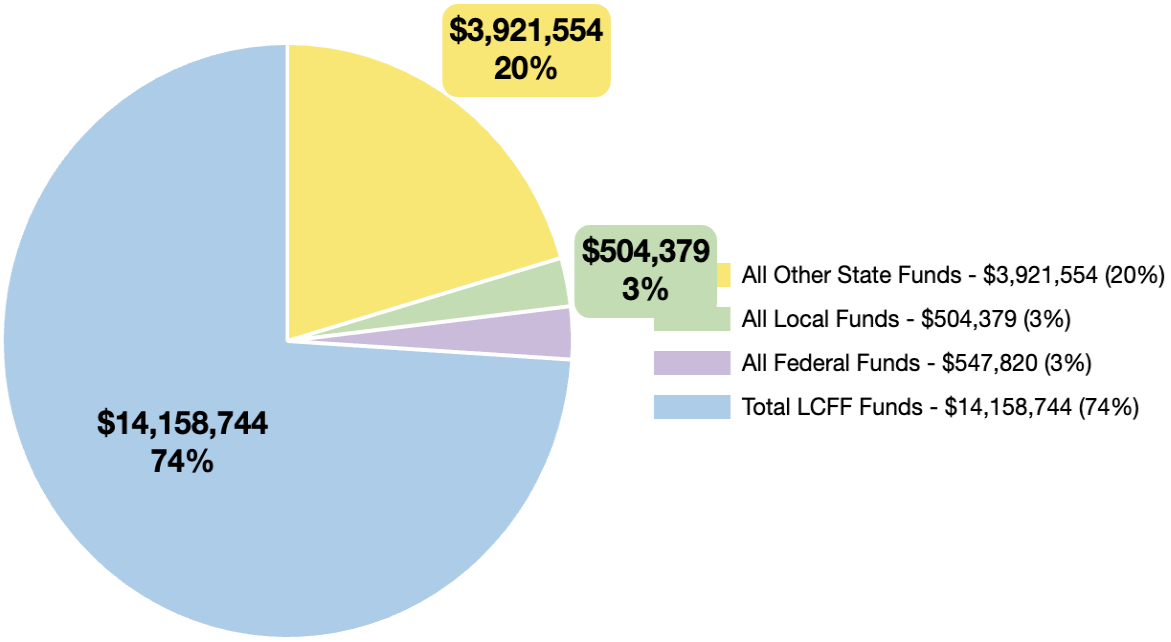
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feaster (Mae L.) Charter
CDS Code: 37680236037956
School Year: 2026-27
LEA Contact Information: Angelica Sleiman | Angelica.Sleiman@cvesd.org | 619-422-8397

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

Budget Overview for the 2026-27 School Year

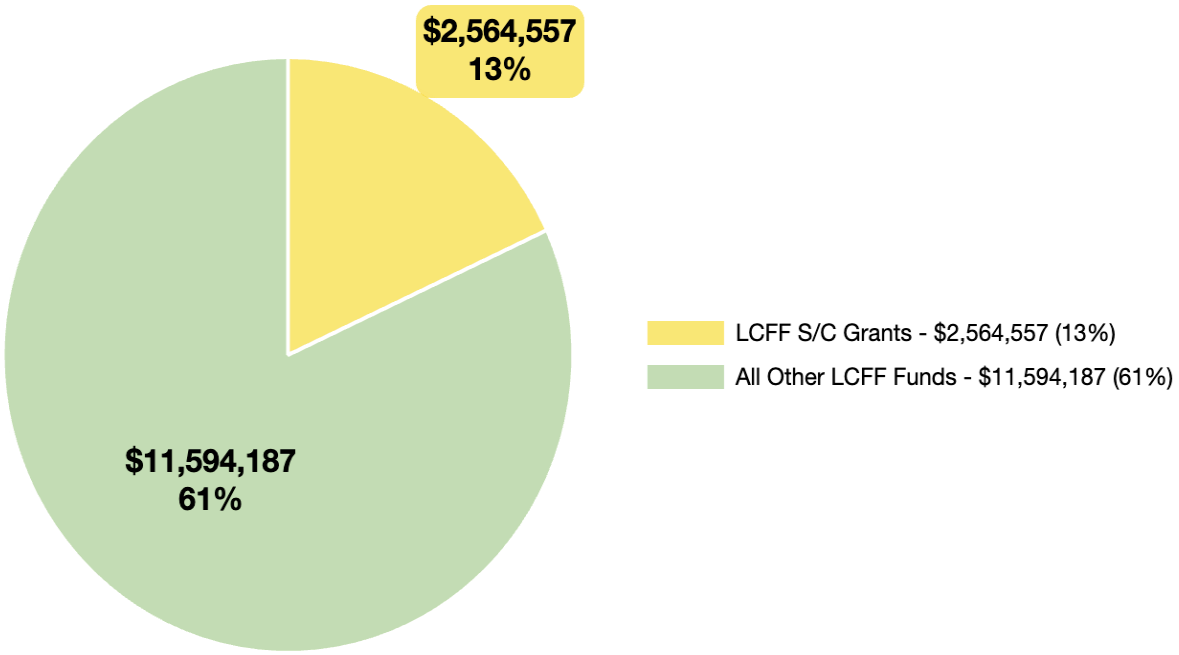
Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$3,921,554	20%
All Local Funds	$504,379	3%

Source	Funds	Percentage
All Federal Funds	$547,820	3%
Total LCFF Funds	$14,158,744	74%

Breakdown of Total LCFF Funds

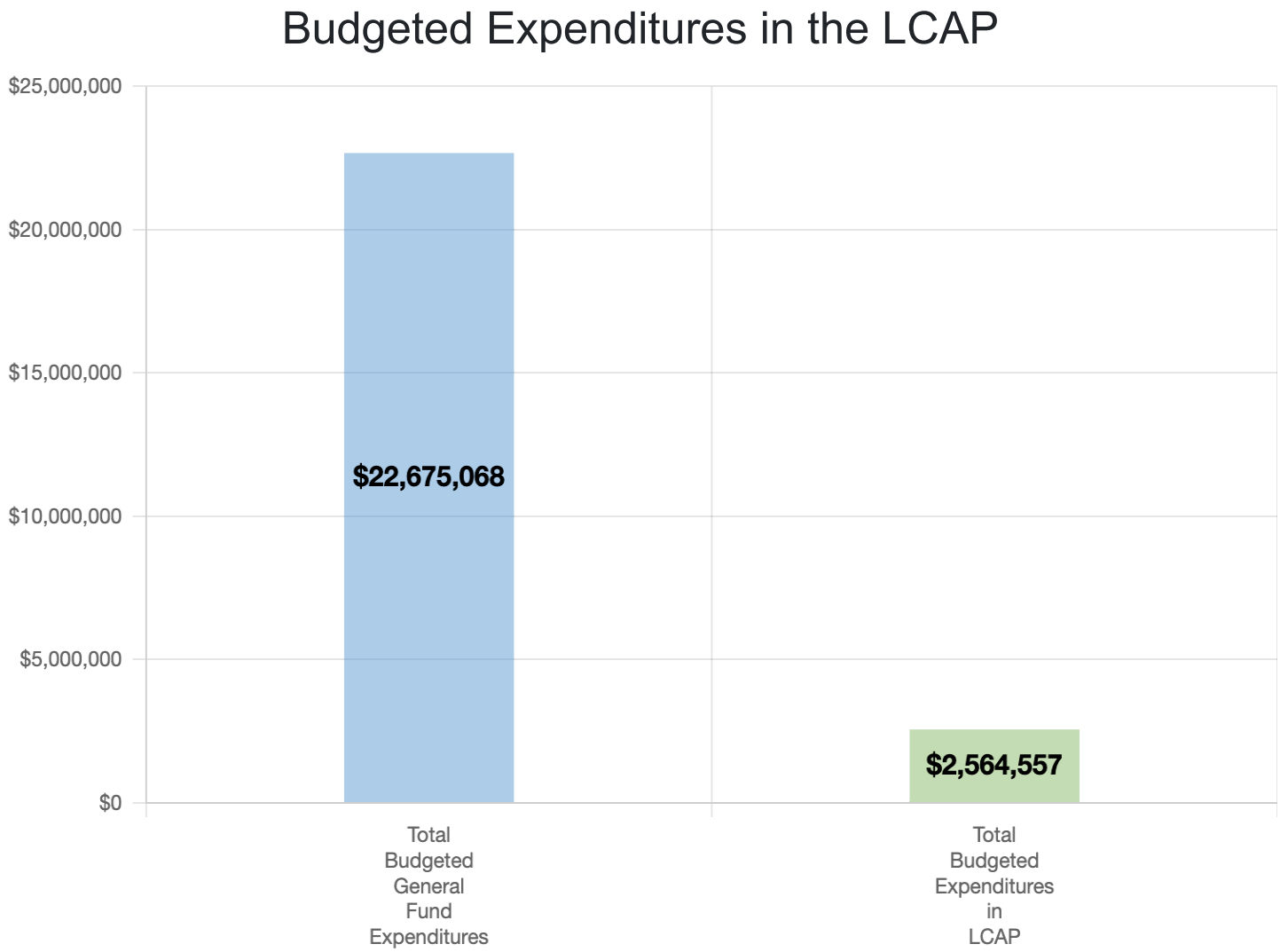


Source	Funds	Percentage
LCFF S/C Grants	$2,564,557	13%
All Other LCFF Funds	$11,594,187	61%

These charts show the total general purpose revenue Feaster (Mae L.) Charter expects to receive in the coming year from all sources.

The total revenue projected for Feaster (Mae L.) Charter is $19,132,497, of which $14,158,744 is Local Control Funding Formula (LCFF), $3,921,554 is other state funds, $504,379 is local funds, and $547,820 is federal funds. Of the $14,158,744 in LCFF Funds, $2,564,557 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use funds to serve students.



This chart provides a quick summary of how much Feaster (Mae L.) Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Feaster (Mae L.) Charter plans to spend $22,675,068 for the 2026-27 school year. Of that amount, $2,564,557 is tied to actions/services in the LCAP and $20,110,511 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures not included in the Local Control and Accountability Plan (LCAP) are those expenses intended for the benefit of all students

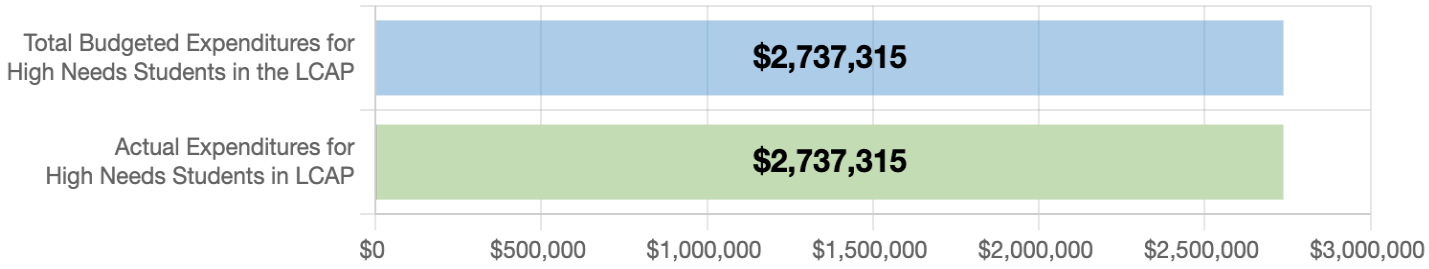
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Feaster (Mae L.) Charter is projecting it will receive $2,564,557 based on the enrollment of foster youth, English learner, and low-income students. Feaster (Mae L.) Charter must describe

how it intends to increase or improve services for high needs students in the LCAP. Feaster (Mae L.) Charter plans to spend $2,564,557 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2025-26, Feaster (Mae L.) Charter's LCAP budgeted $2,737,315 for planned actions to increase or improve services for high needs students. Feaster (Mae L.) Charter actually spent $2,737,315 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $0 had the following impact on Feaster (Mae L.) Charter's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feaster (Mae L.) Charter	Angelica Sleiman Director	Angelica.Sleiman@cvesd.org 619-422-8397

Plan Summary 2026-27

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 dependent charter school within the Chula Vista Elementary School District (CVESD). Feaster provides a collaborative and inclusive educational environment focused on academic excellence, whole-child development, and strong partnerships between school, families, and the community. The school is committed to delivering a rigorous, student-centered educational program with an emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics), career-connected learning experiences, and multilingual learner supports to prepare students for success in college, career, and civic life.

Originally established in 1965 as F Street School, the school was later renamed in honor of Mae L. Feaster, a respected teacher and principal who served the community for 41 years. In March 1997, Feaster became the second charter school authorized within CVESD and currently remains one of five district-dependent charter schools.

Feaster Charter School is located in Chula Vista, California, approximately 10 miles from the U.S.–Mexico border, and serves a predominantly Hispanic and multilingual community. The school enrolls approximately 1,095 students in grades TK–8 and experiences significant student mobility throughout the school year as families move in and out of the area.

Based on 2025 California School Dashboard Census Day data, Feaster Charter School's student demographics include:

Student Groups:
• 51.9% English Learners
• 0.2% Foster Youth
• 4.8% Students experiencing homelessness
• 82.2% Socioeconomically disadvantaged
• 7.9% Students with disabilities

Race/Ethnicity:
• 92.4% Hispanic
• 2.1% White
• 1.8% African American
• 1.7% Filipino

- 1.2% Two or More Races
- 0.3% Asian
- 0.3% American Indian
- 0.2% Pacific Islander

Feaster Charter School operates on a modified year-round school calendar with 180 instructional days spanning from July through June. Elementary students attend school for approximately 6 hours per day, while middle school students attend for approximately 6.25 hours per day. Thursdays are shortened instructional days to provide dedicated collaboration, professional development, and planning time for staff focused on improving student outcomes and strengthening instructional practices.

A major focus of Feaster Charter School's strategic plan is the development of a comprehensive Multi-Tiered System of Supports (MTSS) framework to better address students' academic, behavioral, social-emotional, and attendance needs. During the 2025–2026 school year, the school's primary focus centered on strengthening Tier 1 systems and instruction through professional development, instructional alignment, Positive Behavioral Interventions and Supports (PBIS), SEAL implementation for multilingual learners, and schoolwide academic systems. Moving into the 2026–2027 school year, Feaster Charter School will focus on further refining its MTSS framework by developing clear entrance and exit criteria for Tier 1, Tier 2, and Tier 3 supports; strengthening systematic intervention structures; expanding Tier 2 academic and behavioral supports; and creating clearer referral pathways into Tier 3 interventions and services. These efforts are intended to ensure students receive timely, data-informed supports aligned to their individual needs.

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.

Based on a review of the California School Dashboard (Dashboard) and local data, Feaster Charter School demonstrated continued growth and commitment to equity, student wellness, and academic achievement during the 2025–2026 school year. The implementation of expanded academic intervention systems, social-emotional supports, attendance interventions, and college and career readiness opportunities contributed to positive outcomes across multiple student groups.

1. Successes

Feaster Charter School has demonstrated strong growth and continued improvement across multiple state and local indicators:

* Improvement in Chronic Absenteeism: Chronic absenteeism improved significantly from 13.9% (Yellow) in 2024 to 7.1% (Green) in 2025, representing a 6.8% reduction. Student groups previously identified in Red and Orange performance levels demonstrated substantial improvement, including English Learners (6.7%, Green), Hispanic students (7.0%, Green), Socioeconomically Disadvantaged students (7.9%, Green), and Long-Term English Learners (4.1%, Green). This improvement reflects the impact of Feaster Charter School's systematic SART process, increased communication with families, individualized attendance interventions, and wraparound supports for at-risk student groups.

* Academic Gains in English Language Arts (ELA): The ELA indicator improved from 35 points below standard (Yellow) in 2024 to 24.5 points below standard (Yellow) in 2025, reflecting a 10.5-point gain.

English Learners improved 16.4 points, Socioeconomically Disadvantaged students improved 12.4 points, Hispanic students improved 10.6 points, and Students with Disabilities improved 19.9 points in ELA. This growth reflects the expansion of Tier 2 reading interventions, increased access to standards-aligned instructional materials, SEAL instructional strategies, and expanded MTSS systems.

* Academic Gains in Mathematics: The Mathematics indicator improved from 68.7 points below standard in 2024 to 57.2 points below standard in 2025, reflecting an 11.4-point gain. English Learners improved 15.7 points, Hispanic students improved 11.6 points, Socioeconomically Disadvantaged students improved 12.5 points, and Students with Disabilities improved 23.9 points in Mathematics. Additionally, the Dashboard Growth Model reflected Accelerated growth status in Mathematics, with 72.4% of students improving their scores from the prior year.

* Accelerated Academic Growth: Feaster Charter School earned Accelerated growth status in both English Language Arts and Mathematics on the Dashboard Growth Model. In ELA Growth, 77.6% of students improved their scores from the prior year. Student groups including English Learners, Hispanic students, Long-Term English Learners, Homeless students, and Socioeconomically Disadvantaged students all demonstrated Accelerated growth performance categories in ELA and/or Mathematics.

* Long-Term English Learner Progress: Long-Term English Learners (LTELs) earned Blue performance on the English Learner Progress Indicator, with 69.6% making progress toward English language proficiency, representing a 12% increase from the prior year.

* Positive Behavioral Supports and School Climate: Suspension rates improved from 1.7% (Yellow) in 2024 to 1.2% (Green) in 2025. PBIS implementation, restorative practices, Second Step curriculum, trust circles, calm corners, counseling services, and structured mentorship programs contributed to a more supportive campus culture and improved student behavior outcomes.

* Increased Access to Technology and Resources: Feaster Charter School maintained 100% student access to updated 1:1 technology devices and standards-aligned instructional materials. All classrooms continued to maintain updated technology to support instruction and digital equity.

* Parent and Family Engagement: The school continued offering numerous parent advancement opportunities throughout the school year, including English classes, parenting workshops, DELAC participation opportunities, Coffee and Community events, and college and career education events.

* Expanded College and Career Readiness Initiatives: Students across grades TK–8 participated in Mindlabs, RIASEC surveys, STEAM opportunities, enrichment activities, leadership opportunities, and college and career showcases. Local survey data reflected that students were increasingly able to identify strengths, interests, values, and future career pathways.

* Positive Local Climate Survey Data: California Healthy Kids Survey (CHKS) data reflected increases in school connectedness, improved perceptions of school safety, decreases in harassment and chronic sadness, and increased student wellness indicators. Counseling systems and Tier 2 and Tier 3 social-emotional supports continued to expand throughout the school year.

2. Challenges

Despite continued progress, several areas remain in need of improvement:

* Mathematics Achievement: Although Mathematics improved by 11.4 points overall, the Mathematics indicator remained Yellow at 57.2 points below standard. Students with Disabilities continued to perform significantly below standard at 127.7 points below standard, while Long-Term English Learners remained

Orange at 95.2 points below standard. Persistent achievement gaps continue to indicate the need for intensified intervention systems and targeted instructional supports.

* Students with Disabilities Academic Performance: Although Students with Disabilities demonstrated significant growth in both ELA and Mathematics, this student group continues to remain in the Orange performance level in both academic indicators. Continued collaboration between general education and special education teams, intervention supports, and progress monitoring systems remain necessary.

* English Learner Progress: While Long-Term English Learners demonstrated Blue performance on the English Learner Progress Indicator, the overall English Learner Progress Indicator remained Yellow at 48.4% making progress toward English language proficiency. These data demonstrate the continued need to strengthen designated ELD instruction, SEAL instructional strategies, oral language development, and targeted supports for Long-Term English Learners.

* Instructional Program Monitoring: Although EduClimber, mClass, Reading Impact, and Math Impact systems were implemented during the 2025–2026 school year, continued refinement is needed around intervention documentation, fidelity of implementation, systematic progress monitoring, and monitoring of intervention effectiveness.

