LCFF Budget Overview for Parents

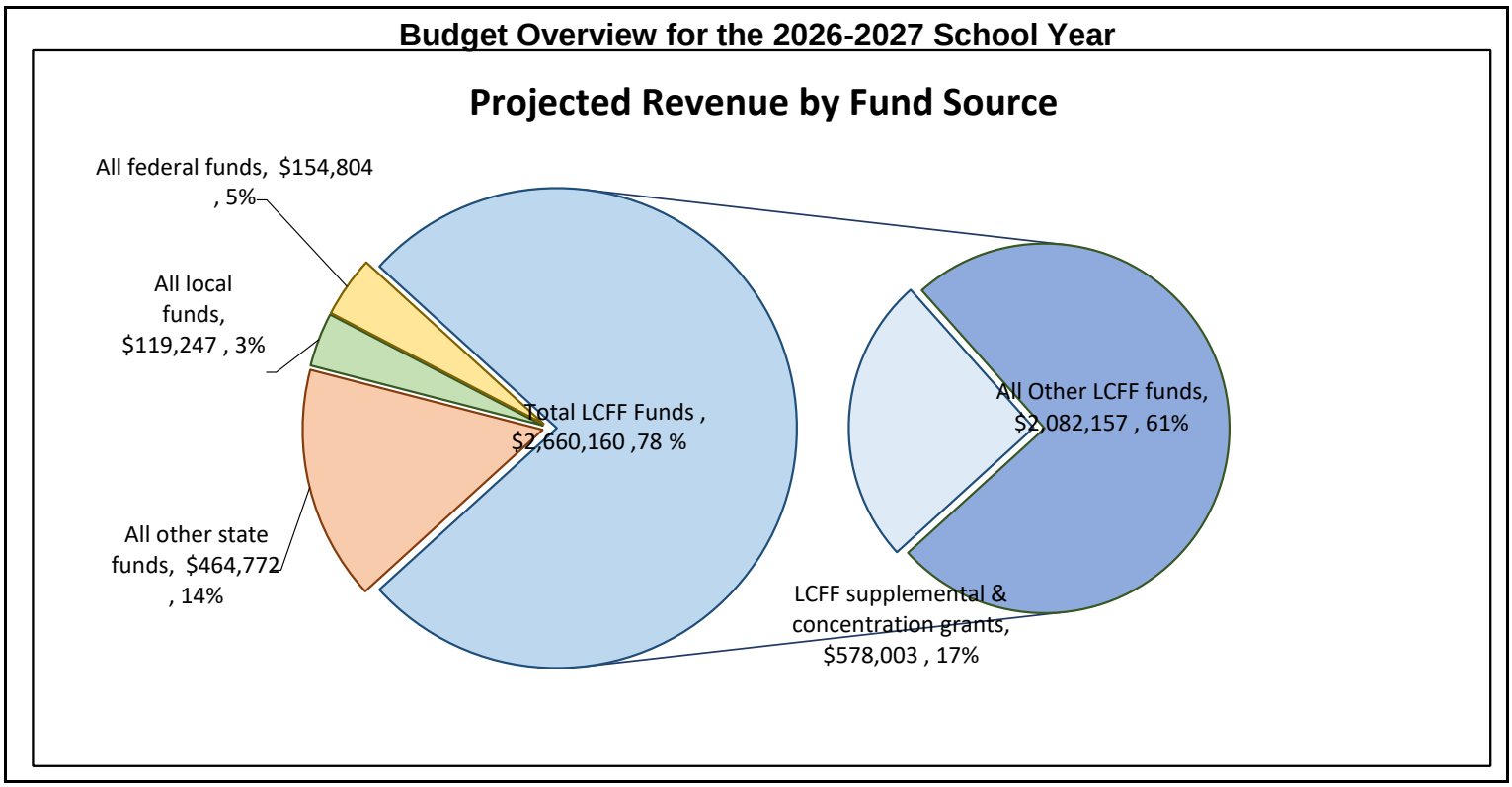
Local Educational Agency (LEA) Name: Alvina Elementary Charter School

CDS Code: 10-61994-6005730

School Year: 2026-2027

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).



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 $3,398,983.00, of which $2,660,160.00 is Local Control Funding Formula (LCFF), $464,772.00 is other state funds, $119,247.00 is local funds, and $154,804.00 is federal funds. Of the $2,660,160.00 in LCFF Funds, $578,003.00 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.

