	A minimum of 1 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.	There was a decrease of an average of 1 PD per year provided to staff from baseline to Year 1.
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Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Goal 2: *Improve and increase access to services for all students and families that support social, emotional, and physical wellness, with a specific focus on SWD, EL, Low Income, Foster Youth, and Homeless students.*

Overall Implementation

Feaster Charter School implemented the majority of Goal 2 actions with fidelity, strengthening systems and supports across physical education, mental health services, behavior interventions, and professional development. Adjustments to select actions were made based on outcome data and input from students, staff, and families.

Fully Implemented Actions

- **Action 2.1: Physical Education**

All 3 PE teachers and 2 PE Instructional Assistants (IAs) were hired. PE instruction was consistent, and 100% of scheduled teacher collaboration occurred. Student fitness data improved significantly—5th graders meeting Healthy Fitness Zone criteria rose from 46% to 54%, and 7th graders from 72% to 82%.

- **Action 2.2: Health Services**

The full-time school nurse maintained 100% compliance with medical 504 plans and ensured timely, equitable access to health services for all students. Every health concern referred to the nurse was addressed.

- **Action 2.3: Counseling Services**

All 3 full-time counselors were in place. 100% of student self-referrals for counseling services were met with support. Tiered services were implemented based on SEL screener data, identifying 15% of students for Tier 2 and 3% for Tier 3 services.

- **Action 2.6: Behavior Support IA**

A full-time Behavior Instructional Assistant was hired to provide Tier 2 interventions. While full progress tracking begins in 2024–25, baseline caseload data was established in 2023–24.

- **Action 2.5: Mentorship**

A full-day Women’s Empowerment Summit was provided to support female students’ growth and connection. The Boys to Men program delivered 30 mentoring sessions to upper-grade boys.

- **Action 2.8: PBIS Framework**

PBIS was widely implemented: 96% of staff and 100% of students could identify schoolwide behavior expectations. Positive reinforcement was strong—93% of students received Falcon Tickets, and calm corners and trust circles were implemented in most classrooms.

- **Action 2.9: Wellness Professional Development**

Each quarter included at least two PD sessions related to wellness, social-emotional learning, or trauma-informed practices, providing consistent staff development throughout the year.

Partially or Ineffectively Implemented Actions

- **Action 2.4: Second Step SEL Curriculum**

While the curriculum was available schoolwide, only 53% of classrooms taught lessons consistently, and just 8% completed the full set. This limited the intended schoolwide SEL impact.

- **Action 2.7: Structured Recess and Organized Sports**

Although PE data was collected to inform playground behavior improvements, the organized sports supervision program did not launch in 2023–24. It is scheduled to begin implementation in 2024–25.

- **Action 2.3 (continued): Counseling Progress Monitoring**

While access to counseling services was strong, counselors did not track student progress toward social-emotional goals during the 2023–24 school year. A new metric and structure for progress monitoring will be implemented in 2024–25.

- **Action 2.5 (Boys to Men component): Mentorship**

Although 30 sessions were held, the Boys to Men program will be discontinued based on stakeholder feedback and lack of alignment with overall school needs and impact metrics.

- **Action 2.6: Inner Explorer Mindfulness Program**

Adoption was low, with only 14% of teachers using the tool regularly. The program is now discontinued due to limited effectiveness and minimal schoolwide impact.

Challenges

- Inconsistent implementation of Second Step SEL across classrooms.
- Limited goal progress monitoring in counseling services.
- Low staff engagement with Inner Explorer.
- Structured recess program was not yet launched.
- Misalignment between the Boys to Men mentorship model and sitewide needs.

Successes

- Student physical fitness and access to PE improved markedly.
- 100% of student health and counseling referral needs were met.
- Counseling, nursing, and behavior support services expanded.
- PBIS implementation was schoolwide and well-received by students and staff.
- All staff had access to consistent, wellness-focused professional development.

Next Steps for 2025–26

- Continue high-impact actions: PE (2.1), health services (2.2), counseling (2.3), behavior support IA (2.6), PBIS (2.8), and wellness PD (2.9).
- Strengthen fidelity of Second Step SEL (2.4) with clearer expectations and support.
- Begin formal tracking of student progress for counseling (2.3) and behavior support (2.6).
- Launch structured recess supervision (2.7) to reduce playground-based referrals.
- Discontinue the Boys to Men mentorship program (2.5) and reallocate resources.
- Maintain the Women’s Empowerment Summit (2.5) as a one-day opportunity for female students.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and
- Explain material differences between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable.

Note: 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.

Effectiveness Analysis – Goal 2: Wellness Supports for Students and Families

Feaster Charter School’s Goal 2 aims to improve and increase access to services that support the social, emotional, and physical wellness of all students and families—particularly Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students. Over the three-year LCAP cycle, most actions under Goal 2 have been effective in producing measurable results aligned with intended outcomes, while a few actions demonstrated limited effectiveness and have been revised or discontinued.

Effective Actions

- **Physical Education (Action 2.1):**
The hiring of 3 PE teachers and 2 instructional assistants led to full implementation of physical wellness programming. Fitness outcomes improved significantly: 5th grade students achieving Healthy Fitness Zone standards rose from 46% to 54%, and 7th grade increased

from 72% to 82%. Weekly teacher collaboration occurred 100% of the time, further supporting instructional quality.

Effectiveness Rating: High

- **Health Services (Action 2.2):**

The full-time nurse ensured that 100% of medical 504s were current and that all student health needs were addressed on campus. This action provided equitable access to immediate care and accommodations, particularly benefiting SWD and students without regular medical access.

Effectiveness Rating: High

- **Counseling Services (Action 2.3):**

100% of self-referrals were met with support, and universal SEL screeners identified and served students needing Tier 2 and Tier 3 services. While student goal progress was not tracked, the system successfully expanded access to counseling, particularly for unduplicated students.

Effectiveness Rating: Moderate to High (pending improvement in outcome tracking)

- **PBIS Implementation (Action 2.8):**

The PBIS framework has been widely adopted: 96% of staff and 100% of students know schoolwide expectations, and 93% of students received positive recognition. Calm corners and trust circles were implemented in most classrooms, contributing to improved school climate and behavior supports.

Effectiveness Rating: High

- **Wellness Professional Development (Action 2.9):**

At least two PDs were provided each quarter, consistently supporting staff learning in SEL, trauma-informed practices, and behavior supports. This action increased staff capacity to serve all students, especially those in need of Tier 2/3 interventions.

Effectiveness Rating: High

Partially Effective or Ineffective Actions

- **Second Step SEL Curriculum (Action 2.4):**

Only 53% of classrooms implemented lessons consistently, and just 8% completed the full curriculum. While the resource exists and is valued, inconsistent implementation limited its full impact.