* SST Follow-Through and MTSS Structures: Local data identified continued challenges related to overdue SST cycles, intervention documentation, and consistent timelines for Tier 2 and Tier 3 interventions. Continued refinement of MTSS systems and monitoring structures remains necessary.

* Second Step and SEL Implementation Consistency: While PBIS and counseling systems expanded, implementation fidelity of Second Step lessons and Tier 1 social-emotional learning supports varied across classrooms and grade levels.

* Technology Infrastructure Needs: Although all students maintained access to devices and instructional materials, aging technology devices and increased repair needs continue to create long-term sustainability challenges.

3. Response to Needs

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

* English Learners
* Hispanic students
* Socioeconomically Disadvantaged students
* Students with Disabilities
* White students

Targeted Supports and Strategies:

Attendance Interventions:
In response to high absenteeism rates, Feaster Charter School implemented a data-driven SART process that includes personalized outreach, attendance contracts, family meetings, barrier identification, and ongoing attendance monitoring. As a result, chronic absenteeism improved to 7.1% (Green) in 2025.

Academic and Behavioral Supports for Students with Disabilities:

Students with Disabilities continue to demonstrate persistent academic needs despite significant growth in ELA and Mathematics. To address these needs, Feaster Charter School continues to provide Tier 2 intervention supports through Reading Impact and Math Impact, expanded SST systems, collaboration between general education and special education teams, and professional development focused on curriculum alignment and differentiated instruction.

Support for English Learners and Long-Term English Learners:
Feaster Charter School continues to provide designated ELD instruction, SEAL instructional strategies, English Learner progress monitoring, and targeted intervention supports for Long-Term English Learners. Professional development focused on oral language development and English Learner instructional best practices continues to support implementation across classrooms.

Socioeconomically Disadvantaged, Foster Youth, and Homeless Students:
Students continue receiving access to counseling services, mentorship programs, enrichment opportunities, educational excursions, wellness supports, and wraparound services intended to reduce barriers to school participation and academic success.

Behavior and Climate Improvements:
PBIS initiatives, counseling services, restorative practices, calm corners, trust circles, Falcon Tickets, Second Step curriculum, and mentorship opportunities continue to support school climate, student connectedness, and behavioral outcomes. Counseling and wellness systems continue expanding Tier 2 and Tier 3 supports for students requiring social-emotional interventions.

Resource Alignment:
LCAP funds continue to be strategically allocated toward staffing, counseling services, intervention programs, instructional technology, professional development, curriculum, expanded learning opportunities, and systems that directly support unduplicated pupils and historically underserved student groups.

These coordinated efforts reflect a comprehensive, data-informed strategy focused on improving academic achievement, reducing chronic absenteeism, strengthening school climate, and ensuring equitable access to resources and supports for all students.

Use of LREBG Funds

1. Goal and Action Numbers

LREBG funds will continue 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 disproportionately impacted by learning loss and barriers to learning. Action 2.3 aligns with these allowable uses by employing credentialed school counselors to provide targeted mental health, social-emotional, behavioral, and academic supports that contribute to improved student engagement and school connectedness.

Needs Assessment Connection:
Dashboard and local data identified ongoing needs related to chronic absenteeism, school connectedness, mental health supports, and behavioral intervention systems. Counseling supports continue to play a critical role in addressing the social-emotional and wellness needs of students, particularly historically underserved student groups.

Support for Students and Schools with Identified Needs:
Counselors continue to provide direct and indirect services for Students with Disabilities, English Learners, Long-Term English Learners, Low-Income students, Foster Youth, and Homeless students. Services include individual counseling, group counseling, mentorship opportunities, crisis response, restorative practices, attendance support, family outreach, and coordination of wraparound services. Counseling supports continue to strengthen school connectedness, improve attendance outcomes, and expand access to social-emotional and behavioral interventions for students requiring additional support.

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
1. Certificated Staff	Feaster Charter School consulted with certificated teaching staff throughout the development of the 2026–2027 Local Control and Accountability Plan (LCAP) to gather feedback on schoolwide priorities, student needs, and the effectiveness of current actions and services. On March 4, 2026, Feaster Charter School held a Teacher LCAP Engagement meeting during the school's regularly scheduled operations meeting. All certificated teaching staff were invited to participate. The meeting was fully dedicated to reviewing the LCAP process, current goals, and gathering teacher input for the development of the next school year's LCAP. During the meeting, school leadership reviewed all three current LCAP goals, discussed the school's progress within the three-year LCAP cycle, and shared next steps the school plans to take moving into the 2026–2027 school year. Specific discussion topics included academic achievement, social-emotional and behavioral supports, Multi-Tiered System of Supports (MTSS), attendance systems, professional development, interventions for English Learners and students with disabilities, and the continued refinement of Tier 1, Tier 2, and Tier 3 supports. Teachers were also provided dedicated time during the meeting to complete the school's LCAP stakeholder survey. To ensure accessibility and broad participation, the survey was offered in both English and Spanish. The survey remained open through Spring Break and closed on March 20, 2026, allowing staff additional time to reflect and provide feedback regarding school programs, staffing, student supports, professional development, curriculum, school climate, and priorities for the upcoming school year. This engagement process allowed teachers to provide direct input into the development of the LCAP and ensured that the experiences and perspectives of classroom educators informed decisions related to instructional priorities, student support systems, and resource allocation.
2. Principals, and other Administrators	Feaster Charter School engaged principals and other administrators throughout the development of the 2026–2027 Local Control and

	Accountability Plan (LCAP) through surveys, focus groups, ongoing leadership meetings, and mid-year implementation reviews. Administrators were invited to participate in the same LCAP stakeholder survey distributed to certificated staff. The survey was offered in both English and Spanish and remained open through March 20, 2026, to provide administrators the opportunity to reflect on the effectiveness of current LCAP goals, actions, services, and resource allocations. In addition to the survey process, administrators participated in several stakeholder engagement opportunities throughout the school year, including parent engagement sessions such as Café y Convivio and PTO/DELAC meetings. Administrators attended these meetings both as facilitators and participants, allowing them to hear directly from families and community members regarding school priorities, student needs, academic programs, social-emotional supports, communication systems, and opportunities for improvement. The administrative team also continued to engage in ongoing weekly leadership meetings throughout the school year. These meetings served as collaborative working sessions to review schoolwide programs, monitor implementation of LCAP actions, analyze student data, and discuss operational and instructional priorities connected to the LCAP goals. Additionally, the Director provided administrators with a mid-year LCAP overview and implementation update during the 2025–2026 school year. This presentation reviewed progress toward each goal, levels of implementation for actions and services, budget expenditures, available student outcome data, and areas requiring refinement or additional support. Particular attention was given to the school's strategic focus on strengthening Tier 1 systems during the 2025–2026 school year and planning for the development of clearer Tier 1, Tier 2, and Tier 3 systems and intervention pathways for the 2026–2027 school year. Topics discussed throughout these engagement opportunities included academic achievement, English Learner progress, intervention systems, MTSS development, attendance, PBIS, counseling and wellness supports, staffing, professional development, student engagement, and equitable access to programs and services. Through these multiple engagement structures, principals and other administrators played an active role in monitoring implementation, reflecting on schoolwide needs, and helping shape the priorities and actions included in the 2026–2027 LCAP.
3. Parents and Guardians	Feaster Charter School actively engaged parents and guardians in the development of the 2026–2027 Local Control and Accountability Plan (LCAP) through multiple stakeholder engagement opportunities designed to gather feedback, encourage dialogue, and ensure family voice informed school priorities and decision-making. On February 11, 2026, parents participated in an LCAP Focus Group during the school's Café y Convivio (Coffee and Community) meeting. During this

	engagement session, families received an overview of the three current LCAP goals, the school's progress within the three-year LCAP cycle, and the strategic direction for the upcoming school year. Parents engaged in small group discussions focused on identifying strengths, areas for growth, and priorities related to academic programs, student supports, school climate, communication, and student wellness. Additional parent engagement opportunities occurred on February 20, 2026, during the school's PTO/DELAC meeting and on March 3, 2026, during the Parent Advisory Committee (PAC) meeting. These meetings provided families with additional opportunities to review and discuss LCAP goals, actions, services, and schoolwide priorities. Families were encouraged to provide direct feedback regarding instructional programs, English Learner supports, intervention systems, counseling and mental health services, attendance, extracurricular opportunities, parent engagement, and overall student success. In addition to in-person engagement opportunities, the school distributed the LCAP Parent Survey throughout the month of March 2026. The survey was made available in both English and Spanish to ensure accessibility for families. Parents were invited to provide feedback on all three LCAP goals, school programs and services, resource allocation, student needs, and priorities for the 2026–2027 school year. Topics discussed throughout these engagement opportunities included academic achievement, English Learner supports, social-emotional and behavioral wellness, Multi-Tiered System of Supports (MTSS), attendance, intervention services, school safety and climate, technology access, enrichment opportunities, and family engagement. Through focus groups, advisory meetings, and surveys, Feaster Charter School ensured that parents and guardians had multiple meaningful opportunities to contribute to the development of the LCAP and help shape the school's priorities and actions for the upcoming school year.
4. Students	Feaster Charter School values student voice and intentionally created opportunities for students to provide meaningful input into the development of the 2026–2027 Local Control and Accountability Plan (LCAP). On March 12, 2026, the school conducted student focus groups with student representatives from each grade level. Two students per grade level were nominated by their teachers to participate in the discussions. These focus groups provided students with the opportunity to reflect on their experiences at school and share feedback related to academic programs, student supports, school climate, enrichment opportunities, and overall student wellness. During the focus groups, students discussed the three LCAP goals and provided input regarding what supports and programs they felt were positively impacting students, as well as areas where they believed the school could improve. Topics discussed included academic intervention supports, counseling services, PBIS, student engagement, electives and enrichment opportunities, school safety, attendance supports,

	extracurricular activities, technology access, and opportunities for student connection and belonging. In addition to the focus groups, all 4th through 8th grade students were provided dedicated time during the school day to complete the LCAP Student Survey. The survey aligned to the school's three LCAP goals and allowed students to provide direct feedback on school programs, instructional supports, social-emotional services, school climate, and areas of need. Students reflected on the effectiveness of current supports and shared priorities for the upcoming school year. Through both student focus groups and surveys, Feaster Charter School ensured that student perspectives were meaningfully incorporated into the LCAP development process and that student voice helped inform decisions related to programs, services, and schoolwide priorities for the 2026–2027 school year.
5. Other School Personnel	Feaster Charter School recognizes the important role that classified staff, instructional assistants, office staff, support personnel, coordinators, campus supervisors, and other non-certificated employees play in supporting students and schoolwide systems. To ensure their perspectives were included in the development of the 2026–2027 Local Control and Accountability Plan (LCAP), other school personnel were invited to participate in the schoolwide LCAP stakeholder survey. The LCAP survey was distributed throughout the month of March 2026 and was made available in both English and Spanish to ensure accessibility for all staff members. Other school personnel were encouraged to provide feedback on the school's three LCAP goals, current actions and services, student needs, and priorities for the upcoming school year. Topics included academic interventions, student wellness and behavior supports, attendance systems, school climate, family engagement, technology and resources, professional development, safety procedures, and the effectiveness of current support systems for students and staff. By including classified and support staff in the LCAP engagement process, Feaster Charter School ensured that the experiences and perspectives of employees who work closely with students and families on a daily basis were considered in the development of a comprehensive and inclusive LCAP.
6. Parent Advisory Committee	Feaster Charter School engaged its Parent Advisory Committee (PAC) in the development of the 2026–2027 Local Control and Accountability Plan (LCAP) during a dedicated meeting held on March 9, 2026. During the meeting, PAC members participated in a structured focus group discussion centered around the school's three LCAP goals and current actions and services. School leadership reviewed the goals, provided updates on implementation progress within the three-year LCAP cycle, and discussed priorities and next steps being considered for the 2026–2027 school year. Committee members were invited to reflect on the effectiveness of current programs and supports, identify areas of success, and share recommendations for additional services or improvements.

	Topics discussed included academic achievement, intervention systems, English Learner supports, counseling and wellness services, attendance, PBIS, school climate, parent engagement, enrichment opportunities, and the school's continued development of a comprehensive Multi-Tiered System of Supports (MTSS), including strengthening Tier 2 and Tier 3 systems. PAC members were also provided access to the LCAP stakeholder survey, which remained open throughout the month of March 2026. The survey was available in both English and Spanish and allowed members to provide additional individualized feedback aligned to each LCAP goal and related actions. There were no comments or concerns raised during the PAC meeting that required a written response from the Executive Director (Superintendent). Through both discussion and survey participation, the Parent Advisory Committee played an active role in informing the development of the 2026–2027 LCAP and ensuring family perspectives were incorporated into schoolwide planning and decision-making.
7. District English Learner Advisory Committee	Feaster Charter School engaged its District English Learner Advisory Committee (DELAC) in the development of the 2026–2027 Local Control and Accountability Plan (LCAP) during a dedicated meeting held on February 20, 2026. During the meeting, DELAC members participated in a structured focus group discussion focused on the school's three LCAP goals, current actions and services, and priorities for the upcoming school year. School leadership reviewed the school's progress within the three-year LCAP cycle and discussed supports and programs specifically impacting English Learners and multilingual students. Committee members provided feedback regarding the effectiveness of current English Learner supports, Designated and Integrated English Language Development (ELD), intervention systems, academic supports, parent communication, counseling and wellness services, attendance, and opportunities for family engagement. Additional discussion centered around the school's ongoing work to strengthen its Multi-Tiered System of Supports (MTSS), including improving Tier 2 interventions and creating clearer systems of support for students requiring additional academic or behavioral assistance. DELAC members were also invited to complete the LCAP stakeholder survey, which remained open throughout the month of March 2026. The survey was available in both English and Spanish to ensure accessibility for all families and educational partners. There were no comments or recommendations from DELAC that required a written response from the Executive Director (Superintendent). Through participation in focus group discussions and survey feedback,

	DELAC members played an important role in informing the development of the 2026–2027 LCAP and ensuring the perspectives of English Learner families were incorporated into schoolwide planning and decision-making.
8. Public Hearing and Adoption of LCAP, Local Indicators Report, and Budget by Governing Board	Feaster Charter School has ensured that its Governing Board remains actively engaged in the development and review of the 2026–2027 Local Control and Accountability Plan (LCAP). Governing Board members were invited to participate in the LCAP stakeholder survey alongside all other educational partner groups, providing them with the opportunity to share feedback and perspectives related to the school's three LCAP goals, actions, services, and priorities. In alignment with state requirements and Feaster Charter School's commitment to transparency, collaboration, and shared governance, the Public Hearing for the LCAP and Budget is scheduled for June 1, 2026. The Adoption Hearing for the LCAP, Local Indicators Report, and Budget is scheduled for June 10, 2026. During the public meeting, Governing Board members will review the proposed LCAP, Local Indicators Report, and budget documents. The Board will have the opportunity to ask questions, provide comments, discuss priorities, and raise any concerns prior to formal adoption. The presentation will include updates related to student achievement, English Learner progress, attendance, social-emotional and behavioral supports, implementation of Multi-Tiered System of Supports (MTSS), budget allocations, and progress toward the school's strategic priorities. This process ensures that the Governing Board remains informed and actively involved in the school's continuous improvement efforts and helps ensure that resources, actions, and services remain aligned to student needs and community priorities.

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

The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was strongly influenced by feedback gathered from educational partners, including students, families, teachers, classified staff, administrators, the Parent Advisory Committee (PAC), and the District English Learner Advisory Committee (DELAC). Across stakeholder groups, there was consistent positive feedback regarding the overall direction of the school's current LCAP goals and actions. Educational partners overwhelmingly expressed appreciation for the academic, social-emotional, behavioral, and enrichment supports currently provided at Feaster Charter School and emphasized the importance of continuing many of the existing programs and services already in place.

Stakeholder feedback reaffirmed the school's continued focus on maintaining the three existing LCAP goals while refining and strengthening systems connected to academic achievement, student wellness, and access to supports and services.

1. Continued Focus on Academic Achievement and Intervention Systems
Feedback from teachers, families, administrators, and students highlighted the importance of continuing strong academic supports, particularly in reading, mathematics, and English Learner services. Stakeholders expressed continued appreciation for intervention teachers, tutoring supports, Designated and Integrated English Language Development (ELD), educational technology programs, and

enrichment opportunities.

As a result, the 2026–2027 LCAP continues to prioritize:
• Academic intervention systems for students performing below grade level
• English Learner supports and language development services
• Professional development focused on instructional practices and Tier 1 instruction
• Career-connected learning, STEAM opportunities, electives, and enrichment experiences
• Continued monitoring of subgroup performance through local and state metrics

In addition, educational partner feedback and internal data analysis reinforced the need to continue strengthening the school's Multi-Tiered System of Supports (MTSS). During the 2025–2026 school year, the school's primary focus was strengthening Tier 1 systems and instructional practices. Based on stakeholder feedback and schoolwide needs, the 2026–2027 LCAP now includes a stronger emphasis on developing a comprehensive Tier 2 intervention system, including clearer entrance and exit criteria for Tier 1, Tier 2, and Tier 3 supports, improved referral pathways for students requiring intensive interventions, and more systematic monitoring of interventions and student progress.

2. Student Wellness, Behavior, and Social-Emotional Supports
A recurring theme across surveys and focus groups was the importance of continuing and expanding supports related to student behavior, counseling services, and social-emotional wellness. Families, students, and staff consistently identified student behavior and social-emotional support as an area of priority for the upcoming school year.

As a result, the LCAP continues to prioritize:
• Counseling and mental health services
• Positive Behavioral Interventions and Supports (PBIS)
• Student wellness and school climate initiatives
• Attendance and engagement supports
• Expanded intervention and support systems connected to MTSS

Students and families also expressed interest in additional extracurricular activities, physical activity opportunities, and enrichment experiences. Feedback emphasized the value of electives, sports, arts, field trips, and opportunities that increase student engagement and school connectedness. These priorities helped reinforce the continuation of enrichment and engagement-related actions within the LCAP.

3. Parent Engagement and Communication
Families and advisory groups emphasized the importance of continuing strong family engagement efforts and improving communication systems between school and home. Stakeholders highlighted the value of parent classes, bilingual communication, workshops, and opportunities for families to engage directly with school staff and leadership.

As a result, the LCAP continues to include actions and expenditures supporting:
• Family engagement activities and workshops
• Bilingual communication and translation supports
• Opportunities for parent participation through PAC, DELAC, PTO, and community meetings
• Increased communication regarding student supports and interventions

4. Technology and Access to Resources
Stakeholder feedback also reinforced the importance of maintaining access to technology and instructional resources. Families and students identified educational technology programs and devices as valuable supports for student learning and engagement.

As a result, the LCAP continues to support:
• Student access to devices and instructional technology
• Digital learning platforms and intervention programs
• Technology-based instructional supports for students and families

5. Alignment of Budget Priorities to Stakeholder Input
Educational partner feedback played an important role in prioritizing expenditures and determining which initiatives should continue, expand, or be refined within the context of available budget resources. Stakeholders consistently supported maintaining services that directly impact students academically and socially-emotionally, particularly supports for unduplicated students, including English Learners, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities.

The LCAP reflects a continued investment in:
• Academic intervention and support personnel
• Counseling and wellness services
• Professional development
• MTSS development and intervention systems
• Enrichment and student engagement opportunities
• Family engagement and bilingual communication supports

Through surveys, focus groups, advisory meetings, and ongoing discussions with educational partners, Feaster Charter School ensured that the 2026–2027 LCAP reflects the collective priorities of its community while remaining aligned to identified student needs, available resources, and the school's strategic direction for continuous improvement.

Feaster Charter School does not receive Equity Multiplier funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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 as a Broad Goal focused on continuing to learn, reflect, and strengthen equity initiatives for all students and families, with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students

experiencing homelessness. This goal was identified through analysis of California Dashboard data, local assessment data, school climate data, attendance data, and extensive consultation with educational partners.