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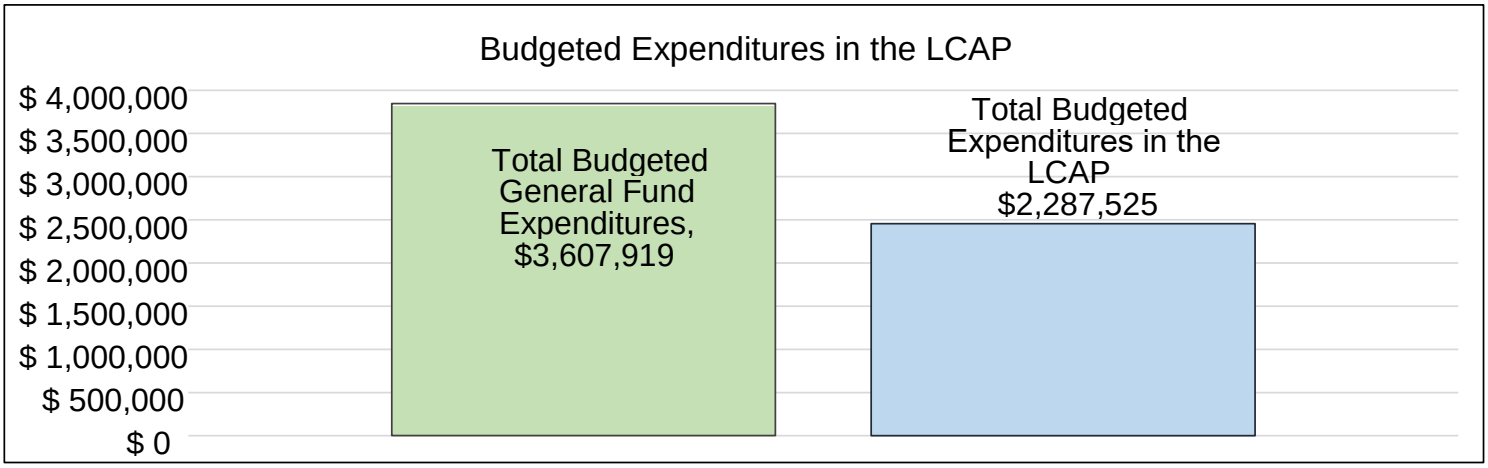


This chart provides a quick summary of how much Alvina Elementary Charter School plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alvina Elementary Charter School plans to spend $3,607,919.00 for the 2026-2027 school year. Of that amount, $2,287,525.00 is tied to actions/services in the LCAP and $1,320,394.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

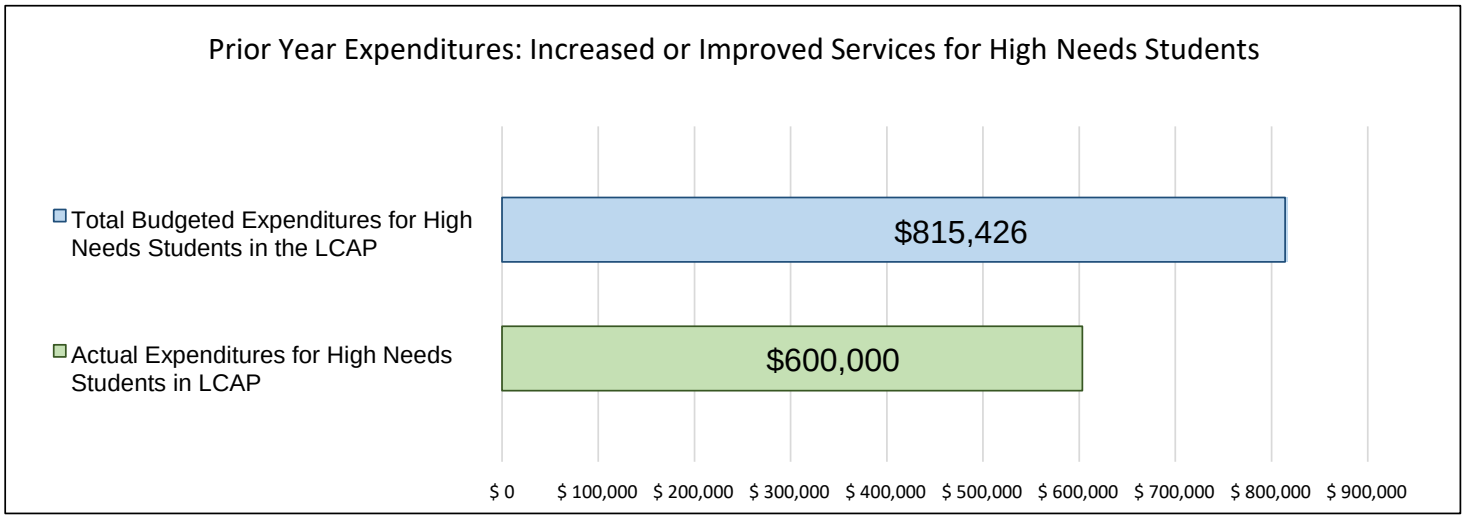
The most significant general fund expenditures not included in the LCAP are primarily related to administrative costs and salaries. Other general fund expenditures not included are identified as general overhead utilities such as water, gas, and electricity.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Alvina Elementary Charter School is projecting it will receive $578,003.00 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 $630,000.00 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 2025-2026