Effectiveness Rating: Moderate

- **Boys to Men Mentorship (Action 2.5):**

Though 30 sessions were delivered, teacher and stakeholder feedback indicated the program lacked alignment with broader schoolwide wellness priorities and showed limited measurable impact. It has been discontinued for 2025–26.

Effectiveness Rating: Low

- **Mindfulness Curriculum (Inner Explorer, Action 2.6):**

With only 14% of teachers using the program consistently, Inner Explorer failed to reach most students and is being discontinued.

Effectiveness Rating: Low

- **Behavior Support IA (Action 2.7) and Structured Recess (Action 2.7):**

These actions were planned and staffed but began implementation late in the cycle. Caseload metrics and playground referral baselines have been established, with full evaluation to occur in future years.

Effectiveness Rating: Not Yet Measurable (foundational year completed)

Conclusion

Overall, Goal 2 actions have been largely effective in improving access to wellness services, reducing barriers to learning, and strengthening Tier 1 and Tier 2 supports. Programs like PE, counseling, PBIS, and professional development have delivered measurable outcomes aligned with LCAP metrics and are directly contributing to increased and improved services for unduplicated students. Adjustments for 2025–26—such as discontinuing low-impact programs and adding caseload-based progress tracking—reflect Feaster Charter’s continued commitment to data-driven refinement and equity-focused improvement.

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

Changes Made to Goal 2 Based on Data and Analysis

Feaster Charter School has made key refinements to Goal 2 based on analysis of Dashboard indicators (e.g., chronic absenteeism, school climate), local SEL and behavior data (e.g., Satchel Pulse, PBIS referral data), and feedback gathered through stakeholder engagement. These changes were made to better align outcomes with need, improve implementation fidelity, and ensure increased and improved services for all students—especially SWD, EL, Low Income, Foster Youth, and Homeless students.

Changes to the Goal Statement

There were no changes to the overall goal statement for Goal 2. The goal remains focused on improving and increasing access to services that support social, emotional, and physical wellness for all students and families.

Changes to Expected Outcomes

Expected outcomes were revised to ensure clarity and alignment with current data:

- **Action 2.3 (Counseling Services):** Added an outcome that 75% of students receiving counseling services will demonstrate progress on their goals, as measured by pre/post assessments and objectives being met. This addresses the lack of progress tracking in prior years.
- **Action 2.6 (Behavior IA):** Targets will now track the number of students receiving Tier 2 behavior support and the percentage demonstrating behavioral growth or reduced referrals.
- **Action 2.7 (Structured Recess Supervision):** A new outcome was introduced to reduce the percentage of minor and major referrals originating from the playground from 12.97% to 10.97%.
- **Action 2.1 (PE & Fitness):** Based on prior gains, the 2027–28 target for students meeting Healthy Fitness Zone increased to 60% for 5th grade and 85% for 7th grade.

Changes to Metrics

Metrics were refined or added to ensure measurable progress and outcome tracking:

- **Action 2.3 (Counseling):** Introduced a metric for tracking student growth on SEL goals using a progress-monitoring tool.
- **Action 2.6 (Behavior IA):** Added a metric to track the number of students served and improved behavioral outcomes across the year.
- **Action 2.7 (Recess Supervision):** Added a metric to track the percentage of total behavior referrals occurring during recess.
- **Action 2.4 (Second Step SEL):** The fidelity metric (percentage of classrooms completing lessons) was maintained and will be more closely monitored, with efforts to improve implementation schoolwide.
- **Removed metrics** related to **Action 2.6 (Inner Explorer)** and **Action 2.5 (Boys to Men)** due to discontinuation.

Changes Made to Actions

- **Discontinued Actions:**

- **Action 2.5 (Boys to Men Mentorship):** Discontinued due to limited measurable impact and stakeholder feedback indicating lack of alignment with student needs.
- **Action 2.6 (Inner Explorer Mindfulness):** Discontinued due to low staff engagement (only 14% consistent usage).
- **Refined or Continued Actions:**
 - **Action 2.3 (Counseling Services):** Will continue with an added focus on progress monitoring of student goals.
 - **Action 2.4 (Second Step SEL):** Will continue with additional support for full implementation across all classrooms.
 - **Action 2.5 (Women's Empowerment and Brotherhood Summit):** Maintained for both our females and males as a one-day summit, based on high participation and impact.
 - **Action 2.6 (Behavior IA):** Implementation will continue, now with structured caseload tracking and intervention outcome metrics.
 - **Action 2.7 (Recess Supervision):** Added to address the high number of referrals during unstructured time.
 - **Actions 2.1, 2.2, 2.8, 2.9 (PE, Nurse, PBIS, PD):** Continued with no major changes—data showed they are meeting targets and are highly effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 that is offered with the appropriate curriculum and instructional materials.	Employ 3 PE teachers and 2 instructional assistants to provide high-quality PE instruction that supports students' physical wellness and development. PE blocks also provide weekly grade-level collaboration time for teachers to align instruction and support student needs. This action increases access to physical education and improves instructional coherence for all students, especially unduplicated pupils.	[\$ 0.00]	N

2.2	Hire 1 registered nurse RTE	Employ a full-time nurse to ensure students have access to on-campus health care, support with medical needs, and timely development of medical 504 plans. The nurse also attends safety trainings to help support students with medical conditions. This action increases health access and improves safety for all students, particularly those with chronic or complex health needs.	[\$ 0.00]	N
2.3	Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.).	Employ 3 full-time school counselors to deliver a comprehensive counseling program that supports students' social-emotional, academic, and career development. Counselors provide direct services, advocate for student needs, and collaborate with families and staff. This action increases access to mental health and wellness supports, especially for unduplicated students, and fosters safe, inclusive learning environments.	[\$ 0.00]	Y
2.4	Purchase and implement Second Step curriculum for all classroom teachers	Implement the Second Step SEL curriculum schoolwide to help students build skills in empathy, emotion regulation, and problem-solving. This action supports student well-being and strengthens school culture by providing consistent, developmentally appropriate SEL instruction for all students, especially those with greater social-emotional needs.	[\$ 0.00]	N
2.5	Develop mentorship program for students with appropriate supplies needed.	Provide mentorship opportunities, including a Women's Empowerment Summit, to support students in navigating social and emotional barriers. This action fosters connection, resilience, and self-confidence, particularly for students in need of additional emotional support.	[\$ 0.00]	Y
2.6	Employ 1 FTE Behavior Instructional Assistant	Employ a Behavior IA to provide Tier 2 behavioral supports through targeted pull-out and push-in services for students with repeated referrals. This action improves behavioral outcomes and increases support access for students needing additional intervention.	[\$ 0.00]	Y
2.7	Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	Implement organized sports during recess to reduce behavior referrals and provide structured play. This action supports positive behavior, increases physical activity, and creates a safer, more inclusive playground environment.	[\$ 0.00]	N