Goal 1 remains a priority because Feaster Charter School continues to serve a student population with significant academic and social-emotional needs. According to the 2025 California Dashboard, 82.2% of students are socioeconomically disadvantaged, 51.9% are English Learners, and the school continues to serve students experiencing homelessness, foster youth, and students with disabilities.

The school's Dashboard data reflects both meaningful growth and ongoing opportunity gaps among student groups. Feaster Charter School demonstrated accelerated growth in both English Language Arts and Mathematics, with 77.6% of students improving their English Language Arts scores and 72.4% improving their Mathematics scores from the prior year. Additionally, chronic absenteeism significantly improved from 13.9% to 7.1%, placing the school in the Green performance band overall. Suspension rates also declined to 1.2%, reflecting continued progress in school climate, attendance systems, and behavioral supports.

While these improvements demonstrate that existing systems and supports are positively impacting students, data also reveals persistent achievement gaps that require continued and targeted attention:

* Students with Disabilities scored 102.3 points below standard in English Language Arts and 127.7 points below standard in Mathematics.
* English Learners scored 40.6 points below standard in English Language Arts and 70.6 points below standard in Mathematics.
* Long-Term English Learners remained in the Orange performance band in Mathematics at 95.2 points below standard.
* Students experiencing homelessness continued to perform significantly below standard in both English Language Arts and Mathematics.

Educational partner feedback strongly reinforced the importance of maintaining and strengthening the actions and services connected to Goal 1. Across stakeholder surveys, focus groups, PAC, DELAC, Coffee and Community meetings, PTO meetings, student focus groups, and staff meetings, families, students, teachers, administrators, and other school personnel consistently expressed satisfaction with the direction of the current LCAP goals and actions. Stakeholders emphasized the importance of continuing:

* STEAM and MindLabs opportunities
* Educational excursions and enrichment programs
* Career-connected learning opportunities
* Technology access and 1:1 devices
* Parent classes and family advancement opportunities
* MTSS supports and intervention systems
* Attendance supports and the SART process
* Professional development focused on equitable instructional practices

These priorities directly align with the actions outlined in Goal 1, including staffing and support for STEM and VAPA teachers, the Multi-Tiered System of Supports (MTSS) Instructional Assistant, educational technology access, career-connected partnerships, educational excursions, parent engagement opportunities, attendance interventions, and professional development centered on equity initiatives.

Additionally, local reflection and stakeholder consultation identified the continued development of a comprehensive Multi-Tiered System of Supports (MTSS) as a strategic priority for the school. During the

2025–2026 school year, Feaster Charter School focused heavily on strengthening Tier 1 instruction and instructional alignment through professional development, SEAL implementation, instructional coaching, and classroom instructional practices. Moving into the 2026–2027 school year, the school identified the need to strengthen Tier 2 systems, including the development of clearer entrance and exit criteria for Tier 1, Tier 2, and Tier 3 supports, more systematic intervention monitoring, stronger progress monitoring systems through EduClimber, and improved referral systems for students requiring intensive support.

Goal 1 was therefore prioritized because it serves as the foundational equity goal that supports access, opportunity, and systemic structures for all students while specifically addressing the needs of unduplicated student groups. Through continued investment in enrichment opportunities, instructional resources, MTSS systems, family engagement, attendance supports, professional development, and equitable access to learning experiences, Feaster Charter School aims to continue reducing barriers and increasing opportunities for historically underserved student populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	1.1 Employ 6 Mindlabs teachers: 3 FTE STEM Positions and 3 FTE VAPA positions. Equip Mindlabs teachers with appropriate curriculum and instructional materials.	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	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 have received grade level collaboration 18/38 weeks of the school year.	6 out of 6 FTE teachers will be hired and will have the proper credentialing. 6 out of 6 teachers will have the appropriate curriculum and instructional materials. Grade level teachers receive grade level collaboration 36/38 weeks of the school year.	Since baseline, we have hired 2 additional teachers with the proper credential. We have appropriate curriculum and instructional materials for 2 additional teachers. Homeroom teachers continue to receive 36/38 weeks of collaboration during the school year. No change from baseline to Year 1 outcome.
2	1.2 Partner with career connected schools	K-2nd Grade students did not take the survey, but out of 4-8th	Strength Interest Value Career K 97% 97% 97% 98%	Strength Interest Value Career K 96% 100% 91% 90%	100% of K-8th grade students will take the RIASEC and	Compared to the baseline year, student ability to identify a

	Equipping all staff with appropriate instructional materials.	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. 2/47 (4%) grade level classrooms engage in a career focused elective. All middle school students engaged in an annual STEAM Career Fair.	1 99% 99% 99% 100% 2 98% 98% 98% 98% 3 99% 99% 99% 100% 4 98% 98% 97% 96% 5 97% 96% 97% 98% 6 95% 100% 99% 96% 7 93% 100% 96% 97% 8 93% 98% 96% 94% T 97% 98% 97% 95% On average, 97.37% of students were able to identify a future career, 96.65% identified a personal strength, 98.48% identified an interest, and 97.67% identified a core value. All grade level classrooms engaged in a college and career showcase. 2/47 (4%) grade level classrooms engage in a career focused elective. All middle	1 100% 100% 100% 100% 2 100% 100% 99% 98% 3 99% 100% 99% 99% 4 99% 98% 98% 99% 5 100% 98% 100% 98% 6 98% 98% 98% 97% 7 100% 97% 100% 87% 8 100% 99% 100% 92% T 99% 99% 98% 96% On average, 96% of students were able to identify a future career, 99% identified a personal strength, 99% identified an interest, and 98% identified a core value. All grade level classrooms engaged in a college and career showcase. 44/44 (100%) grade level classrooms engage in a career focused elective. All middle school students engaged in an	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 homeroom classrooms will engage in a career focused elective. All middle school students will engage in an annual STEAM Career Fair.	personal strength increased from 94.66% to 99% (+4.34 %), the ability to identify an interest increased from 96.77% to 99% (+2.23%), the ability to identify a core value increased from 89.38% to 98% (+8.62 %), and the ability to identify a future career increased from 90.25% to 96% (+5.75 %). Additionally, classrooms engaging in a career-focused elective increased significantly from 4% (2/47 classrooms) during the baseline year to 100% (44/44 classrooms) in the 2025–2026 school year. All grade level classrooms continued participating in college and career showcases,

			school students engaged in an annual STEAM Career Fair.	annual STEAM Career Fair.		and all middle school students continued participating in the annual STEAM Career Fair.
3	1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	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 1st: 4 2nd: 2 3rd: 3 4th: 3 5th: 4 6th: 7 7th: 4 8th: 3	In the 2024-2025, each grade level had an average of 9.7 academic excursions. Specific educational excursions are reflected below per grade level: TK: 1 Kinder: 3 1st: 2 2nd: 9 3rd: 7 4th: 14 5th: 20 6th: 18 7th: 14 8th: 9	In 2025-2026, each grade level had an average of 1.8 academic excursions. Specific educational excursions are reflected below per grade level: TK: 1 Kinder: 2 1st: 1 2nd: 1 3rd: 2 4th: 2 5th: 1 6th: 3 7th: 4 8th: 1	Each grade level will provide a minimum of 2 academic excursions during the school year.	Current we are offering 2 academic excursions per grade level during the school year, which is one less academic excursion than baseline, but aligns to our Year 3 outcome.
4	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	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	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	100% of students continue to have access to a 1:1 device. 100% of all classrooms are up to date with televisions, an Apple TV, access to WiFi, and printers. In November of 2025, all access points	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.	There is no change from baseline to Year 1 outcome.

	management for each of our student devices and staff devices.	printers. Our school has schoolwide mobile device management for each of our devices on campus.	printers. Our school has schoolwide mobile device management for each of our devices on campus.	were updated and we shifted to a more stable network, CVESDINTN, with the support of the CVESD IT department. We have continued to utilize a mobile device management (MDM) system to keep all student iPad devices up to date and to locate any missing student devices.	Our school has schoolwide mobile device management for each of our devices on campus.	
5	1.5 Provide parenting classes, English classes and other 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 16 times each quarter. Specific advance opportunities offered are reflected below: Q1: 16 Q2: 26 Q3: 21 Q4: 14	In the 2025-2026 school year, Feaster Charter provided advancement opportunities a minimum of 12 times each quarter. Specific advancement opportunities offered are reflected below: Q1: 12 Q2: 32 Q3: 29 Q4: 17	Provide a minimum of 7 parent advancement opportunities each quarter.	We have offered an average of 22 advancement opportunities for our parents each quarter. That is 12 more opportunities a quarter than our established baseline.
6	1.6 Employ MTSS-Instructional Assistant	Baseline for the percentage of SSTs that are on-cycle will be determined	As of April of 2024, we have 77.8% of SSTs that are on-cycle.	In the 2025-2026 school year, as of May 2026, 63.8% (93/124) of	We will have 100% of SSTs on cycle. We will have 0 overdue	Compared to the first-year outcome in April 2024, the percentage of SSTs on cycle

		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 28 overdue SSTs. Criteria for identification of students eligible for an SST will come out at the start of the 2026-2027 school year.	SSTs are on cycle. In the 2025-2026 school year, as of May 2026, 4.6% (27/124) of SSTs are overdue. In the 2025-2026 school year, 136 SSTs were in Reading, 17 SSTs were in Math, 15 SSTs were in Spanish, 0 SSTs were for LTELs. 10 SST were for behavior. Criteria for identification of students eligible for an SST will come out at the start of the 2026-2027 school year.	SSTs. We will follow criteria for identification of students eligible for an SST.	declined from 77.8% to 63.8% as of May 2026. However, the number of overdue SSTs slightly improved from 28 overdue SSTs in 2024 to 27 overdue SSTs in 2026, despite an increase in the overall number of SSTs being monitored.
7	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.	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	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.	For the 2024–2025 school year, 7.1% of our students were chronically absent. This reflects a decrease of 6.8% from the 2023–2024 school year and resulted in Feaster Charter School earning a Green	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%.	Since the 2022–2023 baseline year, Feaster Charter School has demonstrated significant improvement in chronic absenteeism across all student groups. Overall chronic absenteeism declined from

		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	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	performance level on the California Dashboard for Chronic Absenteeism. Our current student subgroup performance is as follows: • EL: 8.9% chronically absent (declined 5.6%) – Green • Hispanic: 7.4% chronically absent (declined 6.7%) – Green • SED: 7.8% chronically absent (declined 7.0%) – Green • SWD: 11.5% chronically absent (declined 9.1%) – Yellow • White: 4.3% chronically absent (declined 1.1%) – Green • LTEL: 4.3% chronically absent (declined 0.2%) – Green		27.6% to 7.1%, a reduction of 20.5 percentage points, resulting in the school improving from a Red performance level to Green on the California Dashboard. Student subgroup performance also improved substantially, with English Learners declining from 27% to 8.9%, Hispanic students from 27.4% to 7.4%, Socioeconomica Disadvantaged students from 29.2% to 7.8%, Students with Disabilities from 33.3% to 11.5%, and White students from 23.9% to 4.3%.
8	1.8 Provide professional development	In the 2023-2024 school year, an	In the 2024-2025 school year, an	In the 2025-2026 school year, an	An average of 2 PDs per quarter will be	There is no change from

	to expand equitable initiatives and opportunities for all students and families.	average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families.	average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families.	average of 2 PDs per year were provided to staff to expand equitable initiatives and opportunities for all students and families.	provided to staff to expand equitable initiatives and opportunities for students and families.	baseline to Year 1.

Goal Analysis for 2026-27

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

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

Implementation Summary – Goal 1: Equity Initiatives

Feaster Charter School continued to make substantial progress in implementing the actions under Goal 1, which focused on continuing to strengthen equity initiatives for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. Overall, the goal was implemented with a high level of fidelity, and many actions met or exceeded established outcomes. The school continued strengthening systems connected to enrichment opportunities, career-connected learning, attendance supports, technology access, MTSS systems, family engagement, and professional development focused on equitable practices.

Successes in Implementation:
• Mindlabs Staffing & Curriculum (Action 1.1):
Feaster Charter School successfully maintained all 6 FTE Mindlabs teachers, including 3 STEM and 3 VAPA teachers, with all teachers appropriately credentialed and equipped with curriculum and instructional materials. Grade level collaboration opportunities for homeroom teachers also continued throughout the school year.

• Career Connected Learning (Action 1.2):
Career-connected learning expanded significantly during the 2025–2026 school year. Student survey results demonstrated continued growth in students' ability to identify personal strengths, interests, values, and future careers. Compared to baseline data, the percentage of students able to identify a personal strength increased from 94.66% to 99%, the ability to identify an interest increased from 96.77% to 99%, the ability to identify a core value increased from 89.38% to 98%, and the ability to identify a future career increased from 90.25% to 96%. Additionally, career-focused electives expanded significantly from 4% (2/47 classrooms) during the baseline year to 100% (44/44 classrooms) during the 2025–2026 school year. All grade levels continued participating in college and career showcases, and all middle school students participated in the annual STEAM Career Fair.

• Educational Excursions (Action 1.3):
Students continued participating in curriculum-aligned educational excursions during the 2025–2026 school year to support equitable learning opportunities and academic engagement. Although the total number of excursions decreased compared to the prior year, grade levels continued providing students

with access to enrichment opportunities connected to classroom learning and grade-level instructional priorities.

• Technology Access (Action 1.4):
100% of students continued to have access to 1:1 devices, and all classrooms remained equipped with updated instructional technology, including Apple TVs, Wi-Fi access, printers, and classroom presentation systems. In November 2025, all wireless access points were upgraded and the school transitioned to a more stable district-supported network, CVESDINTN, to improve connectivity across campus. The school also continued utilizing a mobile device management system to maintain and monitor student devices.

• Parent Engagement (Action 1.5):
Parent engagement opportunities continued to expand significantly beyond the established baseline. During the 2025–2026 school year, Feaster Charter School provided an average of 22 parent advancement opportunities per quarter, compared to the baseline average of 10 opportunities per quarter. These opportunities included parenting classes, English classes, digital literacy support, and family engagement workshops aligned to stakeholder feedback and parent needs.

• MTSS Support Structures (Action 1.6):
The MTSS Instructional Assistant position continued supporting the school's SST systems and intervention monitoring processes. During the 2025–2026 school year, the school monitored 124 SSTs, with 63.8% remaining on cycle and only 27 SSTs identified as overdue despite the significant increase in SST volume and complexity. Additionally, the school began further analyzing SST trends by intervention type, including reading, math, Spanish, behavior, and LTEL supports, to better inform future MTSS development and intervention systems.

• Chronic Absenteeism & SART Process (Action 1.7):
Feaster Charter School continued implementing a systematic and data-driven SART process to address barriers to attendance. As a result, chronic absenteeism significantly declined from the 2022–2023 baseline year of 27.6% to 7.1% during the 2024–2025 California Dashboard reporting cycle, resulting in the school earning a Green performance level overall. Significant reductions in chronic absenteeism were also seen across all major student subgroups, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, Students with Disabilities, and White students.

• Professional Development for Equity Initiatives (Action 1.8):
Feaster Charter School continued providing professional development opportunities focused on equitable instructional practices and student support systems. Staff participated in professional learning connected to SEAL strategies for English Learners, PBIS, restorative practices, and student, family, and community engagement. These trainings continued supporting the school's broader equity and MTSS initiatives.

Challenges and Implementation Deviations:
• Educational Excursions (Action 1.3):
Although educational excursions continued during the 2025–2026 school year, the total number of excursions decreased compared to both the baseline year and the prior implementation year. This decrease was largely due to increased transportation costs, scheduling limitations, and a greater emphasis on ensuring excursions remained tightly aligned to grade-level curriculum and instructional outcomes. However, the school remained aligned to the Year 3 target of providing a minimum of two academic excursions per grade level annually.

• Technology Sustainability (Action 1.4):
While all students maintained access to 1:1 devices, the school experienced challenges related to aging

technology equipment. Several student devices were no longer covered under AppleCare, resulting in increased maintenance concerns, including failing batteries and insufficient storage capacity on some devices needed to run instructional programs.

• MTSS Systems & SST Monitoring (Action 1.6):
Although the MTSS Instructional Assistant position strengthened intervention tracking systems, the percentage of SSTs on cycle declined compared to the prior year due to the increasing number and complexity of SST cases requiring support. However, despite the increase in SST volume, the number of overdue SSTs slightly improved compared to the prior implementation year.

Summary:
Goal 1 was largely implemented with fidelity during the 2025–2026 school year, with continued growth in equity-focused supports connected to career readiness, technology access, family engagement, attendance systems, MTSS structures, and enrichment opportunities. The school experienced notable successes in expanding career-connected electives, reducing chronic absenteeism, and strengthening systems of support for students and families. Implementation challenges primarily centered around sustaining educational excursions at prior levels, managing aging technology infrastructure, and scaling MTSS systems to meet increasing student needs. Overall, Feaster Charter School continued building and refining systems focused on equitable access, opportunity, and support for all students while maintaining a strong emphasis on historically underserved student groups.

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.

The variances between Budgeted Expenditures and Estimated Actuals reflect areas where resources were reallocated to meet the overall needs of students during the school year

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness Analysis – Goal 1: Equity Initiatives

Feaster Charter School continued to make meaningful progress toward Goal 1 during Year 2 of the three-year LCAP cycle. This goal focused on increasing equitable access, opportunities, and outcomes for all students, with targeted supports for Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. Based on implementation evidence, stakeholder feedback, and outcome metrics, the majority of actions under Goal 1 have been effective in addressing the identified needs of historically underserved student groups and progressing toward the articulated goal.

Effective Actions and Impact on Metrics:

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

The continued implementation of 6 fully credentialed Mindlabs teachers remained highly effective in increasing equitable access to enrichment opportunities, STEAM instruction, and VAPA programming for all students. All teachers were appropriately credentialed, equipped with instructional materials, and continued providing students with access to specialized instruction while also supporting teacher collaboration opportunities throughout the school year.
• This action continued expanding equitable access to enrichment opportunities while supporting

instructional planning and vertical articulation across grade levels.

Action 1.2 – Career Connected Learning and College/Career Showcases
Effectiveness: Very High

This action demonstrated substantial effectiveness during the 2025–2026 school year. Student survey data showed significant increases across all career-awareness indicators compared to baseline data. The percentage of students able to identify a personal strength increased from 94.66% to 99%, the ability to identify an interest increased from 96.77% to 99%, the ability to identify a core value increased from 89.38% to 98%, and the ability to identify a future career increased from 90.25% to 96%. Additionally, career-focused electives expanded from only 4% (2/47 classrooms) during the baseline year to 100% (44/44 classrooms) during the current implementation year.
• These outcomes demonstrate that the school's expanded focus on career-connected learning, college and career showcases, electives, and career exploration activities significantly increased student awareness of future opportunities and strengthened alignment between enrichment programming and career readiness initiatives.

Action 1.3 – Educational Excursions
Effectiveness: Moderate to High

Educational excursions continued providing students with access to enrichment opportunities and experiential learning connected to grade-level curriculum and instructional priorities. Although the number of academic excursions decreased compared to the prior year, students across all grade levels continued participating in educational excursions aligned to classroom learning.
• While this action remained effective in maintaining equitable access to enrichment opportunities, increased transportation costs and scheduling constraints impacted the school's ability to sustain the significantly higher number of excursions implemented during the previous year. However, the school remained aligned to its Year 3 target of providing a minimum of two educational excursions per grade level annually.

Action 1.4 – 1:1 Technology Access and Infrastructure
Effectiveness: High

The school continued successfully maintaining 100% student access to 1:1 technology devices and updated classroom instructional technology. All classrooms remained equipped with instructional technology tools, and the school upgraded wireless access points and transitioned to a more stable district-supported network during the school year.
• This action remained highly effective in maintaining digital equity, supporting access to intervention programs and instructional platforms, and ensuring all students had access to technology needed for instruction and assessment.