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 2025-2026, Alvina Elementary Charter School's LCAP budgeted $815,426.00 for planned actions to increase or improve services for high needs students. Alvina Elementary Charter School actually spent $600,000.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $215,426.00 had the following impact on Alvina Elementary Charter School's ability to increase or improve services for high needs students:

The variance between the budgeted expenditures and actual expenditures for high needs students in the 2025-2026 school year did not negatively impact the delivery or quality of planned actions and services. All high needs students successfully received all services as described in the Local Control and Accountability Plan (LCAP).

The lower actual expenditure is primarily attributed to two factors: fiscal conservatism and operational efficiencies. The district conservatively over budgeted within specific action items to ensure adequate funding availability. Additionally, several contracted services and programmatic expenditures came in under budget due to prior agreement invoices being lower than initially projected.

Because the district successfully implemented all intended programs, the overall increased or improved services for high needs students were fully realized and sustained as planned. Budgetary adjustments have been made accordingly for future planning to align allocations closer to actual historical costs.

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 [2026-2027]

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. As of the last dashboard update, we have 169 students enrolled and a school wide average of 20 students per classroom. 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: 88.8% Hispanic or Latino, 8.9% 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.

2025 California School Dashboard Academic Performance:

English Language Arts:

All Students – 4.9 points below standard, increased 14.8 points, green.

Hispanic Students – 8 points below standard, increased 14.5 points, yellow.

Low-Income Students – 14.6 points below standard, increased 15.4 points, yellow.

English Learners – 39.1 points below standard, maintained -2.1 points, orange.

Mathematics:

All Students – 21.8 points below standard, increased 11.6 points, green.

Hispanic Students – 25.5 points below standard, increased 12.8 points, yellow.

Low-Income Students – 27.6 points below standard, increased 16.6 points, yellow.

English Learners – 59.7 points below standard, increased 12.4 points, yellow.

2025 California Assessment of Student Performance and Progress:

English Language Arts:

All Students – 47.78% at or above standard, increase of 6.92%.

Hispanic Students – 45.64% at or above standard, increase of 6.21%.

Low-Income Students – 42.71% at or above standard, increase of 5.59%.

English Learners – 12.00% at or above standard, decrease of 7.23%.

Mathematics:

All Students – 37.17% at or above standard, decrease of 3.7%.

Hispanic Students – 36.89% at or above standard, decrease of 5.42%.

Low-Income Students – 33.34% at or above standard, increase of 6.08%.

English Learners – 4.00% at or above standard, decrease of 7.54%.

While the district celebrated a notable increase in ELA scores, this growth did not extend to our English Learners, who require continued, targeted attention. Conversely, math scores demonstrated a slight decrease across all areas. In response to these outcomes, the district will maintain a rigorous focus on research to select and purchase a new mathematics curriculum. Simultaneously, we will maintain a dedicated focus on our English Learner students, ensuring educators are equipped with and providing the necessary strategies for these students to successfully access the core curriculum. As a result, specific actions to address English Learner performance and successful implementation of our new mathematics curriculum will be included in the LCAP.

2025 CALPADS Local Data EL Reclassification Rate:

Students Reclassified to Fluent English Proficient (RFEP): 12.29% Redesignated (RFEP). Decreased from prior year (2024) 22.22% reclassified. This decreased from our established baseline (22.22%) and below our target (30%).

2025 California School Dashboard, English Learner Progress Indicator (ELPI):

English Learner Progress – 50% making progress towards English language proficiency, declined 15%, 34 EL students.

