

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2025-2026

General Information

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

Alma Fuerte Public School in Pasadena, California is a small, community focused educational institution that is dedicated to providing a high-quality education in a diverse, inclusive, and equitable environment. As a single-site, LACOE authorized charter school, Alma Fuerte opened its doors in 2017 with approximately 70 students. Since then, we have grown significantly and will be welcoming around 275 students for the upcoming 2025-2026 school year.

At Alma Fuerte, we pride ourselves on maintaining a strong financial portfolio while offering a robust and well-rounded curriculum. We believe in providing our students with expanded learning opportunities that extend beyond the traditional school day. Our programs run from 6:30 am to 6:30 pm, Monday to Friday, ensuring that students have ample time to develop and retain their skills. Additionally, we offer break camps throughout the year, including summer camps, to further enrich our students' learning experiences.

To ensure the success of our students, Alma Fuerte employs a dedicated team of 40 staff members. This allows us to maintain a smaller adult-to-student ratio, enabling us to focus our resources at the classroom and student level. We believe in personalized and inclusive education, and as such, we offer a comprehensive academic program that includes electives from STEAM (Science, Technology, Engineering, Arts, and Mathematics) as well as an entrepreneurial program. Through our entrepreneurial program, students learn financial literacy and develop the soft skills necessary for success in the employment world.

Alma Fuerte is proud to be an ethnically diverse community. Our student population comprises 25% African American, 64.8% Hispanic, 2.8% White, 6.8% students identifying as Two or More Races. We place special emphasis on supporting all students, particularly those who are English Learners, socioeconomically disadvantaged (83% of our students), and identified as homeless youth (4.2%).

Our mission at Alma Fuerte is to deliver an exceptional educational experience that ignites genius and empowers students to make a positive impact on the world. We prioritize the holistic development of each student while providing a high-quality academic program. As an institution, we are committed to continuous improvement and strive to create an environment where every student can thrive.

Reflections: Annual Performance

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

Reflecting on the recent academic year, Alma Fuerte's targeted strategies under the Local Control and Accountability Plan (LCAP) have yielded significant successes in our students' academic achievement and social-emotional development.

2023 California School Dashboard Performance

Our focused efforts are reflected in the increase in the ratings we achieved across various demographics in both English Language Arts and Mathematics.

CAASPP English Language Arts: 57.4 points below standard which is a 21 point increase from the previous year.

CAASPP Mathematics: 81.2 points below standard which is a 23 point increase from the previous year.

English Language Learner Progress: Tailored interventions have notably improved outcomes for our English Language Learners.

Summative ELPAC: 70.4% showed progress, up from the 60% from the previous year.

Annual Reclassification Rate: Increased from 18.97% to 25.64 %

Student Social-Emotional Well-Being: Our social-emotional learning initiatives have significantly contributed to enhancing student well-being. Chronic absenteeism rates at Alma Fuerte Public School continues to be an area where we are particularly strong and we plan to continue with strategies that continue to promote regular attendance for all students. Additionally, we have continued to have low rates of suspension. Suspension rates in the 2023-2024 school year, as of May 30, 2024 are:

* All Students: 0%

* African American: 0%

* Hispanic: 0%

* Two or more races: 0%

* White: 0%

* English Language Learners: 0%

* Socioeconomically Disadvantaged: 0%

* Students with Disabilities: 0%

NWEA Benchmarking - Internal Data

Our internal benchmarking data from NWEA indicates that the Alma Fuerte students continued to demonstrate academic growth in both English Language Arts and Mathematics

NWEA English Language Arts (May 2024)

* All Students: 2.67

* African American: 3.02

* Hispanic: 2.14

* White: 0.51

* English Language Learners: 2.91

* Socioeconomically Disadvantaged: 3.05

* Students with Disabilities: 4.21

NWEA Mathematics (May 2024)

* All Students: 2.04

* African American: 1.15

* Hispanic: 2.36

* White: 1.64

* English Language Learners: 2.46

* Socioeconomically Disadvantaged: 2.25

* Students with Disabilities: 1.89

Reflections: Technical Assistance

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

The funding received for targeted interventions have allowed us to hire full-time interventionists for Language Arts and Math.

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.

Alma Fuerte Public 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.

Alma Fuerte Public School is committed to developing thoughtful, data-driven Comprehensive Support and Improvement (CSI) plans that reflect the needs of our students, families, and community. The development process is rooted in collaboration, equity, and continuous improvement.

We begin by conducting a thorough needs assessment using multiple data sources, including state and local assessments (e.g., CAASPP, NWEA MAP), attendance records, suspension and discipline data, student and family surveys, and stakeholder input. Special attention is given to the performance and needs of our unduplicated and historically underserved student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, and African American students.

Our School Leadership Team, which includes teachers, administrators, special education staff, EL specialists, and parent representatives, leads the development of the plan. The team identifies root causes of performance challenges through structured data inquiry and dialogue. We also facilitate input sessions with our School Site Council and English Learner Advisory Committee (ELAC), ensuring that parent voices—especially those from our highest-need groups—shape both the goals and strategies we pursue.

Once priority areas for growth are identified, the CSI plan outlines specific, measurable goals and targeted actions, such as evidence-based instructional practices, professional development, intervention programs, and socio-emotional supports. Each action is aligned with funding sources and timelines to ensure feasibility and accountability.

The plan is then reviewed by school leadership and external partners (as needed) for feedback and refinement before final submission. Once implemented, Alma Fuerte continuously monitors progress toward CSI goals through benchmark assessments, classroom observations, stakeholder check-ins, and internal data reviews—making adjustments in real time as needed.

Our ultimate aim is to foster a culture of equity, learning, and resilience, ensuring that every student—regardless of background—receives the supports necessary to thrive.

Monitoring and Evaluating Effectiveness

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

Alma Fuerte Public School takes a proactive and data-informed approach to monitoring and evaluating its school improvement plan to ensure meaningful progress toward student achievement and equity goals.

The evaluation process is embedded within our school's continuous improvement cycle and led by the School Leadership Team in collaboration with teachers, instructional coaches, and community stakeholders. We regularly collect and analyze both qualitative and quantitative data, including:

Academic Data: NWEA MAP growth, CAASPP results, classroom assessments, and student work samples

Engagement Data: Attendance, behavior/discipline reports, and participation in school programs

Perception Data: Family and student surveys, teacher feedback, and stakeholder focus groups

Key benchmarks are reviewed at least quarterly to assess whether strategies outlined in the plan are effectively supporting targeted student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, and African American students.

Progress is shared transparently with our School Site Council, English Learner Advisory Committee (ELAC), and the governing board. This ongoing reflection allows us to make timely mid-course corrections, reallocate resources as needed, and identify professional development priorities for staff.

Additionally, Alma Fuerte incorporates feedback loops into the evaluation process—such as family engagement sessions and teacher-led data dialogues—to ensure that stakeholder voices remain central to plan refinement and decision-making.

By maintaining this ongoing cycle of data analysis, reflection, and responsive action, Alma Fuerte ensures that our improvement efforts are not only well-implemented but also truly impactful for our students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Tea With Keay Monthly Newsletters ClassDojo Surveys
School Site Council	Tea With Keay Periodic Meetings Satisfaction Surveys
Staff	Staff Meetings Surveys Individual Feedback
Community Schools	Periodic Meetings Conversation Surveys
LACOE Authorizer/Coordinator	Periodic Meetings Oversight evaluations Conversation Professional Development
Board of Directors	Monthly meetings
SELPA	Periodic Meetings

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

The development of Alma Fuerte's adopted Local Control and Accountability Plan (LCAP) was deeply informed by the input and voice of our educational partners—students, families, teachers, staff, and community stakeholders. Throughout the year, we created multiple opportunities for engagement, including surveys, School Site Council and ELAC meetings, parent-teacher forums, and staff planning sessions.

Consistently, our stakeholders emphasized the need for continued academic support, mental health and wellness resources, continued inclusion and support for students with disabilities and English Learners, and more transparent communication with families. These insights directly informed the priorities and funding decisions in our LCAP. As a result, we have expanded intervention programs, added additional social-emotional supports, strengthened outreach tools like ClassDojo, and built in more frequent progress monitoring aligned to growth data.

This LCAP cycle also aligned with a critical milestone in our journey—our charter renewal. Stakeholder feedback not only helped shape the LCAP but also supported our charter narrative, reinforcing Alma Fuerte's commitment to continuous improvement, community responsiveness, and equitable outcomes. The alignment between the LCAP and the renewal process affirms our mission and the shared values that guide our work.

The adopted plan reflects more than goals and metrics—it reflects trust, collaboration, and a collective vision for the future of our school. It is evidence that when we listen carefully and act intentionally, we can build a stronger, more supportive learning environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the percentage of all students, including those from low-income households and English learners, who meet or exceed expected academic performance outcomes to ensure their preparedness for high school and beyond the classroom.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Goal One was developed through a comprehensive analysis of data obtained from various educational partner groups, including parents, teachers, and administrators. The analysis of the Smarter Balanced Assessment Consortium (SBAC) data revealed that Alma Fuerte Public School's academic performance on CAASPP testing falls below the California state averages. As an institution dedicated to the success of all students, this goal represents our unwavering commitment to their academic achievement.