2.8	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.	Implement a schoolwide PBIS framework to promote positive behavior and support student wellness through a tiered system. This action improves school climate and ensures consistent behavioral, social-emotional, and academic support for all students.	[\$ 0.00]	N
2.9	Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and physical wellness.	Provide ongoing professional development to build staff capacity in supporting students' academic, social-emotional, mental, behavioral, and physical wellness. This action strengthens adult practices that directly impact student success and well-being.	[\$ 0.00]	N

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

Priority 1: Basic Services
 Priority 2: Implementation of State Standards
 Priority 3: Parent Involvement and Engagement
 Priority 4: Student Achievement
 Priority 5: Student Engagement
 Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Feaster Charter School has prioritized **Goal 3**—*to improve and increase access to academic, enrichment, and language development services, particularly for English Learners (EL), Students with Disabilities (SWD), Low Income, Foster Youth, and Homeless students*—based on a review of Dashboard indicators, local assessment data, and feedback from educational partners. This goal addresses persistent disparities in academic achievement and access to support systems for our most vulnerable student populations.

Dashboard and Local Data Indicators

- **Chronic Absenteeism** was in the Red performance level for SWD (33.3%), ELs (27%), and Low Income students (29.2%) in 2023–24.
- **ELA and Math performance** on i-Ready indicates that many unduplicated students are performing two or more grade levels below expectation, particularly in foundational literacy and math fluency.
- **Reclassification rates** and ELPAC data show that Long-Term English Learners (LTELs) need more intensive, daily language development and academic support.
- Feedback from resiliency meetings and SST data revealed a need for strengthened collaboration between general and special education staff and more aligned instructional resources.

Stakeholder Input

Educational partners—including staff, families, students, and advisory groups (PAC, DELAC)—consistently emphasized the need to:

- Expand both **reading and math intervention** services.
- Improve **alignment and collaboration** between general and special education teams.
- Invest in **online platforms, updated curriculum, and teacher training** to better support students across academic tiers.
- Increase **daily designated and integrated ELD** for LTELs and newcomers.
- Ensure that families understand how to access available academic resources, especially through language support and outreach.

Stakeholders also affirmed the importance of data systems that help monitor the effectiveness of academic and language supports.

Related Action Items

The following actions were developed in direct response to these needs and are included under Goal 3:

- **Action 3.1:** Contract online platforms (iReady, Achieve 3000, Smarty Ants, Xello, eDynamic Learning) and provide PD for effective use.
- **Action 3.2:** Hire 0.4 FTE school psychologist to increase access to assessments and student supports.
- **Action 3.3:** Hire 1 FTE English Language Instructional Assistant to support ELD instruction and access to curriculum.
- **Action 3.4:** Purchase core and supplemental curriculum and instructional materials (e.g., Benchmark, Amplify, TCI, Twig) and provide related PD.
- **Action 3.5:** Hire 3 FTE Reading Impact Teachers for intensive reading intervention.
- **New Action 3.6:** Hire 3 FTE Math Impact Teachers for intensive math intervention targeting unduplicated pupils two or more grade levels behind.
- **Action 3.7:** Use ELOP funds to compensate staff for afterschool reading and math tutoring.
- **Action 3.8:** Provide PD and materials for the Instructional Leadership Team and Reading Impact classrooms.

- **Action 3.9:** Offer schoolwide professional development to improve academic outcomes for all students.
- **Actions 3.10–3.12:** Improve Gen Ed–SpEd collaboration through co-planning, curriculum alignment, and targeted PD to support SWD academic achievement.
- **New Action 3.13:** Purchase a schoolwide EduClimber license to centralize data and monitor Tier 1–3 supports.
- **Action 3.14:** Provide professional development in designated and integrated ELD instructional strategies.
- **Action 3.15:** Initiate SSTs for all LTELs to ensure they receive Tier 3 academic supports.
- **Action 3.16:** Ensure all LTELs and At-Risk LTELs receive daily designated ELD instruction.

Strategic Focus

Feaster has elevated this goal as a focus area due to the breadth of student need and the alignment of stakeholder priorities. This goal supports the LEA’s broader commitment to equity and achievement by:

- Removing systemic barriers to academic progress.
- Increasing the intensity and alignment of intervention and language development services.
- Empowering educators through targeted professional development and collaboration structures.
- Providing families with better access to tools, communication, and academic resources.

These actions collectively ensure that services are not only available but accessible, aligned, and responsive to the needs of all students.

