

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alvina Elementary Charter School

CDS Code: 10-61994-6005730

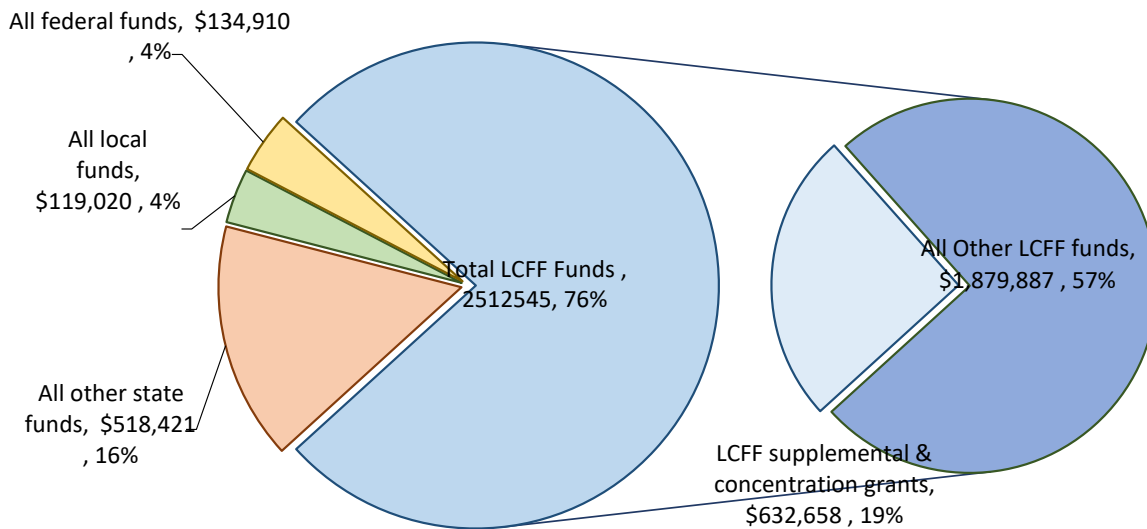
School Year: 2025-2026

LEA contact information: Mike E. Iribarren, Superintendent/Principal

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

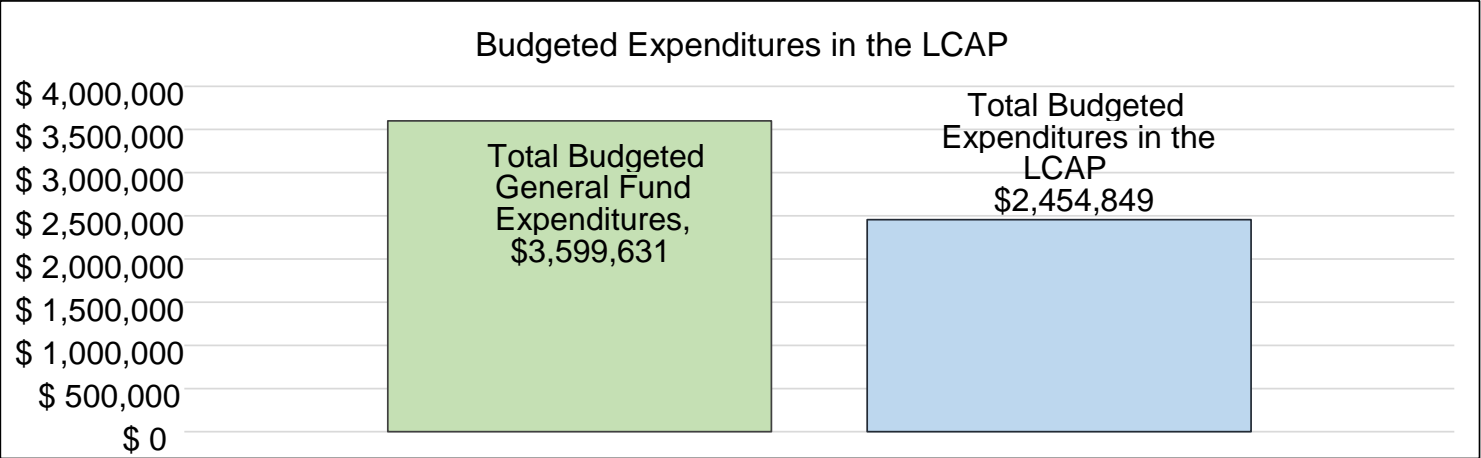


This chart shows the total general purpose revenue Alvina Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alvina Elementary Charter School is \$3,284,896.00, of which \$2,512,545.00 is Local Control Funding Formula (LCFF), \$518,421.00 is other state funds, \$119,020.00 is local funds, and \$134,910.00 is federal funds. Of the \$2,512,545.00 in LCFF Funds, \$632,658.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Alvina Elementary Charter School plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alvina Elementary Charter School plans to spend \$3,599,631.00 for the 2025-2026 school year. Of that amount, \$2,454,849.00 is tied to actions/services in the LCAP and \$1,144,782.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

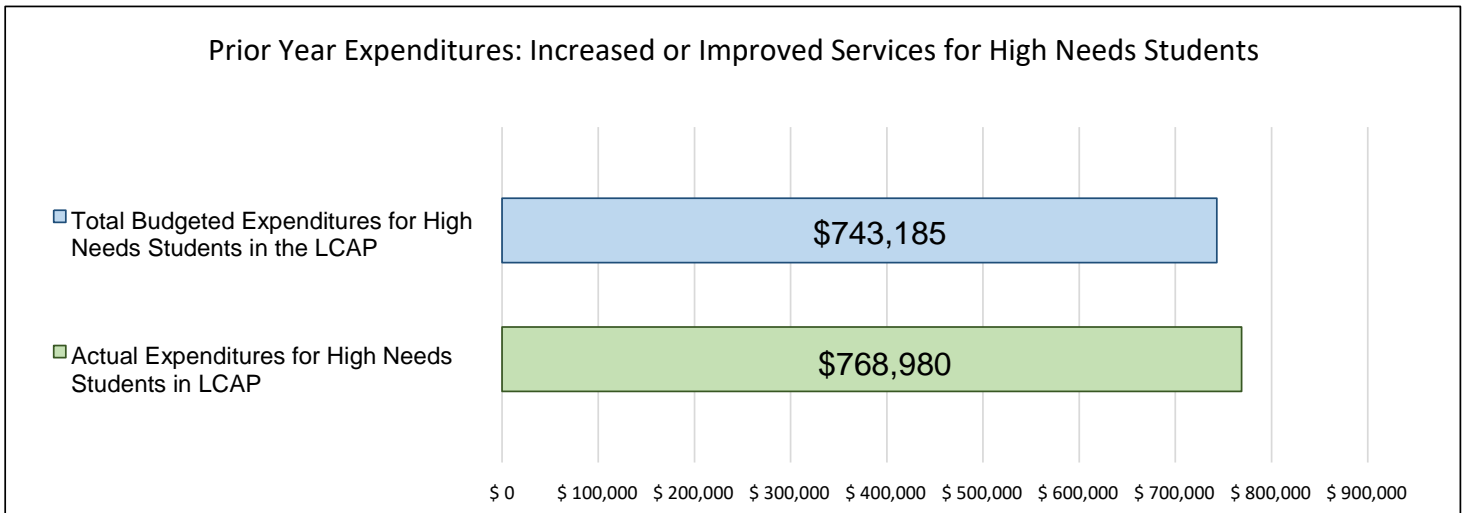
The most significant general fund expenditures not included in the LCAP are primarily related to administrative costs and salaries. Other general fund expenditures not included are identified as general overhead utilities such as water, gas, and electricity.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Alvina Elementary Charter School is projecting it will receive \$632,658.00 based on the enrollment of foster youth, English learner, and low-income students. Alvina Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Alvina Elementary Charter School plans to spend \$815,426.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, Alvina Elementary Charter School 's LCAP budgeted \$743,185.00 for planned actions to increase or improve services for high needs students. Alvina Elementary Charter School actually spent \$768,980.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Alvina Elementary Charter School	Mike E. Iribarren Superintendent/Principal	miribarren@alvinaesd.org (559) 864-9411

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.

LEA:

The Alvina Elementary School District was originally established in an unincorporated farming area just outside the town of Caruthers, California in 1912. Caruthers is located in the Central San Joaquin Valley approximately fifteen miles south of Fresno. Caruthers is home to a diverse farming community and prides itself in small town living. Education and higher learning opportunities are heavily valued and nurtured by the local community.

Alvina, a small, single site school district, converted to a charter school in August of 2000 as a result of the district educational partner’s intent to remain independent and reform the current school system. Our charter school founders were committed to the task of creating an environment that would (1) provide individualized attention toward student needs, (2) personalize the school experience through limiting and maintaining small class sizes in grades TK-8, (3) provide a safe, caring, and nurturing school environment the school community takes pride in, and (4) provide parents a school of choice they felt would best nurture the developmental needs of their individual child. With these values setting the foundation of the school district, the school staff takes great pride in meeting the needs of all its students, and as a result, the district has the overwhelming support of its parents, teachers, support staff, students, and community members.

Students Served and Attendance:

Alvina Elementary Charter School District seeks to serve all students, grades TK-8, who wish to attend the school and who meet the criteria and procedures for enrollment as set by local school board policy. Our board has currently stipulated that student enrollment in grades TK-8 will not exceed an average of 22 students per classroom. Presently, we have 176 students enrolled and a school wide average of 20 students per classroom. Of those students, 72 (41%) are from within the Alvina Elementary Charter School boundaries, while 104 (59%)

come from outside of the district. The Alvina Elementary Charter School District serves a varied and diverse ethnic student population, which is representative of the geographic area in which it is located: 90.3% Hispanic or Latino, 8.0% White, 0.6% Asian, and 0.6% African American (CA Dashboard).

The district places an emphasis on fostering a secure, safe, nurturing and friendly environment in which students can experience a wide variety of learning activities through growing technologies, experimental science activities, an art program, intense interventions, a competitive sports program, along with the fundamentals of basic education. From academics to the arts, we believe as a charter school we offer students a well-rounded educational experience, which fosters a love for learning and encourages students to become life-long learners.

Mission Statement:

In collaboration with our community, it is the mission of Alvina Elementary Charter School to recognize the value and spirit of each and every one of our students. With complete dedication, it is our goal to:

- Promote Academic Student Success.**
- Recognize the Value of Each Child.**
- Inspire a Partnership with the Home.**
- Develop Student Learning to its Fullest Potential.**
- Enable Students to Develop a Love for Learning.**

Being the Alvina Elementary Charter School District is a K-8 school district, the following metrics do not apply:

A-G and CTE Completion, AP Passage, EAP ELA, EAP Math, HS Dropout Rate, and HS Graduation Rate.

The single school district does not receive Equity Multiplier funding.

The district does not have 15 or more Long Term English Learners (LTEL's).

Reflections: Annual Performance

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

The Alvina Elementary Charter School District has identified the following areas based on a reflection on annual performance:

2023 California School Dashboard Chronic Absenteeism:

- All Students – 21.5% chronically absent, increased 1.3%, red.
- Hispanic Students – 23.7% chronically absent, increased 3%, red.
- Low-Income Students – 24.3% chronically absent, increased 3.9%, red.
- English Learners – 22.8% chronically absent, increased 0.8%, red.

The district will continue to work closely with our students, parents and Home Outreach Team to address our chronic absenteeism rate. The average daily attendance rate was identified at 92.63% at P2 in 2022, but showed a slight increase to 94.7% in 2023. As a result, specific actions to continue addressing chronic absenteeism will be included in the LCAP under Goal 2, Action 4. The district will be placing new efforts to incentivize and reward students for good attendance.

2024 California School Dashboard Academic Performance:

English Language Arts:

- All Students – 19.7 points below standard, declined 9.8 points, orange.
- Hispanic Students – 22.5 points below standard, declined 5.8 points, orange.
- Low-Income Students – 29.9 points below standard, maintained -2.2 points, orange.
- English Learners – 37 points below standard, maintained -0.2 points, orange.

Mathematics:

- All Students – 33.4 points below standard, increased 4.3 points, yellow.
- Hispanic Students – 38.3 points below standard, increased 4.8 points, yellow.
- Low-Income Students – 44.3 points below standard, increased 8.3 points, yellow.
- English Learners – 72.1 points below standard, maintained 0.6 points, orange.

2024 California Assessment of Student Performance and Progress:

English Language Arts:

All Students – 40.86% at or above standard, decrease of 2.62%.

Hispanic Students – 39.43% at or above standard, decrease of 2.57%.

Low-Income Students – 37.12% at or above standard, increase of 2.01%.

English Learners – 19.23% at or above standard, decrease of 2.65%.

Mathematics:

All Students – 40.87% at or above standard, increase of 5.21%.

Hispanic Students – 39.42% at or above standard, increase of 5.42%.

Low-Income Students – 37.11% at or above standard, increase of 7.32%.

English Learners – 11.54% at or above standard, decrease of 7.22%.

In reflecting on overall performance levels, as well as the performance of the Hispanic, Low-Income and English Learner subgroups, although some movement, it was identified that the district was able to maintain performance in English Language Arts, as well as demonstrating slight growth in mathematics. However, within mathematics, English Learners continue to show struggle in making growth in comparison to other subgroups. Focus on this subgroup must be maintained moving forward. As a result, specific actions to address English Learner performance will be included in the LCAP.