In order to bridge the performance gaps identified, Alma Fuerte Public School actively collaborates with educational partners to establish progress indicators for all students from Transitional Kindergarten (TK) to 8th grade, with a particular emphasis on academic competence. These indicators are designed to establish a robust framework that fosters problem-solving skills and enables informed decision-making, ultimately assisting students in attaining both short-term and long-term goals.

To support this vital initiative, Alma Fuerte is implementing a range of measures to enhance the quality of education provided. This includes prioritizing teacher professional development programs, implementing best-first instruction strategies, and employing Multi-Tiered System of Supports (MTSS) strategies to cater to the diverse needs of students. The school also ensures that all students have access to fully credentialed teachers and state-adopted, board-approved, standards-based instructional materials.

To ensure continuous monitoring of progress, Alma Fuerte employs common internal assessments across TK-8, allowing for regular evaluation and adjustment of instructional strategies. By utilizing these metrics and taking appropriate actions, Alma Fuerte can provide a clear focus for all student groups, enabling progress monitoring on an annual basis at every grade level.

The ongoing collection of data allows Alma Fuerte to adapt and refine its actions as necessary, ensuring that the intended student groups receive effective support and driving continuous improvement in academic outcomes. By using data-driven decision-making, Alma Fuerte remains committed to closing the academic performance gaps and ensuring the success of all students at the school.

This comprehensive approach underscores our dedication to closing the achievement gap and providing equitable educational opportunities for all students. By systematically tracking progress, differentiating lessons, and making data-driven adjustments, we aim to elevate the academic performance of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average Distance from Standard on CAASPP ELA for all students and key student groups	Spring 2023 CAASPP ELA Scores- Distance to Standard (DFS) All Students - 57.4 African American - 110.7 points below standard Hispanic - 60.4 points below standard White - 65 points above standard EL- 67.6 points below standard Socioeconomically Disadvantaged - 66.8 points below standard Students with Disabilities - 103.9 points below standard	Spring 2024 CAASPP ELA Scores Distance to Standard (DFS) All Students - 54.8 African American - 61.8 points below standard Hispanic - 57 points below standard White - 16 points below standard EL- 59.6 points below standard Socioeconomically Disadvantaged - 65.6 points below standard Students with Disabilities - 63.6 points below standard		CAASPP ELA Scores- Distance to Standard All Students - 27.4 points below standard African American - 80.7 points below standard Hispanic - 30.4 points below standard EL- 103.9 points below standard Socioeconomically Disadvantaged - 36.8 points below standard Students with Disabilities - 73.9 points below standard	All Students: 3 African American: 48.9 Hispanic: 3.4 White: -49 EL: -8 Socioeconomically Disadvantaged: 1.2 Students with Disabilities: 40.3
2	Percentage Met/Exceeded CAASPP ELA for all students and key student groups	Spring 2023 CAASPP ELA Scores- Met or Exceeded State Standard Overall: 19.27% African American - 12.5% Hispanic - 18.33% White - 33.33% EL - 11.1% Socioeconomically Disadvantaged- 15.49% Students with Disabilities - 8.70%	Spring 2024 CAASPP ELA Scores- Met or Exceeded State Standard Overall: 20.56% African American - 16% Hispanic - 19.23% White - 50% EL - 4.17% Socioeconomically Disadvantaged- 14.74% Students with Disabilities - 22.58%		CAASPP ELA Scores- Met or Exceeded State Standard Overall: increase to 65% African American - increase to 65% Hispanic - increase to 65% White - increase to 65% EL - increase to 65% Socioeconomically Disadvantaged - increase to 65% Students with Disabilities - increase to 65%	Overall: 0.99% African American: 3.5% Hispanic: 0.9% White: 16.67% EL: -6.93% Socioeconomically Disadvantaged: -0.75% Students with Disabilities: 13.88%

3	Average Distance from Standard on CAASPP Mathematics for all students and key student groups	Spring 2023 CAASPP Mathematics Scores- Distance to Standard (DFS) All Students - 81.2 points below standard African American - 112.4 points below standard Hispanic - 91 points below standard White - 42 points above standard EL - 95 points below standard Socioeconomically Disadvantaged - 91.4 points below standard Students with Disabilities - 145.4 points below standard	Spring 2024 CAASPP Mathematics Scores- Distance to Standard (DFS) All Students - 100.9 points below standard African American - 130 points below standard Hispanic - 97.7 points below standard White - 129 points below standard EL - 119.3 points below standard Socioeconomically Disadvantaged - 112.7 points below standard Students with Disabilities - 166.5 points below standard		Mathematics Scores- Distance to Standard (DFS) All Students - 51.2 points below standard African American - 82.4 points below standard Hispanic - 61 points below standard White - 40 points above standard EL- 65 points below standard Socioeconomically Disadvantaged - 61.4 points below standard Students with Disabilities - 115.4 points below standard	All Students: -19.7 African American: -17.6 Hispanic : -6.7 White: -171 EL : -24.3 Socioeconomically Disadvantaged: -21.3 Students with Disabilities: -21.1
4	Percentage Met/Exceeded CAASPP Mathematics for all students and key student groups	Spring 2023 CAASPP Mathematics Scores- Met or Exceeded State Standard Overall: 16.86% African American - 12.5% Hispanic - 15% White - 33.33% EL - 11.11% Socioeconomically Disadvantaged - 14.09% Students with Disabilities - 4.35%	Spring 2024 CAASPP Mathematics Scores- Met or Exceeded State Standard Overall: 15.09% African American - 16.67% Hispanic - 11.54% White - 0% EL - 4.17% Socioeconomically Disadvantaged - 9.58% Students with Disabilities - 6.66%		CAASPP Mathematics Scores- Met or Exceeded State Standard Overall: increase to 65% African American - increase to 65% Hispanic - increase to 65% White - increase to 65% EL - increase to 65% Socioeconomically Disadvantaged - increase to 65% Students with Disabilities - increase to 65%	Overall: -1.77% African American: 4.17% Hispanic: -3.46% White: -33.33% EL: -6.94% Socioeconomically Disadvantaged: -4.51% Students with Disabilities: 2.31%

5	Percentage Met/Exceeded Standards on CAST Science Assessment Scores for all students and key student groups	Spring 2023 CAST Scores- Met or Exceeded State Standard Overall: 22.73% 5th Grade - 22.73% 8th Grade - N/A Hispanic - 22.23% White - N/A% EL - 0% Socioeconomically Disadvantaged - 23.52% Students with Disabilities: N/A%	Spring 2024 CAST Scores- Met or Exceeded State Standard Overall: 2.94% 5th Grade - 3.85% 8th Grade - 0% Hispanic - 0% White - 0% EL - 0% Socioeconomically Disadvantaged - 0% Students with Disabilities: 0%		CAST Scores- Met or Exceeded State Standard Overall: Increase to 65% 5th Grade - increase to 65% 8th Grade - increase to 65% Hispanic - increase to 65% White - 65% EL - increase to 65% Socioeconomically Disadvantaged - increase to 65%	Overall: -19.79% 5th grade: -18.88% 8th grade: N/A Hispanic: -22.23% White: N/A EL: 0% Socioeconomically Disadvantaged: -23.52% Students with Disabilities: N/A%
6	California Dashboard Local Indicator: Access to broad course of study. This measure explores whether students have access to, and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		2023 California Dashboard Local Indicator: "Standard Met"	No Difference
7	Internal Assessments (NWEA) - Mathematics	Baseline being established in the 2024-2025 school year	Baseline: The majority of the grades will meet the expected CGI of 0. 2023-2024 NWEA Data: 8/9 Classes had a CGI of 0 or higher.		The majority of the grades will meet the expected CGI of 0.	No Difference, Met Baseline

8	Internal Assessments (NWEA) - English Language Arts	Baseline being established in the 2024-2025 school year	Baseline: The majority of the grades will meet the expected CGI of 0. 2023-2024 NWEA Data: 5/9 Classes had a CGI of 0 or higher.		Baseline being established in the 2024-2025 school year	No Difference, Baseline Met
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Goal Analysis for 2024-2025

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

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

While the majority of planned initiatives were carried out, key adjustments were made in response to evolving needs and external conditions. Our middle school team focused on creating a culture of academic excellence, personal action plans and college and career exploration. The counselors ensured that any and all barriers to learning including anxiety, chronic absenteeism and overall apathy were discussed with the student and replaced with actionable steps that ensure growth. The assessment of this goal has been evaluated for effectiveness based on our needs assessment for our strategic support plan associated with charter renewal as well as the needs assessment for the Learning Recovery Block Grant.

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.

Material differences were the result of our ongoing assessment of our strategic support plan and charter renewal. Additionally, in January 2025 we had the devastating Eaton Fire and it necessitated quick reactions and supports to address the current needs of the students, staff and our families.