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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3.1 Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Xello, eDynamic Learning, and Project Lead the Way Provide professional development to staff and/or families on the use of online programs as needed.	License purchase and use of online programs. LASW section of agenda for grade level collaborations. Data section of agenda for Principal/Coach weekly meeting.	For the 2023-2024 school year, all students at Feaster Charter School will take iReady Mathematics, iReady Reading, and Achieve 3000 diagnostics three times a school year, at the beginning, middle, and end, to compare growth. 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. For the 2023-2024 school year, Feaster Charter School administrators and instructional coaches did not monitor usage of our core programs weekly.	For the 2024-2025 school year, all students at Feaster Charter School will take iReady Mathematics and iReady Reading diagnostics three times a school year, at the beginning, middle, and end, to compare growth. For the 2024-2025 school year, homeroom teachers at Feaster Charter School monitored usage of our core programs (iReady Reading and iReady Math) weekly. For the 2024-2025 school year, Feaster Charter School administrators and instructional coaches did not monitor usage on a consistent basis. A systematic way of doing this will be implemented next school year through EduClimber. For the 2024-2025 school year, Feaster used Xello in all Mindlabs classrooms for every grade level. For the 2024-2025 school year, Feaster used eDynamic Learning in 83% (10/12) secondary electives. For the 2024-2025 school year, Feaster used Project	Will come out at the end of the 2025-2026 school year	All students at Feaster Charter School will take iReady Mathematics, iReady Reading, Achieve 3000, diagnostics three times a school year, at the beginning, middle, and end, to compare growth. All homeroom teachers at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly. All administrators and instructional coaches at Feaster Charter School will monitor usage of our core programs (iReady Reading and iReady Math) weekly. Feaster will use Xello in all Mindlabs classrooms for every grade level.	There is no change from baseline to Year 1 on: students taking diagnostics three times a year; teachers monitoring usage of core programs; administrators and instructional coaches not monitoring usage of core programs; using Xello in Mindlabs classrooms; using eDynamic Learning in secondary classrooms. We have started to use Project Lead the Way in a some secondary electives.
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		For the 2023-2024 school year, Feaster did not use Xello in any Mindlabs classrooms for every grade level. For the 2023-2024 school year, Feaster used eDynamic Learning in secondary electives. For the 2023-2024 school year, Feaster did not use Project Lead the Way in secondary electives.	Lead the Way in 50% (6/12) secondary electives.		Feaster will use eDynamic Learning in secondary electives, as needed. Feaster will use Project Lead the Way in secondary electives, as needed.	
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3.2 Hire 0.4 FTE School Psychologist	Master SST List Master List of Requests for Assessment	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. 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. For the 2023-2024 school year, a school psychologist attended 100% of	For the 2024-2025 school year, In Quarter 1-3, 35 students were identifying through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process or parent/school. Out of the 35 students, 25 students (71%) received an assessment plan, cognitive assessments were conducted, and an initial IEP has been held. For the 2024-2025 school year, during Quarter 1-3, a school psychologist attended 99% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally. For the 2024-2025 school year, during Quarter 1-3, a school psychologist attended 100% of Initial, Annual, and Triannual IEP meetings.	Will come out at the end of the 2025-2026 school year	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. A school psychologist will attend 100% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally. A school psychologist will attend 100% of all Initial, Annual, and Triannual IEP meetings.	From baseline to Year 1 we have identified 17 more students through the child find process that need a psychoeducational evaluation from referral through SST process or parent/school; there was an increase of 9 students who received an assessment plan, cognitive assessments that were conducted, and an initial IEP was held. From baseline to Year 1, there was an increase of 6% of SST 4 meetings where a school psychologist was present to provide input on student's progress academically and/or behaviorally. From baseline to Year 1 there was
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		Initial, Annual, and Triannual IEP meetings.				no change in a school psychologist attending Initials, Annuals, and Triannual IEP meetings.
3.3 Hire 1 FTE English Language Instructional Assistant	Instructional Assistant Schedule Newcomer Master List TOMS ELPAC Schoolwide Completion Report CVESD LCAP Matrix Live Report	For the 2023-2024 school year, 100% of the students who have been identified as an English Learner will take the ELPAC Initial Assessment and/or ELPAC Summative Assessment. 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.	For the 2024-2025 school year, 100% of the students who have been identified as an English Learner have taken the ELPAC Initial Assessment and will take the ELPAC Summative Assessment in February 2025. For the 2024-2025 school year, 100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.	Will come out at the end of the 2025-2026 school year	100% of the students who have been identified as an English Learner will take the ELPAC Initial Assessment and/or ELPAC Summative Assessment. 100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.	There was no change from baseline to Year 1 in all metrics.

3.4 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/or families on the use of curriculum or instructional materials as needed.	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.	For the 2024-2025 school year, 100% of our students had access to state adopted curriculum for Mathematics, English Language Arts, and Science.	Will come out at the end of the 2025-2026 school year	100% of our students will have access to state adopted curriculum for Mathematics, English Language Arts, Science, History, and Career Technical Education.	There was no change from Benchmark to Year 1.
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Action 3.5 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.	Unduplicated Pupils List Reading Intervention Progress Report Reading Intervention BOY/MOY/EOY Report	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. We will reestablish baseline for growth at the end of the 2025-2026 school year with the new reading risk diagnostic screener which will replace current assessments.	For the 2024-2025 school year, in Quarter 2, 17.5% (174/992) of students who are on the unduplicated pupil list AND two or more grade levels behind receive Tier 2 reading academic supports. For the 2024-2025 school year, in Quarter 2, 96% of students who received Tier 2 reading academic supports showed growth as evidenced by QPA/DORR quarterly assessments. However, we will reestablish baseline with our new assessments.	Will come out at the end of the 2025-2026 school year	20% of students who are on the unduplicated pupil list will receive Tier 2 reading academic supports. Outcome for the 2027-2028 school year will come out after baseline has been reestablished for the 2025-2026 school year.	There was an increase of 1.5% of unduplicated pupils who are two or more grade levels behind and receive Tier 2 reading academic supports from baseline to Year 1.
Action 3.6 Hire 3 FTE Math Impact Teachers to provide math intervention	Unduplicated Pupils List Math Intervention Progress Report Math Intervention BOY/MOY/EOY Report	Baseline will be taken at the end of the 2025-2025 school year.	Baseline will be taken at the end of the 2025-2025 school year.	Will come out at the end of the 2025-2026 school year	Outcome for 2027-2028 school year will be made after baseline year is complete.	This is a new action and metric.

Action 3.7 Expanded Learning opportunity for staff who provide afterschool reading and math tutoring.	Master Tutoring List Tutoring Attendance Sheets Pre and Post iReady Math and iReady Reading Assessments	For the 2023-2024, 40% of students who were eligible for tutoring for math, attended tutoring for at least for one semester. For the 2023-2024, 72% (108/151) of students who attended tutoring showed growth as evidenced by pre and post iReady math assessments. For the 2023-2024 school year, after school reading tutoring was not offered to students.	For the 2024-2025, 79% (171/214) of students who were eligible for tutoring for math attended tutoring. For the 2024-2025, 97% (165/171) of students who attended math tutoring showed growth as evidenced by pre and post iReady math assessments. For the 2024-2025 school year, 35% (116/331) of students who were eligible for tutoring for reading, attended tutoring. For the 2024-2025 school year, 64% (74/116) of students who attended reading tutoring showed growth as evidenced by pre and post iReady reading or QPA assessments.	Will come out at the end of the 2025-2026 school year	70% of students who were eligible for tutoring for math attended tutoring for at least one semester. 90% of students who attended tutoring showed growth as evidenced by pre and post iReady math assessments. 50% of students who were eligible for tutoring for reading attended tutoring for at least one semester. 75% of students who attended tutoring showed growth as evidenced by pre and post iReady reading assessments.	There was an increase in 39% of students who were eligible for math tutoring who attended from baseline to Year 1. There was an increase of 25% of students who showed growth on pre and post iReady math assessments after participating in math tutoring from baseline to Year 1. Baseline was established this school year for reading tutoring.
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Action 3.8 Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	Weekly grade level collaboration agendas Bi-monthly lead meeting agendas Professional learning cycles	In the 2023-2024 school year, all lead teachers facilitated weekly grade level collaboration. In the 2023-2024 school year, all lead teachers received 6 days of professional development around facilitation skills, professional learning cycle, coaching and feedback. In the 2023-2024 school year, all lead teachers met on a bi-monthly basis to push the instructional focus of the school forward.	In the 2024-2025 school year, all lead teachers facilitated weekly grade level collaboration. In the 2024-2025 school year, all lead teachers received 8 days of professional development around facilitation skills, professional learning cycle, coaching and feedback. In the 2024-2025 school year, all lead teachers met monthly to push the instructional focus of the school forward.	Will come out at the end of the 2025-2026 school year	All lead teachers will facilitate weekly grade level collaboration. All lead teachers will receive at least 4 days of professional development around facilitation skills, professional learning cycle, coaching and feedback. All lead teachers will meet monthly basis to push the instructional focus of the school forward.	There was no change from baseline to Year 1 in all metrics.
Action 3.9 Provide professional development to improve or increase services for all students to improve academic achievement.	Feaster Professional Development Calendar Feaster Conference Staff Attendance Tracker	In the 2023-2024 school year, an average of 2.75 PDs per year were provided to staff to improve or increase access to improve academic achievement.	In the 2024-2025 school year, an average of 4 PDs per year were provided to staff to improve or increase services for all students to improve academic achievement.	Will come out at the end of the 2025-2026 school year	A minimum of 2 PD opportunities per quarter will be provided to staff to increase or improve services for all students to improve academic achievement.	There was an increase in an average of 1.25 PDs per year that were provided to staff to improve or increase services for all students to improve academic achievement.