The 2025 percentage of English Learners making a year or more of progress in acquiring English language skills was at 50%, a decrease of 15% from the prior year. This resulted in a decrease from a blue indicator to an orange indicator on the California School Dashboard. Additionally, as stated above, the district identifies a gap between our other subgroups compared to the performance of English Learners in ELA, as well in mathematics. As a result, specific actions to address English Learner performance will be included in the LCAP moving forward.

2025 California Assessment of Student Performance and Progress:

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

2025 Pupils in the LEA have sufficient access to the standard-aligned instructional materials:

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

2025 State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards:

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

2025 California School Dashboard Chronic Absenteeism:

All Students – 8.7% chronically absent, increased 3.1%, orange.

Hispanic Students – 9.8% chronically absent, increased 4.8%, orange.

Low-Income Students – 10.4% chronically absent, increased 3.4%, orange.

English Learners – 12.2% chronically absent, increased 12.2%, orange.

While the district successfully moved out of the "Red" indicator on the California Dashboard during this LCAP cycle, maintaining a strong, continuous focus on attendance interventions remains a critical priority. Meeting the needs of our students requires sustained progress, not just a one-time improvement. The average daily attendance rate stood at 95.92% at P2 in 2024 and remained stable at 95.16% in 2025. To safeguard and build upon these gains, the district will continue working in close partnership with students, parents, and our Home Outreach Team. Dedicated strategies to systematically reduce the chronic absenteeism rate will be maintained under Goal 2, Action 4 of this LCAP.

2025 Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs.

Building Relationships Between School Staff and Families: 4.5, increased from 4.0.

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

Seeking Input For Decision Making: 4.0, maintained at 4.0.

2025 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.

While the district achieved an overall score of “Good” using the Facilities Inspection Tool (FIT), this baseline metric masks a troubling decline in project completion rates. Although a previous Facilities and Maintenance agreement with CUSD temporarily curbed costs, that agreement has now been terminated, and the district is taking back full control of the program. With the dissolution of this partnership and ongoing, deeply concerning delays in securing state modernization and new construction funding, the district can no longer rely on external stopgaps. Moving forward, administration will place a rigorous, uncompromising focus on continued internal improvement and operational efficiency to reverse the downward trend in project execution.

2025 Middle School Dropout Rate & 2024 Expulsion Rate:

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

Expulsion Rate – All Students, maintained at 0%.

2025 School Climate Survey (School Connectedness & School Safety):

School Connectedness:

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

8th Grade – 88% agreement, decrease by 10%.

Staff – 100% agreement, maintained.

Parents – 97% agreement, decreased by 2%.

School Safety:

5th Grade – 100% agreement, maintained.

8th Grade – 88% agreement, decrease by 10%.

Staff – 100% agreement, maintained.

Parents – 100% agreement, maintained.

The latest School Climate Survey data highlights strong levels of school connectedness and safety across the district, with all metrics exceeding our LCAP target of 95% or higher. While 8th grade scores showed a slight dip, overall trends reflect continued growth. This success is anchored by the district's effective conflict resolution initiatives and a proactive partnership between the Special Education (SPED) team and instructional staff. By collaborating to identify and support students at risk of isolation or social-emotional struggles, these targeted interventions have successfully maintained a safe, inclusive environment.

2025 California School Suspension Rate:

All Students – 0% suspended at least one day, declined 1.1%, blue.

Hispanic Students – 0% suspended at least one day, declined 1.2%, blue.

Low-Income Students – 0% suspended at least one day, declined 1.4%, blue.

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

An analysis of local data demonstrates that the district has successfully maintained an exceptionally low suspension rate, with 100% of students across all student groups and numeric subgroups achieving a zero percent (0.0%) suspension rate. This sustained, incremental improvement validates the efficacy of the district's multi-tiered behavioral interventions and its systemic shift toward evidence-based alternatives to suspension.

2026-2027 LREGB Funding:

The Alvina Elementary Charter School District will have approximately $57,605 in unspent LREGB funding after the 2025-26 school year in our general ledger. The district will spend this $57,605 on Goal 1, Action 5 during the 2026-27 LCAP year. Additionally, the district is projected to receive an additional $15,154 during the 2026-27 school year and $15,154 during the 2027-28 school year totaling an additional $30,308 in LREGB funding. If these additional funds are realized, the district will spend the remaining LREGB balance under the same action during the 2027-28 school year.

The current remaining LREGB funds are reflected in this 2026-2027 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.

2026 Local Control and Accountability Plan Survey Highlights:

100% of Parents who had students participating in after school intervention are appreciative of the support.

100% of Parents who had students who participated in ELP/ELOP are supportive of the program.