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

The implemented actions of the LCAP during the 2023-2024 school year have shown to be effective at the school level especially with regard to our internal benchmarking growth targets; the majority of our students, including our subgroups met the -0.2 to 0.2 range in all subjects. On the CAASPP state test our subgroups made significant growth with our EL and Special Education students exceeding the state DFS. Our African American subgroup made an amazing 48 point increase bringing those students to within 3 points of the state DFS. The implemented action plan has shown that even though we are continuing to make progress, we need to continue with intention, accountability and being focused on data (especially trends)

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.

To enhance the effectiveness of the strategic action plan, we implemented parental education targeting academic areas such as reading and common core math. Our attendance administrator created more concise and intentional protocols to track attendance and utilize the team to mitigate factors contributing to chronic absenteeism.

Because the Eaton fire in January 2025 our trajectory of growth experienced a major disruption. Even with this challenge our staff has been committed to learning from the Larchmont professional development and the weekly instructional coaching committing to creating a culture that embraces academic excellence and college and career readiness.

For the 2025-2026 school year we are intending on creating an honors program which is in alignment with the National Junior Honor Society, an attendance scholarship for students who have perfect attendance and CTE course offerings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Testing/Data Coordinator	Oversee and manage all aspects of standardized testing and assessments within the school. This involves coordinating logistics, ensuring compliance with state and federal regulations, and supporting both students and staff throughout the testing process. Additionally, monitor the academic success of students in ELA and math by supporting the school with data-driven collaborations.	\$78,408.00	Yes
2	Curriculum and Textbooks	Provide every student with CCSS-aligned instructional materials (text and online). Many textbooks have multi-year subscriptions.	\$15,988.00	Yes
3	Educational Software	Purchase educational software to support student learning (i.e. IXL, etc.). Many programs have multi-year subscriptions.	\$16,750.00	No
4	Reading and Math Assessments to Support RTI	Educational software licences in ELA and Math to assess student progress on grade level standards (IXL, Diebels)	\$1,000.00	Yes
5	Learning Recovery Academic Improvement - Math Interventionist	A math interventionist will work with TK-8 school teachers and students to help struggling students achieve grade-level proficiency in mathematics	\$78,408.00	Yes
6	Academic Improvement-Literacy Interventionist	A literacy interventionist will work with TK-8 school teachers and students to help struggling students achieve grade-level proficiency in English Language Arts.	\$134,796.00	Yes
7	Special Educational Staff	Special Education providers (i.e. speech therapists, occupational therapist, psychologists, etc.) and a SPED Director to support the SPED program.	\$252,474.00	No
8	Instructional Aides	Hire instructional aides to support and expand student learning in their classrooms.	\$358,869.00	Yes
9	Fall, Winter, Spring, Intensive Tutoring Program	Provide intensive tutoring to close achievement gaps during extended school breaks.	\$62,004.00	No
10	Summer Enrichment	Provide enrichment activities and tutoring during the summer break.	\$75,408.00	No

	Program			
11	After School Program	Provide an after-school program that enhances the number of targeted intervention groups and offers enrichment activities (stipends for staff participating in the program)	\$8,800.00	No
12	Transitional Kindergarten	Continue to provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten program to build school readiness skills and a strong learning foundation for success in Kindergarten and beyond. Alma Fuerte will continue to develop the program as California moves towards statewide expansion to Universal Transitional Kindergarten.	\$70,275.00	Yes
13	Student Technology Devices	Maintain a 1-to-1 device ratio for students. Computers will be replaced as necessary with 3-8 given first priority. If needed, provide students with hotspots to improve Wi-Fi at home. The cost includes ongoing expenditures for additional computer replacements and technology infrastructure.	\$7,500.00	No
14	Saturday Program	Offer a Saturday program for students that reinforces basic academic skills. The program will also provide a structured time where students can make-up work they missed due to low attendance. This Saturday program will also provide assistance to parents to assist with their child's academic journey.	\$49,080.00	Yes

Goal

Goal #	Description	Type of Goal
2	Create a support system for our English Learners (EL) that provides challenging, grade-appropriate instruction. Ensure they have equal access to high-quality, inclusive academic programs that incorporate culturally relevant teaching and are responsive to their language needs.	Focus Goal

State priorities addressed by this goal.

1, 2, 4, 5, 7

An explanation of why the LEA has developed this goal.

Developing a clear and focused goal for English Learners (EL) is crucial to ensuring all students have equal opportunities for academic success and personal growth. English Learners face unique challenges in achieving English proficiency while mastering grade-level academic content. Without targeted support, they risk falling behind, which can impact their educational and career prospects in the long term.

By setting a well-defined EL goal, we can effectively tackle these challenges with tailored instructional strategies, culturally and linguistically responsive teaching practices, and ongoing professional development for educators. This goal aims to close the achievement gap, foster cultural and global competence, and prepare EL students to become active, informed, and globally-minded citizens.

Additionally, it aligns with our commitment to creating an inclusive and supportive learning environment where every student can thrive academically and personally. This includes providing access to resources and support services that address the specific needs of English Learners, such as language development programs, bilingual education, and academic interventions.

By expanding our efforts in supporting English Learners, we can ensure that they receive the necessary tools and opportunities to succeed academically, develop their language skills, and reach their full potential. This not only benefits the individual students but also contributes to a more diverse and inclusive society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	CA Dashboard Data	2022-2023 Dashboard Data for EL ELA: 67.6 points below standard Math: 95 points below standard Chronic Absenteeism: 19.5% Suspension: 4.7%	2023-2024 Dashboard Data for EL ELA: 59.6 points below standard Math: 119.3 points below standard Chronic Absenteeism: 24.1% Suspension: 0%		Dashboard Data for EL ELA: 37.6 points below standard Math: 65 points below standard Chronic Absenteeism: 7% Suspension: 0%	ELA: 8 Math: -24.3 Chronic Absenteeism: 4.6% Suspension: -4.7%
2	Summative ELPAC Results & CA Dashboard Data Summative ELPAC Results	2022-2023 Summative ELPAC Results (percentage of students at each ELPI Level) Level 1: 15.38% Level 2: 35.90% Level 3: 23.08% Level 4: 25.64% 2022-2023 Dashboard Data 70.4% making progress toward English language proficiency 18.5% maintained ELPI levels 11.1% decreased at least 1 ELPI Level 70.4% progressed at least 1 ELPI Level	2023-2024 Summative ELPAC Results (percentage of students at each ELPI Level) Level 1: 12.00% Level 2: 18.00% Level 3: 34.00% Level 4: 36.00% 2023-2024 Dashboard Data 82.9% making progress toward English language proficiency 14.3% maintained ELPI levels 2.9% decreased at least 1 ELPI Level 82.9% progressed at least 1 ELPI Level		Summative ELPAC Results (percentage of students at each ELPI Level) Level 1: 10% Level 2: 20% Level 3: 35% Level 4: 35% 2022-2023 Dashboard Data 80% making progress toward English language proficiency 10% maintained ELPI levels 5% decreased at least 1 ELPI Level 80% progressed at least 1 ELPI Level	Summative ELPAC Results (percentage of students at each ELPI Level) Level 1: -3.38% Level 2: -17.6% Level 3: 10.92% Level 4: 10.36% Dashboard Data 12.5% making progress toward English language proficiency -4.1% maintained ELPI levels -8.2% decreased at least 1 ELPI Level 12.5% progressed at least 1 ELPI Level
3	Percentage Met/Exceeded Standards on CAST Science Assessment	0% of EL's met or exceeded the standard for science	0% of EL's met or exceeded the standard for science		65% of EL's met or exceeded the standard for science	No Difference
4	Long-Term English Learner Data	2022-2023 Dataquest Number of LTEL: 3	2023-2024 Dataquest Number of LTEL: 5		2022-2023 Dataquest Number of LTEL: 1	Dataquest Number of LTEL: 2
5	Reclassification	2022-2023 Dataquest Number of RFEP: 8	2023-2024 Dataquest Number of RFEP: 14		Dataquest Number of RFEP: 12	Dataquest Number of RFEP: 6

Goal Analysis for 2024-2025

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

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

In 2023-2024, Alma Fuerte focused on building a comprehensive and equity-centered support system for English Learners. While most actions were implemented as planned, there were a couple of adjustments that were made (as a result of a higher than anticipated population of students who were new to the country). We purchased HMH 3D, a more comprehensive curriculum that allowed the teachers to scaffold and differentiate more easily and intentionally. Families of EL students reported greater satisfaction and understanding of student progress due to improved communication and outreach.

Additionally, we ensured that in every classroom there was an English and a Spanish speaking adult that were able to support as necessary. The teaching staff was encouraged to work in a capacity of support, ensuring that the students had the ability to grow even if there was some struggle. Our counselling team also provided SEL support to our EL students who needed additional strategies to feel success. All of these strategies were aligned with data (formative, summative and benchmarking).

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.