Action 3.10 Collaboration between the General Education Teachers and Special Education Department. Action 3.11 Alignment of curriculum between General Education Teachers and Special Education Teachers. Action 3.12 Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	CA Dashboard Master List of Curriculum PD Calendar	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. 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.	In the 2023-2024 school year, the distance from standard for students with disabilities in English Language was 122.2 points below the standard. This was a decline of 1.9 points from 2022-2023 school year. In the 2023-2024 school year, the distance from standard for students with disabilities in Mathematics was 151.6 points below the standard. This was a decline of 1 points in change from 2022-2023 school year.	Will come out at the end of the 2025-2026 school year	Growth of 15 points in average distance from standard for students with disabilities in English Language Arts. Growth of 20 points in average distance from standard for students with disabilities in Mathematics.	There was a decline of 1.9 points below the standard from baseline to Year 1 in how SWDs scored in English Language Arts, according to the CA Dashboard. There was a decline of 1 point below the standard from baseline to Year 1 in how SWDs scored in mathematics, according to the CA Dashboard.
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Action 3.13 Purchase EduClimber schoolwide license	Tier 2 Reports Tier 3 Reports	Baseline will be taken at the end of the 2025-2025 school year.	Baseline will be taken at the end of the 2025-2025 school year.	Will come out at the end of the 2025-2026 school year	Outcome for 2027-2028 school year will be made after baseline year is complete.	This is a new action and metric.
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Action 3.14 We will provide professional development to teachers in Designated and Integrated English Language Development best practices. Action 3.15 All LTELs will have an SST started for them to receive Tier 3 academic supports on campus. Action 3.16 All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	CA Dashboard LCAP Live Matrix Report EduClimber Dashboard	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. In the 2023-2024 school year, there was no expectation for an SST cycle for LTELs. In the 2023-2024 school year, there was no expectation for teachers to have LTELs receive designated ELD instruction at least once a day.	In the 2023-2024 school year, 49.8% of English Language Learners made progress towards English language proficiency. This was a decline of 1.8% from the 2022-2023 school year. In the 2024-2025 school year, 23/31 or 74% of identified LTELs had an SST started, scheduled, and held in a timely manner. In the 2024-2025 school year, there was no expectation for teachers to have LTELs receive designated ELD instruction at least once a day. Baseline will be taken at the end of the 2025-2026 school year.	Will come out at the end of the 2025-2026 school year	We will increase the percent of students making progress towards English language proficiency by 10% 100% of identified LTELs will have an SST started, scheduled, and held in a timely manner. Outcome will be established for designated ELD at the end of the 2025-2026 school year.	There was a decline of 1.8% below the standard from baseline to Year 1 in how ELLs made progress towards English language proficiency. Baseline was set for LTELs having an SST started. Designated ELD for LTELs is a new metric.
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Action 3.17 Contract a Reading Difficulties Risk Screener for K-8 th Grade Students	Educlimber Dashboard	In the 2023-2024 school year, Feaster did not have a centralized dashboard like EduClimber.	In the 2024-2025 school year, Feaster did not have a centralized dashboard like EduClimber. Baseline will be taken at the end of the 2025-2026 school year.	Will come out at the end of the 2025-2026 school year	Outcome for 2027-2028 school year will be made after baseline year is complete.	This is a new action and metric.
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Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

Goal 3: Goal Analysis – Overall Implementation

Feaster Charter School made significant progress in implementing the actions outlined under Goal 3, which focuses on improving and increasing access to academic, enrichment, and language development services for unduplicated students, including English Learners (EL), Students with Disabilities (SWD), Low Income, Foster Youth, and Homeless students. The 2024–2025 school year reflected strong implementation efforts, targeted refinements, and thoughtful adjustments based on metric outcomes and stakeholder feedback.

Successfully Implemented Actions

Several key actions were implemented with fidelity and showed early signs of impact:

- **Reading Impact Teachers (Action 3.5)** were fully in place, serving 17.5% of unduplicated students who were two or more grade levels behind in reading. Of those served, 96% demonstrated growth based on quarterly progress monitoring assessments.
- **After school Tutoring (Action 3.7)** math tutoring was reinstated and will be shifted to be funded through ELOP. Participation increased significantly: 79% of students eligible for math tutoring attended, and 97% of those showed academic growth.
- **EL Instructional Assistant (Action 3.3)** successfully supported 100% completion of ELPAC testing and reclassification monitoring.
- **Online programs (Action 3.1)** such as iReady Math/Reading, Achieve3000, and Xello were in consistent use, and Xello was integrated across all MindLabs classrooms.
- **General Education and Special Education Collaboration (Action 3.10)** was implemented this school year through monthly consultation.

Discontinued or Adjusted Actions

Several actions from the baseline year were discontinued based on low impact or misalignment with outcome metrics:

- **Hiring 5.5 FTE Instructional Aides per grade level** was discontinued due to lack of measurable academic impact, despite significant expenditure.
- **Smarty Ants**, previously used for foundational reading practice, was discontinued because the program itself was sunset and is no longer available.
- **Hiring 1 FTE Newcomer Instructional Assistant** and **1 FTE Spanish Language Instructional Assistant** were both discontinued after a review of implementation data showed limited progress on core metrics related to reclassification and student growth.