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

96% of Parents feel the school has strategies to support students with exceptional needs.

100% of Staff feel the district provides the instructional materials necessary to be efficient and effective.

100% of Parents agree that the school provides a strong focus on the academic, behavioral and social/emotional growth of students.

96% of Parents appreciate the high levels of communication provided by the school (letters, website, Facebook, text messages).

100% of Teachers state they have the necessary district adopted materials to effectively teach in the classroom.

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 (1/20/26, 2/24/2026, 3/19/26) regarding the Local Control Funding Formula and the Local Control and Accountability Plan provided by the Fresno County Office of Education during the 2025-2026 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.
Principal	Alvina Elementary Charter School is a one-school district and the principal is the sole administrator/superintendent.
Parent	Parents received a district LCAP survey in March of 2026. 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 4/14/2026. PAC Input Meeting on 4/14/2026 and DELAC Input Meeting on 4/16/2026.
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 4/14/2026.

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 4/14/2026.
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 5th and 8th in March of 2026. 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 4/29/2026.
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 4/29/2026. 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 4/14/2026. A complete draft of the LCAP was presented to the PAC at the 5/07/2026 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 4/16/2026. A complete draft of the LCAP was presented to the DELAC at the 5/05/2026 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 2/24/2026.
Public Hearing	The LCAP public hearing was held at the regularly scheduled board meeting on 5/27/2026.
Public Comments	The LCAP was posted and a public comment window was opened on 5/27/2026 until the June board meeting on 6/25/2026.
Board of Trustees	The LCAP received final approval from the Alvina Board of Trustees at the regularly scheduled board meeting on 6/25/2026. At this board meeting, the district presented the local indicator outcomes, approved the LCAP, and adopted the district budget.

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

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 1.1 Properly Credentialed Teachers and 1.2 Instructional Assistants to Support English Learners and Low-Income Students. Feedback from parents, students, and educational partners consistently emphasized that maintaining properly credentialed teachers (Action 1.1) and instructional assistants (Action 1.2) is foundational to the LCAP. Community partners highlighted the strength of the district's instructional staff, noting that their impact is clearly reflected in state assessment outcomes. Educational partners strongly advocate for continuing the placement of qualified certificated and classified staff in classrooms to support all students, with targeted emphasis on English Learners and low-income students. To ensure continuity of these essential services, funding for these initiatives will be sustained under Action 1.1 and Action 1.2.

Action 1.6 Students with Exceptional Needs and Action 2.2 Health Services. Feedback from educational partners including parents, teachers, staff, and students, underscored a critical, ongoing need to support students with exceptional needs and prioritize comprehensive health and wellness services. Specifically, stakeholders emphasized the growing necessity for robust mental health resources, behavioral supports, and targeted academic interventions. Parents noted an increase in student mental health challenges driven by social media and societal pressures. Consequently, there is strong, unanimous stakeholder consensus to maintain both Action 1.6 (Students with Exceptional Needs) and Action 2.2 (Health Services) within the LCAP to ensure these essential needs are met.

Action 1.3 Professional Development. Feedback from educational partners, including parents, teachers, and staff, underscored that a successful upgrade of the district's mathematics curriculum depends heavily on comprehensive, high-quality professional development. While teacher feedback confirmed the urgent need for modernized instructional materials, educators and administrators strongly emphasized that new textbooks and digital tools are only as effective as the training that accompanies them. Stakeholders noted that robust, ongoing professional learning is critical to equip teachers with the pedagogical strategies needed to navigate the new framework, implement targeted academic interventions, and support diverse learners. Consequently, there is strong, unanimous stakeholder consensus to prioritize Action 1.3 (Professional Development) within the LCAP, explicitly allocating resources to rigorous professional development that empowers teaching staff and ensures a cohesive, impactful curriculum implementation.

Action 3.1 School Facilities and Maintenance. During the review of the 2024–25 LCAP, educational partners evaluated Action 3.1 (School Facilities and Maintenance), which originally introduced an external facilities and maintenance agreement with Caruthers Unified School District (CUSD). While this partnership represented an innovative approach to managing district infrastructure, subsequent evaluations and operational hurdles indicated that the shared agreement did not fully meet the district's long-term operational needs. Consequently, administration determined that the district must pivot toward a new strategic direction by returning the management of the facilities and maintenance program entirely back to internal, district-led operations. To ensure our learning environments remain clean, safe, and well-maintained under this new internal structure, there is unanimous stakeholder consensus to sustain this priority. Funding for the insourced program will be fully maintained through Goal 3, Action 1.