2024 CALPADS Local Data EL Reclassification Rate:

Students Redesignated to Fluent English Proficient (RFEP): 22.22% Redesignated (RFEP) maintained from prior year (2023) 22.22% redesignated. This is maintained at our established baseline (22.22%) and below our target (30%).

2024 California School Dashboard, English Learner Progress Indicator (ELPI):

English Learner Progress – 65% making progress towards English language proficiency, increased 13.8%, 40 EL students.

The 2024 percentage of English Learners making a year or more of progress in acquiring English language skills was at 65%, an increase of 13.8% from the prior year. This resulted in an increase from a green indicator to a blue indicator on the California School Dashboard.

However, as stated above, the district identifies a gap between the Hispanic/Low-income subgroup compared to the performance of English Learners. As a result, specific actions to address English Learner performance will be included in the LCAP moving forward.

2024 California Assessment of Student Performance and Progress:

English-Language Fluency – Long Term English Learners, No data, Fewer than 11 students (DataQuest).

2024 Pupils in the LEA have sufficient access to the standard-aligned instructional materials:

School Accountability Report Card (SARC): 100% Sufficiency of Instructional Materials. Maintained.

2024 State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards:

State Standards Reflection Tool (Including ELD Standards): Rate at 5, maintained.

2024 California School Dashboard Chronic Absenteeism:

All Students – 5.6% chronically absent, decreased 15.9%, green.

Hispanic Students – 5.0% chronically absent, decreased 18.7%, blue.

Low-Income Students – 7.0% chronically absent, decreased 17.3%, green.

English Learners – 0.0% chronically absent, decreased 22.8%, blue.

The district will continue to work closely with our students, parents and Home Outreach Team to maintain the improvement seen within our chronic absenteeism rate indicator. The average daily attendance rate was identified at 94.7% at P2 in 2023, and showed an increase to 95.92% in 2024. As a result, specific actions will be continued in addressing the chronic absenteeism rate within the LCAP. These actions will be identified under Goal 2, Action 4. This indicator is no longer identified as red within the California Dashboard.

2024 Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs.

Building Relationships Between School Staff and Families: 4.0, maintained at 4.0.

Building Partnerships for Student Outcomes: 4.5, increased from 4.0.

Seeking Input For Decision Making: 4.0, declined from 4.5.

2024 Facilities Inspection Tool Report and School Accountability Report Card:

FIT Report / SARC – 100% of facilities met an overall score of “Good” as evaluated by the FIT tool and reported on SARC. Maintained.

Although the overall score of “Good” has been met through the use of the Facilities Inspection Tool (FIT), there is continued concern with the delay in the school receiving state modernization and new construction funding, although progress is beginning to be made. The district has made some improvements, while the biggest action has been the Facilities and Maintenance agreement between the district and CUSD. This has brought about slight improvement in the completion of projects while reducing overall costs. The district hopes to continue seeing improvement within the establishment of this agreement.

2024 Middle School Dropout Rate & 2024 Expulsion Rate:

Middle School Dropout Rate – All Students, maintained at 0%.

Expulsion Rate – All Students, maintained at 0%.

2024 School Climate Survey (School Connectedness & School Safety):

School Connectedness:

5th Grade – 98% agreement, increase by 2%.

8th Grade – 98% agreement, increase by 2%.

Staff – 100% agreement, maintained.

Parents – 100% agreement, increased by 3%.

School Safety:

5th Grade – 100% agreement, increased by 2%.

8th Grade – 100% agreement, increase by 4%.

Staff – 100% agreement, maintained.

Parents – 100% agreement, increased by 2%.

The district maintained efforts in working with students through the SPED team and working with instructional staff in identifying and intervening with students at risk of isolation and social emotional struggles. These efforts have been effective. In all identified areas on the School Climate Survey, slight increases are identified, the resulting scores are all above the 95% or higher target identified within the metrics of the LCAP.

2024 California School Suspension Rate:

All Students – 1.1% suspended at least one day, decreased 1.0%, green.

Hispanic Students – 1.2% suspended at least one day, decreased 0.5%, green.

Low-Income Students – 1.4% suspended at least one day, decreased 0.5%, green.

English Learners – 0% suspended at least one day, maintained 0%, blue.

In the analysis of the Suspension Rate, the district has identified through local data that overall suspensions continue to remain at a minimal level while showing incremental improvement. The district has implemented alternative measures in working with students who are struggling with behavior. The district feels the current approach to interventions, including the involvement of the school psychologist, All4Youth staff, and the RSP teacher, have resulted in effective support for struggling students. Additionally, the district will continue providing social emotional/behavioral, as well as mental health support to ensure the success of our students.

The Alvina Elementary Charter School District will have approximately \$108,416.33 remaining in unspent LREGB funding after the 2024-25 school year. The district will spend \$68,416 on Goal 1, Action 5 during the 2025-26 LCAP and the remaining balance of \$40,000.33 will be spent under the same action within the 2026-2027 LCAP.

The remaining LREGB funds are reflected in this 2025-2026 LCAP in the following locations:

Goal 1; Action 5, Extended Learning Opportunities

Explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526 (c)(2) (B)(i) tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Certificated staff will be providing after school tutoring support in small groups/one-on-one for identified students in ELA and mathematics.

Explanation of how the action is expected to address the areas(s) of need of students and schools identified in the needs assessment required by EC Section 32526(d), Certificated staff will support students identified of having academic needs through an analysis of CAASPP ELA and mathematics scores, including a comparison with iReady scores. Once students are identified, after school tutoring will allow for Certificated staff to work with identified students in a smaller more focused group which research has shown increases the opportunity for academic success by allowing for more one-on-one opportunities. This need was identified through a district needs assessment based on a review of CAASPP assessment scores and need to continue to demonstrate ELA and mathematics improvement.

2024 Local Control and Accountability Plan Survey Highlights:

100% of Parents and Staff feels the school offers a broad course of study.

100% of Parents and Staff feel the children are safe at school.

91% of Parents feel the school has strategies to support students with exceptional needs.

100% of Parents and Staff feel the school facilities are well maintained.

96% of Parents feel their children enjoyed Saturday Camp and/or the Summer School Program.

98% of Parents feel their children are well prepared for high school.

96% of Parents feel their children enjoy the ELP program.

100% of Parents and Staff feel the school places an important focus on character development.

100% of Parents agree that the school instructional staff creates a fun, safe, and engaging learning environment.

Reflections: Technical Assistance

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

The single school district is not in technical assistance. Not applicable.

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.

The single school district is not in comprehensive support and improvement. Not applicable.

Support for Identified Schools

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

The single school district is not in comprehensive support and improvement. Not applicable.

Monitoring and Evaluating Effectiveness

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

The single school district is not in comprehensive support and improvement. Not applicable.

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
Administration	Administration continues to attend trainings (1/28/25, 2/25/2025, 3/11/25) regarding the Local Control Funding Formula and the Local Control and Accountability Plan provided by the Fresno County Office of Education during the 2024-2025 school year. The administration continues to be involved in all aspects of the development of the LCAP including identifying areas of concerns developed through district data reviews. There were no questions for the Superintendent/Principal and therefore a written response was not required.
Principal	Alvina Elementary Charter School is a one-school district and the principal is the sole administrator/superintendent. There were no questions for the Superintendent/Principal and therefore a written response was not required.
Parent	Parents received a district LCAP survey in February of 2025. The survey had areas that were specifically identified to address the Eight State Priorities. These surveys were collected and reviewed by the Alvina Staff (certificated and classified), the Parent Advisory Committee, and the English Learner Advisory Committee for the purpose of maintaining, adjusting and/or developing new goals within the LCAP. Certificated and Classified Input meeting on 4/04/2025. PAC Input Meeting on 4/08/2025 and DELAC Input Meeting on 4/10/2025.
Certificated Staff	Staff members have been presented LCFF and LCAP materials and given opportunity for discussions as how the identified needs of the survey results, the eight state priorities, LCFF and the LCAP will all tie together in the best interest of the school district. Input discussions occurred during a regularly scheduled meeting on 4/04/2025.

Classified Staff	Staff members have been presented LCFF and LCAP materials and given opportunity for discussions as how the identified needs of the survey results, the eight state priorities, LCFF and the LCAP will all tie together in the best interest of the school district. Input discussions occurred during a regularly scheduled meeting on 4/04/2025.
Bargaining Units	The district has no certificated or classified bargaining units.
SELPA	The AECSD consulted with the SELPA through attendance at its monthly SELPA Governance Council (SGC) meetings, and the District's consultation with SELPA staff. Student records for students receiving services from FCSS were reviewed by the Special Education teacher to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff, the District's Special Education staff ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.
Students	School Connectedness and Safety Surveys were distributed to students in grades 5 th and 8 th in March of 2025. These surveys had areas that identified all of the Eight State Priorities. These surveys were collected and reviewed by the Alvina administration and staff. The Student Advisory was also involved in learning about LCFF and the LCAP. Students on the committee discussed their viewpoints on current district practices and provided input as to what students would like to see implemented within the school site. Input discussions occurred during a meeting on 4/23/2025.
Student Advisory	The Student Advisory was also involved in learning about LCFF and the LCAP. Students on the committee discussed their viewpoints on current district practices and provided input as to what students would like to see implemented within the school site. Input discussions occurred during a meeting on 4/23/2025. There were no questions for the Superintendent/Principal and therefore a written response was not required.
Parent Advisory Committee	Parent Advisory Committee reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities. The committee was presented information regarding LCFF and LCAP at regularly scheduled input meeting on 4/08/2025. A complete draft of the LCAP was presented to the PAC at the 5/20/2025 meeting. There were no questions for the Superintendent/Principal and therefore a written response was not required.
District English Language Advisory Committee	District English Language Advisory Committee also reviewed our identified school needs, along with a focus on LCFF/LCAP, with an emphasis of combining both areas as it relates to the State Eight Priorities along with its impact on English Language Learners. The committee was presented information regarding LCFF and LCAP at regularly scheduled input meeting on 4/10/2025. A complete draft of the LCAP was presented to the DELAC at the 5/21/2025 meeting. There were no questions for the Superintendent/Principal and therefore a written response was not required.

LCAP Mid-Year Report	The LCAP Mid-Year Report was presented at the regularly scheduled board meeting on 2/27/2025.
Public Hearing	The LCAP public hearing was held at the regularly scheduled board meeting on 5/22/2025.
Public Comments	The LCAP was posted and a public comment window was opened on 5/22/2025 until the June board meeting on 6/26/2025.
Board of Trustees	The LCAP received final approval from the Alvina Board of Trustees at the regularly scheduled board meeting on 6/26/2025. At this board meeting, the district presented the local indicator outcomes, adopted the district budget, and approved the LCAP.

The educational partner's engagement process provided input for actions and services brought forward from the previous Local Control and Accountability Plan (LCAP) and lent insight into the specific areas that are the focus for how to increase or improve services for low-income, and English learners in the LCAP updating process. Educational partner's survey data and recommendations were analyzed by the Alvina Elementary Charter School District. Administration, after reviewing and analyzing this information, developed a list of recommendations and considerations for the updated LCAP. This information was used in the development of actions and services principally directed towards meeting the needs of our unduplicated groups of low-income and English learners. Actions and services that were considered for district or school-wide implementation were selected based on the needs of unduplicated student groups and in alignment with the vision, mission, and goals established by the Alvina Elementary Charter School District.

Based on educational partner feedback, ordered by discussion points, the following actions and services have been included in the plan:

Action 2.3 Home Outreach Services and Action 2.4 Activities Promoting Student Engagement were identified as effective as the district did see improvement in the Chronic Absenteeism Rate. The district was identified as red on the California Dashboard and had to address the CAR on the previous LCAP. Based on an analysis of the available data, the district identified tremendous improvement from previous indicators. The district indicators have improved from red to green and blue. Due to the improvement in the Chronic Absenteeism Rate, the feedback from teachers, staff, students and educational partners, it was strongly stated that this action focused on Home Outreach Services and Activities Promoting Student Engagement remain in the LCAP as it provides supports to achieve student engagement. It will remain in the LCAP as Goal 2, Action 3 and Goal 2, Action 4.

Action 3.1 School Facilitates and Maintenance was discussed by educational partners as this action placed within the 2024-25 LCAP was a new approach to the districts facilitates and maintenance needs. Although there are still items to work out within the contract, feedback from teachers, staff, students and educational partners, strongly supported the continued direction in maintaining the districts facilities as the results have been positive. Facilities and Maintenance funding will be maintained through Goal 3, Action 1.

Action 1.5 Extended Learning Opportunities were heavily supported by parents, teachers, students and educational partners as they Identified the continued need to support struggling students within smaller/one-on-one groups. Students shared the extra time spent being able to work with the teacher and get questions answered made a significant difference in academic success. The Extended Learning Opportunities funding will be maintained under Goal 1, Action 5 through the use of the remaining LREGB funds as this need was also identified through the needs assessment.

Action 1.1 Properly Credentialed Teachers and 1.2 Instructional Assistants to Support English Learners and Low-Income Students was emphasized by parents, students and educational partners as the core of the LCAP. Educational partners strongly stated that the instructional staff of the district is strong and results are demonstrated within state assessment results. Parents, students and educational partners strongly support maintaining classified properly credentialed teachers and instructional assistants within the classroom to support all students with a focus on English Learners and Low-Income students. Funding for this action will be maintained under Goal 1, Action 1 and Goal 1, Action 2.