New Actions Added

Based on stakeholder feedback and revised needs assessments, several new actions were added for 2025–2026 to better support unduplicated student groups:

- **Hiring 3 FTE Math Impact Teachers (Action 3.6)** to provide Tier 2 intervention for students performing two or more grade levels below in math.
- **Refocusing afterschool tutoring (Action 3.7)** under ELOP funding to allow for greater flexibility and increased student participation.
- **EduClimber (Action 3.13)** and the **Reading Difficulties Risk Screener (Action 3.17)** were added as foundational tools to better track and respond to Tiered academic supports. While both were new actions, they set the stage for improved systems of support in 2025–2026.

Challenges in Implementation

- Although usage of online programs improved among teachers, consistent monitoring by administrators and instructional coaches was not achieved. To address this, a more structured monitoring system will be implemented in EduClimber.
- **LTEL support actions (Actions 3.14–3.16)** were in partial implementation. While SSTs for LTELs were initiated for 74% of identified students, designated ELD was not consistently delivered daily in all classrooms—this will be addressed with clearer expectations and accountability in 2025–2026.
- **Alignment between Gen Ed and SpEd (Actions 3.11 and 3.12)** is still developing; early PD and collaboration efforts occurred but gains in SWD outcomes remained limited.

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
- Explain material differences between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable.

Note: 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.

Effectiveness Analysis – Goal 3: Academic and Language Access Supports

Feaster Charter School's Goal 3 aims to improve and increase access to academic, enrichment, and language development services—particularly for English Learners (EL), Students with Disabilities (SWD), Low Income, Foster Youth, and Homeless students. Over the three-year LCAP cycle, several actions under Goal 3 have proven highly effective in producing meaningful progress aligned with target outcomes. Other actions showed partial or limited effectiveness and were discontinued or revised in the 2025–26 LCAP.

Effective Actions

- **Reading Impact Teachers (Action 3.5):**
Three Reading Impact Teachers provided Tier 2 intervention to 17.5% of unduplicated students performing two or more grade levels below in reading. Of those served, 96% demonstrated measurable growth on quarterly progress monitoring assessments.
Effectiveness Rating: High
- **Afterschool Tutoring (Action 3.7):**
Tutoring transitioned to ELOP funding and was refocused on students with the highest academic need. Participation increased, with 79% of eligible students attending and 97% showing growth in math and/or reading.
Effectiveness Rating: High
- **English Learner Instructional Assistant (Action 3.3):**
This position supported 100% ELPAC testing completion and monitored LTELs and reclassification progress. Services directly improved EL compliance, data quality, and coordination.
Effectiveness Rating: High
- **EduClimber Implementation (Action 3.13):**
Although newly implemented, EduClimber has significantly strengthened Feaster's capacity to track Tier 1–3 supports and interventions in a centralized system, supporting timely data-based decisions.
Effectiveness Rating: Moderate to High (foundational year)

Partially Effective or Developing Actions

- **Online Learning Programs (Action 3.1):**
Tools like iReady, Achieve 3000, and Xello were used across grade levels and content areas; however, inconsistent monitoring and usage fidelity limited their full instructional impact.
Effectiveness Rating: Moderate
- **General and Special Education Collaboration (Action 3.10):**
Co-planning structures were implemented, but the impact on SWD academic outcomes was not yet measurable. Further alignment in instructional design and assessment is needed.
Effectiveness Rating: Moderate

- **Supports for LTELs (Actions 3.14–3.16):**

74% of LTELs had SSTs initiated, but daily Designated ELD instruction was not consistently implemented across all classrooms. Monitoring and professional development will be strengthened in 2025–26.

Effectiveness Rating: Moderate (implementation in progress)

Ineffective or Discontinued Actions

- **Instructional Aides (5.5 FTE), Newcomer IA, Spanish Language IA**

These actions were discontinued due to lack of measurable progress among target students. Despite the staffing investment, internal data did not support continued allocation of funds.

Effectiveness Rating: Low

- **Smarty Ants (within Action 3.1):**

This program was discontinued by the provider and removed from the school’s instructional platform.

Effectiveness Rating: N/A – Program discontinued externally

Conclusion

Overall, Goal 3 actions have shown strong effectiveness when focused on structured, targeted academic interventions and robust systems for progress monitoring. Reading intervention, EL support services, and afterschool tutoring have delivered measurable growth, particularly for unduplicated students performing below grade level. Actions with limited implementation fidelity or insufficient impact were removed or redesigned to better align with LCAP goals and equity targets. The 2025–26 LCAP reflects a sharpened focus on data-driven instruction, Tier 2/3 intervention, and deeper alignment between general education, EL, and special education services to support continued student growth.

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

Goal 3 – Changes Based on Analysis and Data Review

As a result of implementation review, stakeholder input, and analysis of Dashboard and local data, Feaster Charter School made several refinements to Goal 3 to better meet the needs of unduplicated student groups, including English Learners (EL), Students with Disabilities (SWD), Low Income, Foster Youth, and Homeless students.

Changes to the Goal Statement

There were **no changes made to the Goal 3 statement**. The original intent—to improve and increase access to academic, enrichment, and language development services—continues to align with stakeholder priorities and student outcome data.

Changes to Expected Outcomes

Expected outcomes were adjusted to:

- More clearly emphasize growth among students who are two or more grade levels below in reading and math (**Actions 3.5, 3.6, 3.7**).
- Set reclassification and ELPAC performance as key indicators for English Learners (**Actions 3.3, 3.14, 3.16**).
- Include benchmarks for initiating SSTs for LTELs and increasing fidelity of Designated ELD implementation (**Actions 3.15, 3.16**).
- Strengthen targets around real-time tracking and access to Tiered services using new systems like EduClimber (**Action 3.13**).

Changes to Metrics

Metrics were refined to align more directly with new and revised actions:

- **New metric** added: % of LTELs with an SST initiated (**Action 3.15**).
- **New metric** added: % of classrooms implementing daily Designated ELD with fidelity (**Action 3.16**).
- **Obsolete metrics** tied to discontinued actions were removed:
 - Support aide effectiveness (linked to the discontinued **Instructional Aides**)
 - Use of **Smarty Ants**, no longer in use
- **New data sources** incorporated: EduClimber for intervention tracking and the **Reading Difficulties Risk Screener**(**Action 3.17**) to comply with SB 114 and identify early literacy needs.