Action 2.5 Transportation. Feedback from educational partners, including parents, teachers, staff and students, focused on the district's pupil transportation program, emphasizing its vital role as a foundational equity pillar within our rural school community. Because our students are geographically dispersed across an expansive rural landscape, stakeholders noted that reliable school busing is not merely a convenience, but a critical determinant of daily school attendance, chronic absenteeism reduction, and equal academic access. Feedback from parents, teachers, and staff highlighted that without robust, district-provided transportation, families face substantial economic and logistical hurdles that directly impact student engagement and safety. Consequently, there is strong, unanimous stakeholder consensus to sustain and prioritize this service, ensuring that geographic isolation never becomes a barrier to a high-quality education. Funding to support and optimize these essential rural transit routes will be fully maintained through Action 2.5.

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	2024-25 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	2024-25 All Students: 47.78% at or above standard Hispanic: 45.64% at or above standard Low Income: 42.71% at or above standard EL's: 12.00% 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: +4.3% at or above standard Hispanic: +3.64% at or above standard Low Income: +7.6% at or above standard EL's: -9.88% at or above standard

1.3	California Assessment of Student Performance and Progress: Mathematics	2022-23 All Students: 40.15% at or above standard Hispanic: 35.97% at or above standard Low Income: 29.41% at or above standard EL's: 11.43% at or above standard Data Source: DataQuest	2023-24 All Students: 40.87% at or above standard Hispanic: 39.42% at or above standard Low Income: 37.11% at or above standard EL's: 11.54% at or above standard Data Source: DataQuest	2024-25 All Students: 37.17% at or above standard Hispanic: 36.89% at or above standard Low Income: 33.34% at or above standard EL's: 4.00% at or above standard Data Source: DataQuest	All Students: 50.0% at or above standard Hispanic: 45.0% at or above standard Low Income: 40.0% at or above standard EL's: 25% at or above standard	All Students: -2.98% at or above standard Hispanic: +0.92% at or above standard Low Income: +3.93% at or above standard EL's: -7.43% at or above standard
1.4	California Assessment of Student Performance and Progress: Science	2022-23 All Students: 11.11% at or above standard Hispanic: 6.90% at or above standard Low Income: 3.33% at or above standard EL's: 0.00% at or above standard Data Source: DataQuest	2023-24 All Students: 28.94% at or above standard Hispanic: 25.71% at or above standard Low Income: 25.80% at or above standard EL's: Fewer than 11. Data Source: DataQuest	2024-25 All Students: 27.50% at or above standard Hispanic: 30.56% at or above standard Low Income: 25.71% at or above standard EL's: Fewer than 11. Data Source: DataQuest	All Students: 25.0% at or above standard Hispanic: 20.0% at or above standard Low Income: 20.0% at or above standard EL's: 20% at or above standard	All Students: +16.39% at or above standard Hispanic: +23.66% at or above standard Low Income: +22.38% at or above standard EL's: Fewer than 11.

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	2025 All Students: 4.9 points below standard Hispanic: 8 points below standard Low Income: 14.6 points below standard EL's: 39.1 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: Increased 5 points Hispanic: Increased 8.7 points Low Income: Increased 13.1 points EL's: Declined 2.3 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	2025 All Students: 21.8 points below standard Hispanic: 25.5 points below standard Low Income: 27.6 points below standard EL's: 59.7 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 15.8 points Hispanic: Increased 17.6 points Low Income: Increased 25 points EL's: Improved 13 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	2024-25 Students Redesignated to Fluent English Proficient (RFEP) 12.29% Redesignated Data Source: CALPADS EOY3 LEA-Level Calculation	Students Redesignated to Fluent English Proficient (RFEP) 30% Redesignated	-9.93% 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	2025 50% ELPI Data Source: 2025 CA School Dashboard ELPI	60% ELPI	-1.2% 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	2024-25 100% 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)	2024-25 Rating: 5 Full Implementation Data Source: State Standards Reflection Tool (Including ELD Standards)	2025-26 Rating: 5 Full Implementation Data Source: State Standards Reflection Tool (Including ELD Standards)	Rating: Maintain Rating of 5 / Full Implementation	Maintained 5/5 Maintained Full Implementation

1.11	Access to a Broad Course of Study as Measured by Review of Master Schedule.	2023-24 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. Data Source: Master Academic Calendar	2024-25 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. Data Source: Master Academic Calendar	2025-26 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. Data Source: Master Academic Calendar	Rating: 100% of students will have access to a broad course of study as demonstrated through the school academic master schedule.	Rating: 0% (Maintained) 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.