Action 1.6 Students with Exceptional Needs and Action 2.2 Health Services were identified by parents, teachers, staff, students and educational partners as a continued need to address students with exceptional needs as well as to maintain a focus on mental health. Mental health, behavioral support, and academic interventions were identified as a continued need for district students. Mental health struggles based on social media and societal pressures were discussed by parents as an increasing concern for children. As a result, feedback from teachers, staff, students and educational partners, clearly support the maintenance of Action 1.6 and Action 2.2 within the LCAP.

Goals and Actions

Goals

Goal #	Description	Type of Goal
1	Ensure all students, including English learners and low-income, demonstrate academic achievement and increase proficiency levels in essential learning areas leading to college and career readiness through engagement in rigorous educational experiences that develop their ability to collaborate, create, communicate, and think critically.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of the student achievement data from various sources such as the California School Dashboard, California Assessment of Student Performance and Progress (CAASPP), the English Learner Reclassification Rate, and English Learner Annual Growth Rate. The Student Achievement data shows that the Alvina Elementary Charter School District needs to target and increase the academic achievement of all students, as well as specific groups of students including Low-Income and English learners with performance gaps in English Language Arts and Mathematics and increase levels of English Proficiency for English Learners. The actions and metrics of this goal were identified to close the achievement gaps and were chosen specifically to target and improve academic performance of all students including Low-Income and English learners. The metrics identified within this goal will also measure continuous year-to-year growth and will target improvement on student achievement as specified in the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	2022-23 0% Misassignments 0% Vacancies Data Source: SARC	2023-24 0% Misassignments 0% Vacancies Data Source: SARC		100% Properly Credentialed Teachers No Misassignments or Vacancies	0% increase misassignments 0% increase vacancies
1.2	California Assessment of Student Performance and Progress: ELA	2022-23 All Students: 43.48% at or above standard Hispanic: 42.00% at or above standard Low Income: 35.11% at or above standard EL's: 21.88% at or above standard Data Source: DataQuest	2023-24 All Students: 40.86% at or above standard Hispanic: 39.43% at or above standard Low Income: 37.12% at or above standard EL's: 19.23% at or above standard Data Source: DataQuest		All Students: 50.0% at or above standard Hispanic: 50.0% at or above standard Low Income: 45.0% at or above standard EL's: 30% at or above standard	All Students: -2.62% at or above standard Hispanic: -2.57% at or above standard Low Income: +2.01% at or above standard EL's: -2.65% at or above standard

1.3	California Assessment of Student Performance and Progress: Mathematics	<p>2022-23</p> <p>All Students: 40.15% at or above standard</p> <p>Hispanic: 35.97% at or above standard</p> <p>Low Income: 29.41% at or above standard</p> <p>EL's: 11.43% at or above standard</p> <p>Data Source: DataQuest</p>	<p>2023-24</p> <p>All Students: 40.87% at or above standard</p> <p>Hispanic: 39.42% at or above standard</p> <p>Low Income: 37.11% at or above standard</p> <p>EL's: 11.54% at or above standard</p> <p>Data Source: DataQuest</p>		<p>All Students: 50.0% at or above standard</p> <p>Hispanic: 45.0% at or above standard</p> <p>Low Income: 40.0% at or above standard</p> <p>EL's: 25% at or above standard</p>	<p>All Students: +0.72% at or above standard</p> <p>Hispanic: +3.45% at or above standard</p> <p>Low Income: +7.7% at or above standard</p> <p>EL's: +0.11% at or above standard</p>
1.4	California Assessment of Student Performance and Progress: Science	<p>2022-23</p> <p>All Students: 11.11% at or above standard</p> <p>Hispanic: 6.90% at or above standard</p> <p>Low Income: 3.33% at or above standard</p> <p>EL's: 0.00% at or above standard</p> <p>Data Source: DataQuest</p>	<p>2023-24</p> <p>All Students: 28.94% at or above standard</p> <p>Hispanic: 25.71% at or above standard</p> <p>Low Income: 25.80% at or above standard</p> <p>EL's: Fewer than 11.</p> <p>Data Source: DataQuest</p>		<p>All Students: 25.0% at or above standard</p> <p>Hispanic: 20.0% at or above standard</p> <p>Low Income: 20.0% at or above standard</p> <p>EL's: 20% at or above standard</p>	<p>All Students: +17.83% at or above standard</p> <p>Hispanic: +18.81% at or above standard</p> <p>Low Income: +22.47% at or above standard</p> <p>EL's: Fewer than 11.</p>

1.5	California School Dashboard: ELA Distance from Standard	2023 All Students: 9.9 points below standard Hispanic: 16.7 points below standard Low Income: 27.7 points below standard EL's: 36.8 points below standard Data Source: CA Dashboard	2024 All Students: 19.7 points below standard Hispanic: 22.5 points below standard Low Income: 29.9 points below standard EL's: 37 points below standard Data Source: CA Dashboard		All Students: 0 points below standard Hispanic: 5 points below standard Low Income: 10 points below standard EL's: 30 points below standard	All Students: Declined 9.8 points Hispanic: Declined 5.8 points Low Income: Maintained -2.2 points EL's: Maintained -0.2 points
1.6	California School Dashboard: Mathematics Distance from Standard	2023 All Students: 37.6 points below standard Hispanic: 43.1 points below standard Low Income: 52.6 points below standard EL's: 72.7 points below standard Data Source: CA Dashboard	2024 All Students: 33.4 points below standard Hispanic: 38.3 points below standard Low Income: 44.3 points below standard EL's: 72.1 points below standard Data Source: CA Dashboard		All Students: 20 points below standard Hispanic: 25 points below standard Low Income: 40 points below standard EL's: 75 points below standard	All Students: Increased 4.3 points Hispanic: Increased 4.8 points Low Income: Increased 8.3 points EL's: Maintained 0.6 points

1.7	English Learner Reclassification Rate to Redesignated Fluent English Proficient	2022-23 Students Redesignated to Fluent English Proficient (RFEP) 22.22% Redesignated Data Source: CALPADS EOY3 LEA-Level Calculation	2023-24 Students Redesignated to Fluent English Proficient (RFEP) 22.22% Redesignated Data Source: CALPADS EOY3 LEA-Level Calculation		Students Redesignated to Fluent English Proficient (RFEP) 30% Redesignated	0.0% Maintained Redesignated
1.8	EL Students Making Progress Toward English Proficiency	2023 51.2% ELPI Data Source: 2023 CA School Dashboard ELPI	2024 65% ELPI Data Source: 2024 CA School Dashboard ELPI		60% ELPI	+13.8% ELPI
1.9	Sufficient Access to Standards-Aligned Instructional Materials	2022-23 100% Sufficiency of Instructional Materials Data Source: SARC	2023-24 100% Sufficiency of Instructional Materials Data Source: SARC		100% Sufficiency of Instructional Materials	0.0% Maintained Sufficiency of Instructional Materials
1.10	State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards	2023-24 Rating: 5 Full Implementation Data Source: State Standards Reflection Tool (Including ELD Standards)	2023-24 Rating: 5 Full Implementation Data Source: State Standards Reflection Tool (Including ELD Standards)		Rating: Increase the Rating by .5	Rating: 0 Increase Maintained Full Implementation

1.11	Access to a Broad Course of Study as Measured by Review of Master Schedule.	<p>2023-24</p> <p>Rating: 100% of students had access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports.</p> <p>Data Source: Master Academic Calendar</p>	<p>2024-25</p> <p>Rating: 100% of students had access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports.</p> <p>Data Source: Master Academic Calendar</p>		<p>Rating: 100% of students will have access to a broad course of study as demonstrated through the school academic master schedule.</p>	<p>Rating: 0% (Maintained)</p> <p>increase in number of students had access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports.</p>
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1.12	Other Pupil Outcomes California Physical Fitness Test	2022-23 CPF Results: Grade 5: CP 1 (AC) – 100 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100 Grade 7: CP 1 (AC) – 95 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100 Data Source: SARC	2023-24 CPF Results: Grade 5: CP 1 (AC) – 100 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100 Grade 7: CP 1 (AC) – 100 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100 Data Source: SARC		CPF Results: Grade 5: CP 1 (AC) – 100 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100 Grade 7: CP 1 (AC) – 100 CP 2 (ASE) – 100 CP 3 (TESF) – 100 CP 4 (UBSE) – 100 CP 5 (Flex) – 100	Grade 5: CP 1 (AC) – +0 CP 2 (ASE) – +0 CP 3 (TESF) – +0 CP 4 (UBSE) – +0 CP 5 (Flex) – +0 Grade 7: CP 1 (AC) – +5 CP 2 (ASE) – +0 CP 3 (TESF) – +0 CP 4 (UBSE) – +0 CP 5 (Flex) – +0
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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.

Goal 1 was implemented by the Alvina Elementary Charter School District to ensure that all students meet or exceed academic standards and are successfully being prepared for college and career readiness through a rigorous educational experience while focusing on closing the achievement gap. The district used the following rating scale to determine the district's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1: Properly Credentialed Teachers

Implementation Level: 5 – Full Implementation and Sustainability

The district has fully implemented and sustained strong and supportive human resource policies and incentives to retain certificated staff. Although, the district has had turnover in prior years, the district has been able to maintain a consistent certificated staff for two continuous years. The district believes by continuing to maintain a focus on building capacity amongst our certificated staff, it has created a strong incentive to remain with the district. High recruitment efforts allowed the district to fill its only 2025-26 certificated opening, as at this time the district, due to a slight increase in transitional kindergarten enrollment, will separate its TK/Kindergarten combination class into individual classrooms.

No substantive difference in planned action compared to the actual implementation.

Action 1.2: Instructional Assistants to Support English Learners and Low-Income Students

Implementation Level: 5 – Full Implementation and Sustainability

The district has fully implemented and sustained strong and supportive human resource policies and incentives to retain classified instructional assistants. Although, the district has had turnover in prior years, the district has been able to maintain consistent instructional assistants for two continuous years. The district believes by continuing to maintain a focus on building capacity amongst our instructional assistants, it has created a strong incentive to remain with the district.

No substantive difference in planned action compared to the actual implementation.

Action 1.3: Professional Development

Implementation Level: 4 Full Implementation

The district, in order to continue building capacity amongst its instructional staff, has continued full implementation of its professional development supports. The district utilized its partnerships with the Fresno County Superintendents of Schools, curricular publishers such as iReady, Amplify, Bridges, CPM and McGraw Hill. These supports continue to build the capacity of our instructional staff and provide a direction in working with our lowest performing subgroups. Additional professional development focused on mental wellness was also implemented through a grant. These supports continue to build capacity amongst staff, which ultimately helps support the districts Hispanic English Learners, and Low-income subgroups.

A substantive difference in the planned action was not having the available substitute teachers to release classroom teachers to attend professional development opportunities.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Implementation Level: 5 Full Implementation and Sustainability

The district, in focusing on its continuance on building staff capacity, fully implemented its continued partnership with the AIMS Center through Fresno Pacific University. These supports continue to strengthen academic STEAM (science, technology, engineering, arts and mathematics) instructional strategies. Additionally, through our partnership, instructional staff one-on-one coaching was implemented focusing on how to effectively implement these instructional strategies in supporting the districts English Learners.

No substantive difference in planned action compared to the actual implementation.

Action 1.5: Extended Learning Opportunities

Implementation Level – 5 Full Implementation and Sustainability

The district fully implemented and sustained our extended learning opportunities after school tutoring program for identified students, including the Hispanic, English Learner and Low-income subgroups. The after school tutoring program was implemented for all grades transitional kindergarten through eighth grade, except for third grade during the 2024-25 school year. Teachers through the iReady assessment program identified students and provided small group/one-on-one targeted tutoring support for students twice a week. Progress monitoring was maintained through the iReady assessment system. Students were rotated within the program depending on overall academic progress.

No substantive difference in planned action compared to the actual implementation.

Action 1.6: Students with Exceptional Needs

Implementation Level – 5 Full Implementation and Sustainability

The district continued its full implement of the Resource Specialist Program teacher and SPED instructional support assistant. With continued assessments during the 2024-25 school year, the districts SPED needs continue to increase. In order to meet the needs of students with exceptional needs, it is imperative for the district to retain and maintain current staffing in order to provide consistent instructional support, as identified within IEP's and 504's, to meet the needs of students with exceptional needs.

No substantive difference in planned action compared to the actual implementation.

Action 1.7: Data and Assessment

Implementation Level – Full Implementation and Sustainability

The district has continued its full implementation of the iReady Assessment System that has become a highly integrated data resource within the districts PLC team discussions. Implemented academic learning action plans used iReady assessment data to evaluate academic actions implemented and academic performance progress. Assessments are given three times a year within grades first through eighth grade. Data is then discussed during PLC meetings and student performance meetings (SPM). These discussions will continue to be used as a catalyst for improvement with a focus on instruction and interventions.

No substantive difference in planned action compared to the actual implementation.

Action 1.8: English Language Development

Implementation Level – 4 Full Implementation

The district continues to fully implement and incorporate designated and integrated English Language Development (ELD). The district has provided teachers the necessary standard aligned curricular materials, which allow students to access the full Amplify ELD program. In addition, professional development, which supports English Language Development through curricular publishers, were also provided to teachers. This provided understanding of the connection between state content standards, curricular materials and sound instructional theory.