Action 1.5 – Parent Advancement Opportunities
Effectiveness: Very High

Parent engagement opportunities continued to demonstrate strong effectiveness during the 2025–2026 school year. The school increased parent advancement opportunities from a baseline average of 10 opportunities per quarter to an average of 22 opportunities per quarter.
• These opportunities included English classes, parenting classes, digital literacy support, and family engagement workshops that aligned directly with stakeholder feedback and identified family needs. Educational partner input continued to demonstrate that families valued opportunities connected to language support, technology access, and parent education.

Action 1.6 – MTSS Instructional Assistant and SST Tracking
Effectiveness: Moderate

The MTSS Instructional Assistant position and SST tracking systems continued strengthening the school's intervention monitoring processes and MTSS infrastructure. During the 2025–2026 school year, the school monitored 124 SST cases, with 63.8% of SSTs remaining on cycle despite the increased volume and complexity of SST referrals.
• While the percentage of SSTs on cycle declined compared to the previous year, this action remained effective in building stronger intervention systems, improving SST tracking, and identifying patterns of academic and behavioral support needs across grade levels. The school also began analyzing SST trends by intervention type to better refine MTSS systems moving forward.

Action 1.7 – SART Process to Address Chronic Absenteeism
Effectiveness: Very High

The school's systematic and data-driven SART process continued demonstrating significant effectiveness. Chronic absenteeism declined from 27.6% during the baseline year to 7.1% during the 2024–2025 California Dashboard reporting cycle, resulting in the school earning an overall Green performance level.
• Significant improvements were demonstrated across all major student subgroups, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, Students with Disabilities, and White students. This action continues to represent one of the most impactful strategies implemented under Goal 1 and demonstrates strong progress in increasing equitable access to consistent instruction for historically underserved students.

Action 1.8 – Professional Development on Equity Initiatives
Effectiveness: High

Professional development focused on equitable instructional practices, PBIS, restorative practices, and SEAL strategies for English Learners continued throughout the implementation year.
• This action remained effective in increasing staff capacity to support the academic, behavioral, and social-emotional needs of diverse student groups while strengthening Tier 1 instructional practices and inclusive learning environments.

Overall, the actions under Goal 1 continued to demonstrate strong effectiveness in progressing toward the articulated goal during Year 2 of the LCAP cycle. The expansion of career-connected learning opportunities, strong parent engagement systems, sustained technology access, and significant reductions in chronic absenteeism demonstrated measurable progress toward increasing equitable access and outcomes for unduplicated student groups. Educational partner feedback also continued to affirm that actions connected to enrichment opportunities, technology access, parent classes, counseling supports, and career-connected learning were valued and meeting identified student and family needs.

While continued refinement is needed in areas such as SST cycle completion and long-term sustainability of educational excursions and technology infrastructure, the actions implemented under Goal 1 have largely proven effective in addressing the identified needs of low income students, English Learners, Foster Youth, and other historically underserved student groups. Feaster Charter School continues to build stronger systems of equitable access and support and remains on track to meet its long-term equity-focused objectives.

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

Changes Made to Goal 1 Based on Data and Analysis

Changes to the Goal Statement

No changes were made to the Goal 1 statement. The current goal statement continues to align with Feaster Charter School's priorities, California Dashboard data, local performance metrics, and stakeholder feedback. The focus on improving and increasing equity initiatives for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness, remains appropriate and continues to guide the school's equity-centered work.

Changes to Expected Outcomes

No changes were made to the expected outcomes for Goal 1, as the school remains on track toward meeting the established Year 3 outcomes across the majority of actions and metrics.

However, during the 2025–2026 school year, the school adjusted its implementation approach related to educational excursions. Based on implementation data, transportation costs, scheduling limitations, and the need to ensure excursions remained closely aligned to grade-level curriculum and instructional priorities, the school lowered the implementation expectation from the significantly expanded number of excursions completed during the prior year to maintaining a minimum of two academic excursions per grade level annually. This expectation will remain in place for the coming school year and continues to align with the established Year 3 outcome.

Additionally, analysis of SST implementation data identified a need for greater refinement and clarity within the school's MTSS systems. While SST systems continued to improve, the school recognized the need to develop clearer criteria and structures for SST identification, intervention monitoring, and intervention responsiveness.

Changes to Metrics

Metrics connected to SST implementation and MTSS systems were refined during the 2025–2026 school year to include more specificity regarding the types of SSTs being conducted, including academic, behavior, reading, math, Spanish, and LTEL intervention supports. These refinements were made to strengthen progress monitoring and better identify patterns of student need across intervention systems.

Additionally, clearer SST entrance and referral criteria will be developed and implemented at the start of the 2026–2027 school year to strengthen consistency, improve intervention alignment, and support a more systematic Multi-Tiered System of Supports (MTSS) process schoolwide.

Changes Made to Actions

No actions were removed from Goal 1, as all actions continue to align with stakeholder priorities and the school's equity-focused initiatives.

Refinements to Action 1.6 (MTSS Systems and SST Monitoring) will continue during the upcoming school year with an increased focus on clarifying SST processes, intervention criteria, and data monitoring systems to improve the effectiveness and consistency of Tier 1, Tier 2, and Tier 3 supports.

Summary of Intent

These refinements were made to strengthen implementation fidelity, improve clarity within intervention

systems, and ensure that Goal 1 continues to remain responsive to implementation data, stakeholder feedback, and identified student needs. The school remains on track toward meeting its long-term equity-focused outcomes while continuing to refine systems that support equitable access, intervention, enrichment, and student success.

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
Action #1	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.	$738,979.00	No
Action #2	1.2 Partner with career connected schools. Equip all staff with appropriate instructional materials.	This action fosters a schoolwide culture of college and career readiness by building a	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
Action #3	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	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		understanding and engagement.		
Action #4	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.	$75,000.00	No
Action #5	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—	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to engage more actively in their child's education and navigate school systems confidently.		
Action #6	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.	$59,501.00	No
Action #7	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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targets subgroups with historically high absenteeism rates, such as SWD, EL, and SED students, ensuring they have consistent access to instructional time.		
Action #8	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.	$80,000.00	No

Goal

Goal #	Description	Type of Goal
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 has prioritized Goal 2 as a Broad Goal focused on improving and increasing access to services that support students' social, emotional, behavioral, and physical wellness, with a specific focus on Students with Disabilities (SWD), English Learners (EL), Low Income, Foster Youth, and Homeless students. This goal continues to be a priority based on California Dashboard data, local social-emotional and behavioral data, attendance trends, and extensive educational partner feedback indicating that student wellness remains foundational to academic success and school engagement.

While Feaster Charter School demonstrated significant improvement in several indicators connected to student wellness during the 2024–2025 school year, local and state data continue to show that many students require ongoing social-emotional, behavioral, and mental health supports. Chronic absenteeism significantly improved from 27.6% in the 2022–2023 school year to 7.1% in the 2024–2025 school year, moving the school from a Red to Green performance level overall on the California Dashboard. Student subgroup performance also improved substantially, including English Learners (27% to 8.9%), Hispanic students (27.4% to 7.4%), Socioeconomically Disadvantaged students (29.2% to 7.8%), and Students with Disabilities (33.3% to 11.5%). Despite this growth, Students with Disabilities continue to remain in the Yellow performance level, indicating a continued need for targeted attendance and wellness supports.

Additionally, suspension rates improved to 1.2%, placing the school in the Green performance level overall on the California Dashboard. Although school climate and behavior systems have improved, local behavioral data and student support referrals continue to demonstrate a significant need for structured behavioral interventions, counseling supports, supervision systems, and social-emotional learning opportunities for students.

Locally collected social-emotional and wellness data also informed the prioritization of Goal 2. Internal counseling, behavior, and intervention data demonstrated continued student need for Tier 2 and Tier 3 social-emotional and behavioral supports. The school's ongoing development of a comprehensive Multi-Tiered System of Supports (MTSS) identified student wellness and behavioral systems as a critical area for continued refinement and investment.

Educational partner feedback strongly reinforced the importance of maintaining and strengthening the actions connected to Goal 2. Across surveys, focus groups, PAC, DELAC, student focus groups, and parent engagement meetings, students, families, and staff consistently identified counseling services, PBIS, mentorship opportunities, physical education, organized sports, wellness activities, and social-emotional supports as highly valued programs that positively impact students' school experience.

Students specifically expressed appreciation for counseling supports, trusted adults on campus, morning meetings, PBIS systems, and extracurricular opportunities, while also requesting additional opportunities for physical activity, sports, wellness activities, and structured student connection opportunities. Families and staff emphasized the importance of continuing mental health supports, behavior intervention systems, attendance supports, wellness education, and proactive intervention systems for students experiencing emotional or behavioral challenges.

As a result, Goal 2 continues to prioritize actions and expenditures related to:
• School counselors and mental health supports
• Positive Behavioral Interventions and Supports (PBIS)

- School nursing and health services
- Structured physical education and organized sports opportunities
- Behavioral intervention and mentorship programs
- Social-emotional learning curriculum and supports
- Professional development focused on trauma-informed practices, behavior systems, and student wellness

These actions align directly with the school's belief that students must feel physically safe, emotionally supported, connected to school, and socially successful in order to fully engage in learning. Goal 2 therefore reflects Feaster Charter School's continued commitment to supporting the whole child and ensuring that students, particularly unduplicated student groups, have equitable access to the behavioral, social-emotional, physical, and mental health supports necessary for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	2.1 Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants. Equip Physical Education teachers with instructional materials, and appropriate curriculum. Equip each sport that is offered with the appropriate curriculum and instructional materials.	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.	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.	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 36/38 weeks of the 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	Compared to the baseline year, Feaster Charter School increased staffing for Physical Education Instructional Assistants from 1 out of 2 positions filled to fully staffing 2 out of 2 positions, while continuing to maintain 3 fully credentialed Physical Education teachers and consistent grade-level collaboration. However, physical fitness outcomes declined, with 5th grade Healthy Fitness Zone

		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. • 7th Graders achieved 81.75% (336/411) Healthy Fitness Zones.	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.	Our physical education fitness test results for the 2025-2026 school year are as follows: • 5th Grade: achieved 48.78% (320/656) Healthy Fitness Zones. • 7th Grade: achieved 78.22% (395/505) Healthy Fitness Zones.	education fitness test results will reflect the following: 5th Grade: will achieve 60% of the Health Fitness Zones. 7th Grade: will achieve 85% of the Health Fit	performance decreasing from 54.33% to 48.78% and 7th grade performance decreasing from 81.75% to 78.22%, indicating a continued need to strengthen student physical wellness and fitness supports.
2	2.2 Hire 1 registered nurse FTE	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 of. 100% of	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 of.	100% of medical 504s in the 2025-2026 school year have been scheduled and held in a timely manner. 100% of medical 504s in the 2025-2026 school year are up to date. 100% of students in the 2025-2026 school year referred to the nurses office have had their health care concerns taken care of.	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 of. 100% of students referred through resiliency meetings	There is no change from baseline to Year 1.

		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 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.	100% of students in the 2025-2026 school year that have been referred through resiliency meetings needing vision, hearing, or other health concerns have been addressed with parent guardian of student.	needing vision, hearing, or other health concerns will be addressed with parent guardian of student.	
3	2.3 Employ 3 FTE school counselors Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.)	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-	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	In May of the 2025-2026 school year, 85% of student self-referrals received support from our counseling department. At the end of the 2025-2026 school year, teacher ratings on Satchel Pulse indicate that 727 (84.5%) students need Tier 1 support, 97 (11.3%) students need Tier 2 support, and 36 (4%) students need Tier 3 support. A total of 860 students were assessed.	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	Compared to the 2023–2024 baseline year, the percentage of students identified as needing Tier 2 support decreased from 15% to 11.3%, while students identified as needing Tier 1 support increased from 82% to 84.5%. Students identified as needing Tier 3 support slightly increased from 3% to 4%. Additionally, the percentage of student self-

		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.	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 by their pre/post assessments and their weekly objectives being met. Overall, 150 students were seen in	In the 2025-2026 school year, out of 71 students seen in groups in Q3, 50 (70%) made progress on their goal for their groups as evidenced by their pre/post assessment and their weekly objectives being met. The Counseling department has appropriate curriculum and instructional materials.	weekly objectives being met. The Counseling department will continue to have appropriate curriculum and instructional materials.	referrals receiving support from the counseling department increased from 62% to 85%, an increase of 23%. While the school did not previously track student progress related to counseling goals during the baseline year, in the 2025–2026 school year, 70% (50/71) of students participating in counseling groups during Quarter 3 demonstrated progress toward their goals as evidenced by pre/post assessments and weekly objectives.

			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.			
4	2.4 Purchase and implement Second Step curriculum for all classroom teachers	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	In the 2025-2026 school year, as of May 2026, 96% 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 2025-2026 school year, 43/45 (93%) of classrooms have completed a Second Step Lesson in the	100% of grade level classrooms in TK-8th grade have completed the grade level classroom lessons in Second Step.	Completion of grade-level Second Step lessons increased from 70% of classrooms in 2022–2023 to 96% of classrooms in 2025–2026, representing an increase of 26%. Additionally, classrooms completing a Second Step lesson within the last two weeks increased from 53% in 2023–2024 to 93% (43 out of 45

			last two weeks.	last two weeks.		classrooms) in 2025–2026.
5	2.5 Develop mentorship program for students, providing necessary supplies.	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.	In the 2025-2026 we engaged in multiple mentorship programs for students including: 1. Brotherhood Summit 11/15/25 2. Safe Schools Ambassadors Training 9/8/25-9/9/25-mixed gender, 4th-6th 3. Peer Mediation Training 12/8/25-12/9/25-mixed gender, 7th-8th 4. Tier 2 Attendance check in/check out mentorship-mixed gender, all grades 5. Women's Empowerment Summit 05/16/26	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.	Since baseline, we discontinued our partnership with Boys to Men. We held more than 1 mentorship program for students, expanding from 1 event for our female students and 1 event for our male students, to a total of 5 mentorship events.
6	2.6 Employ 1 FTE Behavior Instructional Assistant	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	New baseline will be developed at the end of the 2025-2026 school year that is specific to caseload growth.	After analyzing behavior data and the needs of the school, the role of the Behavior Specialist Instructional Assistant was restructured in	A new baseline will be established at the end of the 2027–2028 school year based on the revised roles and responsibilities of the	A direct comparison from baseline cannot be made, as the school is no longer tracking referrals by whole grade level. A new

		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.		April 2026 to serve as Tier 1 of the school's Emergency Response Team. Due to the recent implementation of this restructuring, additional time will be needed to collect and analyze data in order to establish an accurate baseline for measuring impact and outcomes.	position. Future metrics may include reductions in support calls for students, the number of Tier 2 behavior support plans implemented, and other indicators aligned to the updated scope of the role.	baseline will need to be established using the revised data collection system and monitoring practices.
7	2.7 Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	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	In the 2025-2026 school year, 13.46% or 198/1471 of our minor and major referrals have come from the playground/outdoor area. In the 2025-2026 school year, 16.30% or 96/589 of our major referrals have come from the playground/outdoor area. In the 2025-2026 school year, 11.56% or 102/882 of our minor referrals have come from the playground/outdoor area.	The percent of minor and major referrals coming from the playground/outdoor area will reduce from 12.97% to 10.97%. 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%.	Compared to the 2023–2024 baseline year, the percentage of major referrals originating from the playground/outdoor area decreased from 21.42% (172/803) to 16.30% (96/589), reflecting improvement in behavioral supports and supervision during outdoor activities. However, the percentage of minor referrals originating from the playground/outdoor area increased

			playground/outdoor area.		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%.	from 8.39% (104/1239) to 11.56% (102/882),
8	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.	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	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	In the 2025-2026 school year, as of May 2026, when the PBIS committee gathered school wide data: 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. 81% of classrooms have the Falcon Code posted with behaviors listed. 84% of	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.	Compared to the 2023–2024 baseline year, Feaster Charter School demonstrated growth across nearly all PBIS implementation indicators, including trust circles (+16%), calm corners (+7%), and classrooms completing Second Step lessons (+88%). Staff and student knowledge of schoolwide expectations remained at 100%, while use of Falcon tickets increased for both staff and students.

		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. 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.	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 daily major referrals were 1.86 per school day.	classrooms are holding regular trust circles. 95% of classrooms have a calm corner. 96% of classrooms have completed the grade level Second Step Lessons. 98% of staff are using Falcon tickets. 94% of students receive Falcon Tickets. In the 2025-2026 school year, as of May 2026, the average daily minor referrals were 4.51 per school day. The average daily major referrals were 3.02 per school day.	100% of classrooms have a calm corner. 100% of classrooms have completed the grade level Second Step Lessons. 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.	Behavioral referral data also improved, with average daily minor referrals decreasing from 6.04 to 4.51 per day and average daily major referrals decreasing from 3.71 to 3.02 per day.
9	2.9 Provide professional development to improve and increase access to services for all students and families that support social, mental,	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	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	In the 2025-2026 school year, an average of 1 PDs per year were provided to staff to improve or increase access to services for all	A minimum of 1 PD opportunities per quarter will be provided to staff to increase access to services for all students and	Compared to baseline, there was a decrease of an average of 1 professional development session per year provided to staff by Year 1;

	behavioral, emotional, and physical wellness.	families in the areas of social, mental, behavioral, emotional, and physical wellness.	families in the areas of social, mental, behavioral, emotional, and physical wellness.	families in the areas of social, mental, behavioral, emotional, and physical wellness.	families that support social, mental, behavioral, emotional, and physical wellness.	however, the current implementation still remains aligned to the projected three-year outcome target.

Goal Analysis for 2026-27

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

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

Implementation Summary – Goal 2: Social, Emotional, and Physical Wellness

Feaster Charter School continued to make substantial progress in implementing the actions under Goal 2, which focused on improving and increasing access to services that support students' social, emotional, behavioral, and physical wellness, particularly for Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. Overall, the majority of actions under Goal 2 were implemented with a high level of fidelity, resulting in strengthened systems of support connected to counseling services, PBIS implementation, mentorship opportunities, physical wellness, behavior intervention, and student mental health supports.

Successes in Implementation:

• Action 2.1 – Physical Education:
Feaster Charter School successfully maintained all 3 fully credentialed Physical Education teachers and fully staffed both Physical Education Instructional Assistant positions. The Physical Education department continued utilizing appropriate curriculum and instructional materials, and grade-level collaboration time remained in place throughout the school year. Although physical fitness outcomes declined slightly compared to the baseline year, the school maintained structured physical education programming and organized sports opportunities for students.

• Action 2.2 – Health Services:
The full-time registered nurse position continued to provide comprehensive health services and supports for students. During the 2025–2026 school year, 100% of medical 504 meetings were scheduled and held in a timely manner, all medical 504 plans remained up to date, and all student health concerns referred to the nurse's office were addressed. Additionally, students identified through resiliency meetings with vision, hearing, or other health concerns received follow-up support and communication with parents and guardians.

• Action 2.3 – Counseling Services:
All 3 school counselor positions remained fully staffed during the school year, and the counseling department continued implementing Tier 1, Tier 2, and Tier 3 supports utilizing the Satchel Pulse screener and counseling referral systems. Compared to baseline data, the percentage of students identified as needing Tier 2 support decreased from 15% to 11.3%, while the percentage of students receiving Tier 1 supports increased from 82% to 84.5%. Additionally, student self-referrals receiving

counseling support increased significantly from 62% during the baseline year to 85% during the 2025–2026 school year. The counseling department also strengthened progress monitoring systems, with 70% of students participating in counseling groups during Quarter 3 demonstrating progress toward their counseling goals based on pre/post assessments and weekly objectives.