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	2024-25 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) – +0 CP 2 (ASE) – +0 CP 3 (TESF) – +0 CP 4 (UBSE) – +0 CP 5 (Flex) – +0

Goal Analysis for [2025-2026]

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 continues to prioritize a stable academic environment by sustaining supportive human resource policies that incentivize certificated staff retention. This capacity-building focus has yielded a consistent workforce for three consecutive school years. For the 2026–27 cycle, aggressive recruitment efforts ensured that 100% of certificated openings were filled. Consequently, the district continues to be well positioned to respond to increased Transitional Kindergarten enrollment by dividing the previous TK/Kindergarten combination class into individual, single-grade 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 successfully implemented and sustained human resources policies and retention incentives tailored to classified instructional assistants. While historical data reflects past turnover in these roles, targeted investments in building staff capacity have stabilized this workforce, resulting in consistent staffing for three consecutive years. The district remains committed to fostering professional growth among instructional assistants, creating a supportive environment and a compelling incentive for high-quality classified personnel to remain with the organization.

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

Action 1.3: Professional Development

Implementation Level: 5 Full Implementation and Sustainability

To continuously build instructional capacity, the district maintained full implementation of its professional development framework through strategic partnerships with the Fresno County Superintendent of Schools (FCSS) and prominent curricular publishers, including i-Ready, Amplify, Bridges, CPM, and McGraw Hill. These collaborative efforts are designed to strengthen instructional practices and provide targeted, data-driven direction for supporting lowest-performing student subgroups. Furthermore, the district leveraged grant funding to implement specialized professional development focused on mental wellness. Collectively, these initiatives enhance staff capacity, ultimately fostering academic and emotional growth for the district's Hispanic, English Learner, and Low-Income student populations.

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

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Implementation Level: 5 Full Implementation and Sustainability

To further expand instructional capacity, the district sustained its strategic partnership with the AIMS Center at Fresno Pacific University. This collaboration provides targeted professional development to strengthen academic STEAM (Science, Technology, Engineering, Arts, and Mathematics) instructional strategies across classrooms. A critical component of this partnership includes individualized, one-on-one instructional coaching, which equips teaching staff to effectively differentiate and deploy these STEAM strategies to support English Learners. Furthermore, the district expanded experiential learning opportunities by initiating student field trips to the AIMS Center's Maker Studio, with a deliberate instructional focus on engineering concepts.

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 its expanded learning opportunities through a targeted after-school tutoring program designed for identified students, including the Hispanic, English Learner, and Low-Income unduplicated student subgroups. During the 2025–26 school year, the program served students across grades Kindergarten through eighth grade. Utilizing diagnostic data from the i-Ready assessment platform, teachers identified specific student needs and delivered targeted, small-group and one-on-one instructional support twice per week. Continuous progress monitoring was maintained through the i-Ready system, allowing for the strategic rotation of student cohorts based on demonstrated academic growth and proficiency.

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 maintained full implementation of its Special Education framework by sustaining dedicated Resource Specialist Program (RSP) teachers and Special Education (SPED) instructional support assistant. Diagnostic assessments conducted throughout the 2025–26 school year indicate a progressive increase in the district's special education population. To remain in strict compliance with federal and state mandates, it is imperative for the district to retain existing staffing levels. Maintaining this stable workforce ensures the consistent delivery of specialized instructional supports and accommodations as legally mandated within students' Individualized Education Programs (IEPs) and Section 504 plans.

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

Action 1.7: Data and Assessment

Implementation Level – 5 Full Implementation and Sustainability

The district sustained its full implementation of the i-Ready Assessment System, which serves as a highly integrated data resource within Professional Learning Community (PLC) collaborative discussions. Data generated from these diagnostic assessments, administered three times annually across grades first through eighth, directly informs academic learning action plans to evaluate the efficacy of instructional interventions and monitor student growth. This comprehensive data is systematically analyzed during PLCs and Student Performance Meetings (SPMs). Moving forward, these collaborative data reviews will continue to serve as a primary catalyst for continuous improvement, driving targeted tier-one instruction and specialized student 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 sustained full implementation of both Designated and Integrated English Language Development (ELD) systemic frameworks. To ensure rigorous instruction, the district provided educators with standards-aligned curricular materials, ensuring comprehensive student access to the Amplify ELD program. Furthermore, targeted professional development facilitated by core curricular publishers was delivered to instructional staff. This professional learning deepened teachers' pedagogical understanding of the critical alignment between California State Content Standards, adopted curricular resources, and research-based instructional theories to optimize language acquisition.