No substantive difference in planned action compared to the actual implementation.

Action 1.9: Instructional Core Materials

Implementation Level – 4 Full Implementation

The districted has fully implemented the incorporation of designated and integrated English Language Development (ELD). The district has provided the instructional staff with standard aligned curricular materials, which allow students to access the full educational program. In addition, professional development, which supports English Language Development through curricular publishers, was also provided to teachers. This provided understanding of the connection between state content standards, curricular materials and sound instructional theory.

No substantive difference in planned action compared to the actual implementation.

Action 1.10: Access to Technology

Implementation Level: 5 – Full Implementation and Sustainability

The district has fully implemented this action through its partnership with South County Support Services. SCSS maintains the technological infrastructure of the district, ensuring it continues to run at full capacity. On-going hardware, including internal components were maintained and repairs made as needed. In addition, the district ensured all Chromebooks (one-to-one ratio) for students were functioning, and repairs/replacements made as needed. The district also purchased new Chromebooks to update those that had expiring licenses. Teacher laptops/SMART Boards were also maintained ensuring they had the tools necessary to support the instructional program.

No substantive difference in planned action compared to the actual implementation.

Overall Implementation Successes

To ensure this goal is met, the district continued to place a strong focus on the ability to retain and maintain its core instructional certificated and classified staff. Identified professional development was also implemented to support high-level academic instruction. Maintaining an aligned instructional vision benefits the academic success of all students, especially the Hispanic, English Learners and Low-income subgroups. Additionally, providing teachers with the necessary resources such as core academic curriculum, supplemental materials, and effective technology tools, support effective instruction within the classroom. Continued planning of the actions of Goal 1 between teachers, instructional assistants and administration, through PLC and student performance meetings (SPM), will provide on-going evaluation of the effectiveness of research-based curriculum, instructional strategies and assessment practices.

Overall Implementation Challenges

The district's ability to provide professional development was a challenge due to the lack of qualified substitutes needed to free up instructional staff to attend these opportunities. The district must find creative ways to provide the necessary classroom coverages. Additionally, although the district was able to maintain and retain instructional staff for two consecutive years, the district must continue to focus on long-term retention of staff.

Goal 1 was implemented by the Alvina Elementary Charter School District to ensure that all students meet or exceed academic standards and are successfully being prepared for college and career readiness through a rigorous educational experience while focusing on closing the achievement gap. Overall, the district fell within reasonable estimates of expenditures for the actions under goal 1. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures are identified below:

Action 1.1: Properly Credentialed Teachers

Material Differences: The district budgeted \$730,143 for this action and came in within budget at \$685,531.

Action 1.2: Instructional Assistants to Support English Learners and Low-Income Students

Material Differences: The district budgeted \$605,185 for this action and came within budget at \$639,380.

Action 1.3: Professional Development

Material Differences: The district budgeted \$10,000 for this action and came in under budget at \$5,000. Coming under budget in planned expenditures was a result of not having the substitute teachers available to release teachers for professional development opportunities.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Material Differences: The district budgeted \$43,000 for this action and came in within budget at \$36,600.

Action 1.5: Extended Learning Opportunities

Material Differences: The district budgeted \$65,000 for this action and came in within budget at \$63,000.

Action 1.6: Students with Exceptional Needs

Material Differences: The district budgeted \$190,255 for this action and came in within budget at \$184,861.

Action 1.7: Data and Assessment

Material Differences: The district budgeted \$15,000 for this action and came in within budget at \$10,192.

Action 1.8: English Language Development

Material Differences: The district budgeted \$10,000 for this action and came in within budget at \$10,040.

Action 1.9: Instructional Core Materials

Material Differences: The district budgeted \$75,000 for this action and came in under budget at \$43,591. The decrease from the budgeted amount was a result of the district remaining in the research phase of the mathematics adoption, however current district adopted mathematics materials were purchased for the current year.

Action 1.10: Access to Technology

Material Differences: The district budgeted \$40,000 for this action and came in within budget at \$37,488.

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

Goal 1 was implemented by the Alvina Elementary Charter School District to ensure that all students meet or exceed academic standards and are successfully being prepared for college and career readiness through a rigorous educational experience while focusing on closing the achievement gap. The district used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action 1.1: Properly Credentialed Teachers

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA, Math, Science), CA School Dashboard (Math, ELA Distance from Standard), Appropriately Credentialed Teachers, California Physical Fitness Test

Analysis Statement:

Year 1 outcome data demonstrated the district fully filled all certificated positions while retaining all staff members for the 2024-25 school year with 0% misassignments as identified in the SARC. The district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The district saw growth in CAASPP science scores (overall – 28.94%, Hisp. – 25.71%, LI – 25.80%, EL – fewer than 11) including all subgroups. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard

(-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). The results of the California Physical Fitness Test were as follows: Grade 5 - CP 1 (AC) – 100 (maintained), CP 2 (ASE) – 100 (maintained), CP 3 (TESF) – 100 (maintained), CP 4 (UBSE) – 100 (maintained), and CP 5 (Flex) – 100 (maintained). Grade 7 - CP 1 (AC) – 100 (+5%), CP 2 (ASE) – 100 (maintained), CP 3 (TESF) – 100 (maintained), CP 4 (UBSE) – 100 (maintained), and CP 5 (Flex) – 100 (maintained). The district will maintain its focus on retaining and build capacity of its instructional staff in order to maintain the foundations of instructional success. Additionally, this leads to higher levels of job satisfaction. We anticipate that a reduction in turnover correlates directly to an increase in all student achievement academic indicators, as students will have more experienced, highly qualified teachers who have established a common vision. The district continues to see success within this action and it has resulted in a positive impact as identified by the metrics identified above. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.2: Instructional Assistants to Support English Learners and Low-Income Students

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), EL Students Making Progress Toward English Proficiency

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). Additionally, the EL Students Making Progress Toward English Proficiency rate increased to 65% (+13.8). The gains and maintenance of the metrics of this action demonstrate the effectiveness classified instructional assistants provide within the classroom to support students in a small group and/or one-on-one setting. We anticipate by maintaining our instructional assistants within the classrooms correlates directly to an increase in all student achievement indicators, including CAASPP ELA and mathematics scores, as well results on the Dashboard especially for English learners and/or low-income students, as they will have experienced instructional assistants in the classroom. The success of this action thus far, has resulted in a positive impact as identified by the metrics identified above. Additionally, because of the feedback from teachers, staff, students and educational partners share the importance of the continued implementation of this action, the district will continue this action into the new LCAP year.

Action 1.3: Professional Development

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard)

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). According to administration, and feedback from teachers, staff, students and educational partners, although the retention of staff has been successful over the last year, it is vital for the district to continue to build the capacity of instructional staff by providing them with the necessary tools to be successful in the classroom. Survey results also state the instructional staff feel well versed in the implementation of the district-adopted curriculum. To maintain this confidence, it entails the continuance of providing instructional staff with high quality, research-based professional development. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), English Learner Reclassification Rate to Redesignated Fluent English Proficient, EL Students Making Progress Toward English Proficiency

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). The English Learner Reclassification Rate to Redesignated Fluent English Proficient was maintained at 22.22% based on CALPADS. In addition, the EL Students Making Progress Toward English Proficiency rate increased to 65% (+13.8). According to administration, and feedback from teachers, staff, students and educational partners it is vital for the district to continue

to build the capacity of instructional staff by providing them with the necessary tools to be successful in the classroom. Per LCAP staff survey results and instructional staff discussions, there is positive support for the continuing of the AIMS center partnership focused on the improvement of instructional strategies to support all students, with a focus on English Learners. Although there is an understanding that professional growth of instructional staff takes time, this process does create an impact on overall current academic student success. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.5: Extended Learning Opportunities

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard)

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). Research has demonstrated that intensive instruction in a small group and/or one-on-one setting increases by properly qualified teachers, the opportunity to achieve student success increases. As a result based on research and the overall performance of the district, after school extended learning opportunities will be maintained. The success of this action thus far, has resulted in a positive impact as identified by the metrics identified above. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.6: Students with Exceptional Needs

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard)

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and

EL 37 points below standard (maintained -0.2). According to administration, the district's percentage of student with exceptional needs continues to grow and the availability of SPED supports is becoming increasingly important to the students with exceptional needs of the district. Additionally, mental health has been identified as a priority through survey results and staff and parent discussions. This action will continue to provide the necessary supports to focus on the socioemotional, behavioral and academic needs of students found within IEP's and 504's by providing a Resource Specialist Program teacher and an instructional support assistant. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.7: Data and Assessment

Effectiveness of Action(s): 3 – Effective

Metric(s): CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), EL Students Making Progress Toward English Proficiency

Analysis Statement:

Year 1 outcome data demonstrated the district did see growth in CAASPP mathematics scores (overall – 40.87%, Hisp. – 39.42%, LI – 37.11%, EL – 11.54%) including all subgroups except EL. The district did see growth in all ELA areas, except growth in the ELA all students group and the ELA EL subgroup (overall – 40.86%, Hisp. – 39.43%, LI – 37.12%, EL – 19.23%). The two areas the district did see percentage decreases, the districts feels the decreases (math EL – 7.22% and ELA all students – 2.62% and EL – 2.65%) fell within the maintaining range. The CA School Dashboard results were as follows: Math All Students 33.4 points below standard (+4.3), Hispanic 38.3 points below standard (+4.8), Low Income 44.3 points below standard (+8.3), and EL 72.1 points below standard (maintained 0.6). ELA All Students 19.7 points below standard (-9.8), Hispanic 22.5 points below standard (-5.8), Low Income 29.9 points below standard (-2.2), and EL 37 points below standard (maintained -0.2). In addition, the EL Students Making Progress Toward English Proficiency rate increased to 65% (+13.8). The implementation of this action supported instructional staff by providing the tools needed to analyze student achievement data and assist in providing the necessary interventions to support students. The district continues to use the iReady Assessment System to spur more academic conversations within PLC meetings, student performance meetings and academic instructional plans. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.8: English Language Development

Effectiveness of Action(s): 3 – Effective

Metric(s): English Learner Reclassification Rate to Redesignated Fluent English Proficient, EL Students Making Progress Toward English Proficiency, State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards

Analysis Statement:

Year 1 outcome data demonstrated the district made progress in English Learner Development. The English Learner Reclassification Rate to Redesignated Fluent English Proficient was maintained at 22.22% based on CALPADS. The EL Students Making Progress Toward English Proficiency rate increased to 65% (+13.8) based on the ELPI. Additionally, the district maintained a 5 on the State Standards Reflection Tool. According to administration, and feedback from teachers, staff, students and educational partners it is vital for the district to continue to

support instructional staff by providing them with the necessary core and supplemental materials needed to meet the needs of English language learners. These materials will support English language development instruction by targeting English proficiency level and aligning the state content standards and curriculum framework based on sound instructional theory. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.9: Instructional Core Materials

Effectiveness of Action(s): 3 – Effective

Metric(s): Sufficient Access to Standards-Aligned Instructional Materials, Access to a Broad Course of Study as Measured by Review of Master Schedule

Analysis Statement:

Year 1 outcome data demonstrated the district maintained 100% sufficiency with instructional materials for all students as identified on the School Accountability Report Card (SARC). Additionally, the district maintained 100% rating of students having access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports. The district provided instructional staff and students all the necessary instructional materials needed to effectively teach the district adopted core curriculum. The district remains in the research phase of the mathematics adoption process, however current district adopted mathematics curriculum was purchased for the current school year. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 1.10: Access to Technology

Effectiveness of Action(s): 3 – Effective

Metric(s): Sufficient Access to Standards-Aligned Instructional Materials, Access to a Broad Course of Study as Measured by Review of Master Schedule

Analysis Statement:

Year 1 outcome data demonstrated the district maintained 100% sufficiency with instructional materials for all students as identified on the School Accountability Report Card (SARC). Additionally, the district maintained 100% rating of students having access to a broad course of study with blended and extended course design incorporating history, science, art, enhanced PE, and competitive sports. According to administration, in order to drive a broad course of study the district's technological infrastructure, hardware, devices and programs must be up-to-date and well maintained. Through the district's partnership with South County Support Services, the district was able to maintain the technological infrastructure, as well as repairing/replacing damaged or outdated hardware and/or devices. Additionally, support from the Fresno County Superintendent of Schools technology team was incorporated as needed. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new three-year cycle.

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.

Action 1.1: Properly Credentialed Teachers

Description of Changes: After analysis, Action 1.1 did have the intended impact in supporting Goal 1 as the district was able to retain our properly credentialed teachers. In order to continue the effectiveness of this action the district will revise the funding amount due to step and column increases. Additionally, the district will be hiring a Transitional Kindergarten teacher, as enrollment has increased.

Action 1.2: Instructional Assistants to Support English Learners and Low-Income Students

Description of Changes: After analysis, Action 1.2 did have the intended impact in supporting Goal 1 based on the growth demonstrated within the data of CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), and EL Students Making Progress Toward English Proficiency. Additionally, feedback from teachers, staff, students and educational partners share the importance of having instructional assistants in the classroom to provide additional instructional support, as well as small group and/or one-on-one support. In order to continue the effectiveness of this action the district will maintain and revise the funding amount taking into consideration salary schedule adjustments.