• Action 2.4 – Second Step Social Emotional Learning Curriculum:
Implementation of the Second Step curriculum significantly improved during the 2025–2026 school year. As of May 2026, 96% of classrooms completed Second Step lessons through Unit 3, compared to 70% of classrooms during the baseline year. Additionally, 93% of classrooms completed a Second Step lesson within the previous two weeks, representing substantial growth in implementation consistency compared to prior years.

• Action 2.5 – Mentorship Programs:
The school expanded mentorship opportunities beyond the baseline implementation year. During the 2025–2026 school year, students participated in multiple mentorship and leadership development opportunities, including the Brotherhood Summit, Women's Empowerment Summit, Safe Schools Ambassadors training, Peer Mediation training, and Tier 2 attendance mentorship check-in/check-out systems. The school also discontinued the Boys to Men partnership based on prior reflection, stakeholder feedback, and a desire to transition toward broader mentorship opportunities that served a wider range of students and needs.

• Action 2.6 – Behavior Instructional Assistant:
During the 2025–2026 school year, the role of the Behavior Specialist Instructional Assistant was restructured to strengthen the school's Emergency Response Team and behavioral intervention systems. Beginning in April 2026, the position transitioned into serving as the Tier 1 responder within the schoolwide Emergency Response Team structure. Due to this restructuring and shift in responsibilities, the school began revising data collection systems and implementation metrics connected to behavior supports and intervention responsiveness.

• Action 2.7 – Organized Sports & Playground Supports:
The school continued implementing organized sports and playground supervision supports through Physical Education Instructional Assistants. Behavioral data demonstrated improvement in the percentage of major referrals originating from playground and outdoor areas, decreasing from 21.42% during the baseline year to 16.30% during the 2025–2026 school year. This reflects progress in structured supervision and behavioral support systems during recess and organized physical activities.

• Action 2.8 – PBIS Framework:
Feaster Charter School continued implementing a comprehensive schoolwide PBIS framework with strong levels of staff and student participation. By May 2026, 100% of staff and students could identify at least two out of three schoolwide behavior expectations. Significant implementation growth also occurred in trust circles, calm corners, Falcon ticket distribution, and completion of Second Step lessons. Behavioral data demonstrated improvement compared to baseline levels, with average daily minor referrals decreasing from 6.04 to 4.51 referrals per day and average daily major referrals decreasing from 3.71 to 3.02 referrals per day.

• Action 2.9 – Professional Development:
Professional development opportunities connected to student wellness, PBIS, restorative practices, and student/family/community engagement continued during the 2025–2026 school year. Trainings included Teacher Summer Learning Institute sessions focused on student, family, and community engagement, PBIS implementation, and restorative practices. While the total number of professional development opportunities remained below the original baseline average, the implementation remained aligned to the projected three-year outcome target.

Challenges and Implementation Deviations:

• Physical Fitness Outcomes (Action 2.1):
Although staffing and instructional implementation remained strong within the Physical Education department, student Healthy Fitness Zone outcomes declined compared to the baseline year. Fifth-grade Healthy Fitness Zone performance decreased from 54.33% to 48.78%, while seventh-grade performance decreased from 81.75% to 78.22%. This indicates a continued need to strengthen physical wellness initiatives, student engagement in fitness activities, and healthy lifestyle supports.

• Behavior Intervention Restructuring (Action 2.6):
The restructuring of the Behavior Specialist Instructional Assistant role during the 2025–2026 school year represented a substantive implementation change from the original LCAP design. Because the role shifted toward serving as the Tier 1 responder within the Emergency Response Team, the school was unable to directly compare behavior caseload data to prior baseline metrics. Additional time will be needed during future implementation years to establish a new baseline and evaluate long-term effectiveness under the revised structure.

• Playground Minor Referral Trends (Action 2.7):
Although major referrals originating from playground and outdoor areas decreased compared to baseline levels, the percentage of minor referrals from playground and outdoor areas increased from 8.39% to 11.56%. This indicates that while severe behavioral incidents decreased, lower-level behavioral concerns during recess and outdoor activities continue to require additional proactive support, supervision, and structured student engagement opportunities.

• Professional Development Frequency (Action 2.9):
Compared to baseline implementation levels, the total number of wellness-focused professional development sessions remained lower than originally projected. However, the school prioritized more targeted and integrated professional development opportunities connected to PBIS, restorative practices, and student wellness systems.

Summary:

Overall, Goal 2 was implemented with a high level of fidelity during the 2025–2026 school year, with substantial growth in counseling systems, PBIS implementation, social-emotional learning curriculum implementation, mentorship opportunities, and behavioral supports. The school demonstrated measurable improvements in school climate indicators, behavioral systems, student access to counseling supports, and implementation consistency across classrooms.

Implementation challenges primarily centered around physical fitness outcomes, playground behavior trends, and the restructuring of behavioral intervention systems. However, the school continued refining and strengthening systems designed to support the whole child and remains committed to improving equitable access to social, emotional, behavioral, and physical wellness supports for all students, particularly historically underserved student groups.

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.

The variances between Budgeted Expenditures and Estimated Actuals reflect areas where resources were reallocated to meet the overall needs of students during the school year

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness Analysis – Goal 2: Social, Emotional, and Physical Wellness

Feaster Charter School's Goal 2 focuses on improving and increasing access to services that support students' social, emotional, behavioral, and physical wellness, particularly for Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. During Year 2 of the three-year LCAP cycle, the majority of actions under Goal 2 demonstrated measurable effectiveness in improving access to supports, strengthening school climate systems, and increasing student participation in wellness-related services and interventions.

Effective Actions and Impact on Metrics:

• Physical Education & Wellness Supports (Action 2.1)
Effectiveness Rating: Moderate to High

The continued implementation of 3 fully credentialed Physical Education teachers and 2 Physical Education Instructional Assistants remained effective in maintaining equitable access to physical education programming and organized sports opportunities for students. The school successfully maintained full staffing, curriculum implementation, and grade-level collaboration structures throughout the school year.

However, physical fitness outcomes declined compared to baseline levels. Fifth-grade Healthy Fitness Zone performance decreased from 54.33% during the baseline year to 48.78% during the 2025–2026 school year, while seventh-grade Healthy Fitness Zone performance decreased from 81.75% to 78.22%.
• Although implementation fidelity remained strong, the decline in fitness outcomes indicates that while access to physical education services remained effective, additional strategies may be needed to strengthen student fitness participation, endurance, and overall physical wellness outcomes.

• Health Services (Action 2.2)
Effectiveness Rating: High

The full-time registered nurse position continued demonstrating strong effectiveness in providing equitable access to student health services and medical supports.
• During the 2025–2026 school year, 100% of medical 504 meetings were completed in a timely manner, all medical 504 plans remained current, and all student health referrals and resiliency meeting concerns were addressed with families. This action ensured students had access to critical health supports necessary for school attendance, engagement, and safety.

• Counseling Services & Mental Health Supports (Action 2.3)
Effectiveness Rating: High

The counseling program demonstrated strong effectiveness in increasing access to mental health and social-emotional supports for students.
• Compared to baseline data, the percentage of students identified as needing Tier 2 supports decreased from 15% to 11.3%, while the percentage of students identified as needing Tier 1 supports increased from 82% to 84.5%.
• Student self-referrals receiving counseling support increased substantially from 62% during the baseline year to 85% during the 2025–2026 school year, representing a 23% increase in student access to counseling services.
• Additionally, 70% of students participating in counseling groups during Quarter 3 demonstrated progress toward their counseling goals as evidenced by pre/post assessments and weekly objectives.

These results demonstrate that the counseling systems, referral structures, and intervention supports implemented through Goal 2 are effectively increasing student access to mental health supports and contributing to improved social-emotional outcomes for students.

• Second Step Social Emotional Learning Curriculum (Action 2.4)
Effectiveness Rating: High

Implementation of the Second Step curriculum demonstrated substantial improvement and effectiveness during the 2025–2026 school year.
• Completion of grade-level Second Step lessons increased from 70% of classrooms during the baseline year to 96% of classrooms during the current implementation year.
• Additionally, classrooms completing a Second Step lesson within the previous two weeks increased from 53% during the baseline year to 93% (43 out of 45 classrooms) during the 2025–2026 school year.

These metrics demonstrate a significant increase in implementation consistency and schoolwide utilization of social-emotional learning curriculum, contributing to stronger Tier 1 social-emotional supports across classrooms.

• Mentorship Programs & Student Leadership Opportunities (Action 2.5)
Effectiveness Rating: High

The restructuring and expansion of mentorship opportunities demonstrated strong effectiveness during the 2025–2026 school year.
• Following the discontinuation of the Boys to Men partnership, the school expanded mentorship opportunities from one mentorship opportunity for female students and one for male students during the baseline year to five student mentorship and leadership opportunities during the current implementation year.
• Programs included the Brotherhood Summit, Women’s Empowerment Summit, Safe Schools Ambassadors training, Peer Mediation training, and Tier 2 attendance mentorship supports.

This expanded mentorship model allowed the school to provide broader access to leadership development, mentorship, conflict resolution, attendance support, and student connection opportunities aligned to identified student needs and stakeholder feedback.

• Behavior Intervention Systems (Action 2.6)
Effectiveness Rating: Foundational / Developing

During the 2025–2026 school year, the role of the Behavior Specialist Instructional Assistant was significantly restructured to serve as Tier 1 of the school’s Emergency Response Team.
• Due to this substantive change in implementation and revised responsibilities, the school is no longer utilizing the same behavior referral monitoring systems previously connected to the position.
• As a result, a direct comparison to baseline metrics could not yet be established, and additional implementation time is needed to determine long-term effectiveness under the revised structure.

While the restructuring has strengthened the school’s behavioral response systems operationally, effectiveness data remains in the foundational stages as new baseline systems and metrics are being developed.

• Organized Sports & Playground Supervision Supports (Action 2.7)
Effectiveness Rating: Moderate

The implementation of organized sports supervision and playground support systems demonstrated mixed effectiveness.
• The percentage of major referrals originating from playground and outdoor areas decreased from 21.42% during the baseline year to 16.30% during the 2025–2026 school year, indicating improvement in managing more significant behavioral incidents during recess and outdoor activities.
• However, the percentage of minor referrals originating from playground and outdoor areas increased from 8.39% to 11.56%.

These results indicate that while organized supervision and structured recess supports may have contributed to reductions in major behavioral incidents, additional proactive systems and structured student engagement opportunities are still needed to address lower-level playground behaviors.

• PBIS Framework & School Climate Systems (Action 2.8)
Effectiveness Rating: Very High

The PBIS framework continued demonstrating strong effectiveness in improving school climate systems, behavioral expectations, and positive reinforcement structures schoolwide.
• By May 2026, 100% of staff and students could identify at least two out of three schoolwide expectations.
• Classrooms implementing trust circles increased from 68% during the baseline year to 84%.
• Classrooms implementing calm corners increased from 88% to 95%.
• Classrooms completing Second Step lessons increased significantly from 8% during the baseline year to 96%.
• Staff utilization of Falcon tickets increased from 96% to 98%, while student receipt of Falcon tickets increased from 93% to 94%.
• Behavioral outcomes also improved, with average daily minor referrals decreasing from 6.04 to 4.51 referrals per day and average daily major referrals decreasing from 3.71 to 3.02 referrals per day.

These outcomes demonstrate that the school's PBIS systems, behavior supports, and positive reinforcement structures continue to be highly effective in improving school climate and student behavioral outcomes.

• Wellness Professional Development (Action 2.9)
Effectiveness Rating: Moderate

Professional development connected to wellness systems, PBIS, restorative practices, and student support systems continued during the implementation year.
• Although the total number of professional development sessions remained lower than the original baseline average, the trainings provided remained aligned to the projected Year 3 outcome target and focused on strengthening implementation of student wellness systems schoolwide.

This action remains moderately effective in supporting staff capacity-building efforts connected to student wellness and behavior supports.

Overall, the actions implemented under Goal 2 have largely been effective in increasing access to social-emotional, behavioral, and physical wellness supports for students and families. The most impactful actions included counseling services, PBIS implementation, Second Step curriculum implementation, mentorship expansion, and health services, all of which demonstrated measurable progress aligned to Goal 2 metrics and stakeholder priorities.

Areas requiring continued refinement include physical fitness outcomes, playground behavior systems, and the ongoing development of revised behavioral intervention structures connected to the Emergency

Response Team model. However, the school continues to demonstrate strong progress toward building comprehensive systems that support the whole child and improve equitable access to wellness supports for historically underserved student groups.

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

Changes Made to Goal 2 Based on Data and Analysis

Following analysis of California Dashboard data, local behavior and counseling metrics, PBIS implementation data, Satchel Pulse data, and stakeholder feedback, Feaster Charter School made targeted refinements to Goal 2 to strengthen implementation fidelity, improve data collection systems, and better align student wellness supports to the evolving needs of students and families, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness.

Changes to the Goal Statement

No changes were made to the overall Goal 2 statement. The goal continues to appropriately reflect the school's commitment to improving and increasing access to services that support students' social, emotional, behavioral, and physical wellness.

Changes to Expected Outcomes

Several expected outcomes were refined based on Year 2 implementation data and analysis of student wellness systems:

• Action 2.1 (Physical Education & Fitness):
Although implementation fidelity within the Physical Education program remained strong, student Healthy Fitness Zone outcomes declined compared to baseline levels. As a result, the school will continue maintaining its existing Year 3 targets while placing additional focus on increasing student engagement in physical fitness activities and strengthening overall wellness supports.

• Action 2.3 (Counseling Services):
Because the counseling department successfully implemented student goal progress monitoring during the 2025–2026 school year, future implementation will continue emphasizing measurable student growth through counseling pre/post assessments and weekly objectives. Additional refinement of counseling group progress monitoring systems will continue during the upcoming school year.

• Action 2.6 (Behavior Intervention Systems):
Due to the restructuring of the Behavior Specialist Instructional Assistant role into the Tier 1 responder for the Emergency Response Team, expected outcomes for this action were revised. The school will establish a new baseline aligned to the revised responsibilities of the position and future metrics may include responsiveness to behavior support calls, implementation of Tier 2 behavior support plans, and other measures aligned to the updated scope of the role.

• Action 2.7 (Organized Sports & Playground Supports):
Because major playground referrals improved while minor playground referrals increased, the school will continue refining organized recess structures, proactive supervision systems, and student engagement opportunities during unstructured times to reduce lower-level playground behaviors.

Changes to Metrics

Several metrics connected to Goal 2 were refined based on implementation data and evolving wellness systems:

• Action 2.3 (Counseling Services):
Metrics connected to counseling services will continue monitoring student progress toward counseling goals through pre/post assessments and weekly objectives. The school also plans to further refine how counseling group effectiveness is measured across grade spans and intervention types.

• Action 2.6 (Behavior Intervention Systems):
Metrics connected to the Behavior Specialist Instructional Assistant role were revised due to the restructuring of the position. The school is transitioning away from prior whole-grade referral tracking systems and developing new metrics aligned to Emergency Response Team responsiveness, Tier 2 intervention implementation, and behavior support systems.

• Action 2.7 (Playground & Organized Sports Supports):
Metrics related to playground referrals will continue to be monitored and disaggregated between major and minor referrals to better identify patterns of student behavior during recess and outdoor activities.

• Action 2.8 (PBIS Systems):
PBIS implementation metrics connected to trust circles, calm corners, Falcon tickets, and Second Step implementation will continue to be monitored schoolwide to strengthen Tier 1 behavioral supports and implementation consistency.

Changes Made to Actions

• Action 2.5 (Mentorship Programs):
Following the discontinuation of the Boys to Men partnership during the prior implementation year, the school continued refining mentorship opportunities by expanding to broader student leadership, mentorship, and peer-support programs, including Safe Schools Ambassadors, Peer Mediation, attendance mentorship systems, the Brotherhood Summit, and the Women’s Empowerment Summit. These expanded opportunities better aligned to student needs and stakeholder feedback.

• Action 2.6 (Behavior Intervention Systems):
The role of the Behavior Specialist Instructional Assistant was substantively restructured during the 2025–2026 school year to serve as the Tier 1 responder within the school’s Emergency Response Team structure. This refinement was made in response to ongoing analysis of student behavioral needs and the school’s development of a more comprehensive Multi-Tiered System of Supports (MTSS).

• Action 2.7 (Organized Sports & Playground Supports):
The school will continue strengthening organized recess and supervision systems to address persistent minor behavioral concerns occurring during outdoor and playground activities.

• Actions 2.2, 2.3, 2.4, 2.8, and 2.9 (Health Services, Counseling Services, Second Step, PBIS, and Professional Development):
These actions will continue with no major structural changes, as implementation and outcome data demonstrated that they remain effective and aligned to stakeholder priorities and student wellness needs.

Summary of Intent

These refinements were made to ensure Goal 2 remains responsive to implementation data, school

climate indicators, behavioral trends, counseling outcomes, and educational partner feedback. The changes are intended to strengthen wellness systems, improve behavioral and counseling intervention structures, refine data monitoring systems, and continue increasing equitable access to social, emotional, behavioral, and physical wellness supports for all students, particularly historically underserved student groups.

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
Action #1	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.	$427,277.00	No
Action #2	2.2 Hire 1 registered nurse FTE	Employ a full-time nurse to ensure students have access to on-campus health care, support with medical needs,	$133,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
Action #3	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,	$354,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusive learning environments.		
Action #4	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.	$5,144.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	2.5 Develop mentorship program for students, providing necessary supplies.	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.	$10,000.00	Yes
Action #6	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.	$108,984.00	Yes
Action #7	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.	$83,683.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports positive behavior, increases physical activity, and creates a safer, more inclusive playground environment.		
Action #8	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	No
Action #9	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	$22,000.00	No

Action #	Title	Description	Total Funds	Contributing
		success and well-being.		

Goal

Goal #	Description	Type of Goal
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; Priority 7: Course Access Priority; 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Feaster Charter School has prioritized Goal 3 as a Focus Goal centered on improving and increasing access to academic achievement supports and services for all students, with a specific focus on English Learners (EL), Students with Disabilities (SWD), Low Income students, Foster Youth, and students experiencing homelessness. This goal was identified through analysis of California Dashboard indicators, local assessment data, English Learner progress data, intervention data, and extensive consultation with educational partners.

Goal 3 remains a priority because, although Feaster Charter School demonstrated overall academic growth, significant achievement gaps continue to persist among unduplicated student groups. According to the 2025 California Dashboard:

* Students with Disabilities scored 102.3 points below standard in English Language Arts and 127.7 points below standard in Mathematics.
* English Learners scored 40.6 points below standard in English Language Arts and 70.6 points below standard in Mathematics.
* Long-Term English Learners (LTELs) remained in the Orange performance band in Mathematics at 95.2 points below standard.
* English Learners demonstrated continued need in English language proficiency growth, with 48.4% of students making progress toward proficiency in 2024–2025.

Local data further reinforced the need for continued intervention and targeted support systems. During the 2025–2026 school year:

* 15.8% (133/843) of unduplicated students academically below grade level in reading received Tier 2 reading supports.
* 16.1% (136/843) of unduplicated students academically below grade level in mathematics received Tier 2 math supports.
* 82% of students eligible for afterschool math tutoring participated in tutoring supports, and 91.9% of participating students demonstrated growth based on iReady tutoring assessments.
* All teachers received SEAL professional development in Integrated and Designated English Language Development (ELD).

* Feaster Charter School implemented EduClimber schoolwide to strengthen progress monitoring, intervention tracking, and MTSS systems.