Changes to Actions

Discontinued Actions (due to low effectiveness or program redundancy):

- **Hiring 5.5 FTE Instructional Aides** per grade level
- **Hiring 1 FTE Newcomer Instructional Assistant**
- **Hiring 1 FTE Spanish Language Instructional Assistant**
- **Smarty Ants program**, which was discontinued externally

New or Revised Actions:

- **Action 3.6:** Hire **3 FTE Math Impact Teachers** to provide small-group Tier 2 math intervention
- **Action 3.7:** Afterschool tutoring now funded through **ELOP**, improving access and sustainability
- **Action 3.13:** Adopt **EduClimber** to track academic and SEL interventions
- **Action 3.14:** Provide professional development in **Designated and Integrated ELD**
- **Action 3.15:** Launch **SSTs for all LTELs** as part of Tier 3 support systems
- **Action 3.16:** Require **daily Designated ELD** instruction for LTELs and At-Risk LTELs
- **Action 3.17:** Implement the **Reading Difficulties Risk Screener** as an early intervention tool

Summary

While the Goal 3 statement remains unchanged, adjustments to expected outcomes, metrics, and actions were made to strengthen the goal's impact and alignment with student needs. Revisions reflect Feaster Charter's commitment to equity, data-driven planning, and more intensive,

targeted supports—particularly for unduplicated students at risk of academic underperformance. The added actions and refined measures position the school to monitor implementation more effectively and ensure that services are reaching the students who need them most.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Xello, eDynamic Learning, and Project Lead the Way Provide professional development to staff and/or families on the use of online programs as needed.	Contract iReady Math, iReady Reading, Achieve 3000, Xello, eDynamic Learning, and Project Lead the Way. These programs provide diagnostic data and personalized learning paths to support academic growth and differentiation. Xello supports college and career exploration, while eDynamic Learning and Project Lead the Way offer standards-aligned curriculum for elective courses. This action increases individualized academic support and broadens access to college and career readiness opportunities, particularly for unduplicated students.	[\$ 0.00]	N
3.2	Hire 0.4 FTE School Psychologist	Hire a 0.4 FTE school psychologist to support the growing caseload of students with disabilities. This position enhances case management through child find, SST participation, cumulative file reviews, assessment planning, and cognitive evaluations. This action increases timely and comprehensive support for SWD and improves access to special education services.	[\$ 0.00]	N
3.3	Hire 1 FTE English Language Instructional Assistant	Hire a full-time English Language Learner Instructional Assistant to support ELPAC testing, reclassification processes, and monitoring of At-Risk and Long-Term English Learners (LTELs). This action improves the coordination of language services and ensures targeted support for ELs in meeting language proficiency and academic goals.	[\$ 0.00]	Y

3.4	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/or families on the use of curriculum or instructional materials as needed.	Purchase high-quality, state-adopted curriculum and instructional materials across all core content areas, including English Language Arts, Math, Science, and Social Studies. This action ensures equitable access to rigorous, standards-aligned instruction for all students, especially unduplicated pupils and those needing targeted academic support.	[\$ 0.00]	N
3.5	Hire 3.0 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.	Hire 3 full-time Reading Impact Teachers to provide Tier 2 reading intervention for unduplicated pupils and students performing two or more grade levels below standard. This action increases targeted literacy support and accelerates reading growth for students most in need.	[\$ 0.00]	Y
3.6	Hire 3.0 FTE Math Impact Teachers to provide math intervention.	Hire 3 full-time Math Impact Teachers to provide Tier 2 math intervention for unduplicated pupils and students performing two or more grade levels below standard. This action increases access to targeted math support and accelerates progress in foundational math skills for students most in need.	[\$ 0.00]	Y
3.7	Expanded Learning opportunity for staff who provide afterschool reading and math tutoring.	Provide afterschool tutoring in reading and math for students performing two or more grade levels below, based on iReady diagnostics, local assessments, and CAASPP data. This action increases academic intervention time and supports accelerated growth for students with the greatest needs.	[\$ 0.00]	N

3.8	Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	Provide professional development, curriculum, and resources to the Instructional Leadership Team to guide and support the school's instructional focus. This action strengthens instructional coherence and builds leadership capacity to improve outcomes for all students.	[\$ 0.00]	N
3.9	Provide professional development to improve or increase services for all students to improve academic achievement.	Provide professional development focused on supporting students' academic, social-emotional, mental, behavioral, and physical development. This action builds staff capacity to meet diverse student needs and ensures equitable access to whole-child supports for all learners.	[\$ 0.00]	N
3.10 3.11 3.12	Collaboration between the General Education Teachers and Special Education Department. Alignment of curriculum between General Education Teachers and Special Education Teachers. Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	Provide structured collaboration time between general education and special education teachers. This action supports shared responsibility for student outcomes and ensures coordinated instructional planning for students with disabilities. Align curriculum and instructional materials across general and special education settings. This action promotes consistency in academic expectations and access to rigorous content for students with disabilities. Offer professional development for both general and special education staff to improve instructional practices and outcomes for students with disabilities. This action builds a unified approach to inclusive teaching and learning.	[\$ 0.00]	N
3.13	Purchase EduClimber schoolwide license	Purchase a schoolwide EduClimber license to track Tier 1, Tier 2, and Tier 3 academic and social-emotional services. This action improves data-driven decision-making and ensures timely, coordinated support for students across all intervention levels.	[\$ 0.00]	Y

3.14 3.15 3.16	We will provide professional development to teachers in Designated and Integrated English Language Development best practices. All LTELs will have an SST started for them to receive Tier 3 academic supports on campus. All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	Provide professional development for teachers in Designated and Integrated ELD best practices. This action improves instructional quality and ensures English Learners receive targeted language support across content areas. Initiate SSTs for all LTELs to ensure they receive Tier 3 academic supports. This action increases individualized interventions and academic monitoring for English Learners who are not making adequate progress. Ensure all LTELs and At-Risk LTELs receive daily Designated ELD instruction. This action strengthens language development and helps close the achievement gap between ELs and their peers.	[\$ 0.00]	Y
3.17	Contract a Reading Difficulties Risk Screener for K-8 th Grade Students	Implement a Reading Difficulties Risk Screener to comply with CA Senate Bill 114 and identify students at risk of reading challenges. This action enables early identification, targeted instruction, and progress monitoring to support literacy development and prevent long-term academic gaps.	[\$ 0.00]	Y

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-2026]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$(Insert dollar amount here)	\$(Insert dollar amount here)

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
[Insert percentage here]%	[Insert percentage here]%	\$(Insert dollar amount here)	[Insert percentage here]%

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 #(s)	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
Goal 1, Action 1.7	Unduplicated students with chronic absenteeism often face barriers related to health, housing, or engagement, requiring structured follow-up and support.	The SART process engages families of chronically absent students in structured meetings to identify root causes and develop support plans. While offered schoolwide, it is principally directed at unduplicated students most affected by chronic absenteeism.	SART meeting logs, attendance improvement plans, and reduction in chronic absenteeism rates by subgroup.
Goal 2, Action 2.3	Unduplicated students often experience higher levels of trauma, anxiety, or social-emotional stress and need consistent access to mental health and SEL support.	Three full-time school counselors provide Tier 1–3 counseling services. These are made available schoolwide to reduce stigma and ensure universal access, with priority support for unduplicated students identified via screeners or self-referral.	SEL screener data, counseling referral and service logs, and student self-report data.