Action 1.3: Professional Development

Description of Changes: In reviewing feedback from teachers, staff, students and educational partners share that it is vital to provide teachers with ongoing professional development training in order to meet the ever-changing needs of students within the classroom. However, with difficulties in obtaining substitute teachers, the district has found it very difficult to provide release time for teachers to attend professional development opportunities, the district will have to develop creative ways to be able to overcome this challenge. Through the use of technology or in-house opportunities, the district will meet the demand to support district teachers. In order to continue the effectiveness of this action the district will maintain the funding amount for the 2025-26 school year.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Description of Changes: After review, the district's partnership with the AIMS Center has resulted in positive academic growth demonstrated within the data of CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), English Learner Reclassification Rate to Redesignated Fluent English Proficient, and EL Students Making Progress Toward English Proficiency. Additionally, feedback from teachers, staff, students and educational partners has resulted in positive support for the impact the AIMS center is having with both instructional staff and students. The district will continue its partnership with the AIMS Center. In order to continue the effectiveness of this action the district will adjust the funding amount as per the AIMS agreement.

Action 1.5: Extended Learning Opportunities

Description of Changes: After analysis, Action 1.5 did have positive academic outcomes as demonstrated in data within the CAASPP (ELA & Math) and CA School Dashboard (Math, ELA Distance from Standard). Feedback from teachers, staff, students and educational partners feel very strongly in continuing Action 1.5 in order to provide targeted students with the necessary supports needed to achieve academic success. Additionally, this was also supported through the district LREBG needs analysis survey. In order to continue this action, the district will fund this action through the remaining LREBG funds for the 2025-26 school year.

Action 1.6: Students with Exceptional Needs

Description of Changes: After reviewing feedback from teachers, staff, and parents, continuing Action 1.6 was strongly supported in order to maintain a strong special education program that will provide the necessary supports for students with exceptional needs. The increasing needs within the special education program was a concern for all teachers, staff, and parents. To meet this growing needs, Action 1.6 must be maintained to continue with supports that include a Resource Specialist Program teacher (RSP), a speech pathologist, and a sped instructional assistant. In order to continue the effectiveness of this action the district will revise the funding amount due to step and column increases.

Action 1.7: Data and Assessment

Description of Changes: After analysis, Action 1.7 did have positive impact in supporting Goal 1 based on the growth demonstrated within the data of CAASPP (ELA & Math), CA School Dashboard (Math, ELA Distance from Standard), and EL Students Making Progress Toward English Proficiency. Feedback from teachers, staff, students and educational partners share the importance of placing the necessary tools in teacher's hands in order for them to be effective within the classroom. iReady is an effective tool in providing teachers with feedback on the effectiveness of student progress, effective instruction, academic plan data, and progress monitoring of student within the extended learning opportunities program. The district will continue its contract with Curriculum Associates and maintain the iReady program. In order to continue the effectiveness of this action the district will revise the funding amount due to an increase the contract costs.

Action 1.8: English Language Development

Description of Changes: After analysis, Action 1.8 did have positive impacts in supporting Goal 1 based on the growth demonstrated within the data of the English Learner Reclassification Rate to Redesignated Fluent English Proficient, EL Students Making Progress Toward English Proficiency, the State Standards Implementation, the English Learner Access to Core Curriculum and ELD Standards. Due to positive progress and feedback from teachers, staff, students and educational partners supporting the maintenance of Action 1.8, the district will continue this action. The district will maintain the current funding amount.

Action 1.9: Instructional Core Materials

Description of Changes: Based on an analysis of SARC data and the Master Schedule, this action has been found to be effective in supporting Goal 1. Feedback from teachers, staff, students and educational partners confirm the importance of teachers and students having the necessary curriculum, materials and supplies within the classroom in order to meet the rigor of effectively teaching the state standards in finding academic success. Although the district came in under budget due to delaying the adoption of mathematics curriculum and remaining in the research phase, in order to continue the effectiveness of this action, the district will decrease the funding amount as we monitor the state mathematics adoption cycle in 2025-26.

Action 1.10: Access to Technology

Description of Changes: After an analysis of SARC data and the Master Schedule, it has been found that Action 1.10 was effective in supporting Goal 1. After reviewing feedback from teachers, staff, students and educational partners, the importance of maintaining the technology infrastructure/program of the school district, especially in the 21st century classroom was confirmed. In order to maintain this level of support and maintenance, the district will maintain its funding allocation for action 1.10 as technology is ever changing and constant maintenance is necessary.

Metric 1.7: English Learner Reclassification Rate to Redesignated Fluent English Proficient

Clarification of data source was made. Data source was not changed, only the language used for clarification purposes.

Metric 1.12: English Learner Reclassification Rate to Redesignated Fluent English Proficient

Clarification of the language of metric 1.12 made to demonstrate connection to State Priority 8.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly Credentialed Teachers	The district will recruit, hire, and retain properly credentialed teachers and have no vacancies or misassignments in all core academic classes.	\$789,110	No
1.2	Instructional Assistants to Support English Learners and Low-Income Students	The district will recruit, hire, and retain instructional assistants in all core academic classrooms. Instructional assistants within the classroom during the instructional day will support the core instructional academic program for English learners and low-income students. Each instructional assistant assigned will support learning opportunities for students by providing scaffolding during lessons, one-on-one and/or small group instruction, and interventions in an individualized setting.	\$745,426	Yes
1.3	Professional Development	The district will provide teachers researched-based professional development through publishers, the Fresno County Office of Education, the Tulare County Office of Education and Fresno Pacific University as specific opportunities become available that target the needs of the district. The district will develop new methods for providing professional development, as there currently is a shortage of substitute teachers. Additionally, the district will also provide onsite-coaching support for identified teachers.	\$10,000	No
1.4	Services to Improve English Learner Literacy and Mathematics	The district will continue to provide teachers with high quality professional development and supplemental instructional materials through the AIMS/Fresno Pacific University Partnership, which provides research based instructional and engagement strategies. Additionally, field trips to the AIMS center will be introduced for the 2025-26 school year to increase the engagement component of the partnership. This action will support English learners by making ELA and mathematics more accessible by assisting students in gaining a deeper understanding of concepts and skills through a hands-on, multi-curricular, and problem solving approach.	\$40,000	Yes

1.5	Extended Learning Opportunities	The district will provide ELA and mathematics after-school tutorials that are above and beyond the regular instructional day. After-school tutorials aim to provide students who are struggling in the classroom during regular day instruction, including English Learners and low-income students, an opportunity to work in a targeted small group setting on strategies/skills students are struggling with, as well as additional opportunities for practice in ELA and/or mathematics. Research states that after-school tutoring programs offer numerous benefits for students, including improved academic performance, increased confidence, and the development of better study habits. These programs also provide a safe and supportive environment for students, help them develop social skills, and can reduce stress associated with academic challenges. The district will be using its LREBG funding to implement this action. The district will ensure all tutorials are implemented by certificated or classified instructional staff members as required by education code. Goal 1, metrics 1.2 – 1.6 will be used to monitor progress.	\$68,416 LREBG Funded	No
1.6	Students with Exceptional Needs	The district will retain the Resource Specialist Program teacher, a Speech Language Pathologist, and an RSP aide to serve students with disabilities in alignment with the Special Education Plan (SEP). The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education.	\$190,000	No
1.7	Data and Assessment	The district will provide instructional staff with the iReady assessment system for the ongoing assessment of students progress and to inform instructional decision-making focused on supporting all students as per teacher created Academic Action Plans. including Low-Income and English learners.	\$12,000	No
1.8	English Language Development	The district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.	\$10,000	No

1.9	Instructional Core Materials	The district will continue providing replacement materials for all district adopted core instructional materials, which are aligned with the state content standards and curriculum frameworks based on sound instructional theory and assist students in accessing the full educational program. In addition, the district will continue researching mathematics curriculum for a possible adoption during the 2025-26 school years.	\$75,000	No
1.10	Access to Technology	In order to meet the needs of the 21 st century classroom, the district will maintain the technological infrastructure of the district by purchasing the necessary hardware and software to maintain optimum performance. To enhance well-rounded instruction and learning, the technological infrastructure must perform at capacity at all times. Additionally, the district will research the possibility of hardwiring our internet connection through fiber optic cabling.	\$40,000	No

Goal #	Description	Type of Goal
2	Maintain a positive school environment by supporting student well-being and ensuring student engagement while working in partnership with district families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of improvements made within the school climate of the district through a review of Parent Participation Rates, Attendance Rates, Chronic Absenteeism Rate, and School Connectedness. The data shows the Alvina Elementary Charter School District needs to target the high chronic absenteeism rate as identified on the California School Dashboard and increase engagement of all students, as well as specific groups of students including Low-Income and English Learners. The actions and metrics associated with this goal will target school climate connectedness, parent participation, the attendance rate and the chronic absenteeism rate. The actions and metrics were identified to improve the school climate, increase parent participation, increase the attendance rate while lowering the chronic absenteeism rate, and improve daily student engagement of all students including Low-Income and English learners. The metrics identified within this goal will also measure continuous year-to-year growth and will target improvement on student engagement as specified in the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	2023 Building Relationships Between School Staff and Families: Rating: 4.0 Building Partnerships for Student Outcomes: Rating: 4.0 Seeking Input For Decision Making: Rating: 4.5 Data Source: Parent Involvement & Family Engagement Self-Reflection Tool	2024 Building Relationships Between School Staff and Families: Rating: 4.0 Building Partnerships for Student Outcomes: Rating: 4.0 Seeking Input For Decision Making: Rating: 4.0 Data Source: Parent Involvement & Family Engagement Self-Reflection Tool		Rating: 4.5 Building Partnerships for Student Outcomes: Rating: 4.5 Seeking Input For Decision Making: Rating: 5.0	Rating: 0.0 change Building Partnerships for Student Outcomes: Rating: 0.0 change Seeking Input For Decision Making: Rating: -0.5 change
2.2	Attendance Rate	2023 Rate: 94.73% Data Source: P2 Average Attendance Report	2024 Rate: 95.92% Data Source: P2 Average Attendance Report		Rate: 97%	Rate: +1.19%

2.3	Chronic Absenteeism	2023 All Students: 21.5% Hispanic: 23.7% Low Income: 24.3% EL's: 22.8% Data Source: CA Dashboard	2024 All Students: 5.6% Hispanic: 5.0% Low Income: 7.0% EL's: 0.0% Data Source: CA Dashboard		All Students: 10% Hispanic: 10% Low Income: 15% EL's: 15%	All Students: -15.9% Hispanic: -18.7% Low Income: -17.3% EL's: -22.8%
2.4	School Climate Survey: School Connectedness	2023-2024 School Connectedness 5 th Graders: Rating 96% 8 th Graders: Rating 96% Staff: Rating 100% Parents: Rating 97% Data Source: School Climate Survey	2024-2025 School Connectedness 5 th Graders: Rating 98% 8 th Graders: Rating 98% Staff: Rating 100% Parents: Rating 100% Data Source: School Climate Survey		The district will maintain the results rate at 95% or higher. If the results rate should drop below 95%, the district will increase the results rate by 2% until the rate is maintained at 95% or higher.	5 th Graders: Rating +2% 8 th Graders: Rating +2% Staff: Rating 0% change Parents: Rating +3%

Goal Analysis for [2024-2025]

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

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

Goal 2 was implemented by the Alvina Elementary Charter School District to maintain a positive and effective school culture by improving academic engagement, providing access to educational opportunities and materials, expand opportunities for parent involvement, provide supports in student engagement, and provide student health and safety supports resulting in positive onsite student outcomes as partners in education. The district used the following rating scale to determine the district's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 2.1: Parent Engagement Opportunities

Implementation Level: 5 – Full Implementation and Sustainability

The district continues to implement parent engagement opportunities throughout the school year to increase parent support and involvement within their children's education. Activities such as back to school night, parent/teacher conferences, the Thanksgiving luncheon, walk-a-thons, winter and spring performances, and the school carnival create opportunities for parents to be on campus engaging with school personnel. Additionally, activates such as the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC) allow parents to participate in the decision-making aspect of school business. The PAC and ELAC have demonstrated high attendance rates. These activities increase opportunities for communication between the district and its educational partners, while making the necessary changes necessary to make the school a better place for all groups. The district also provides translators and childcare support if requested.

No substantive difference in planned action compared to the actual implementation.

Action 2.2: Health Services

Implementation Level: 5 – Full Implementation and Sustainability

The district continues to maintain its on-going partnerships with various organizations, primarily with the Fresno County Superintendent of Schools, which provide health services and resources to the district. These partnerships include nursing services, psychological/counseling services and mental health support through the All4Youth program. Additional health resources include the Healthy Smiles Program (dental) and Tzu Chi Medical Foundation (vision). These services provided students with health wellness check-ups such as dental and vision checks, as well as supports for social emotional and mental health well-being.

No substantive difference in planned action compared to the actual implementation.

Action 2.3: Home Outreach Services

Implementation Level: 4 – Full Implementation

The district continues to implement the necessary supports for families of the district who have identified needs. This action supported English learners and low-income students by providing identified students with access to critical supports, services and supplies such as attendance assistance, medical/health/dental guidance, mental health support, resources to financial assistance (CALKids), technology support, and academic materials and supplies.

No substantive difference in planned action compared to the actual implementation.