Educational partner feedback strongly reinforced the importance of continuing and strengthening the actions connected to Goal 3. Across stakeholder surveys, focus groups, PAC, DELAC, Coffee and Community meetings, PTO meetings, student focus groups, resiliency meetings, SST discussions, and staff meetings, educational partners consistently identified the following priorities:

* Expanded reading and mathematics intervention services
* Stronger Tier 2 intervention systems and progress monitoring
* Increased collaboration between general education and special education staff
* Continued implementation of SEAL and designated/integrated ELD strategies
* Improved support systems for LTELs and At-Risk LTELs
* Access to updated curriculum, instructional materials, and educational technology
* Expanded tutoring and afterschool academic support opportunities

These priorities directly align with the actions outlined in Goal 3, including:

* Hiring Reading Impact Teachers and Math Impact Teachers to provide Tier 2 intervention
* Expanding afterschool tutoring opportunities through ELOP
* Purchasing updated curriculum and instructional materials
* Strengthening collaboration between general education and special education teachers
* Providing professional development focused on academic achievement, SEAL implementation, and ELD strategies
* Implementing EduClimber to improve MTSS monitoring and intervention tracking
* Expanding systems and supports for LTELs and students requiring targeted interventions

Additionally, stakeholder consultation and local reflection identified the continued development of a comprehensive Multi-Tiered System of Supports (MTSS) as a strategic priority for the school. During the 2025–2026 school year, Feaster Charter School focused heavily on strengthening Tier 1 instruction through instructional alignment, SEAL implementation, and professional development. Moving into the 2026–2027 school year, the school identified the need to further strengthen Tier 2 systems, including intervention delivery, progress monitoring, entrance and exit criteria, and centralized data tracking through EduClimber.

Goal 3 was therefore prioritized because it directly addresses persistent academic achievement gaps and the need for more systematic intervention, language development, and progress monitoring systems for unduplicated student groups. Through continued investment in intervention staffing, curriculum, educational technology, MTSS systems, SEAL implementation, ELD supports, tutoring programs, and professional development, Feaster Charter School aims to improve academic outcomes and reduce barriers to achievement for historically underserved student populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	3.1 Contract online programs for iReady Mathematics, iReady	For the 2023-2024 school year, all students at Feaster Charter	For the 2024-2025 school year, all students at Feaster Charter	For the 2025-2026 school year, all students at Feaster Charter	All students at Feaster Charter School will take iReady Mathematics,	Compared to the 2023–2024 baseline year, Feaster Charter School

		Reading, Achieve 3000, Xello, eDynamic Learning, Paxton Patterson, and Project Lead the Way Provide professional development to staff and/or families on the use of online programs as needed.	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 2023-2024 school year, Feaster did not use Xello in any Mindlabs classrooms	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-	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 2025-2026 school year, homeroom teachers at Feaster Charter School monitored usage of our core programs (iReady Reading and iReady Math) on at least a quarterly basis. For the 2025-2026 school year, Feaster Charter School administrators and instructional coaches monitored usage on a consistent basis through EduClimber and through Resiliency Meetings. For the 2025-2026 school	iReady Reading, 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) on a consistent basis (e.g., monthly). 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. Feaster will use eDynamic	strengthened systems for monitoring academic programs through ongoing use of EduClimber, Resiliency Meetings, and regular monitoring of iReady Reading and Math usage by teachers, administrators, and instructional coaches. Additionally, Feaster expanded career-connected and technology-based learning opportunities, increasing Xello implementation from 0% to all MindLabs classrooms across grade levels. Project Lead the Way and Paxton Patterson were not utilized during the baseline year and increased to implementation in 43% (3/7) of secondary MindLabs

		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 or Paxton Patterson in secondary electives.	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 Paxton Patterson in 42% (5/12) secondary electives. For the 2024-2025 school year, Feaster used Project Lead the Way in 3/7 (43%) secondary Mindlabs classrooms.	year, Feaster used Xello in all Mindlabs classrooms for every grade level. For the 2025-2026 school year, Feaster used eDynamic Learning in 42% (5/12) secondary electives. For the 2025-2026 school year, Feaster used Paxton Patterson in 42% (5/12) secondary electives. For the 2025-2026 school year, Feaster used Project Lead the Way in 3/7 (43%) secondary Mindlabs classrooms.	Learning, Paxton Patterson, and Project Lead the Way to enhance secondary electives.	classrooms and 42% (5/12) of secondary electives, respectively, in 2025–2026.
2	3.2 Hire 0.4 FTE School Psychologist	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	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	For the 2025-2026 school year, 28 students were identifying through child find process at Feaster of needing to proceed with a psychoeducational evaluation from referral through SST process, team	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	Compared to the 2023–2024 baseline year, the number of students identified through the Child Find process increased from 18 to 28 students. School psychologist attendance at

		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 Initial, Annual, and Triannual IEP meetings.	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 Triennial IEP meetings.	referral, or parent referral. Out of the 28 students, 15 students (53%) so far have received an assessment plan, cognitive assessments were conducted, and an initial IEP was held. For the 2025-2026 school year, a school psychologist attended 97% of SST 4 meetings to provide input on student's progress/lack of progress academically or behaviorally. For the 2025-2026 school year, a school psychologist attended 86% of Initial, Annual, and triennial IEP meetings.	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.	SST 4 meetings increased from 93% to 97%, while attendance at Initial, Annual, and Triennial IEP meetings decreased from 100% to 86%. Additionally, the percentage of students who received an assessment plan, completed cognitive assessments, and held an initial IEP decreased from 77.8% to 53% as of the 2025–2026 school year, with several referrals still in progress.
3	3.3 Hire 1 FTE English Language Instructional Assistant	For the 2023-2024 school year, 100% of the students who have been identified as	For the 2024-2025 school year, 100% of the students who have been identified as	For the 2025-2026 school year, 100% of the students who have been identified as	100% of the students who have been identified as an English Learner will take the	There was no change from baseline to Year 2.

		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.	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.	an English Learner will take the ELPAC Initial Assessment and/or ELPAC Summative Assessment. For the 2025-2026 school year, 100% of the students who were identified as meeting reclassification criteria, were monitored, followed up with teacher recommendation form.	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.	
4	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	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.	For the 2025-2026 school year, 100% of our students had access to state adopted curriculum for Mathematics, English Language Arts, Science, and Career Technical Education.	100% of our students will have access to state adopted curriculum for Mathematics, English Language Arts, Science, History, and Career Technical Education.	Compared to the 2023–2024 baseline year, Feaster Charter School maintained 100% student access to state-adopted curriculum in Mathematics, English Language Arts, and Science, while expanding access to include Career Technical Education curriculum during the 2025–2026 school year.

	development to staff and/or families on the use of curriculum or instructional materials as needed.					
5	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.	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.	For the 2025-2026 school year, in Semester 1, 15.8% (133/843) of students who are on the unduplicated pupil list AND academically not on grade level in reading receive Tier 2 reading academic supports. For the 2025-2026 school year, in Semester 2, 17.3% (136/784) of students who are on the unduplicated pupil list AND academically not on grade level in reading receive Tier 2 reading academic supports. For the 2025–2026 school year, in grades K-2, 98% of students	For the 2026–2027 school year, at least 18% of unduplicated students who are academically below grade level in reading will receive Tier 2 reading intervention supports. For the 2026–2027 school year, students receiving Reading Impact services will continue to demonstrate measurable growth in foundational reading skills, oral reading fluency, and reading accuracy as evidenced through Quick Phonics Assessments, iReady Literacy Tasks Passage Reading Fluency Benchmark Assessments,	Compared to the 2023–2024 baseline year, the percentage of unduplicated students who were academically below grade level in reading and received Tier 2 reading supports remained relatively stable, increasing from 16% (169/1017) to 17.3% (136/784) by Semester 2 of the 2025–2026 school year. Additionally, the 2025–2026 school year established a new baseline for student growth outcomes using updated reading diagnostic measures. Students receiving Reading

					receiving Reading Impact services demonstrated growth from BOY to EOY, as measured by the Quick Phonics Assessment. For the 2025–2026 school year, in grades 3-5, 100% of students receiving Reading Impact services demonstrated growth from BOY to EOY, as measured by the Quick Phonics Assessment. For the 2025–2026 school year, in grades 3-5, 90% of students receiving Reading Impact services demonstrated growth in correct words per minute on a grade-level oral reading fluency passage from BOY to EOY, as measured by the iReady Literacy Tasks	and other adopted literacy diagnostic tools. For the 2026–2027 school year, all Reading Impact teachers will utilize progress monitoring systems on a regular basis to monitor student growth and intervention effectiveness. Additionally, reading intervention data will continue to be monitored through EduClimber and MTSS systems to support instructional decision-making and targeted interventions for students performing below grade level.	Impact services demonstrated strong growth outcomes across grade spans, including 98% growth in grades K–2, 100% growth in grades 3–5 on the Quick Phonics Assessment, and 90–96% growth in oral reading fluency and accuracy measures in grades 3–8.

				Passage Reading Fluency Benchmark Assessment. For the 2025–2026 school year, in grades 3-5, 92% of students receiving Reading Impact services demonstrated growth in accuracy percentage on a grade-level oral reading fluency passage from BOY to EOY, as measured by the iReady Literacy Tasks Passage Reading Fluency Benchmark Assessment. For the 2025–2026 school year, in grades 6-8, 93% of students receiving reading impact services demonstrated growth in correct words per minute on a grade level oral reading fluency passage from		

				BOY to EOY, as measured by the iReady Literacy Tasks Passage Reading Fluency Benchmark Assessment. For the 2025–2026 school year, in grades 6-8, 96% of students receiving Reading Impact services demonstrated growth in accuracy percentage on a grade-level oral reading fluency passage from BOY to EOY, as measured by the iReady Literacy Tasks Passage Reading Fluency Benchmark Assessment.		
6	3.6 Hire 3 FTE Math Impact Teachers to provide math intervention. Equip Math Intervention classroom and teachers with necessary professional development,	This is a new action and metric. Baseline will be taken at the end of the 2025-2025 school year.	This is a new action and metric. Baseline will be taken at the end of the 2025-2025 school year.	For the 2025–2026 school year, 52% (152 out of 294) of students identified as unduplicated pupils who were academically below grade level in math and not receiving	For the 2026–2027 school year, at least 55% of students identified as unduplicated pupils who are academically below grade level in mathematics and not receiving Reading	The 2025–2026 school year served as the baseline year for the implementation of Math Impact intervention services and the collection of student growth data tied to Tier 2

		curriculum, materials, and supplies to meet student and program needs.			Reading Impact services received Tier 2 math academic supports. For the 2025–2026 school year, among K–2 students receiving Math Impact support, 19% demonstrated minimal growth on the i-Ready Math Diagnostic Assessment, 19% made progress toward typical growth, and 62% met or exceeded their typical growth from beginning of year (BOY) to end of year (EOY). For the 2025–2026 school year, among 3-5 students receiving Math Impact support, 9.5% demonstrated minimal growth on the i-Ready Math Diagnostic Assessment, 9.5% made progress toward typical growth, and 81% met or	Impact services will receive Tier 2 math academic supports. For the 2026–2027 school year, students receiving Math Impact services will continue to demonstrate growth on the i-Ready Math Diagnostic Assessment from beginning of year (BOY) to end of year (EOY). The school aims for at least 70% of K–2 students, 85% of grades 3–5 students, and 88% of grades 6–8 students receiving Math Impact services to meet or exceed their typical growth targets. Additionally, Math Impact teachers will continue strengthening progress monitoring and intervention systems through EduClimber	math supports. During this baseline year, 52% (152/294) of unduplicated students identified as academically below grade level in mathematics and not receiving Reading Impact services received Tier 2 math intervention supports. Additionally, baseline student growth data was established through the i-Ready Math Diagnostic Assessment. Students receiving Math Impact services demonstrated strong growth outcomes across grade spans, with 62% of K–2 students, 81% of grades 3–5 students, and 86% of grades 6–8 students meeting or exceeding their typical growth targets

				exceeded their typical growth from beginning of year (BOY) to end of year (EOY). For the 2025–2026 school year, among 6-8 students receiving Math Impact support, 9% demonstrated minimal growth on the i-Ready Math Diagnostic Assessment, 5% made progress toward typical growth, and 86% met or exceeded their typical growth from beginning of year (BOY) to end of year (EOY).	and MTSS processes to support targeted mathematics interventions and monitor student growth throughout the school year.	from BOY to EOY.
7	3.7 Expanded Learning Opportunity Program will provide afterschool reading and math tutoring.	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	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	For the 2025–2026 school year, 82% of students eligible for math tutoring attended tutoring for at least one quarter. Of the students who participated in math tutoring, 91.9% (68/74) demonstrated growth as evidenced by iReady Tutoring	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.	Compared to the 2023–2024 baseline year, student participation in math tutoring increased from 40% to 82% of eligible students, an increase of 42 percentage points. Additionally, the percentage of students demonstrating

			evidenced by pre and post iReady math assessments. For the 2023-2024 school year, after school reading tutoring was not offered to students.	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.	Assessments. During Quarter 3, the number of students receiving math intervention support increased to 96 students, with interventions focused on Number & Operations and Algebraic Thinking. Students enrolled in the ELOP Math Tutoring Program demonstrated overall growth of 19.2% during Semester 1, which increased to 20.2% during Semester 2 based on iReady assessment data. Reading tutoring was implemented during Semester 2 of the 2025–2026 school year. In 4th grade, class vocabulary scores on the iReady assessment increased	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.	growth through tutoring increased from 72% to 91.9%, an increase of 19.9 percentage points. Feaster Charter School also expanded academic supports by implementing afterschool reading tutoring during the 2025–2026 school year, whereas no afterschool reading tutoring was offered during the baseline year.

				from 6.75 to 8.13 out of 12 (56% to 68%), demonstrating measurable growth in grade-level reading skills while also highlighting the continued need for targeted vocabulary support for students performing below grade level.		
8	3.8 Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	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	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	In the 2025-2026 school year, all lead teachers facilitated weekly grade level collaboration. In the 2025-2026 school year, all lead teachers received 5 days of professional development around facilitation skills, professional learning cycle, coaching and feedback. In the 2025-2026 school year, all lead teachers met monthly to push the instructional focus of the	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.	Compared to the 2023–2024 baseline year, lead teachers will continue facilitating weekly grade level collaboration and receiving ongoing professional development focused on facilitation skills, coaching and feedback, and professional learning cycles. Professional development days decreased from 6 days during the baseline year to a minimum expectation of 4 days, while lead teacher

		focus of the school forward.	school forward.	school forward.		collaboration meetings shifted from bi-monthly to monthly meetings to continue supporting the school's instructional focus.
9	3.9 Provide professional development to improve or increase services for all students to improve academic achievement.	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.	In the 2025-2026 school year, an average of 4.5 PDs per year were provided to staff to improve or services for all students to improve academic achievement. Specific PD opportunities per quarter are reflected below: Q1: 6 PDs Q2: 3 PDs Q3: 5 PDs Q4: 4 PDs	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.	Compared to the 2023–2024 baseline year, the average number of professional development opportunities provided to staff to improve academic achievement increased from 2.75 PDs per year to 4.5 PDs per year during the 2025–2026 school year, an increase of 1.75 professional development opportunities.
10	3.10 Collaboration between the General Education Teachers and Special Education Department. Alignment of curriculum between General Education	In the 2022-2023 school year, the distance from standard for students with disabilities in English Language Arts was 124.1 points below the standard. This was a decline of 11.8 points in	In the 2023-2024 school year, the distance from standard for students with disabilities in English Language Arts was 122.2 points below the standard. This was a decline of 1.9 points from	CA Dashboard for the 2025-2026 school year will come out in the 2026-2027 school year, however the CA Dashboard released November of 2025 showed: In the 2024-	Growth of 15 points in average distance from standard for students with disabilities in English Language Arts. Growth of 10 points in average distance from	Compared to the 2022–2023 baseline year, students with disabilities demonstrated improvement in both English Language Arts and Mathematics. The distance from standard

	Teachers and Special Education Teachers. Professional Development for general education and special education staff to increase student academic outcomes for students with disabilities.	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.	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.	2025 school year, the distance from standard for students with disabilities in English Language Arts was 102.3 points below the standard. This was an increase of 19.9 points from 2023-2024 school year. In the 2024-2025 school year, the distance from standard for students with disabilities in Mathematics was 127.7 points below the standard. This was a increase of 23.9 points from 2023-2024 school year.	standard for students with disabilities in Mathematics.	in English Language Arts improved from 124.1 points below standard to 102.3 points below standard, an improvement of 21.8 points. In Mathematics, the distance from standard improved from 150.6 points below standard to 127.7 points below standard, an improvement of 22.9 points.
11	3.11 Purchase EduClimber schoolwide license	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.	For the 2025–2026 school year, Feaster Charter School implemented EduClimber schoolwide to strengthen MTSS systems, intervention tracking, and progress monitoring practices. During	For the 2026–2027 school year, Feaster Charter School will strengthen implementation of EduClimber as the schoolwide MTSS data management and progress monitoring system. At least 95% of certificated	Baseline was established in the 2025-2026 school year.

					Quarter 4, all teachers were expected to monitor at least one intervention group within EduClimber, and 80.9% (76/94) of staff logged into EduClimber within the last three months. For the 2025–2026 school year, EduClimber data was utilized during Resiliency Meetings, SST discussions, and intervention planning meetings to support student progress monitoring and instructional decision-making. Initial implementation efforts also included training secondary staff on documenting Tier 2 supports for Long-Term English Learners (LTELs) within EduClimber.	staff and administrators will log into EduClimber on a consistent basis, and all teachers will monitor and update at least one intervention group within EduClimber throughout the school year. For the 2026–2027 school year, administrators, instructional coaches, coordinators, and counselors will utilize EduClimber data during SST meetings, Resiliency Meetings, collaboration meetings, and intervention planning to monitor student progress, document Tier 2 and Tier 3 supports, and support instructional decision-making. Additionally, Feaster Charter School will	

				The 2025–2026 school year served as the baseline year for schoolwide EduClimber implementation. Continued focus areas for the 2026–2027 school year include increasing consistent staff usage, strengthening administrator and coordinator monitoring practices, improving intervention documentation, and establishing clearer MTSS progress monitoring systems through EduClimber.	establish clearer systems for documenting intervention plans, entrance and exit criteria, and progress monitoring for students receiving academic, behavioral, and English Learner supports through the Multi-Tiered System of Supports (MTSS).	
12	3.12 We will provide professional development to teachers in Designated and Integrated English Language Development best practices. All LTELs will have documented Tier 2 or 3 academic supports on campus.	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-	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-	CA Dashboard for the 2025-2026 school year will come out in the 2026-2027 school year, however the CA Dashboard released November of 2025 showed: In the 2024-2025 school year, 48.4% of English Language	We will increase the percent of students making progress towards English language proficiency by 10% 100% of identified LTELs will have documented Tier 2 or Tier 3 academic	Compared to the 2022–2023 baseline year, the percentage of English Learners making progress toward English language proficiency declined from 51.6% to 48.4%, a decrease of 3.2 percentage

	All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	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.	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.	Learners made progress towards English language proficiency. This was a decline of 1.4% from the 2023-2024 school year. In the 2025-2026 school year, 6-8th staff was trained on documenting Tier 2 supports for LTELs in EduClimber. There was inconsistent follow-through. In the 2025-2026 school year, all teachers have received SEAL training in Integrated and Designated ELD. Expectations will be rolled out in the 2026-2027 school year.	supports in place. Designated ELD will be provided each day to our English Language Learners.	points. However, compared to the baseline year in which there were no systems or expectations for LTEL intervention tracking or designated ELD implementation, the 2025–2026 school year established initial systems through SEAL training for all teachers and training for grades 6–8 staff on documenting Tier 2 supports for LTELs in EduClimber, although implementation remains inconsistent and will continue to be strengthened in 2026–2027.
13	3.13 Contract a Reading Difficulties Risk Screener for K-6th Grade Students	In the 2023-2024 school year, Feaster did not have a centralized dashboard like EduClimber, nor the	In the 2024-2025 school year, Feaster did not have a centralized dashboard like EduClimber, nor a reading	In the 2025-2026 school year, all teachers received mClass and mClass Lectura training at the	For the 2026–2027 school year, all K–2 teachers will administer the mClass and mClass Lectura screener at	Baseline was established this school year.

		reading risk screener.	risk screener. Baseline will be taken at the end of the 2025-2026 school year.	start of the school year. We have administered the mClass screener at the beginning of the year, middle of the year, and end of year to all K-6th grade students. mClass was uploaded into EduClimber to have all of students information on one dashboard to inform instruction. Our teachers did not progress monitor.	the beginning, middle, and end of the school year to monitor early literacy growth. All K–2 teachers will receive ongoing professional development and coaching on using mClass data to inform Tier 1 and Tier 2 literacy instruction. For the 2026–2027 school year, mClass data will continue to be integrated into EduClimber to support schoolwide MTSS systems and literacy progress monitoring. Additionally, all K–2 teachers will progress monitor identified students receiving Tier 2 literacy intervention supports on a regular basis using mClass progress monitoring tools to better track student growth and		

					instructional responsiveness.	