Material differences were the result of our ongoing assessment of our strategic support plan and charter renewal. Additionally, in January 2025 we had the devastating Eaton Fire and it necessitated quick reactions and supports to address the current needs of the students, staff and our families. This goal was directly impacted by the fires and subsequent ICE raids, and continues to be an area of focus.

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

Alma Fuerte EL students have made significant improvements. Our ELPI on the California Dashboard was 82.9% which is 37.2% higher than the state and significantly higher than PUSD. Additionally, our EL students made 8 points of growth on the ELA CAASPP test to 59.6 DFS which beat the state by 8 points. Having a dedicated EL Coordinator, EL interventions and UDL lesson plans which focus on the needs of the individual students has contributed to the success in this goal.

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

Because Alma Fuerte continues to enroll students whose primary language is one other than English, we have ensured that the EL Co-ordinator is a full time position that works in collaboration with the administration team and the special education team for continual reflection on goals and data. Additionally, we purchased an EL Education program from METRA - Companion Reading which helps parents learn to read and write in English alongside their children.

Homework instructions are all sent home in English and in the home language in addition to all of the school to home correspondences. We have community liaisons who speak Spanish, counselling staff who also are fluent Spanish speakers.

For the 2025-2026 school year we will be improving and expanding our parental education offerings in Common Core Math and English.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	EL Support	Continue to recruit, hire, and retain qualified, reflective, and culturally sensitive EL teachers to ensure regular and individual contact with a focal group of high-risk students.	\$37,704.00	Yes
2	Translation Services	Provide translation and interpretation services for families of English Learners.	\$0.00	No
3	EL Coordinator/ELPAC	Hire an ELCoordinator to provide coaching and support to EL teachers. The EL Coordinator meets regularly with EL teachers as a group and individually to collaborate and develop their professional skills. The EL Coordinator also assists with the school's reclassification processes and administers the English Language Proficiency Assessment for California (ELPAC).	\$37,704.00	Yes

Goal

Goal #	Description	Type of Goal
3	Create an engaging, clean, healthy, and safe environment that supports learning by addressing the physical, emotional, and safety needs of all students and staff through targeted actions and services.	Broad Goal

State priorities addressed by this goal.

1, 5, 6, 7

An explanation of why the LEA has developed this goal.

Research has consistently shown that the physical environment has a significant impact on student learning and achievement. By creating an engaging environment, we can spark students' curiosity and motivation. Consequently, this leads to improved academic performance. When students feel inspired and excited about their surroundings, they are more likely to actively participate in their education.

Moreover, a clean and well-maintained environment is crucial for students' overall health and well-being. A clutter-free and organized space promotes a sense of calm and reduces distractions. As a result, students can concentrate on their studies. Additionally, a hygienic and safe environment helps prevent the spread of illness. Therefore, it ensures that students can learn in a healthy setting.

Addressing the social and emotional needs of students is paramount for their overall development and success. By creating a supportive and inclusive environment, we can foster positive relationships, empathy, and respect among students. This, in turn, promotes a sense of belonging and reduces social isolation. Importantly, this has a profound impact on students' mental health and academic performance.

Additionally, ensuring the safety of students is a top priority. By implementing safety measures and protocols, such as secure entryways, emergency preparedness plans, and anti-bullying initiatives, we can provide a secure environment where students can learn without fear or distraction. Consequently, when students feel safe, they are more likely to engage in their education and reach their full potential.

By addressing the physical, social, emotional, and safety needs of all students, we can create an environment that supports their holistic development and sets them up for success in their academic journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	California Dashboard Local Indicator: Basics: Teachers, Instructional Materials, Facilities. This measure is reported locally through the California Dashboard as "standard met" or "standard not met." This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum aligned instructional materials; and safe, clean and functional school facilities.	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	No Difference
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2	CA Dashboard Suspension Rate	2023 California Dashboard All Students - 1.7% suspended at least one day African American - 0% suspended at least one day Hispanic - 2.8% suspended at least one day Two or More Races - 0% suspended at least one day White - 0% suspended at least one day EL- 4.7% suspended at least one day Low SES - 1.3% suspended at least one day Students with Disabilities - 4.8% suspended at least one day	2024 California Dashboard All Students - 0% suspended at least one day African American - 0% suspended at least one day Hispanic - 0% suspended at least one day Two or More Races - 0% suspended at least one day White - 0% suspended at least one day EL- 0% suspended at least one day Low SES - 0% suspended at least one day Students with Disabilities - 0% suspended at least one day		All Students - 0% suspended at least one day African American - 0% suspended at least one day Hispanic - 0% suspended at least one day Two or More Races - 0% suspended at least one day White - 0% suspended at least one day EL- 0% suspended at least one day Low SES - 0% suspended at least one day Students with Disabilities - 0% suspended at least one day	California Dashboard All Students: -1.7% African American: 0% Hispanic: -2.8% Two or More Races: 0% White: 0% EL: -4.7% Low SES: -1.3% Students with Disabilities : -4.8%
3	Overall Attendance Rate	94% attendance rate	94.6 Attendance Rate		Maintain a 94% attendance rate	+0.6% from Baseline

4	CA Dashboard Chronic Absenteeism Rate	CA Dashboard Chronic Absenteeism Rate 17.1% chronically absent African American - 31.4% chronically absent Hispanic - 13.5% chronically absent White - 15.4% chronically absent EL- 19.5% chronically absent Low SES - 17.4% chronically absent Students with Disabilities - 24.4% chronically absent	CA Dashboard Chronic Absenteeism Rate 22.2% chronically absent African American - 25.5% chronically absent Hispanic - 23.6% chronically absent EL- 24.1% chronically absent Low SES - 23.7% chronically absent Students with Disabilities - 22.2% chronically absent		CA Dashboard Chronic Absenteeism Rate 7% chronically absent African American - 10% chronically absent Hispanic - 7% chronically absent White - 8% chronically absent EL- 9% chronically absent Low SES - 8% chronically absent Students with Disabilities - 8% chronically absent	CA Dashboard Chronic Absenteeism Rate 5.1% chronically absent African American: -5.9% Hispanic: -10.1% EL: 4.6% Low SES: 6.3% Students with Disabilities: -2.2%
5	Student Survey	2023-2024 Student Survey (Internal Data) Percent of students that feel safe at school: 94.5% Percent of students that feel happy at school 83.3% Percent of students that feel peers have treated them with respect 75%	2024-2025 Student Survey (Internal Data) Percent of students that feel safe at school: 88.9% Percent of students that feel happy at school: 77.8% Percent of students that feel peers have treated them with respect: 72.2%		Percent of students that feel safe at school: 97% Percent of students that feel happy at school 95% Percent of students that feel peers have treated them with respect 95%	2024-2025 Student Survey (Internal Data) Difference in percent of students that feel safe at school: -5.6% Difference in percent of students that feel happy at school: -5.5% Difference in percent of students that feel peers have treated them with respect: -2.8%

6	2023-2024 Student Survey (Internal Data) Percent of students that feel safe at school: 94.5% Percent of students that feel happy at school 83.3% Percent of students that feel peers have treated them with respect 75%	2023-2024 Parent/Guardian Survey (Internal Data) Percent of parents/guardians that feel their child/children are safe at school: 90% Percent of parents/guardians that feel their child/children are happy at school 89% Percent of parents/guardians that feel school faculty and staff have treated them with respect 93%	2024-2025 Parent/Guardian Survey (Internal Data) Percent of parents/guardians that feel their child/children are safe at school: 94.1% Percent of parents/guardians that feel their child/children are happy at school: 88.2% Percent of parents/guardians that feel school faculty and staff have treated them with respect: 93%		Parent/Guardian Survey (Internal Data) Percent of parents/guardians that feel their child/children are safe at school: 95% Percent of parents/guardians that feel their child/children are happy at school 95% Percent of parents/guardians that feel school faculty and staff have treated them with respect 95%	2024-2025 Parent/Guardian Survey (Internal Data) Difference in percent of parents/guardians that feel their child/children are safe at school: +4.1% Difference in percent of parents/guardians that feel their child/children are happy at school: -0.8% Difference in percent of parents/guardians that feel school faculty and staff have treated them with respect: +4%
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Goal Analysis for 2024-2025

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

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

The implementation of our actions saw strong participation from both students and staff. Classrooms began to integrate high levels of SEL routines and the counselling team increased its touchpoints with high-needs students. Family and student surveys showed a high level of satisfaction and the feeling of safety and belonging.

The January Eaton fire crisis demonstrated the school's ability to prioritize safety and emotional continuity under extreme circumstances. Our staff, many of whom were impacted personally by the fire, provided support and understanding to our community members and students. This sense of community resulted in Alma Fuerte increasing in enrollment and having an almost 98% return rate for the 2025-2026 school year.

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.

Material differences were the result of our ongoing assessment of our strategic support plan and charter renewal. Additionally, in January 2025 we had the devastating Eaton Fire and it necessitated quick reactions and supports to address the current needs of the students, staff and our families. We also received the CYBHI grant, along with other monies that have a focus on mental health.