Action 2.4: Activities Promoting Student Engagement

Implementation Level: 3 – Initial Implementation

The district began initial implementation of this action in order to address the red indicator under the Chronic Absenteeism Rate on the CA School Dashboard. This action supported student engagement by offering trimester field trips and prizes for qualifying students who demonstrate overall attendance rate improvement. These incentives, coupled by parent informational letters and reminders demonstrated the importance of good attendance, which drove the district push for improved attendance among the all-student, Hispanic, English Learner, and low-income subgroups.

No substantive difference in planned action compared to the actual implementation.

Action 2.5: Transportation

Implementation Level: 5 – Full Implementation and Sustainability

The district maintained its partnership with the Southwest Transportation Agency for all district transportation needs. This includes home to school transportation, sport activities, and field trips.

No substantive difference in planned action compared to the actual implementation.

Overall Implementation Successes

To establish that this goal was met, the district ensured that a solid partnership was nurtured between the school and the parents/students. Having a solid partnership amongst staff and parents sets the foundation for success leading to overall student academic achievement. The district had success in implementing the PAC and ELAC committees giving parents the opportunity to participate in decision-making. Both groups had high attendance rates and participated in constructive discussions centered on improvement. Additionally, through the use of engagement incentives, the district is no longer within the Chronic Absenteeism Rate red indicator on the CA School Dashboard. The combination of incentives, home outreach services, and parent engagement opportunities has resulted in overall student engagement improvement in comparison to prior years.

Overall Implementation Challenges

As a result, of feedback from teachers, staff, and students, the main focus moving forward will be to maintain the improvement made within the Chronic Absenteeism Rate. Improved attendance must become part of the culture as we continue to move away from the pandemic mindset. The district will continue placing a focus in this area through close work between parents, students, administration and the Home Outreach team during attendance reviews.

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.

Goal 2 was implemented by the Alvina Elementary Charter School District to maintain a positive and effective school culture by improving academic engagement, providing access to educational opportunities and materials, expand opportunities for parent involvement, provide supports in student engagement, and provide student health and safety supports resulting in positive onsite student outcomes as partners in education. Overall, the district fell within reasonable estimates of expenditures for the actions under goal 2. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures are identified below:

Action 2.1: Parent Engagement Opportunities

Material Differences: The district budgeted \$5,000 for this action and came in within budget at \$3,200.

Action 2.2: Health Services

Material Differences: The district budgeted \$79,225 for this action and came in within budget at \$79,641.

Action 2.3: Home Outreach Services

Material Differences: The district budgeted \$30,000 for this action and came in within budget at \$30,000.

Action 2.4: Activities Promoting Student Engagement

Material Differences: The district budgeted \$20,000 for this action and came in under budget at \$7,767. Alternative funding source such as the student body fund were able to be used to offset some of the activity costs.

Action 2.5: Transportation

Material Differences: The district budgeted \$87,897 for this action and came in within budget at \$87,897.

The actions outlined in Goal 2 were implemented by the Alvina Elementary Charter School District to maintain a positive and effective school culture by improving academic engagement, providing access to educational opportunities and materials, expand opportunities for parent involvement, provide supports in student engagement, and provide student health and safety supports resulting in positive onsite student outcomes as partners in education. The district used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action 2.1: Parent Engagement Opportunities

Effectiveness of Action(s): 3 – Effective

Metric(s): Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs

Analysis Statement:

Year 1 outcome data results on the Parent Involvement and Family Engagement Self-Reflection Tool were as follows: Building Relationships Between School Staff and Families: 4.0, Building Partnerships for Student Outcomes: 4.5, Seeking Input For Decision Making: 4.0. Data from PAC and ELAC participation demonstrated an increase in parent involvement. Collected data revealed an increase in PAC participation from 88% to 90% and an increase in ELAC participation from 88% to 96%. In addition, the analysis of the data demonstrates parents engaging with the district in opportunities that are made available such as Parent/Teachers Conferences, Thanksgiving Luncheons, Performance Programs, Athletics, etc. Through committee discussions, parents share they appreciate the welcoming environment of the school and that efforts to reach out to those who may have barriers should continue to be made. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 2.2: Health Services

Effectiveness of Action(s): 3 – Effective

Metric(s): Attendance Rate, School Climate Survey: School Connectedness

Analysis Statement:

Year 1 outcome data reveals the district's average attendance rate increased from 94.73% to 95.92%. Also, the School Climate Survey: School Connectedness reveals that 98% of fifth grade students are in agreement that they feel connected to the school, increasing by 2%. 98% of eighth graders are in agreement, increasing by 2%. 100% of staff are in agreement, maintaining results, and 100% of parents are in agreement, increasing by 3%. Action 2.2 was fully implemented as the district provided the necessary supports through the FCSS nursing services, FCSS psychological services and supports from the FCSS All4Youth program. Additionally, the district provided services through the Tzu Chi Medical Foundation, as well as FCSS Healthy Smiles Program, supporting vision and dental needs. The district will continue to

make this action a priority in order to support the overall well-being of students, increasing attendance and overall success. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new three-year cycle.

Action 2.3: Home Outreach Services

Effectiveness of Action(s): 3 – Effective

Metric(s): Chronic Absenteeism Rate, School Climate Survey: School Connectedness

Analysis Statement:

Year 1 outcome data reveals that on the CA Dashboard the all student group was at 5.6% chronically absent, decreased 15.9%, green indicator, Hispanic students at 5.0% chronically absent, decreased 18.7%, blue indicator, low-income students at 7.0% chronically absent, decreased 17.3%, green indicator, English Learners at 0.0% chronically absent, decreased 22.8%, blue indicator. The School Climate Survey: School Connectedness reveals that 98% of fifth grade students are in agreement that they feel connected to the school, increasing by 2%. 98% of eighth graders are in agreement, increasing by 2%. 100% of staff are in agreement, maintaining results, and 100% of parents are in agreement, increasing by 3%. This action was fully implemented, as it was a part of two actions that focused on improving our Chronic Absenteeism rate. As the data on the CA Dashboard shows, the implementation of this action demonstrated positive improvement. Because of feedback from teachers, staff, students and educational partners, it was strongly stated this action remain in the LCAP. As a result, the district will continue this action into the new LCAP year.

Action 2.4: Activities Promoting Student Engagement

Effectiveness of Action(s): 3 – Effective

Metric(s): Chronic Absenteeism

Analysis Statement:

Year 1 outcome data reveals that on the CA Dashboard the all student group was at 5.6% chronically absent, decreased 15.9%, green indicator, Hispanic students at 5.0% chronically absent, decreased 18.7%, blue indicator, low-income students at 7.0% chronically absent, decreased 17.3%, green indicator, English Learners at 0.0% chronically absent, decreased 22.8%, blue indicator. Through analysis of the Chronic Absenteeism rate, this action, which was part of a two-action approach to improve the Chronic Absenteeism rate, resulted in overall improvement as demonstrated by the Chronic Absenteeism rate on the Ca Dashboard. It was shared by administration, students were highly motivated for the incentives put forth by the district. Parents were in agreement. Although improvement were made, staff and parents share the district must remain vigilant in ensuring the student attendance rates remain high. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 2.5: Transportation

Effectiveness of Action(s): 3 – Effective

Metric(s): Attendance Rate, Chronic Absenteeism

Analysis Statement:

Year 1 outcome data reveals the district's average attendance rate increased from 94.73% to 95.92%. The CA Dashboard all student group was at 5.6% chronically absent, decreased 15.9%, green indicator, Hispanic students at 5.0% chronically absent, decreased 18.7%, blue indicator, low-income students at 7.0% chronically absent, decreased 17.3%, green indicator, English Learners at 0.0% chronically absent, decreased 22.8%, blue indicator. The partnership with the Southwest Transportation Agency has resulted in a safe, clean and reliable method of transportation for the students of our rural school district in which transportation can be difficult for parents. This action provided a method of transportation for students so they could maintain good attendance. According to administration, and feedback from teachers, staff, students and educational partners, providing rural home to school transportation continues to be a critical component to overall student engagement and academic achievement. Funding of this action will be of great importance moving forward. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

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.

Action 2.1: Parent Engagement Opportunities

Description of Changes: Feedback from teachers, staff, students and educational partners confirm the importance of creating opportunities for parent engagement and building vital partnerships between the home and school. Communication between parents and the district results in overall improvements in attendance, school connectedness, academics and self-efficacy. As a result, the district will maintain its funding allocation for this action.

Action 2.2: Health Services

Description of Changes: Action 2.2 has been implemented to maintain a focus on the health of district students. This includes dental, vision, as well as mental health services. The district is able to provide these resources through the FCSS psychological services, FCSS All4Youth Program, the Healthy Smiles Program and the Tzu Chi Medical Foundation. The district will maintain the funding for this action.

Action 2.3: Home Outreach Services

Description of Changes: Action 2.3 was identified as effective as we did see improvement in the Chronic Absenteeism rate, as well as the district moving from a red to green indicator on the CA Dashboard. Based on an evaluation of the current action, the district identified the continued need to maintain the supports needed for improved attendance. Because of the feedback from teachers, staff, students and educational partners, it was strongly stated that this action focused on the Home Outreach Team remain in the LCAP as it provides supports to achieve student improvement. As a result, the district will continue this action into the new LCAP year and funding for this action will be maintained. This action works in collaboration with action 2.4.

Action 2.4: Activities Promoting Student Engagement

Description of Changes: Action 2.4 was identified as effective as we did see improvement in the Chronic Absenteeism rate, as well as the district moving from a red to green indicator on the CA Dashboard. Based on an evaluation of the current action, the district identified the continued need to maintain the supports needed for improved attendance. Because of the feedback from teachers, staff, students and educational partners, it was strongly stated that this action focused on the Home Outreach Team remain in the LCAP as it provides supports to achieve student improvement. As a result, the district will continue this action into the new LCAP year and funding for this action will be slightly reduced to the availability of other funding sources. This action works in collaboration with action 2.3.

Action 2.5: Transportation

Description of Changes: Feedback from teachers, staff, students and educational partners share that since the district is located in a rural area, as well as the district having a high low-income subgroup percentage, transportation is a critical component in ensuring student engagement. To ensure the continued implementation of action 2.5, the district will maintain funding per the new 2025-26 contract with the Southwest Transportation Agency.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Opportunities	The district will continue a focus on building trusting relationships between the district and its families. The district will continue to seek input and promote parental participation in a variety of programs and activities. These activities will include, but are not limited to, Back to School Night, Parent/Teacher Conferences, Event Nights, Performances, Parent Advisory Meetings, English Learner Advisory Meetings, and awards assemblies. These parent opportunities are designed to meet the needs of all students, with a specific focus on our English learners and low-income students. This action will result in increased opportunities for communication between the district and its families resulting in overall improvements in attendance, academics, and self-efficacy.	\$5,000	No
2.2	Health Services	The district will provide services through the Fresno County Office of Education nursing department, Fresno County Office of Education psychological department and the Fresno County Office of Education All4Youth program. In addition, the district will provide resources through the Tzu Chi Medical Foundation, as well as Fresno County of Education Healthy Smiles Program. This action will result in increased support for students struggling with their health and/or mental well-being resulting in overall improvements in attendance and academic success.	\$80,000	No

2.3	Home Outreach Services	The district will retain and maintain the Home Outreach Liaison in order to focus on the high Chronic Absenteeism Rate. This action will support English learners and low-income students by providing identified students with access to critical supports, services and supplies such as medical/health/dental guidance, mental health support, resources to financial assistance, and academic materials and supplies. In our experience, academic performance is heavily impacted by attendance rates and socio-economic factors beyond the control of the students. The Home Outreach Liaison will provide the guidance for overall student engagement improvement planning, leading to academic success.	\$30,000	Yes
2.4	Activities Promoting Student Engagement	A review and analysis of the Chronic Absenteeism Rate indicates all students, including Hispanic, English learners, and low-income students have been identified by the red indicator within the California School Dashboard. In our experience, academic performance is heavily impacted by poor attendance rates. Based on parent and teacher input, a common need of these identified student groups is a focus on engaging students in the push for better attendance and improving parent awareness of the importance of attendance as connected to academic performance for all students, Hispanic, English learners, and low-income students. To meet this need, the district will provide funding for trimester field trips and prizes for qualifying students who demonstrate overall attendance rate improvement. These incentives, coupled by parent informational letters and reminders demonstrating the importance of good attendance, will drive the district push for improved attendance among the all-student, Hispanic, English Learner, and low-income subgroups. The district anticipates to see attendance rate growth and a reduction in the Chronic Absenteeism Rate for all students, including the Hispanic, English learner, and low-income subgroups based on the identified Chronic Absenteeism Rate and Attendance Rate metric. This action will address the following lowest-performance level (red) indicators on the 2023 Dashboard: Chronic Absenteeism Rate: All students, Hispanic, English Learners, Low-Income.	\$10,000	No