Goal Analysis for 2026-27

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

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

Implementation Summary – Goal 3: Academic Achievement and Access to Academic Supports

Feaster Charter School continued to make substantial progress in implementing the actions under Goal 3, which focused on improving and increasing access to academic achievement supports and services for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. Overall, the majority of Goal 3 actions were implemented with a high level of fidelity and resulted in strengthened intervention systems, expanded tutoring opportunities, increased access to instructional technology and curriculum, improved MTSS infrastructure, and continued implementation of English Learner supports and professional development systems.

Successes in Implementation:

• Action 3.1 – Online Programs & Academic Monitoring Systems:
Feaster Charter School continued implementing core academic programs including iReady Mathematics, iReady Reading, Achieve3000, Xello, eDynamic Learning, Paxton Patterson, and Project Lead the Way. During the 2025–2026 school year, all students participated in iReady Reading and Mathematics diagnostics three times annually to monitor academic growth. Additionally, administrators and instructional coaches began consistently monitoring program usage through EduClimber and Resiliency Meetings, representing a significant systems improvement compared to prior implementation years. The school also successfully expanded Xello implementation to all MindLabs classrooms across grade levels and maintained implementation of career and technical education platforms within secondary electives.

• Action 3.2 – School Psychologist Support:
The additional school psychologist support position continued strengthening SST and Child Find systems. During the 2025–2026 school year, school psychologists attended 97% of SST 4 meetings and supported students referred through SST, team referrals, and parent referrals for psychoeducational evaluations. The increase in the number of students identified through Child Find processes demonstrates strengthened identification systems and increased awareness of student support needs.

• Action 3.3 – English Learner Instructional Assistant:
The English Language Instructional Assistant position continued supporting English Learners through ELPAC testing, monitoring of reclassification criteria, and follow-up processes connected to teacher recommendation forms. During the 2025–2026 school year, 100% of identified English Learners participated in required ELPAC assessments, and all students meeting reclassification criteria were monitored and processed appropriately.

• Action 3.4 – Curriculum & Instructional Materials:
The school maintained 100% student access to state-adopted curriculum and instructional materials in English Language Arts, Mathematics, Science, and Career Technical Education. Additionally, professional development opportunities connected to curriculum implementation continued throughout

the school year to support instructional consistency and academic achievement.

• Action 3.5 – Reading Impact Intervention Program:
The Reading Impact program continued providing Tier 2 literacy intervention supports for unduplicated students performing below grade level in reading. During the 2025–2026 school year, between 15.8% and 17.3% of unduplicated students academically below grade level in reading received Tier 2 reading intervention supports. Additionally, strong student growth outcomes were demonstrated across grade spans using updated literacy diagnostic tools. Students receiving Reading Impact services demonstrated growth rates ranging from 90% to 100% across foundational literacy skills, oral reading fluency, and reading accuracy measures. The implementation of updated reading diagnostic measures established a new baseline for future literacy intervention monitoring and MTSS planning.

• Action 3.6 – Math Impact Intervention Program:
The 2025–2026 school year served as the baseline implementation year for the Math Impact intervention program. During this first year of implementation, 52% of unduplicated students identified as academically below grade level in mathematics and not receiving Reading Impact services received Tier 2 mathematics intervention supports. Student growth outcomes on the iReady Math Diagnostic Assessment demonstrated strong effectiveness across grade spans, with 62% of K–2 students, 81% of grades 3–5 students, and 86% of grades 6–8 students meeting or exceeding their typical growth targets from beginning of year to end of year.

• Action 3.7 – Expanded Learning Opportunity Program (ELOP) Tutoring:
The Expanded Learning Opportunity Program continued significantly expanding access to afterschool tutoring services. Participation in afterschool math tutoring increased from 40% of eligible students during the baseline year to 82% during the 2025–2026 school year. Additionally, 91.9% of students participating in math tutoring demonstrated academic growth based on iReady tutoring assessments. Feaster Charter School also expanded academic supports by implementing afterschool reading tutoring during the 2025–2026 school year, whereas no afterschool reading tutoring was offered during the baseline year.

• Action 3.8 – Instructional Leadership Team Professional Development:
Lead teachers continued facilitating weekly grade-level collaboration meetings and received ongoing professional development connected to facilitation skills, coaching and feedback, and professional learning cycles. Lead teachers also met monthly to continue supporting the instructional focus of the school and strengthening Tier 1 instructional alignment.

• Action 3.9 – Academic Achievement Professional Development:
Professional development opportunities connected to academic achievement increased substantially compared to the baseline year. During the 2025–2026 school year, an average of 4.5 professional development opportunities per quarter were provided to staff focused on improving instruction, academic interventions, SEAL implementation, English Learner supports, and instructional practices to improve student achievement outcomes.

• Action 3.10 – General Education & Special Education Collaboration:
The school continued strengthening collaboration between general education and special education staff through professional development, instructional alignment, SST systems, and intervention planning. California Dashboard data released in November 2025 demonstrated improvement for Students with Disabilities in both English Language Arts and Mathematics. Compared to the 2022–2023 baseline year, Students with Disabilities improved by 21.8 points in English Language Arts and 22.9 points in Mathematics on the California Dashboard distance-from-standard indicators.

• Action 3.11 – EduClimber Implementation:

The 2025–2026 school year served as the baseline implementation year for EduClimber as the schoolwide MTSS data management and intervention tracking system. EduClimber was utilized during Resiliency Meetings, SST discussions, and intervention planning meetings to support instructional decision-making and student progress monitoring. By Quarter 4, all teachers were expected to monitor at least one intervention group within EduClimber, and 80.9% of staff had logged into the platform within the previous three months.

• Action 3.12 – English Learner Professional Development & LTEL Supports:
All teachers received professional development in Designated and Integrated English Language Development through SEAL training. Additionally, grades 6–8 staff were trained on documenting Tier 2 supports for Long-Term English Learners (LTELs) within EduClimber. These efforts represented an important foundational step toward strengthening LTEL intervention systems and designated ELD implementation schoolwide.

• Action 3.13 – Reading Difficulties Risk Screener:
During the 2025–2026 school year, Feaster Charter School successfully implemented mClass and mClass Lectura as universal literacy screeners for K–6 students. Teachers administered the screeners at the beginning, middle, and end of the school year, and student data was integrated into EduClimber to support MTSS systems and instructional planning. All teachers received professional development on administration and implementation of the screener.

Challenges and Implementation Deviations:

• School Psychologist Support & Assessment Timelines (Action 3.2):
Although SST participation remained strong, the percentage of students who completed the full Child Find process, including assessment plans, cognitive assessments, and initial IEP meetings, declined from 77.8% during the baseline year to 53% during the 2025–2026 school year. This was partially due to the increased complexity and volume of referrals, staffing challenges, and several evaluations still actively in progress at the time of reporting. Additionally, attendance at Initial, Annual, and Triennial IEP meetings decreased from 100% during the baseline year to 86%.

• LTEL Systems & Designated ELD Implementation (Action 3.12):
While all teachers received SEAL training in Integrated and Designated ELD practices, implementation systems for LTEL intervention documentation and designated ELD expectations remained inconsistent during the 2025–2026 school year. Although grades 6–8 staff received training on documenting Tier 2 supports for LTELs within EduClimber, follow-through and consistency varied across grade levels and departments. The school identified this as an area requiring continued refinement and stronger implementation expectations moving into the 2026–2027 school year.

• EduClimber & Progress Monitoring Systems (Actions 3.11 & 3.13):
Although EduClimber implementation was successfully launched schoolwide, consistent staff usage and intervention documentation remain areas for continued growth. Additionally, while mClass and mClass Lectura screening assessments were administered consistently, teachers did not consistently progress monitor identified students using the mClass progress monitoring tools during the implementation year. As a result, the 2025–2026 school year primarily served as a foundational implementation and baseline-setting year for both EduClimber and the new literacy screening systems.

• Secondary Program Implementation (Action 3.1):
While Xello implementation expanded schoolwide, implementation of eDynamic Learning, Paxton Patterson, and Project Lead the Way remained limited within some secondary electives and MindLabs classrooms. These programs continued serving as supplemental enhancement opportunities rather than fully integrated systems across all secondary pathways.

Summary:

Overall, Goal 3 was implemented with a high level of fidelity during the 2025–2026 school year, with substantial growth in intervention systems, tutoring opportunities, MTSS infrastructure, professional development, and instructional supports for historically underserved student groups. The school demonstrated measurable progress in strengthening Tier 2 intervention systems, expanding access to reading and mathematics intervention, implementing EduClimber schoolwide, and increasing collaboration between general education and special education systems.

Implementation challenges primarily centered around assessment timelines, LTEL intervention consistency, and establishing stronger progress monitoring systems connected to EduClimber and mClass implementation. However, the school successfully established foundational systems that will continue to be refined and strengthened during the upcoming implementation year as Feaster Charter School continues building a more comprehensive Multi-Tiered System of Supports (MTSS) focused on improving academic outcomes for all 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.

The variances between Budgeted Expenditures and Estimated Actuals reflect areas where resources were reallocated to meet the overall needs of students during the school year

An explanation of how effective the specific actions were in making progress toward the goal.

Effectiveness Analysis – Goal 3: Academic Achievement and Access to Academic Supports

Feaster Charter School’s Goal 3 focuses on improving and increasing access to academic achievement supports and services for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness. During Year 2 of the three-year LCAP cycle, the majority of actions under Goal 3 demonstrated measurable effectiveness in strengthening intervention systems, increasing access to Tier 2 academic supports, improving instructional systems, and expanding progress monitoring and MTSS structures for historically underserved student groups.

Effective Actions and Impact on Metrics:

• Online Programs, Curriculum Access, & Academic Monitoring Systems (Actions 3.1 & 3.4)
Effectiveness Rating: High

The continued implementation of iReady Mathematics, iReady Reading, Achieve3000, Xello, eDynamic Learning, Paxton Patterson, Project Lead the Way, and state-adopted curriculum demonstrated strong effectiveness in supporting academic access and instructional alignment.
• All students continued participating in iReady Reading and Mathematics diagnostics three times annually to monitor growth.
• Teachers, administrators, and instructional coaches strengthened monitoring systems through EduClimber and Resiliency Meetings.
• Xello expanded from no implementation during the baseline year to implementation in all MindLabs classrooms across grade levels.
• Students maintained 100% access to state-adopted curriculum in English Language Arts, Mathematics,

Science, and Career Technical Education.

These actions strengthened instructional consistency, expanded access to academic and career-connected learning opportunities, and improved systems for monitoring student progress.

• Reading Impact Intervention Program (Action 3.5)
Effectiveness Rating: Very High

The Reading Impact program demonstrated strong effectiveness in increasing access to Tier 2 reading intervention and improving literacy outcomes for students performing below grade level.
• During Semester 2 of the 2025–2026 school year, 17.3% (136/784) of unduplicated students academically below grade level in reading received Tier 2 reading intervention supports, compared to 16% during the baseline year.
• Students receiving Reading Impact services demonstrated exceptionally strong growth outcomes:

* 98% of K–2 students demonstrated growth on the Quick Phonics Assessment.
* 100% of grades 3–5 students demonstrated growth on the Quick Phonics Assessment.
* 90–96% of students in grades 3–8 demonstrated growth in oral reading fluency and reading accuracy measures.

These outcomes demonstrate that the Reading Impact intervention model, targeted literacy supports, and progress monitoring systems are effectively improving foundational reading skills and literacy growth for students receiving Tier 2 supports.

• Math Impact Intervention Program (Action 3.6)
Effectiveness Rating: High

The Math Impact program demonstrated strong effectiveness during its baseline implementation year.
• During the 2025–2026 school year, 52% (152/294) of unduplicated students identified as academically below grade level in mathematics and not receiving Reading Impact services received Tier 2 math intervention supports.
• Students receiving Math Impact services demonstrated strong growth outcomes on the iReady Math Diagnostic Assessment:

* 62% of K–2 students met or exceeded their typical growth targets.
* 81% of grades 3–5 students met or exceeded their typical growth targets.
* 86% of grades 6–8 students met or exceeded their typical growth targets.

These outcomes demonstrate that the implementation of dedicated Tier 2 math intervention supports and targeted small-group instruction is effectively supporting mathematics growth for students performing below grade level.

• Expanded Learning Opportunity Program (ELOP) Tutoring (Action 3.7)
Effectiveness Rating: Very High

Expanded Learning Opportunity Program tutoring services demonstrated substantial effectiveness in increasing access to academic supports and improving student outcomes.
• Participation in afterschool math tutoring increased from 40% of eligible students during the baseline year to 82% during the 2025–2026 school year.
• Of students participating in math tutoring, 91.9% demonstrated growth based on iReady tutoring assessments.
• Feaster Charter School also expanded supports by implementing afterschool reading tutoring during

the 2025–2026 school year, whereas no afterschool reading tutoring existed during the baseline year.
• Students enrolled in the ELOP Math Tutoring Program demonstrated overall growth increases from 19.2% during Semester 1 to 20.2% during Semester 2.

These outcomes demonstrate that expanded tutoring opportunities, targeted intervention, and increased access to afterschool supports are effectively improving academic outcomes for students requiring additional intervention.

• Collaboration Between General Education and Special Education (Action 3.10)
Effectiveness Rating: High

Efforts to strengthen collaboration between general education and special education staff demonstrated measurable effectiveness for Students with Disabilities.
• According to California Dashboard data released in November 2025:

* Students with Disabilities improved from 124.1 points below standard to 102.3 points below standard in English Language Arts, representing an improvement of 21.8 points.
* Students with Disabilities improved from 150.6 points below standard to 127.7 points below standard in Mathematics, representing an improvement of 22.9 points.

These improvements indicate that instructional alignment, collaboration systems, intervention planning, and increased academic supports for Students with Disabilities are contributing to improved academic outcomes.

• Instructional Leadership & Professional Development (Actions 3.8 & 3.9)
Effectiveness Rating: High

Professional development systems and instructional leadership structures continued demonstrating effectiveness in strengthening instructional practices and supporting academic achievement.
• Lead teachers continued facilitating weekly collaboration meetings and received professional development connected to facilitation skills, coaching, and instructional practices.
• Professional development opportunities focused on academic achievement increased from an average of 2.75 opportunities during the baseline year to 4.5 opportunities during the 2025–2026 school year.

These actions strengthened Tier 1 instructional systems, instructional alignment, and staff capacity to support historically underserved student groups.

• EduClimber MTSS Systems & Reading Risk Screener Implementation (Actions 3.11 & 3.13)
Effectiveness Rating: Foundational / Developing

The implementation of EduClimber and mClass/mClass Lectura served as foundational systems-building actions during the 2025–2026 school year.
• EduClimber was implemented schoolwide to support intervention tracking, MTSS systems, and progress monitoring.
• By Quarter 4, all teachers were expected to monitor at least one intervention group within EduClimber, and 80.9% of staff logged into the system within the previous three months.
• All K–6 teachers administered mClass and mClass Lectura screeners at the beginning, middle, and end of the school year, and data was integrated into EduClimber.

While these actions successfully established foundational MTSS and literacy screening systems, implementation consistency and intervention progress monitoring remain areas requiring continued refinement. Teachers did not consistently progress monitor students using mClass tools during the

implementation year, indicating these systems remain in the early stages of full implementation.

• English Learner Supports & LTEL Systems (Actions 3.3 & 3.12)
Effectiveness Rating: Moderate

English Learner systems demonstrated moderate effectiveness during the implementation year.
• Positively, 100% of English Learners participated in required ELPAC assessments and students meeting reclassification criteria were appropriately monitored.
• All teachers also received SEAL professional development in Designated and Integrated ELD practices.
• The school additionally began implementing systems for documenting Tier 2 supports for Long-Term English Learners (LTELs) within EduClimber.

While implementation systems for LTEL intervention tracking and designated ELD practices continue to be refined, the school established important foundational systems and professional development structures to strengthen supports for English Learners. Moving forward, the school will continue building consistency in implementation and intervention documentation to further support English language development and academic progress for English Learners and LTEL students.

• School Psychologist & Student Support Systems (Action 3.2)
Effectiveness Rating: Moderate

The additional school psychologist support position strengthened SST participation, student support systems, and referral processes throughout the 2025–2026 school year.
• School psychologist attendance at SST 4 meetings improved from 93% during the baseline year to 97% during the 2025–2026 school year.
• The increase in referrals and evaluations demonstrated stronger awareness of student needs and continued efforts to connect students with appropriate academic, behavioral, and special education supports.

During the implementation year, the school experienced staffing and capacity challenges alongside an increase in the complexity and volume of referrals and evaluations. These factors impacted timelines connected to completing assessments and meetings within the school year. However, the school continued prioritizing student support needs, SST collaboration, and efforts to connect students and families with appropriate interventions, evaluations, and resources. Moving forward, the school will continue refining systems, strengthening staffing structures, and improving coordination processes to ensure students are linked with the appropriate supports and services in a timely manner.

Overall, the actions implemented under Goal 3 have largely demonstrated effectiveness in strengthening academic intervention systems, increasing access to tutoring and Tier 2 supports, improving MTSS infrastructure, and expanding academic supports for historically underserved student groups. The most impactful actions included Reading Impact, Math Impact, ELOP tutoring, professional development systems, and collaboration between general education and special education staff, all of which demonstrated measurable growth aligned to Goal 3 metrics and identified student needs.

Areas requiring continued refinement include English Learner intervention consistency, LTEL support systems, consistent EduClimber usage, and progress monitoring implementation connected to MTSS and literacy screening systems. However, the foundational systems established during the 2025–2026 school year position Feaster Charter School to continue strengthening its Multi-Tiered System of Supports (MTSS) and improving academic outcomes for all students, particularly unduplicated student groups.

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

Changes Made to Goal 3 Based on Data and Analysis

Following analysis of California Dashboard data, local academic performance metrics, intervention data, EduClimber implementation data, literacy screener results, and stakeholder feedback, Feaster Charter School made targeted refinements to Goal 3 to strengthen academic intervention systems, MTSS implementation, English Learner supports, and progress monitoring systems for all students, particularly Students with Disabilities (SWD), English Learners (EL), Low Income students, Foster Youth, and students experiencing homelessness.

Changes to the Goal Statement

No changes were made to the overall Goal 3 statement. The current goal continues to appropriately reflect the school's focus on improving and increasing access to academic achievement supports and services for all students, while prioritizing historically underserved student groups through targeted interventions, MTSS systems, tutoring, and instructional supports.

Changes to Expected Outcomes

Several expected outcomes were refined based on Year 2 implementation data and analysis of academic intervention systems:

• Action 3.5 (Reading Impact Intervention):
Because the school implemented updated literacy diagnostic assessments and screening tools during the 2025–2026 school year, the current year served as a new baseline for several literacy growth metrics. Future expected outcomes will continue focusing on increasing the percentage of unduplicated students receiving Tier 2 reading intervention services and demonstrating measurable literacy growth across foundational reading skills, oral reading fluency, and reading accuracy measures.