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

The impact of these actions was evident in both qualitative and quantitative measures. Our suspension rates remain low, behavioral referrals have declined and student anxiety has decreased particularly after SEL and wellness supports were embedded into daily routines.

Student and family surveys showed increased feelings of safety and emotional connection to school even with the fire, ICE presence and other external influences.

Staff also reported improved classroom culture and regulation, especially among students with trauma histories and special needs.

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.

Alma Fuerte's focus on creating a safe, supportive and engaging learning environment has proven to be highly effective in addressing the physical, emotional and safety needs of our diverse student body. Because of the trauma(s) that our entire community has experienced in 2025 we will be increasing our counselling support for our students as well as our families and creating a wellness/community resource center for families to help them navigate situations that may be affecting them.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling and Social-Emotional Support Services	Hire counselors and MFTs to provide counseling programs and resources for students needing intervention and social-emotional support.	\$148,364.00	Yes
2	Student Support Coordinator	Assign a Student Support Coordinator to oversee a Multi-Tiered Systems of Support program. Offer universal support in the classroom for all students, targeted support for some students with short-term specific goals, or intensive support and evaluation for a few students.	\$51,234.00	Yes
3	Attendance and Engagement Strategies	a) An attendance coordinator will monitor attendance and develop strategies that stress the connection between attendance and academic success. Strategies include: sending home letters, making home visits to discuss attendance or behavior issues with parents, verifying student addresses, and conducting truant student or well checks. b) Community Engagement - The Eaton Fire, among other factors have necessitated us to expand our community support and connections. The Community Liaison and Community Schools Director's job descriptions have been adjusted to reflect the needs of the community and the school. c) SEL - The Eaton Fire, among other external factors have impacted our community in unexpected ways. SEL and counselling support has become increasingly important and therefore we have increased these offerings.	\$58,542.00	Yes
4	Family Support Services	Family support services will work closely collaborating with families of low-income students to provide comprehensive support, resources, and advocacy. This includes bridging communication between home and school, organizing workshops and events, and facilitating connections with community resources for housing, healthcare, and financial assistance. The Coordinator assists families with enrollment, coordinates access to community resources, including emergency food	\$58,542.00	Yes

		and housing referrals, provides school supplies, backpacks, and clothing as needed, offers transportation support, and connects families with onsite school support services. Additional funding is allocated for necessary materials, supplies, and services to enhance support initiatives further.		
5	Social-Emotional Curriculum	Conscious Discipline is a comprehensive classroom management program and social-emotional curriculum. We have designated our counsellor(s) to lead this initiative.	\$1,500.00	Yes
6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	Provide access and transportation for students to participate in extracurricular and co-curricular extension and enrichment programs, such as field trips. These increased opportunities are intended to benefit unduplicated students, primarily low-income students, who may not have the same access to such opportunities outside of school.	\$15,700.00	Yes
7	Student Activities	Continue to provide various student clubs (i.e., Yearbook Club, Cheer, Culinary Arts and Student Council). These activities complement what students learn in school and support intellectual, emotional, social, moral, creative, and physical development.	\$0.00	No
8	Extended Childcare Program	Provide an extended before and after-school program that begins at 6:30 AM and extends until 6 PM	\$2,154.00	No
9	Electives Program	Offer an electives program that provides students with a dynamic and comprehensive elective education, encompassing a variety of mediums such as robotics, culinary arts, gardening, musical theater, dance. Students are encouraged to explore their creativity, develop technical skills, and express themselves through various modalities. This program offering fosters creativity, critical thinking, and problem-solving abilities. Engaging in the arts enhances students' fine motor skills, visual learning, and cultural awareness. Students develop a deeper appreciation for the visual arts, build confidence, and gain valuable skills that support their overall academic and personal growth.	\$15,200.00	No
10	Music Program	Offer a comprehensive and engaging musical education that includes vocal music, music theory, and performance classes. Students can join the choir and perform in concerts and events. This program fosters creativity, discipline, and teamwork, enhancing students' cognitive abilities and emotional expression. Music education has been shown to improve academic performance, boost self-confidence, and develop critical thinking skills. By participating in our music program, students gain a deeper appreciation for the arts and cultivate lifelong skills that extend beyond the classroom.	\$0.00	No
11	Facility Rent & Utilities	Provide a building to house our student body	\$90,000.00	No
12	Facility Maintenance	Maintain repairs and maintenance to sustain safe and clean facilities in good repair	\$0.00	No
13	Custodial Services & Cleaning Supplies	Provide custodians to clean daily/nightly to maintain a clean learning environment. Provide the necessary cleaning supplies to ensure a clean and safe school environment.	\$60,000.00	No

Goal

Goal #	Description	Type of Goal
4	Recruit, develop, and retain highly qualified, diverse, and effective staff. Staff will continually reflect on their practice and participate in ongoing professional development to strive to provide academic and social-emotional needs for all students.	Broad Goal

State priorities addressed by this goal.

1, 2

An explanation of why the LEA has developed this goal.

Goal Four was created to support Goal One, which is focused on preparing students to meet or exceed academic standards. We developed this goal because culturally responsive teaching is crucial for our students' success. Therefore, it is essential to recruit, develop, and retain highly qualified and diverse staff to create a learning environment where all students can thrive. Research has shown that effective teachers play a key role in enhancing student achievement and fostering a positive school culture. As a result, we prioritize recruiting educators who align with our philosophy. In addition, a diverse staff brings valuable perspectives that enrich the learning experience, promoting equity and inclusion. Retaining experienced staff ensures stability and continuity, while ongoing professional development keeps educators current with best practices. By focusing on these efforts, we are committed to providing our students with the highest quality education in a supportive and inclusive environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Target professional learning	Ten days of required professional learning provided in the 2023-2024 school year focused on school identified priorities.	Ten days professional learning provided.		Continue to hold ten days of professional learning targeted to meet the needs identified in a thorough comprehensive needs assessment.	No Difference
2	Percent of teachers eligible for Induction and participated in the program	100% of eligible teachers participated in the Teacher Induction program	100% of eligible teachers participated in the Teacher Induction program		Continue to have 100% of eligible teachers participate in the Teacher Induction program	No Difference

3	Percentage of teachers that state the PD they received this year provided them with teaching strategies to meet the needs of their students better	2023-2024 Annual Staff Survey (internal data) 75% Strongly Agree or Agree	2024-2025 Annual Staff Survey (internal data) 87% Strongly Agree or Agree		Increase the percentage of staff stating that the PD they received during the year provided them with teaching strategies to meet the needs of their students better by 15% to 90%.	2024-2025 Annual Staff Survey (internal data) +12% Difference
4	The percentage of teachers that state that, overall, I am satisfied teaching at Alma Fuerte Public School	2023-2024 Staff Survey (internal data) 82% Strongly Agree or Agree	2024-2025 Staff Survey (internal data) 93% Strongly Agree or Agree		Increase the percentage of teachers that state that overall, I am satisfied teaching at Alma Fuerte by 13% to 95%	+11% from Baseline

5	California Dashboard Local Indicator: Access to broad course of study. This measure explores whether students have access to, and are enrolled in a broad course of study, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	No Difference
6	Retention Staff Rate	96% staff retention rate from the 2023-24 school year to the 2024-25 school year	95.5% staff retention rate from the 2024-25 school year to the 2025-26 school year.		Maintain 96% retention rate	-0.5% Difference from Baseline

Goal Analysis for 2024-2025

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

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

Goal four directly supports goal one by ensuring students are taught by educators who are skilled, reflective and aligned to the school's mission of equity and excellence. We are pleased to report that our staff in the 2024-2025 school year reflects the expectations of this goal. Our retention rate moving into the 2025-2026 school year is 100%. Over the course of the year the staff was provided PLC, collaboration time and other culture building activities to create a cohesive atmosphere of support and care. All teachers have appropriate credentials and are learning from the coaches to build and implement UDL lesson plans individualized to the students in each respective classroom. The professional development and PLCs from Larchmont has had a positive impact on our teaching staff as well. Support staff is also highly effective; many who have skills (language, writing, math) that provide additional support for the students. We are pleased to announce that we have established a partnership with Marshall Teaching Residency Program and will have three special education residency students on staff for the 2025-2026 school year.

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.

Material differences were the result of our ongoing assessment of our strategic support plan and charter renewal. Additionally, in January 2025 we had the devastating Eaton Fire and it necessitated quick reactions and supports to address the current needs of the students, staff and our families.

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

Staff retention has improved with 100% of our teaching staff returning for the 2025-2026 school year. The staff felt supported by the coaches and the administration. Classroom observations and student data reflected stronger alignment to standards, improved student engagement and better instructional pacing. Calibration of the leadership team helped to identify areas of growth and support.

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.