2.5	Transportation	<p>The district will continue to provide home-to-school transportation for students within district boundaries and provide transportation for school related activities through the Southwest Transportation Agency. Daily transportation is provided for our low-income student population to provide the means to travel to and from school safely, to ensure attendance, and engage in school related activities. It is our expectation that these services will result in an increase in attendance and participation of our low-income students in school educational events. With the high need of rural transportation and the district not receiving the additional Home to School Transportation reimbursement, it is vital more than ever to support the ever-increasing cost of home to school transportation.</p>	\$87,897	No
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Goal #	Description	Type of Goal
3	Maintain a positive school climate and well-maintained school facilities.	Maintenance Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of improvements made in maintaining a safe school environment, which include, school facilities in good repair and focusing on the district's suspension rates, dropout rates and expulsion rates. The data shows that the Alvina Elementary Charter School District, according to the California School Dashboard, needs to target and decrease the suspension rate of all students, as well as specific groups of students including Low-Income and English learners with higher levels of suspensions. The district must also target the continual maintenance of outdated school building as age affects safety year by year. The actions and metrics were identified to maintain a safe school environment, which include, maintaining a safe school facility in good repair, maintaining middle school dropout and expulsion rates at zero percent, and reducing the suspension rate of all students including Low-Income and English learners. The metrics identified within this goal will also measure continuous year-to-year growth and will target improvement on a safe school environment as specified in the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities are in good repair as measured by the Facility Inspection Tool Report (FIT) and reported on the School Accountability Report Card	2023 100% of facilities met an overall score of "Good" Data Source: FIT Report / SARC	2024 100% of facilities met an overall score of "Good" Data Source: FIT Report / SARC		The district will maintain a facilities FIT report and SARC review score of "good" or higher.	+0% change in facilities meeting an overall score of "Good"

3.2	School Climate Survey: School Safety	2023-2024 School Safety 5 th Graders: Rating 98% 8 th Graders: Rating 96% Staff: Rating 100% Parents: Rating 98% Data Source: School Climate Survey	2024-2025 School Safety 5 th Graders: Rating 100% 8 th Graders: Rating 100% Staff: Rating 100% Parents: Rating 100% Data Source: School Climate Survey		The district will maintain the results rate at 95% or higher. If the results rate should drop below 95%, the district will increase the results rate by 2% until the rate is maintained at 95% or higher.	5 th Graders: Rating +2% 8 th Graders: Rating +4% Staff: Rating 0% Parents: Rating +2%
3.3	Middle School Dropout Rate	2022-2023 Rate: 0.0% Data Source: CALPADS	2023-2024 Rate: 0.0% Data Source: CALPADS		Rate: 0%	Rate: 0.0%
3.4	Suspension Rate	2023 All Students: 2.1% Hispanic: 1.2% Low Income: 1.9% EL's: 0% Data Source: CA Dashboard	2024 All Students: 1.1% Hispanic: 1.2% Low Income: 1.4% EL's: 0% Data Source: CA Dashboard		All Students: 0% Hispanic: 0% Low Income: 0% EL's: 0%	All Students: -1% Hispanic: 0% Low Income: -0.5% EL's: 0%
3.5	Expulsion Rate	2022-2023 Rate: 0.0% Data Source: DataQuest	2023-2024 Rate: 0.0% Data Source: DataQuest		Rate: 0%	Rate: 0%

Goal Analysis for [2024-2025]

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

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

Goal 3 was implemented by the Alvina Elementary Charter School District to maintain a positive, safe, clean, and healthy environment including enhanced school operation services, transportation services, meal services, and well-maintained facilities including yard and maintenance services. The district used the following rating scale to determine the district’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 3.1: School Facilities and Maintenance

Implementation Level: 5 – Full Implementation and Sustainability

The district completed the first year under a facilities and maintenance agreement with CUSD. This was a new approach taken by the district to control the rising costs the district faced as a result of an aging facility. The district was able to provide more services at a lower cost. With the age of the facility, investment in the maintenance and repairs of the school facility is vital to the overall safety of students and staff. Areas such as playgrounds and play yards were a focus for the district this year, as the district made major repairs to these areas based on routine safety inspections. This, along with everyday cleaning and disinfecting, maintained a safe and healthy campus for all staff and students.

No substantive difference in planned action compared to the actual implementation.

Action 3.2: Site Health and Safety Planning

Implementation Level: 4 – Full Implementation

The district continued to provide the necessary health supplies and materials in order to maintain a safe and healthy environment. This includes sanitizing and disinfection supports. These supports include the purchasing of cleaning and disinfection supplies, sanitizer, classroom protection kits, and take home testing supplies. The continued focus on campus health and safety planning support student academic achievement ensuring student engagement.

No substantive difference in planned action compared to the actual implementation.

Action 3.3: School Culture and Social Emotional Support

Implementation Level: 5 – Full Implementation and Sustainability

The district, through its special education department, continued providing the instructional staff with professional development focused on social emotional needs, school behavior/discipline practices, and implementing behavior management programs. These trainings support teachers in monitoring signals of students in distress. Additionally, the Character Counts program was continued school wide with a focus on the six pillars of character, which included incentive and rewards. The district's focus was creating a positive learning environment, which leads to improvement in overall behavior and student academic success.

No substantive difference in planned action compared to the actual implementation.

Action 3.4: Safe School Environment

Implementation Level: 5 – Full Implementation and Sustainability

The district continues to review the vulnerabilities of the campus and purchase the necessary tools to ensure a safe campus for all students and staff. This includes the purchasing and installation of new cameras, security gates, and review of safe school plans. The safety and security of all students is a top priority for the district. The district will continue bi-yearly evaluations of the campus to ensure all areas of weakness are continued to be identified and the necessary resources placed in the right areas.

No substantive difference in planned action compared to the actual implementation.

Overall Implementation Successes

The district was able to find great success with the implementation of Goal 3 through the identified actions. Our transportation partnership with the Southwest Transportation Agency continues to support our in-district students with home to school transportation, as well as transportation for field trips and sporting events. In addition, the continued support for student's social emotional health, as well as behavior improvement, has resulted in the creation of a more positive learning environment based on the results of our School Climate Survey. This, along with the necessary tools focusing on the health of students, create a safe, healthy and positive school environment for students to learn and grown.

Overall Implementation Challenges

Although the district has applied for modernization and new construction, the delays in receiving construction funds has greatly delayed facility improvements. The district will continue to rely on its facility and maintenance agreement with CUSD to maintain its facilities as best as possible until modernization and new construction funds are realized.

Goal 3 was implemented by the Alvina Elementary Charter School District to maintain a positive, safe, clean, and healthy environment including enhanced school operation services, transportation services, meal services, and well-maintained facilities including yard and maintenance services. Overall, the district fell within reasonable estimates of expenditures for the actions under goal 3. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures are identified below:

Action 3.1: School Facilities and Grounds

Material Differences: The district budgeted \$300,000 for this action and came in under budget at \$250,000. The district came in under budget due to conservative budgeting as a result of the new contracted approach taken with CUSD.

Action 3.2: Site Health and Safety Planning

Material Differences: The district budgeted \$5,000 for this action and came in within budget at \$5,228.

Action 3.3: School Culture and Social Emotional Support

Material Differences: The district budgeted \$5,500 for this action and came in under budget at \$1,500. The district came in under budget due to additional funding resources available.

Action 3.4: Safe School Planning

Material Differences: The district budgeted \$10,000 for this action and came in within budget at \$11,774.

The actions outlined in Goal 3 support the progress in developing a positive, safe, clean, and healthy environment including enhanced school operation services, transportation services, meal services, and well-maintained facilities including yard and maintenance services. The district used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

Action 3.1: School Facilities and Maintenance

Effectiveness of Action(s): 3 – Effective

Metric(s): School facilities are in good repair as measured by the Facility Inspection Tool Report (FIT) and reported on the School Accountability Report Card

Analysis Statement:

Year 1 outcome data based on the Facility Inspection Tool Report (FIT) reveals the district was able to maintain an overall rating of “good” as reported on the SARC. The district entered under a new school facilities and maintenance agreement with CUSD. With this new approach, the district was able to meet the growing needs of an aging facility that our prior custodial staff could not meet due to lack of resources. All safety repairs that were identified are immediately addressed. With continued delays in receiving modernization and new construction funds, the district will need to continue to make adjustments through CUSD in order to meet the facilities needs that continue to develop. According to administration, and feedback from teachers, staff, students and educational partners the continued implementation of this action is critical for student health and safety. The district must continue to make this a high priority. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 3.2: Site Health and Safety Planning

Effectiveness of Action(s): 2 – Somewhat Effective

Metric(s): School Climate Survey: School Safety

Analysis Statement:

Year 1 outcome data based on the School Climate Survey: School Safety reveals the district’s 5th graders at 100% agreement (+2%), 8th graders at 100% agreement (+4%), Staff at 100% agreement (maintained), and Parents at 100% agreement (maintained). As part of this action, the district continued to implement safety practices across campus classrooms to ensure student safety. This included, but not limited to cleaning and disinfection supplies, sanitizer, classroom protection kits, and take home covid testing supplies. Although the need for covid tests are reducing, parents felt they would like to see them be available if needed. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 3.3: School Culture and Social Emotional Support

Effectiveness of Action(s): 3 – Effective

Metric(s): Middle School Dropout Rate, Expulsion Rate, Suspension Rate

Analysis Statement:

Year 1 outcome data reveals the district was able to maintain the Middle School Dropout Rate and Expulsion Rate at 0%. The Suspension Rate decreased to 1.0% from 1.1% (green) for all students, decreased to 0.5% from 1.2% (green) for Hispanic students, decreased to 0.5% from 1.4% (green) for low-income students, and maintained at 0% (blue) for all English learners. According to administration, the district continues to place a strong focus on supporting students with social emotional struggles. The district continues to implement actions which make the school campus a safe, positive and nurturing environment. Programs implemented, such as Character Counts and Citizenship Drawings, provide incentives for students to do well and strive to continually improve. Additionally building a school culture of support and understanding, through trainings by the SPED team have also given teachers the tools to support struggling students. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

Action 3.4: Safe School Environment

Effectiveness of Action(s): 3 – Effective

Metric(s): School Climate Survey: School Safety

Analysis Statement:

Year 1 outcome data based on the School Climate Survey: School Safety reveals the district's 5th graders at 100% agreement (+2%), 8th graders at 100% agreement (+4%), Staff at 100% agreement (maintained), and Parents at 100% agreement (maintained).

The district continued evaluating all safety infrastructure and safety practices during our safe school plan review across campus to ensure student safety. This included, but not limited to security gating, security camera replacement, safe school plan procedures, office/classroom access, and practice drills. Administrative staff, working with assigned school staff, worked diligently to review the ever-changing needs of the district and implemented the necessary adjustments as budgeted amounts allowed. The district must continue to make school safety a high priority as discussed by the PAC and ELAC committees. Because of the feedback from teachers, staff, students and educational partners, the district will continue this action into the new LCAP year.

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.

Action 3.1: School Facilities and Maintenance

Description of Changes: Feedback from teachers, staff, students and educational partners share the importance of maintaining an aging facility. The district must continue to place a focus on the efficient repair of identified safety items. As a result, the district will budget funding based on the amount of the new agreement.

Action 3.2: Site Health and Safety Planning

Description of Changes: Feedback from teachers, staff, students and educational partners share the importance of maintaining campus health and safety. Based on the metrics identified for action 3.2, the district did find success within the implementation of this action. As a result, the district will maintain funding for this action at the current level, however district Covid-19 testing will be removed from the action.

Action 3.3: School Culture and Social Emotional Support

Description of Changes: The district found great success in the implementation of Action 3.3 based on the identified metrics. Feedback from teachers, staff, students and educational partners share students feel a strong sense of safety and support on campus. This, along with low suspension, expulsion and dropout rates, demonstrate students are motivated to be successful in school. In order to maintain this positive school culture, the district will be maintain the action, but reduce funding as contracts for services are reduced.

Action 3.4: Safe School Environment

Description of Changes: Feedback from teachers, staff, parents, students and educational partners share the importance of maintaining campus safety and security. The annual evaluations of campus safety and security continually identify improvements needed and action is necessary. Based on the success of the metrics identified within the implementation of Action 3.4, the district will maintain the action but reduce funding for this action from its current level based on items already purchased.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Facilities and Maintenance	The district will continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster a safe school climate. In order to meet the rising costs of school maintenance, the district will contract with the CUSD for facilities and maintenance support. Through this partnership, continuous monitoring, maintenance, and repair of school facilities and school grounds will enhance the quality of the learning environment for students, including a monthly report on the condition of school facilities and an update on facilities repaired.	\$250,000	No
3.2	Site Health and Safety Planning	The district will maintain the necessary supplies and materials needed to ensure a safe and healthy school environment. These services will include, but are not limited to, an appropriate school-wide cleaning and disinfection program in order to maintain safe and healthy classrooms.	\$5000	No
3.3	School Culture and Social Emotional Support	In order to support a continued safe and positive school culture, the district will maintain the on-going behavior management programs, program incentives and rewards, assemblies, and rally activities, which support a safe and positive school culture. Additionally, sped team professional development in school behavior/discipline practices, support teachers by providing a variety of resources to support students. Implementing these services will support improved student academic performance and school engagement, while minimizing the suspension/expulsion and middle school dropout rates.	\$1,500	No
3.4	Safe School Environment	In order to maintain a safe school facility, the district will continue to purchase, update, and replace security and safety measures and resources such as security cameras, monitors, alarm systems, and security fencing and/or gates as a means to prevent unlawful activities and prevent access onto campus from individuals not authorized by the district.	\$5,500	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$632,658	\$76,476