• Action 3.6 (Math Impact Intervention):
The 2025–2026 school year served as the baseline implementation year for the Math Impact intervention program. Based on strong first-year growth outcomes, future expected outcomes will continue focusing on increasing access to Tier 2 math intervention supports while maintaining high percentages of students meeting or exceeding typical growth targets on the iReady Math Diagnostic Assessment.

• Action 3.11 (EduClimber MTSS Systems):
Because the 2025–2026 school year served as the initial implementation year for EduClimber, future expected outcomes were refined to place a stronger emphasis on consistent staff usage, intervention documentation, progress monitoring, and MTSS data analysis schoolwide.

• Action 3.12 (English Learner & LTEL Supports):
Based on implementation data and English Learner performance trends, future expected outcomes will place increased emphasis on strengthening designated ELD implementation, LTEL intervention systems, and documentation of Tier 2 supports for English Learners within EduClimber.

• Action 3.13 (mClass & Literacy Screening Systems):
Because mClass and mClass Lectura served as newly implemented literacy screening systems during the 2025–2026 school year, future expected outcomes will shift from initial implementation toward consistent progress monitoring and intervention responsiveness for students identified as at risk for reading difficulties.

Changes to Metrics

Several metrics connected to Goal 3 were refined to improve specificity, strengthen progress monitoring, and better align with MTSS implementation priorities:

• Action 3.11 (EduClimber):
Metrics connected to EduClimber implementation were refined to monitor staff login frequency, intervention group progress monitoring, and consistency of intervention documentation across grade levels and departments.

• Action 3.12 (English Learner & LTEL Supports):
Metrics related to English Learner supports were refined to include stronger monitoring of LTEL intervention documentation, designated ELD implementation, and Tier 2 intervention tracking within EduClimber.

• Action 3.13 (mClass & mClass Lectura):
Metrics connected to literacy screening systems were expanded to include progress monitoring implementation and responsiveness to intervention for students identified through universal screening measures.

• Action 3.7 (ELOP Tutoring):
Metrics connected to afterschool tutoring were refined to continue monitoring participation rates, student growth outcomes, and expansion of both reading and mathematics tutoring supports.

Changes Made to Actions

• Action 3.6 (Math Impact Intervention):
Following strong baseline implementation data during the 2025–2026 school year, the Math Impact program will continue expanding and refining Tier 2 mathematics intervention supports for students performing below grade level.

• Action 3.11 (EduClimber MTSS Systems):
The school will continue refining EduClimber implementation with an increased focus on staff accountability, intervention tracking, progress monitoring consistency, and use of MTSS data to guide instructional decision-making and SST processes.

• Action 3.12 (English Learner & LTEL Supports):
Additional focus will be placed on strengthening designated ELD implementation, LTEL intervention systems, and consistency of Tier 2 support documentation for English Learners across grade levels and departments.

• Action 3.13 (Reading Difficulties Risk Screener):
The school will continue implementing mClass and mClass Lectura while strengthening expectations for progress monitoring, intervention responsiveness, and instructional planning connected to literacy screening results.

• Actions 3.1, 3.4, 3.5, 3.7, 3.8, 3.9, and 3.10:
These actions will continue with no major structural changes, as implementation data demonstrated strong effectiveness in supporting academic achievement, intervention systems, professional development, and academic supports for historically underserved student groups.

Summary of Intent

These refinements were made to ensure Goal 3 remains responsive to implementation data, California Dashboard outcomes, local academic performance metrics, and stakeholder feedback. The changes are intended to strengthen MTSS systems, improve intervention consistency, expand progress monitoring structures, refine English Learner and LTEL supports, and continue increasing equitable access to academic interventions and instructional supports for all students, particularly unduplicated student groups.

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
Action #1	3.1 Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Xello, eDynamic Learning, Paxton Patterson, 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	$480,000.00	No

Action #	Title	Description	Total Funds	Contributing
		college and career readiness opportunities, particularly for unduplicated students.		
Action #2	3.2 Hire 1.2 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.	$176,422.00	No
Action #3	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	$73,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners (LTELs). This action improves the coordination of language services and ensures targeted support for ELs in meeting language proficiency and academic goals.		
Action #4	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 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.	$106,270.00	No
Action #5	3.5 Hire 3.0 FTE Reading Impact Teachers to provide reading intervention.	Hire 3 full-time Reading Impact Teachers to provide Tier 2 reading	$457,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Equip Reading Intervention classroom and teachers with necessary professional development, curriculum, materials, and supplies to meet student and program needs.	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.		
Action #6	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.	$476,836.00	Yes
Action #7	3.7 Expanded Learning Opportunity Program will 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	$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		assessments, and CAASPP data. This action increases academic intervention time and supports accelerated growth for students with the greatest needs.		
Action #8	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.	$29,000.00	No
Action #9	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	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs and ensures equitable access to whole-child supports for all learners.		
Action #10	3.10 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional practices and outcomes for students with disabilities. This action builds a unified approach to inclusive teaching and learning.		
Action #11	3.11 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.	$25,000.00	Yes
Action #12	3.12 We will provide professional development to teachers in Designated and Integrated English Language Development best practices. All LTELs will have documented Tier 2 or 3 academic supports on campus. All At-Risk LTELs and LTELs will receive	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	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	designated ELD instruction at least once a day.	receive Tier 3 academic supports or begin documented Tier 2 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.		
Action #13	3.13 Contract a Reading Difficulties Risk Screener for K-6th 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	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development and prevent long-term academic gaps.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,564,557.00	$134,122.00

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
22.12%	23.28%	$637,315.00	45.40%

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 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	SART meeting logs, attendance improvement plans, and reduction in chronic absenteeism rates by subgroup.

		most affected by chronic absenteeism.	
Goal 2 Action 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 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 6	Unduplicated students are disproportionately represented in discipline referrals and often require targeted behavioral interventions to support school success.	The Behavior Specialist 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 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 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 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 11	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.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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.
	Teachers need support in delivering effective Designated and Integrated ELD to ensure English	Provide professional development to teachers on ELD best practices, specifically designed to	PD participation logs, teacher implementation surveys, EL progress

	Learners meet language development goals and close the achievement gap.	improve instruction for English Learners in all content areas.	monitoring data, and ELPAC growth results.
	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.

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 3.12 – Tier 2 Support for Long-Term English Learners (Goal 3): This action initiates tracking Tier 2 support for all Long-Term English Learners (LTELs) to ensure they receive Tier 2 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 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 Tier 2 support. Documented Tier 2 groups in EduClimber document 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$11,594,187.00	$2,564,557.00	22.12%	0.00%	45.40%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,564,557.00	$610,494.00	$907,277.00	$73,427.00	$4,155,755.00	$1,415,342.00	$2,740,413.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	1.1 Employ 6 Mindlabs teachers: 3 FTE STEM Positions and 3 FTE VAPA positions. Equip Mindlabs teachers with appropriate curriculum and instructional materials.	All student groups	No	LEA-Wide		All grades	2026-2027
1	2	1.2 Partner with career connected schools. Equip all staff with appropriate instructional materials.	All student groups	No	LEA-Wide		All grades	2026-2027
1	3	1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	All student groups	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	4	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.	All student groups	No	LEA-Wide		All grades	2026-2027
1	5	1.5 Provide parenting classes, English classes and other advancement opportunities for parents.	All student groups	No	LEA-Wide		All grades	2026-2027
1	6	1.6 Employ	All student	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		MTSS-Instructional Assistant	groups					
1	7	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.	All student groups	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	2026-2027
1	8	1.8 Provide professional development to expand equitable initiatives and opportunities for all students and families.	All student groups	No	LEA-Wide		All grades	2026-2027
2	1	2.1 Employ 3 FTE Physical Education teachers and 2 FTE Physical Education	All student groups	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		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.						
2	2	2.2 Hire 1 registered nurse FTE	All student groups	No	LEA-Wide		All grades	2026-2027
2	3	2.3 Employ 3 FTE school counselors. Equip the counseling department with appropriate curriculum and instructional materials (e.g.,	All student groups	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		universal screener, etc.).						
2	4	2.4 Purchase and implement Second Step curriculum for all classroom teachers	All student groups	No	LEA-Wide		All grades	2026-2027
2	5	2.5 Develop mentorship program for students, providing necessary supplies.	All student groups	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	2026-2027
2	6	2.6 Employ 1 FTE Behavior Instructional Assistant	All student groups	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	2026-2027
2	7	2.7 Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	All student groups	No	LEA-Wide		All grades	2026-2027
2	8	2.8 Provide a comprehensive Positive Behavior Intervention	All student groups	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		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.						
2	9	2.9 Provide professional development to improve and increase access to services for all students and families that support social, mental, behavioral, emotional, and	All student groups	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		physical wellness.						
3	1	3.1 Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Xello, eDynamic Learning, Paxton Patterson, and Project Lead the Way. Provide professional development to staff and/or families on the use of online programs as needed.	All student groups	No	LEA-Wide		All grades	2026-2027
3	2	3.2 Hire 1.2 FTE School Psychologist	All student groups	No	LEA-Wide		All grades	2026-2027
3	3	3.3 Hire 1 FTE English Language Instructional Assistant	English Learners, Reclassified English Proficient Students	Yes	LEA-Wide	English Learners	All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	4	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.	All student groups	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	5	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.	Unduplicated Pupils	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	2026-2027
3	6	3.6 Hire 3.0 FTE Math Impact Teachers to provide math intervention.	Unduplicated Pupils	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	2026-2027
3	7	3.7 Expanded Learning Opportunity Program will provide afterschool reading	All student groups	No	LEA-Wide		2nd-8th grade students	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		and math tutoring.						
3	8	3.8 Professional development for the Instructional Leadership Team. Equip Instructional Leadership Team with necessary supplies, curriculum, and resources.	All student groups	No	LEA-Wide		All grades	2026-2027
3	9	3.9 Provide professional development to improve or increase services for all students to improve academic achievement.	All student groups	No	LEA-Wide		All grades	2026-2027
3	10	3.10 Collaboration between the General Education Teachers and Special Education Department.	All student groups	No	LEA-Wide		All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		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.						
3	11	3.11 Purchase EduClimber schoolwide license	All grades	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	2026-2027
3	12	3.12 We will provide professional development to teachers in	English learners	Yes	LEA-Wide	English learners	All grades	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Designated and Integrated English Language Development best practices. All LTELs will have documented Tier 2 or 3 academic supports on campus. All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.						
3	13	3.13 Contract a Reading Difficulties Risk Screener for K-6th Grade Students	All student groups	No	LEA-Wide		K-6th Grades	2026-2027

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percenta of Improved Services
1	1	$0.00	$738,979.00	$738,979.00	$0.00	$0.00	$0.00	$738,979.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	2	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0.00%
1	3	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0.00%
1	4	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0.00%
1	5	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0.00%
1	6	$0.00	$59,501.00	$59,501.00	$0.00	$0.00	$0.00	$59,501.00	0.00%
1	7	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
1	8	$80,000.00	$0.00	$80,000.00	$0.00	$0.00	$0.00	$80,000.00	0.00%
2	1	$0.00	$427,277.00	$0.00	$0.00	$427,277.00	$0.00	$427,277.00	0.00%
2	2	$0.00	$133,000.00	$133,000.00	$0.00	$0.00	$0.00	$133,000.00	0.00%
2	3	$354,072.00	$0.00	$0.00	$354,072.00	$0.00	$0.00	$354,072.00	0.00%
2	4	$0.00	$5,144.00	$5,144.00	$0.00	$0.00	$0.00	$5,144.00	0.00%
2	5	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0.00%
2	6	$0.00	$108,984.00	$108,984.00	$0.00	$0.00	$0.00	$108,984.00	0.00%
2	7	$0.00	$83,683.00	$83,683.00	$0.00	$0.00	$0.00	$83,683.00	0.00%
2	8	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
2	9	$22,000.00	$0.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00	0.00%
3	1	$480,000.00	$0.00	$0.00	$0.00	$480,000.00	$0.00	$480,000.00	0.00%
3	2	$0.00	$176,422.00	$0.00	$176,422.00	$0.00	$0.00	$176,422.00	0.00%
3	3	$0.00	$73,427.00	$0.00	$0.00	$0.00	$73,427.00	$73,427.00	0.00%
3	4	$106,270.00	$0.00	$106,270.00	$0.00	$0.00	$0.00	$106,270.00	0.00%
3	5	$0.00	$457,160.00	$457,160.00	$0.00	$0.00	$0.00	$457,160.00	0.00%
3	6	$0.00	$476,836.00	$476,836.00	$0.00	$0.00	$0.00	$476,836.00	0.00%
3	7	$80,000.00	$0.00	$0.00	$80,000.00	$0.00	$0.00	$80,000.00	0.00%
3	8	$29,000.00	$0.00	$29,000.00	$0.00	$0.00	$0.00	$29,000.00	0.00%
3	9	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0.00%
3	10	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
3	11	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0.00%
3	12	$9,000.00	$0.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0.00%
3	13	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$11,594,187.00	$2,564,557.00	22.12%	0.00%	45.40%	$1,111,980.00	0.00%	9.59%

Totals by Type	Total LCFF Funds
Total:	$1,111,980.00
LEA-wide Total:	$2,564,557.00
Limited Total:	$0.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	$25,000.00	0.00%
1	7	1.7 Start a systematic SART Process that is data-	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	$0.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		driven and helps address barriers for students and families to combat attendance issues or concerns.						
2	3	2.3 Employ 3 FTE school counselors. Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.).	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	$0.00	0.00%
2	5	2.5 Develop mentorship program for students, providing necessary supplies.	Yes	LEA-Wide	foster and homeless youth, socio-economically disadvantaged	All grades	$10,000.00	0.00%
2	6	2.6 Employ 1 FTE Behavior	Yes	LEA-Wide	foster and homeless youth, socio-	All grades	$108,984.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Instructional Assistant			economically disadvantaged			
3	3	3.3 Hire 1 FTE English Language Instructional Assistant	Yes	LEA-Wide	English Learners	All grades	$0.00	0.00%
3	5	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.	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	$457,160.00	0.00%
3	6	3.6 Hire 3.0 FTE Math Impact Teachers to provide math intervention.	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	$476,836.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	11	3.11 Purchase EduClimber schoolwide license	Yes	LEA-Wide	homeless and foster youth, English learners, socio-economically disadvantaged	All grades	$25,000.00	0.00%
3	12	3.12 We will provide professional development to teachers in Designated and Integrated English Language Development best practices. All LTELs will have documented Tier 2 or 3 academic supports on campus. All At-Risk LTELs and LTELs will receive designated ELD instruction at least once a day.	Yes	LEA-Wide	English learners	All grades	$9,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$3,897,900.00	$4,454,148.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Employ 6 Mindlabs teachers: 3 FTE STEM Positions and 3 FTE VAPA positions. Equip Mindlabs teachers with appropriate curriculum and instructional materials.	No	$774,979.00	$732,234.00
1	2	1.2 Partner with career connected schools	No	$45,000.00	$0.00
1	3	1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	Yes	$52,325.00	$16,138.00
1	4	1.4 Provide access to up to date 1:1 device to students and staff.	No	$40,000.00	$59,573.00
1	5	1.5 Provide parenting classes, English classes and other advancement opportunities for parents.	No	$9,600.00	$0.00
1	6	1.6 Employ MTSS-Instructional Assistant	No	$59,501.00	$58,866.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	7	1.7 Start a systematic SART Process	Yes	$0.00	$0.00
1	8	1.8 Provide professional development to expand equitable initiatives and opportunities for all students and families.	No	$0.00	$74,990.00
2	1	2.1 Employ 3 FTE Physical Education teachers and 2 FTE Physical Education Instructional Assistants.	No	$495,612.00	$490,837.00
2	2	2.2 Hire 1 registered nurse FTE	No	$99,067.00	$132,650.00
2	3	2.3 Employ 3 FTE school counselors. Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.).	Yes	$354,072.00	$344,805.00
2	4	2.4 Purchase and implement Second Step curriculum for all classroom teachers	No	$5,144.00	$0.00
2	5	2.5 Develop mentorship program for students, providing necessary supplies.	Yes	$10,000.00	$10,000.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	6	2.6 Employ 1 FTE Behavior Instructional Assistant	Yes	$88,984.00	$82,559.00
2	7	2.7 Employ 1.5 FTE Physical Education Instructional Assistants for Organized Sports	No	$52,621.00	$65,806.00
2	8	2.8 Provide a comprehensive Positive Behavior Intervention and Supports (PBIS) framework at Feaster Charter.	No	$0.00	$0.00
2	9	2.9 Provide professional development to improve and increase access to services for all students and families	No	$0.00	$22,000.00
3	1	3.1 Contract online programs for iReady Mathematics, iReady Reading, Achieve 3000, Xello, eDynamic Learning, Paxton Patterson, and Project Lead the Way. Provide professional development to staff and/or families on the use of online programs as needed.	No	$146,651.00	$474,617.00
3	2	3.2 Hire 1.2 FTE School Psychologist	No	$176,422.00	$175,804.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	3.3 Hire 1 FTE English Language Instructional Assistant	Yes	$73,427.00	$74,742.00
3	4	3.4 Purchase curriculum and instructional materials	No	$134,706.00	$541,263.00
3	5	3.5 Hire 3.0 FTE Reading Impact Teachers to provide reading intervention.	Yes	$457,160.00	$464,821.00
3	6	3.6 Hire 3.0 FTE Math Impact Teachers to provide math intervention.	Yes	$476,836.00	$476,711.00
3	7	3.7 Expanded Learning Opportunity Program will provide afterschool reading and math tutoring.	No	$50,000.00	$77,768.00
3	8	3.8 Professional development for the Instructional Leadership Team	No	$29,000.00	$28,500.00
3	9	3.9 Provide professional development to improve or increase services for all students to improve academic achievement.	No	$0.00	$40,464.00
3	10	3.10 Collaboration between the General Education Teachers and Special Education Department.	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	11	3.12 We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	Yes	$197,005.00	$9,000.00
3	12	3.13 Contract a Reading Difficulties Risk Screener for K-6th Grade Students	No	$18,825.00	$0.00
3	13	3.11 Purchase EduClimber schoolwide license	Yes	$50,963.00	$0.00

2025-26 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$2,502,055.00	$1,598,361.00	$199.08	$1,598,161.92	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	1.3 Provide educational excursions for students to support equitable opportunities and academic progress.	Yes	$52,325.00	$22.12	0.00%	0.00%
1	7	1.7 Start a systematic SART Process	Yes	$0.00	$22.12	0.00%	0.00%
2	3	2.3 Employ 3 FTE school counselors. Equip the counseling department with appropriate curriculum and instructional materials (e.g., universal screener, etc.).	Yes	$354,072.00	$22.12	0.00%	0.00%
2	5	2.5 Develop mentorship program for students, providing necessary supplies.	Yes	$10,000.00	$22.12	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	6	2.6 Employ 1 FTE Behavior Instructional Assistant	Yes	$0.00	$22.12	0.00%	0.00%
3	3	3.3 Hire 1 FTE English Language Instructional Assistant	Yes	$0.00	$22.12	0.00%	0.00%
3	5	3.5 Hire 3.0 FTE Reading Impact Teachers to provide reading intervention.	Yes	$457,160.00	$22.12	0.00%	0.00%
3	6	3.6 Hire 3.0 FTE Math Impact Teachers to provide math intervention.	Yes	$476,836.00	$0.00	0.00%	0.00%
3	11	3.12 We will provide professional development to teachers in Designated and Integrated English Language Development best practices.	Yes	$197,005.00	$22.12	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
3	13	3.11 Purchase EduClimber schoolwide license	Yes	$50,963.00	$22.12	0.00%	0.00%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$11,270,987.00	$2,502,055.00	0.00%	22.20%	$199.08	0.00%	0.00%	$250,185,592.20	22.20%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. 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.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance

is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and

effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

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

underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional

percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that

is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

Contributing Actions Annual Update Table

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

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

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

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

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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