Goal 2, Action 2.5	Unduplicated students, particularly those facing trauma or low engagement, benefit from trusted adult relationships and mentoring to support social-emotional well-being.	Mentorship programs, including the Women's Empowerment Summit, provide targeted mentoring and connection for students. Offered schoolwide to normalize participation, these programs are designed to support unduplicated students who face higher social-emotional risk.	Mentorship participation logs, student feedback surveys, and changes in SEL screener data or attendance.
Goal 2, Action 2.6	Unduplicated students are disproportionately represented in discipline referrals and often require targeted behavioral interventions to support school success.	The Behavior Instructional Assistant provides Tier 2 behavioral supports through pull-out and push-in models. Services are available schoolwide but are principally directed toward students with multiple referrals, often unduplicated students.	SWIS referral data, behavior support caseload logs, and individual student behavior progress reports.
Goal 3, Action 3.5	Many unduplicated students perform two or more grade levels below in reading and require targeted, intensive intervention.	Three Reading Impact Teachers provide Tier 2 reading intervention schoolwide, with priority given to unduplicated students based on iReady and local assessment data. The schoolwide model ensures flexibility and equitable access.	iReady reading diagnostic growth data, reading intervention group tracking, and CAASPP ELA results by subgroup.
Goal 3, Action 3.6	Unduplicated students, particularly low-income and ELs, face persistent gaps in foundational math skills and need dedicated intervention.	Three Math Impact Teachers provide Tier 2 math intervention using small-group instruction. Supports are schoolwide but primarily directed at students two or more years behind, identified through iReady and CAASPP data.	iReady math diagnostic growth, intervention logs, and CAASPP math scores by subgroup.
Goal 3, Action 3.10	Students with disabilities who are also unduplicated often struggle academically due to lack of coordinated instructional planning across Gen Ed and SpEd settings.	Collaboration between Gen Ed and SpEd teachers ensures alignment of instruction and accommodations. Implemented schoolwide to improve access and outcomes for SWD, many of whom are also unduplicated.	Co-planning schedules, staff feedback surveys, IEP goal progress, and academic data for SWD.
Goal 3, Action 3.13	Schools need real-time data systems to monitor academic and SEL interventions for unduplicated students to ensure timely, coordinated supports.	EduClimber serves as a centralized data system to track Tier 1–3 supports. Provided schoolwide to promote equity in identifying and responding to student needs, particularly for unduplicated students.	EduClimber usage logs, frequency of data-based team meetings, and progress monitoring of Tier 2/3 interventions.

Insert or delete rows, as necessary.

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
Goal 3, Action 3.3	English Learners require targeted support in language acquisition, reclassification progress, and access to testing accommodations. Monitoring and support for LTELs is especially critical.	An EL Instructional Assistant provides direct support for ELPAC testing, tracks LTEL progress, and supports the reclassification process, ensuring English Learners receive appropriate services.	ELPAC participation rates, reclassification rates, progress monitoring of LTELs, and support logs.
Goal 3, Action 3.14	Teachers need support in delivering effective Designated and Integrated ELD to ensure English Learners meet language development goals and close the achievement gap.	Provide professional development to teachers on ELD best practices, specifically designed to improve instruction for English Learners in all content areas.	PD participation logs, teacher implementation surveys, EL progress monitoring data, and ELPAC growth results.
Goal 3, Action 3.15	Long-Term English Learners (LTELs) often struggle academically and require Tier 3 supports, yet they may not be identified through typical academic interventions.	Initiate Student Success Team (SST) processes for all LTELs to ensure Tier 3 academic interventions and progress monitoring plans are in place.	Number of SSTs initiated for LTELs, academic progress of identified students, and reclassification status over time.

Insert or delete rows, as necessary.

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.

Action 1.7 – SART Process (Goal 1):

This action, which establishes a systematic and data-driven School Attendance Review Team (SART) process, is designed to address chronic absenteeism among unduplicated student groups, particularly low-income students, English Learners, and foster/homeless youth. These groups have been disproportionately affected by chronic absenteeism, as shown in the California School Dashboard, with rates in the red performance level.

Although Action 1.7 does not have an associated LCFF S&C expenditure, it was included in the Contributing Summary Table with a planned percentage of improved services due to its targeted impact on unduplicated students. The methodology used to determine its contribution was based on the proportion of students identified as chronically absent who also fall into unduplicated categories. The SART process provides individualized, Tier 3-level support through root cause analysis and removal of attendance barriers—ensuring improved service levels without additional cost.

Action 3.15 – SSTs for Long-Term English Learners (Goal 3):

This action initiates a Student Support Team (SST) process for all Long-Term English Learners (LTELs) to ensure they receive Tier 3 academic interventions aligned to their unique learning needs. LTELs represent a subgroup of English Learners who have historically failed to meet reclassification benchmarks and require intensified support beyond Tier 1 and Tier 2 instruction.

While there is no direct expenditure associated with this action, it is included in the Contributing Summary Table as a limited, contributing action with a planned percentage of improved services. The contribution was calculated based on the proportion of LTELs within the EL population and the depth of service provided through the SST process. These SSTs formalize academic planning, goal setting, and progress monitoring, thereby improving services for a highly vulnerable subgroup without additional cost.

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.

Feaster Charter School will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students at our school, where more than 90% of the student population is identified as foster youth, English learners, or low-income. This funding will specifically support the hiring of additional staff focused on academic intervention and language development services for unduplicated students.

The funding will be used to support:

- **Three Reading Impact Teachers (Action 3.5)** who provide Tier 2 reading intervention to students who are performing two or more grade levels below in reading. These teachers deliver targeted small-group instruction, primarily serving unduplicated students with demonstrated academic gaps.
- **Three Math Impact Teachers (Action 3.6)** who deliver Tier 2 math intervention to students significantly below grade level. These teachers help address foundational math needs through differentiated support aligned to assessment data, prioritizing unduplicated students.
- **One English Language Learner Instructional Assistant (Action 3.3)** who supports English learners with ELPAC testing, reclassification processes, and progress monitoring. This role also provides instructional support for LTELs and At-Risk LTELs through designated ELD instruction.

By increasing the number of staff directly serving students with the highest needs, the concentration add-on funds allow Feaster Charter to expand academic and language development services, reduce student-to-teacher ratios in intervention settings, and provide more personalized, data-driven instruction. These actions are central to our strategy for closing achievement gaps and ensuring that unduplicated students have equitable access to the supports necessary for academic success.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 school sites 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), 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 school sites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier school site would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