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
34.488%	0%	\$0	34.488%

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
1.2	<p>Action: Instructional Assistants to Support English Learners and Low-Income Students</p> <p>Need: Data Statement An analysis of 2024 CA Dashboard data included in the metrics section indicates, that although progress was maintained in ELA and mathematics, English learners continue to underperform in ELA and mathematics in comparison to the All Students group. Our EL reclassification rate was also maintained at 22.22% and the EL students making progress towards English proficiency grew by 13.8%. This data further reveals the district must maintain the intensity of rigor in order to continue achievement. However, there continues to be a need to address ELA and mathematics for our English learners as compared to the All Student group.</p> <p>Root Cause The district conducted an analysis of the data to determine likely root causes for these student outcomes. A likely root cause we identified when reviewing data had a common element: students need additional, individualized or smaller group assistance in the academic settings to be able to fully access learning opportunities.</p> <p>Unique Need Teachers, staff, parents, students, and educational partner's feedback shared the need to maintain instructional assistants within the classroom to support English Learners and Low-Income students.</p> <p>Scope: LEA-wide</p>	<p>Action Addressing Needs: Purchased/Provided The district will implement instructional assistants within the classroom in grades TK through eighth grade during the instructional day to support the core instructional academic program for English learners and low-income students.</p> <p>Attributes Each instructional assistant assigned will support learning opportunities for students by providing scaffolding during lessons, small group and/or one on one instruction, and interventions in an individualized academic setting. Focused small-group instruction and delivery of data-driven individualized reading and math strategies will be implemented to reduce the identified ELA and math achievement gaps and build academic vocabulary in English for our EL Students. This action provides focused, small group and/or one on one instruction and language support for the low income and English learner subgroup.</p> <p>Justification for Wide Application This action designed to meet the needs of our EL and LI students, however, because we expect all students requiring ELA and mathematics support may benefit, this action is provided on an LEA-wide basis. The anticipated outcome is for English learner and low-income students to improve their outcomes on ELA and mathematics assessments and for English learners to improve their language acquisition rates and reclassification rates.</p>	<p>Monitoring Metrics: CA School Dashboard ELA: Distance From Standard for all students and for EL and LI students CA School Dashboard Math: Distance From Standard for all students and for EL and LI students English Learner Reclassification Rate EL Students Making Progress Toward English Proficiency ELPI</p>

1.4	<p>Action: Services to Improve English Learner Literacy and Mathematics</p> <p>Need: Data Statement An analysis of 2024 CA Dashboard data included in the metrics section indicates, that although progress was maintained in ELA and mathematics, English learners continue to underperform in ELA and mathematics in comparison to the All Students group. Although progress is maintained, English learners continue to underperform in ELA and mathematics in comparison to the All Students group.</p> <p>Root Cause The district conducted an analysis of the data to determine likely root causes for these student outcomes. A root cause the district identified when reviewing data that aligned with feedback from instructional staff and parents reveals that English learners low performance in state assessments is a result of learning gaps that developed due to a slower paced development of academic vocabulary in English. These gaps create struggle for EL students within the classroom as they develop the background knowledge needed to be successful.</p> <p>Unique Need Teachers need additional strategies and supports, which aligns instructional strategies with the needs of English learners within the classroom to help close the learning gaps that exist. These tools assist teachers in finding the appropriate approach in addressing learning loss and closing the achievement gap between English learners and the All Students group.</p> <p>Scope: LEA-wide</p>	<p>Action Addressing Needs: Purchased/Provided The district will continue to provide teachers with high quality professional development and supplemental instructional strategies and resources through the AIMS/Fresno Pacific University Partnership, which focuses on research-based instructional design and engagement strategies which will assist in building the background knowledge needed for student success. We will also provide supplemental instructional strategies and resources.</p> <p>Attributes This partnership is intended to provide high quality professional development to focus on the needs of English learner in the areas of English language arts and mathematics by assisting teachers in promoting progress on state assessments, continuing to close the achievement gap in content areas and utilizing instructional design focused on content standards. Additionally, this professional development opportunity will include the following attributes designed to support English Learners in core instruction: 1) Research based engagement strategies that enhance performance around STEAM, 2) Data analysis to inform instruction and monitor progress, enabling teachers to adjust their strategies based on student performance, and 3) Provide opportunities for teachers to practice new skills in a supportive environment, including modeling, coaching, and feedback.</p> <p>Justification for Wide Implementation This action is being implemented to target the achievement gaps associated with English learners in improving CAASPP performance. However, because we expect all students requiring ELA and mathematics support may benefit, this action is provided on an LEA-wide basis.</p>	<p>Monitoring Metrics: CA School Dashboard ELA: Distance From Standard for all students and for EL students</p> <p>CA School Dashboard Math: Distance From Standard for all students and for EL students</p>
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Action:
Home Outreach Services

Need:
Data Statement

An analysis of the 2024 California School Dashboard Chronic Absenteeism Rate data included in the metrics section indicates English learners and low-income students demonstrated improvement in their overall Chronic Absenteeism Rate within the last year. With this improvement based on actions implemented, further reveals the district must maintain the intensity of rigor in this action in order to continue achievement. Historically, EL and LI students have been chronically absent at higher rates as compared to the All Student group

Root Cause

The district conducted an analysis of the data to determine likely root causes for these student outcomes. A likely root cause the district identified when reviewing data reveals that a cause for Chronic Absenteeism is due to the lack of communication within the community in building awareness of the importance of good school attendance and the academic consequences that result in poor attendance. The district addressed this need by implementing strong school/home communication methods, which has resulted in positive progress.

Unique Need

Additionally, it was identified that the Home Outreach Liaison continues to have a positive impact with district families and parents feel the action is having a positive impact despite the trend data demonstrated over prior years.

Scope:
LEA-wide

Action Addressing Needs:
Purchased/Provided

This action is being implemented to address the needs associated with English learners and low-income students and to educate parents and families of Chronic Absenteeism. This includes the consequences of poor attendance, as well as the importance of attendance requirements, in order to reduce chronic absenteeism rates for English learners and low-income students by developing a school-home connection.

To meet this need, the district will retain and maintain the Home Outreach Liaison in order to support English learners and low-income students primarily with chronic absenteeism. However, the new and improved approach/changes are as follows: 1) home outreach liaison and administrator will review attendance on a weekly basis and identify obstacles that may be causing attendance issues, 2) identify and target students with attendance issues after 3 unexcused absences, 3) develop flexibility in attendance conferences so they may take place within the student home and/or at the school, during or after school, taking into consideration the time that work best for the parent.

Attributes

The home outreach liaison, in conjunction with administration, increases communication with families, monitors attendance data, and identifies and communicates regarding students who are identified as chronically absent or at-risk of developing chronic absenteeism. This action will focus on support English learners and low-income students by providing identified students with access to critical supports, services and supplies include the following attributes designed to reduce chronic absenteeism such as: 1) medical/ health/ dental guidance, 2) mental health support, 3) resources to financial assistance, 4) academic materials and supplies, and 5) home visitations. The new and/or improved attributes include: 1) home outreach liaison and

Monitoring Metrics:
CA School Dashboard:
Chronic Absenteeism Rates for all students and for EL and LI students

		<p>administrator will review attendance on a weekly basis and identify obstacles that may be causing attendance issues, 2) identify and target students with attendance issues after 3 unexcused absences, 3) develop flexibility in attendance conferences so they may take place within the student home and/or at the school, during or after school, taking into consideration the time that work best for the parent.</p> <p>Justification for Wide Application</p> <p>This action is designed and updated to address Chronic Absenteeism most associated with English learners and Low-income students. However, because we expect this action will benefit all students, this action is provided on an LEA-wide basis.</p> <p>We expect our English Learners and Low-Income students to achieve at accelerated reductions in Chronic Absenteeism Rates.</p>	
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Limited Actions

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

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

Insert or delete rows, as necessary.

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

N/A

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.

Alvina Elementary Charter School is a single school district with student groups greater than 55%. The methodology we used in determining the greatest needs for additional staffing was based on engagement opportunities with our educational partners. Based on input and feedback received, the staffing positions that will be increased include additional hours to existing paraprofessionals. The support provided within the classroom includes intensive small group instruction, one-on-one intervention, and social emotional support. This is reflected in Goal 1, Actions 2.

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

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	\$ 1,834,450		\$ 632,658		34.488%		0.000%		34.488%							
Totals	LCFF Funds		Other State Funds		Local Funds		Federal Funds		Total Funds		Total Personnel		Total Non-personnel			
Totals	\$ 2,386,433		\$ 68,416		\$ -		\$ -		\$ 2,454,849.00		\$ 1,822,952		\$ 631,897			
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	Properly Credentialed Teachers	All Students	No				Ongoing	\$ 789,110	\$ -	\$ 789,110	\$ -	\$ -	\$ -	\$ 789,110	0.000%
1	2	Instructional Assistants to Support English Learners and Low-Income	English Learners, Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	\$ 745,426	\$ -	\$ 745,426	\$ -	\$ -	\$ -	\$ 745,426	0.000%
1	3	Professional Development	All Students	No				Ongoing	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
1	4	Services to Improve English Learner Literacy and Mathematics	English Learners	Yes	LEA-wide	English Learners	All Schools	1 year	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	0.000%
1	5	Extended Learning Opportunities	All Students	No				1 year	\$ 68,416	\$ -	\$ -	\$ 68,416	\$ -	\$ -	\$ 68,416	0.000%
1	6	Students with Exceptional Needs	All Students	No				Ongoing	\$ 190,000	\$ -	\$ 190,000	\$ -	\$ -	\$ -	\$ 190,000	0.000%
1	7	Data and Assessment	All Students	No				Ongoing	\$ -	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000	0.000%
1	8	English Language Development	All Students	No				Ongoing	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
1	9	Instructional Core Materials	All Students	No				Ongoing	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000	0.000%
1	10	Access to Technology	All Students	No				Ongoing	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	0.000%
2	1	Parent Engagement Opportunities	All Students	No				Ongoing	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
2	2	Health Services	All Students	No				Ongoing	\$ -	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
2	3	Home Outreach Services	English Learners, Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	1 year	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
2	4	Activities Promoting Student Engagement	All Students	No				1 year	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
2	5	Transportation	All Students	No				Ongoing	\$ -	\$ 87,897	\$ 87,897	\$ -	\$ -	\$ -	\$ 87,897	0.000%
3	1	School Facilities and Maintenance	All Students	No				Ongoing	\$ -	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000	0.000%
3	2	Site Health and Safety Planning	All Students	No				1 year	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
3	3	School Culture and Social Emotional Support	All Students	No				Ongoing	\$ -	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	0.000%
3	4	Safe School Environment	All Students	No				Ongoing	\$ -	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	\$ 5,500	0.000%

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
\$ 1,834,450	\$ 632,658	34.488%	0.000%	34.488%	\$ 815,426	0.000%	44.451%	Total:	\$ 815,426
								LEA-wide Total:	\$ 815,426
								Limited Total:	\$ -
								Schoolwide Total:	\$ -
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	2	Instructional Assistants to Support EnglishL	Yes	LEA-wide	English Learners and Low-	All Schools	\$ 745,426	0.000%	
1	4	Services to Improve English Learner Literacy	Yes	LEA-wide	English Learners	All Schools	\$ 40,000	0.000%	
2	3	Home Outreach Services	Yes	LEA-wide	English Learners and Low-	All Schools	\$ 30,000	0.000%	

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)			
Totals:	\$ 2,326,205.00	\$ 2,192,690.00			
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Properly Credentialed Teachers	No	\$ 730,143	\$ 685,531
1	2	Instructional Assistants to Support English Learners and Low-Income	Yes	\$ 605,185	\$ 639,380
1	3	Professional Development	No	\$ 10,000	\$ 5,000
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	\$ 43,000	\$ 36,600
1	5	Extended Learning Opportunities	Yes	\$ 65,000	\$ 63,000
1	6	Students with Exceptional Needs	No	\$ 190,255	\$ 184,861
1	7	Data and Assessment	No	\$ 15,000	\$ 10,192
1	8	English Language Development	No	\$ 10,000	\$ 10,040
1	9	Instructional Core Materials	No	\$ 75,000	\$ 43,591
1	10	Access to Technology	No	\$ 40,000	\$ 37,488
2	1	Parent Engagement Opportunities	No	\$ 5,000	\$ 3,200
2	2	Health Services	No	\$ 79,225	\$ 79,641
2	3	Home Outreach Services	Yes	\$ 30,000	\$ 30,000
2	4	Activities Promoting Student Engagement	No	\$ 20,000	\$ 7,767
2	5	Transportation	No	\$ 87,897	\$ 87,897
3	1	School Facilities and Maintenance	No	\$ 300,000	\$ 250,000
3	2	Site Health and Safety Planning	No	\$ 5,000	\$ 5,228
3	3	School Culture and Social Emotional Support	No	\$ 5,500	\$ 1,500
3	4	Safe School Environment	No	\$ 10,000	\$ 11,774

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)	
\$ 588,972	\$ 743,185	\$ 768,980	\$ (25,795)	0.000%	0.000%	0.000% - No Difference	
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	2	Instructional Assistants to Support English Learners and Low-Income	Yes	\$ 605,185	\$ 639,380.00	0.000%	0.000%
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	\$ 43,000	\$ 36,600.00	0.000%	0.000%
1	5	Extended Learning Opportunities	Yes	\$ 65,000	\$ 63,000.00	0.000%	0.000%
2	3	Home Outreach Services	Yes	\$ 30,000	\$ 30,000.00	0.000%	0.000%

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)
\$ 1,765,812	\$ 588,972	0.000%	33.354%	\$ 768,980	0.000%	43.548%	\$0.00 - No Carryover	0.00% - No Carryover

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 holistic 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).