Alma Fuerte's ability to recruit, retain and develop a mission-aligned team - even in a challenging climate - has reinforced a culture of learning, professionalism and shared accountability for student success. This work will continue to evolve with expanded leadership development opportunities, earlier recruitment timelines and increased input.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fully Credentialed and Appropriately Assigned Staff	Continue to recruit, hire, and retain qualified, reflective, and culturally sensitive classroom teachers to provide the core curriculum to all students. Maintain a competitive salary and benefit package for certificated staff to increase the school's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	\$741,147.00	Yes
2	Classified Personnel	Recruit, hire, and retain qualified, reflective, and culturally sensitive employees by providing competitive salaries and benefits.	\$65,004.00	No
3	Academic	Hire an Academic Dean/Instructional Coach(es) to further develop and maintain the teacher	\$83,468.00	No

	Dean/Instructional Coach (es)	support program. This program provides support and training to beginning and struggling teachers.		
4	Teacher Collaboration Time	Continue to allocate time for grade-level team members to plan and review data by having elective teachers cover classes, enabling core teachers to collaborate with their teams	\$0.00	No
5	Professional Organizations	Continue to pay for memberships and dues that support charter schools and provide professional development for our educational community	\$4,208.00	No
6	Professional Development	Provide in-house and outside professional development opportunities for staff	\$7,500.00	No
7	Conference and Travel	Provide opportunities for staff to participate in conferences, seminars, and classes to improve Instruction, student achievement, and progress monitoring	\$5,250.00	No
8	Teacher Induction Program	California has a two-tiered credentialing system for teachers. The second tier of preparation is a two-year job-embedded individualized induction program focused on extensive support and mentoring to new teachers in their first and second years of teaching. To retain highly qualified staff, we will continue to offer stipends for eligible teachers to participate in this program	\$3,000.00	No
9	Instructional Materials and Supplies	Teachers will be provided instructional materials to enrich the classroom learning experience. These allocated funds include desks, chairs, and storage solutions to create a comfortable and organized environment. These investments ensure that students and teachers have the tools and settings to support effective teaching and learning	\$15,000.00	No

Goal

Goal #	Description	Type of Goal
5	Enhance community engagement and educational partnerships by providing two-way communication and targeted outreach to engage, inform, and foster strong connections among families and community members.	Broad Goal

State priorities addressed by this goal.

3, 4, 6

An explanation of why the LEA has developed this goal.

Goal Five closely aligns with the central aim of Goal One, which is to create optimal learning conditions, ensure equitable access, and promote positive student outcomes. Strengthening the connection between home and school is vital for our students' holistic development and academic success. This goal aims to establish partnerships that foster a collaborative environment where parents, families, and educators work together to support students' educational journey. By maintaining open lines of communication, parents are kept informed about school policies, programs, and opportunities, empowering them to participate in their child's education actively. This involvement enhances students' academic performance and contributes to their social and emotional well-being. Moreover, a robust home-to-school connection ensures educators have a deeper understanding of students' needs, enabling personalized support and interventions. Ultimately, this collaborative effort between home and school lays the foundation for the success of our students in all aspects of their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	California Dashboard Local Indicator: Parent and Family Engagement. This measure is reported locally through the California Dashboard as "standard met" or "standard not met". This	2023 California Dashboard Local Indicator: "Standard Met"	2024 California Dashboard Local Indicator: "Standard Met"		California Dashboard Local Indicator: "Standard Met"	No Difference

	measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision making. LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to its local governing board, and reports to educational partners and the public through the Dashboard					
2	Parents report feeling comfortable sharing thoughts and ideas at the school	Parent Annual Survey (internal data) 95% reported feeling comfortable sharing their input	Parent Annual Survey (internal data) 92% reported feeling comfortable sharing their input		Increase the percentage of parents feeling comfortable sharing their input by 3% to 98%.	Parent Annual Survey (internal data) -3%

3	Parents report regularly receive feedback from school staff on how student progress	Parent Annual Survey (internal data) 84% reported regularly receiving feedback from school staff	Parent Annual Survey (internal data) 86% reported regularly receiving feedback from school staff		Increase the percentage of parents reporting regularly receiving feedback from staff by 11% to 95%	Parent Annual Survey (internal data) +2%
4	Tea With Keay	Hold monthly Tea with Keay information sharing sessions/meetings	Tea with Keay information sharing sessions/meetings held.		Continue to hold monthly Tea with Keay information sharing sessions/meetings	No Difference

Goal Analysis for 2024-2025

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

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

Alma Fuerte made meaningful strides toward enhancing family and community engagement by strengthening two-way communication, providing education opportunities and hosting community events to bring our families together. Additionally, reinforcing trust through the Eaton fire charter renewal and ICE situations with support and understanding has really strengthened our sense of community. Navigating the Eaton fire crisis and the other high stakes events which impacted our community in different ways required us to take a more personalized approach to outreach and support.

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.

Material differences were the result of our ongoing assessment of our strategic support plan and charter renewal. Additionally, in January 2025 we had the devastating Eaton Fire and it necessitated quick reactions and supports to address the current needs of the students, staff and our families. The Eaton Fire has had a profound affect on our students and staff. Unexpected emotions and reactions have made it clear to us that we need to continue to enhance our community outreach and support for our families. This will be made more attainable with additional funding grants through outside organizations.

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

The results of these actions were strongly positive with family participation increased across all events and advisory groups, survey response rates grew with input was used to shape decisions on the instructional calendar, SEL priorities. Families expressed greater satisfaction and trust, citing improved communication and responsiveness during times of personal and community hardship, enrollment has increased and chronic absenteeism has decreased.

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

Goal five was highly effective in strengthening Alma Fuerte's relational infrastructure. Our ability to transition during times of crisis, maintain support and continuity allowed us to showcase perseverance and resilience. Going forward, we will deepen these practices by creating more leadership roles for parents and building even more partnerships with local organizations to serve the whole child and family.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2	Parental and Community Communication Outreach	Provide parent education through a Parent Education Program, focusing on families' needs. This will include in-person and online sessions for families, family nights at school, and sessions about supporting children’s success in school and preparing for high school. Additionally, provide communication resources such as a website and text messaging, as well as materials and food for parent events	\$58,773.00	Yes
2	Student Information System	Continue to use the Aeries platform (a student data management system that includes a grading system, assessment tracker, and a parent communication system) to make it easier for all educational partners to use.	\$8,625.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$704,507.00	

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
24.99%	0.00%	\$0.00	24.99%

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
1.5	Action: Academic Improvement - Math Interventionist Need: Improvement in meeting or exceeding the state standards. Scope: LEA-wide	Hiring a math interventionist addresses the needs of unduplicated pupils—such as English learners, low-income students, and foster youth—by providing targeted, individualized support to help close achievement gaps in mathematics. The interventionist offers customized lessons and additional practice tailored to these students' unique challenges, enhancing their understanding and confidence in math. Providing this support on a schoolwide basis ensures equitable access to specialized assistance for all students, fostering an inclusive learning environment and enabling early identification and support for those who may struggle, thus promoting overall academic success.	CAASPP Mathematics Assessment; Internal Assessment Data
1.6	Action: Academic Improvement- Literacy Interventionist Need: Improvement in meeting or exceeding the state standards. Scope: LEA-wide	Hiring a literacy interventionist addresses the needs of unduplicated pupils—such as English learners, low-income students, and foster youth—by offering targeted, individualized support to close literacy gaps. The interventionist provides customized reading and writing instruction tailored to these students' specific challenges, helping to enhance their comprehension and communication skills. Providing this support on a schoolwide basis ensures equitable access to specialized literacy assistance for all students, fostering an inclusive environment where early intervention can prevent further academic struggles and promote overall educational success	CAASPP ELA Assessment; Internal Assessment Data
1.9	Action: Saturday Program Need: Improvement in meeting or exceeding the state standards. Scope: LEA-wide	Alma Fuerte offers Saturday school to support at-promise students by providing additional instructional time and targeted interventions tailored to their needs. This extra time allows for personalized attention, helping students catch up on missed work, reinforce core academic skills, and prepare for standardized tests. Saturday school features smaller class sizes, fostering a more supportive learning environment and enhancing student-teacher interactions. Additionally, it keeps students positively engaged, reducing the likelihood of negative behaviors and promoting a sense of responsibility and commitment to their education. This comprehensive support system ultimately aims to improve academic outcomes and ensure students stay on track for success.	CAASPP Assessments; CAST assessments; internal assessments

1.11	Action: Summer Enrichment Program Need: Improvement in meeting or exceeding the state standards. Scope: LEA-wide	We offer summer school to support struggling students by providing additional instructional time and focused interventions during the summer break. This helps students reinforce academic skills, catch up on missed or failed coursework, and prevent summer learning loss. We also incorporate enrichment activities that foster creativity, critical thinking, and physical well-being to benefit all students. These activities provide a well-rounded educational experience, keeping students engaged and motivated. By combining targeted academic support with enriching experiences, we aim to ensure every student is prepared for the upcoming school year and has the opportunity to explore new interests and develop a love for learning.	CAASPP Assessments; CAST assessments; internal assessments
3.3	Action: Counseling and Social-Emotional Support Services Need: Many students would benefit from learning strategies to navigate personal, emotional, and academic challenges effectively. Scope: LEA-wide	Hiring counselors who will offer counseling and social-emotional services designed to meet the needs of specific groups of students, such as those from low-income families, foster youth, and English learners. These counselors are crucial in supporting these students' emotional and mental well-being. They assist students in dealing with personal and academic challenges, provide coping techniques and emotional support, and help them access resources to improve their school experience and overall well-being. By providing these services to all students, we aim to ensure everyone has equal access to the support they require, contributing to a positive and inclusive school environment that promotes student success and well-being.	Student survey data; chronic absenteeism rate, suspension rate
3.4	Action: Student Support Coordinator Need: Effective identification and support of students' diverse academic, behavioral, and social/emotional needs are needed to promote equitable learning opportunities for all. Scope: LEA-wide	The coordinator identifies students needing extra academic, behavioral, or social-emotional support and coordinates appropriate interventions. By implementing MTSS schoolwide, the coordinator ensures all students benefit from a comprehensive support system, fostering an inclusive environment and promoting equity by addressing learning barriers and enhancing overall achievement.	Student survey data; chronic absenteeism rate, suspension rate

3.5	Action: Attendance and Engagement Strategies Need: Chronic absenteeism has been a challenge for our school. Scope: LEA-wide	By having an attendance coordinator, the needs of specific students, such as low-income students, English learners, and foster youth, are addressed by improving school attendance rates and reducing chronic absenteeism. This role involves tracking attendance patterns, identifying students who are at risk, and implementing interventions to support regular school attendance. By addressing attendance issues proactively, the coordinator helps ensure that all students have equal opportunities to engage in learning and benefit from educational resources. Additionally, a schoolwide approach to attendance coordination fosters a culture of accountability and support for attendance-related challenges across the entire student body. It reinforces the importance of regular attendance in achieving academic success and prepares students for future educational and career endeavors by promoting consistent school attendance habits.	Dashboard Chronic absenteeism rate; school attendance rate
3.6	Action: Family Support Coordinator Need: Many of our families are experiencing economic hardship and would benefit greatly from the support provided by a Family Support Coordinator at our school. Scope: LEA-wide	The coordinator connects students and their families with housing resources, food assistance, and other essential services, helping to stabilize their living situations and reduce barriers to education. Implementing this role on a schoolwide basis ensures that all students receive consistent support, fostering an inclusive environment where every student has the opportunity to thrive. This approach promotes equity and enhances overall student well-being and achievement.	Student and parent surveys
3.7	Action: Social-Emotional Curriculum Need: Student surveys indicate a decline in the percentage of students who are happy at Alma Fuerte. We aim to foster an inclusive environment. Scope: LEA-wide	This curriculum is crucial on a schoolwide basis to ensure that all students, including those from diverse backgrounds such as low-income, foster youth, and English learners, receive consistent social and emotional development support. It helps create a positive school climate, reduces behavioral issues, and enhances overall wellbeing, fostering an environment where every student can thrive academically and socially.	Student and parent surveys

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
Goal 2.1	Improvement in Language acquisition Scope: Limited to Unduplicated Student Group(s)	Hiring EL (English Learner) staff addresses the needs of students by providing specialized instruction tailored to their language acquisition and academic needs. EL teachers deliver targeted support in developing English proficiency, which is crucial for these students to access the broader curriculum effectively. Providing this support on a schoolwide basis ensures that all English learners receive equitable opportunities to succeed academically, fostering an inclusive learning environment that meets the diverse needs of the entire student population.	CAASPP assessments; CAST assessment; internal assessments; reclassification rates
Goal 2.3	Action: EL Coordinator Need: Improvement in language acquisition Scope: Limited to Unduplicated Student Group(s)	Hiring an EL (English Learner) coordinator addresses the needs of English learners by overseeing and enhancing the effectiveness of language acquisition programs and support services. The EL coordinator ensures that instructional strategies are tailored to meet these students' specific needs, monitors their progress, and provides professional development for teachers to improve their ability to support English learners. Providing this role on a schoolwide basis ensures a cohesive and comprehensive approach to meeting the diverse needs of all English learners, promoting equitable academic opportunities and fostering an inclusive school environment.	CAASPP assessments; CAST assessment; internal assessments; reclassification rates

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$2,818,692.00	\$704,507.00	24.99%	0.00%	24.99%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$2,114,999.75	\$577,640.25	\$0.00	\$85,739.00	\$2,778,379.00	\$2,347,891.00	\$430,488.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Testing/Data Coordinator	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		\$78,408	\$0	\$68,607	\$9,801	\$0	\$0	\$78,408	0.00%
1	2	Curriculum and Textbooks	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$15,988	\$0	\$15,988	\$0	\$0	\$15,988	0.00%
1	3	Educational Software	All	No					\$0	\$16,750	\$6,750	\$10,000	\$0	\$0	\$16,750	0.00%
1	4	Reading and Math Assessments to Support RTI	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	0.00%
1	5	Learning Recovery Academic Improvement - Math Interventionist	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$78,408	\$0	\$68,607	\$9,801	\$0	\$0	\$78,408	0.00%
1	6	Academic Improvement-Literacy Interventionist	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$134,796	\$0	\$69,337	\$9,801	\$0	\$55,658	\$134,796	0.00%
1	7	Special Educational Staff	Student with Disabilities (SWD)	No					\$186,474	\$66,000	\$0	\$222,393	\$0	\$30,081	\$252,474	0.00%

1	8	Instructional Aides	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$335,406	\$23,463	\$335,406	\$23,463	\$0	\$0	\$358,869	0.00%
1	9	Fall, Winter, Spring, Intensive Tutoring Program	All	No					\$62,004	\$0	\$31,002	\$31,002	\$0	\$0	\$62,004	0.00%
1	10	Summer Enrichment Program	All	No					\$75,408	\$0	\$65,982	\$9,426	\$0	\$0	\$75,408	0.00%
1	11	After School Program	All	No					\$0	\$8,800	\$0	\$8,800	\$0	\$0	\$8,800	0.00%
1	12	Transitional Kindergarten	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$70,275	\$0	\$70,275	\$0	\$0	\$0	\$70,275	0.00%
1	13	Student Technology Devices	All	No					\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%
1	14	Saturday Program	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$49,080	\$0	\$12,270	\$36,810	\$0	\$0	\$49,080	0.00%
2	1	EL Support	English learner (EL)	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$37,704	\$0	\$37,704	\$0	\$0	\$0	\$37,704	0.00%
2	2	Translation Services		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	3	EL Coordinator/ELPAC	English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$37,704	\$0	\$37,704	\$0	\$0	\$0	\$37,704	0.00%
3	1	Counseling and Social-Emotional Support Services	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$148,364	\$0	\$138,488	\$9,876	\$0	\$0	\$148,364	0.00%
3	2	Student Support Coordinator	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$51,234	\$0	\$12,809	\$38,426	\$0	\$0	\$51,234	0.00%
3	3	Attendance and Engagement Strategies	Low Income, All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools		\$58,542	\$0	\$58,542	\$0	\$0	\$0	\$58,542	0.00%
3	4	Family Support Services	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$58,542	\$0	\$43,907	\$14,636	\$0	\$0	\$58,542	0.00%
3	5	Social-Emotional Curriculum	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0	\$1,500	\$1,500	\$0	\$0	\$0	\$1,500	0.00%
3	6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$0	\$15,700	\$15,700	\$0	\$0	\$0	\$15,700	0.00%
3	7	Student Activities		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

3	8	Extended Childcare Program		No					\$2,154	\$0	\$0	\$2,154	\$0	\$0	\$2,154	0.00%
3	9	Electives Program		No					\$0	\$15,200	\$15,200	\$0	\$0	\$0	\$15,200	0.00%
3	10	Music Program		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	11	Facility Rent & Utilities		No					\$0	\$90,000	\$90,000	\$0	\$0	\$0	\$90,000	0.00%
3	12	Facility Maintenance		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	13	Custodial Services & Cleaning Supplies		No					\$0	\$60,000	\$60,000	\$0	\$0	\$0	\$60,000	0.00%
4	1	Fully Credentialed and Appropriately Assigned Staff	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$741,147	\$0	\$666,443	\$74,704	\$0	\$0	\$741,147	0.00%
4	2	Classified Personnel		No					\$0	\$65,004	\$65,004	\$0	\$0	\$0	\$65,004	0.00%
4	3	Academic Dean/Instructional Coach(es)		No					\$83,468	\$0	\$62,601	\$20,867	\$0	\$0	\$83,468	0.00%
4	4	Teacher Collaboration Time		No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	5	Professional Organizations		No					\$0	\$4,208	\$4,208	\$0	\$0	\$0	\$4,208	0.00%
4	6	Professional Development		No					\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%
4	7	Conference and Travel		No					\$0	\$5,250	\$5,250	\$0	\$0	\$0	\$5,250	0.00%
4	8	Teacher Induction Program		No					\$0	\$3,000	\$3,000	\$0	\$0	\$0	\$3,000	0.00%
4	9	Instructional Materials and Supplies		No					\$0	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	0.00%
5	2	Parental and Community Communication Outreach	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$58,773	\$0	\$44,080	\$14,693	\$0	\$0	\$58,773	0.00%
5	2	Student Information System		No					\$0	\$8,625	\$8,625	\$0	\$0	\$0	\$8,625	0.00%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,818,692.00	\$704,507.00	24.99%	0.00% - No Carryover	24.99%	\$1,682,377.75	0.00%	59.69%	Total:	\$1,682,377.75
								LEA-wide Total:	\$1,682,377.75
								Limited Total:	
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Testing/Data Coordinator	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$68,607.00	0.00%
1	2	Curriculum and Textbooks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%
1	4	Reading and Math Assessments to Support RTI	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,000.00	0.00%
1	5	Learning Recovery Academic Improvement - Math Interventionist	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$68,607.00	0.00%
1	6	Academic Improvement- Literacy Interventionist	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$69,337.00	0.00%

1	8	Instructional Aides	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$335,406.00	0.00%
1	12	Transitional Kindergarten	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$70,275.00	0.00%
1	14	Saturday Program	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$12,270.00	0.00%
2	1	EL Support	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$37,704.00	0.00%
2	3	EL Coordinator/ELPAC	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$37,704.00	0.00%
3	1	Counseling and Social-Emotional Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$138,488.00	0.00%
3	2	Student Support Coordinator	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$12,808.50	0.00%
3	3	Attendance and Engagement Strategies	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$58,542.00	0.00%
3	4	Family Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$43,906.50	0.00%
3	5	Social-Emotional Curriculum	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,500.00	0.00%
3	6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$15,700.00	0.00%
4	1	Fully Credentialed and Appropriately Assigned Staff	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$666,443.00	0.00%
5	2	Parental and Community Communication Outreach	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$44,079.75	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$1,850,994.67	

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Testing/Data Coordinator	Yes	\$63,000.00	\$0.00
1	2	Curriculum and Textbooks	No	\$18,487.67	\$0.00
1	3	Educational Software	No	\$26,750.00	\$0.00
1	4	Reading and Math Assessments to Support RTI	Yes	\$1,000.00	\$0.00
1	5	Academic Improvement - Math Interventionist	Yes	\$46,000.00	\$0.00
1	6	Academic Improvement-Literacy Interventionist	Yes	\$102,000.00	\$0.00
1	7	Special Educational Staff	No	\$219,721.00	\$0.00
1	8	Instructional Aides	Yes	\$0.00	\$0.00
1	9	Fall, Winter, Spring, Intensive Tutoring Program	Yes	\$50,000.00	\$0.00
1	10	Summer Enrichment Program	Yes	\$63,000.00	\$0.00
1	11	After School Program	Yes	\$8,800.00	\$0.00
1	12	Transitional Kindergarten	No	\$58,500.00	\$0.00
1	13	Student Technology Devices	No	\$3,000.00	\$0.00
1	14	Saturday Program	Yes	\$25,200.00	\$0.00
2	1	EL Support	Yes	\$27,300.00	\$0.00
2	2	Translation Services	No	\$2,000.00	\$0.00
2	3	EL Coordinator/ELPAC	Yes	\$32,032.00	\$0.00
3	1	Counseling and Social-Emotional Support Services	Yes	\$52,640.00	\$0.00
3	2	Student Support Coordinator	No	\$28,000.00	\$0.00
3	3	Attendance and Engagement Strategies	Yes	\$31,164.00	\$0.00
3	4	Family Support Services	Yes	\$30,800.00	\$0.00
3	5	Social-Emotional Curriculum	Yes	\$1,500.00	\$0.00

3	6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	Yes	\$16,200.00	\$0.00
3	7	Student Activities	No	\$15,000.00	\$0.00
3	8	Extended Childcare Program	No	\$2,000.00	\$0.00
3	9	Electives Program	No	\$17,800.00	\$0.00
3	10	Music Program	No	\$4,000.00	\$0.00
3	11	Facility Rent & Utilities	No	\$90,000.00	\$0.00
3	12	Facility Maintenance	No	\$24,000.00	\$0.00
3	13	Custodial Services & Cleaning Supplies	No	\$63,600.00	\$0.00
4	1	Fully Credentialed and Appropriately Assigned Staff	Yes	\$541,240.00	\$0.00
4	2	Classified Personnel	No	\$32,900.00	\$0.00
4	3	Academic Dean/Instructional Coach(es)	No	\$75,000.00	\$0.00
4	4	Teacher Collaboration Time	No	\$0.00	\$0.00
4	5	Professional Organizations	No	\$2,660.00	\$0.00
4	6	Professional Development	No	\$2,000.00	\$0.00
4	7	Conference and Travel	No	\$6,250.00	\$0.00
4	8	Teacher Induction Program	No	\$7,500.00	\$0.00
4	9	Instructional Materials and Supplies	No	\$20,000.00	\$0.00
5	2	Parental and Community Communication Outreach	Yes	\$32,200.00	\$0.00
5	2	Student Information System	No	\$7,750.00	\$0.00

2024-2025 Contributing Actions Annual Update Table

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)
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	\$857,046.43		\$857,046.43	0.00%	0.00%	0.00% - No Difference
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Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Testing/Data Coordinator	Yes	\$9,078.00	\$0.00	0.00%	0.00%
1	4	Reading and Math Assessments to Support RTI	Yes	\$1,000.00	\$0.00	0.00%	0.00%
1	5	Academic Improvement - Math Interventionist	Yes	\$31,319.50	\$0.00	0.00%	0.00%
1	6	Academic Improvement-Literacy Interventionist	Yes	\$60,177.18	\$0.00	0.00%	0.00%
1	8	Instructional Aides	Yes	\$0.00	\$0.00	0.00%	0.00%
1	9	Fall, Winter, Spring, Intensive Tutoring Program	Yes	\$21,636.50	\$0.00	0.00%	0.00%
1	10	Summer Enrichment Program	Yes	\$55,997.18	\$0.00	0.00%	0.00%
1	11	After School Program	Yes	\$0.00	\$0.00	0.00%	0.00%
1	14	Saturday Program	Yes	\$15,609.60	\$0.00	0.00%	0.00%
2	1	EL Support	Yes	\$27,300.00	\$0.00	0.00%	0.00%
2	3	EL Coordinator/ELPAC	Yes	\$32,032.00	\$0.00	0.00%	0.00%
3	1	Counseling and Social-Emotional Support Services	Yes	\$52,640.00	\$0.00	0.00%	0.00%
3	3	Attendance and Engagement Strategies	Yes	\$16,881.99	\$0.00	0.00%	0.00%
3	4	Family Support Services	Yes	\$8,172.80	\$0.00	0.00%	0.00%
3	5	Social-Emotional Curriculum	Yes	\$1,500.00	\$0.00	0.00%	0.00%
3	6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	Yes	\$16,200.00	\$0.00	0.00%	0.00%
4	1	Fully Credentialed and Appropriately Assigned Staff	Yes	\$507,501.68	\$0.00	0.00%	0.00%
5	2	Parental and Community Communication Outreach	Yes	\$0.00	\$0.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%		0.00%	0.00%	\$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds			
Totals:	\$55,658.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,081.00			

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Testing/Data Coordinator	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$78,408.00
1	2	Curriculum and Textbooks	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,988.00
1	3	Educational Software	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,750.00
1	4	Reading and Math Assessments to Support RTI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
1	5	Learning Recovery Academic Improvement - Math Interventionist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$78,408.00
1	6	Academic Improvement- Literacy Interventionist	\$55,658.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$134,796.00

1	7	Special Educational Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,081.00	\$252,474.00
1	8	Instructional Aides		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$358,869.00
1	9	Fall, Winter, Spring, Intensive Tutoring Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,004.00
1	10	Summer Enrichment Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,408.00
1	11	After School Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,800.00
1	12	Transitional Kindergarten	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,275.00
1	13	Student Technology Devices	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
1	14	Saturday Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,080.00
2	1	EL Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,704.00
2	2	Translation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	EL Coordinator/ELPAC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,704.00
3	1	Counseling and Social-Emotional Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$148,364.00
3	2	Student Support Coordinator	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,234.00
3	3	Attendance and Engagement Strategies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,542.00
3	4	Family Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,542.00
3	5	Social-Emotional Curriculum	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
3	6	Access to ExtraCurricular and CoCurricular Activities i.e. Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,700.00
3	7	Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	8	Extended Childcare	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,154.00

		Program							
3	9	Electives Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,200.00
3	10	Music Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	11	Facility Rent & Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,000.00
3	12	Facility Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	13	Custodial Services & Cleaning Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00
4	1	Fully Credentialed and Appropriately Assigned Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$741,147.00
4	2	Classified Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,004.00
4	3	Academic Dean/Instructional Coach(es)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$83,468.00
4	4	Teacher Collaboration Time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	5	Professional Organizations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,208.00
4	6	Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,500.00
4	7	Conference and Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,250.00
4	8	Teacher Induction Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
4	9	Instructional Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
5	2	Parental and Community Communication Outreach	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,773.00
5	2	Student Information System	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,625.00

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