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

Action 1.9: Instructional Core Materials

Implementation Level – 4 Full Implementation

The district sustained full implementation of both Designated and Integrated English Language Development (ELD) frameworks. To ensure rigorous, equitable instruction, the district equipped instructional staff with standards-aligned curricular materials, providing English Learners with comprehensive access to the full educational program. This curriculum was supported by publisher-led professional development, which deepened teachers' pedagogical understanding of the alignment between California State Content Standards, adopted resources, and research-based instructional theories. Furthermore, the district successfully adopted a new, standards-aligned mathematics curriculum, an initiative vital to strengthening the core instructional program and advancing quantitative literacy for all students.

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 achieved full implementation of this action through its strategic partnership with South County Support Services (SCSS). SCSS manages and maintains the district's technological infrastructure, ensuring optimal operational capacity across all digital learning environments. This partnership facilitated ongoing hardware maintenance, internal component updates, and responsive technical repairs. Additionally, the district maintained its one-to-one student device ratio by ensuring all student Chromebooks were fully functional, coordinating repairs or replacements as required, and procuring new Chromebooks to replace devices with expiring software licenses. To further support the core instructional program, teacher laptops and interactive SMART Boards were systematically maintained; ensuring educators possess the necessary digital tools to deliver high-quality instruction. Ongoing research for replacement interactive boards has been completed, and new boards will be purchased.

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

Overall Implementation Successes

To ensure progress toward this goal, the district maintained a rigorous focus on the recruitment, maintenance, and retention of its core certificated and classified instructional staff. Targeted professional development was deployed to support high-level academic instruction, fostering a unified instructional vision that directly benefits all students, with particular emphasis on Hispanic, English Learner, and Low-Income unduplicated subgroups. Essential classroom resources, including core curriculum, supplemental materials, and robust technological tools, were consistently provided to optimize instructional delivery. Notably, this included the adoption of a new mathematics curriculum alongside specialized professional development to support its systematic classroom implementation. Collaboration among teachers, instructional assistants, and administration during Professional Learning Communities (PLCs) and Student Performance Meetings (SPMs) ensures the ongoing evaluation and refinement of these research-based curricula, pedagogical strategies, and assessment practices.

Overall Implementation Challenges

While the District achieved notable staffing stability by retaining core instructional personnel for three consecutive years, long-term workforce retention remains an ongoing strategic focus. Operational challenges during the reporting period slightly impacted full implementation of planned professional development, primarily due to a regional shortage of qualified substitute teachers available to provide classroom coverage. To mitigate this, the District must explore alternative, creative scheduling models to ensure staff can access vital professional learning. Furthermore, the District encountered infrastructure challenges regarding technical malfunctions with classroom SMART Boards, compounded by manufacturer failure to honor equipment warranties. To prevent instructional disruption, the district will prioritize the systematic replacement of these non-functional units moving forward.

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 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 $789,110 for this action and came in within budget at $812,870.

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

Material Differences: The district budgeted $745,426 for this action and came under budget at $510,000. The district discovered a budget miscalculation, which resulted in over budgeting within the instructional assistants line item prior to the 2025-26 school year. This did not affect services rendered.

Action 1.3: Professional Development

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

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Material Differences: The district budgeted $40,000 for this action and came in under budget at $23,000. The districted budgeted $40,000 based on prior invoices; however, the district came in at $23,000 for the amount of services rendered within the 2025-26 school year. The district will maintain funding at $40,000 based on prior invoices.

Action 1.5: Extended Learning Opportunities

Material Differences: The district budgeted $68,416 for this action and came over budget at $81,701. The district had an additional teacher participate in the extended learning opportunities program than initially anticipated.

Action 1.6: Students with Exceptional Needs

Material Differences: The district budgeted $190,000 for this action and came in within budget at $190,000.

Action 1.7: Data and Assessment

Material Differences: The district budgeted $12,000 for this action and came in within budget at $13,206.

Action 1.8: English Language Development

Material Differences: The district budgeted $10,000 for this action and came in under budget at $4,167. The district had materials from the prior year that did not need to be repurchased.

Action 1.9: Instructional Core Materials

Material Differences: The district budgeted $75,000 for this action and came in within budget at $82,900.

Action 1.10: Access to Technology

Material Differences: The district budgeted $40,000 for this action and came in within budget at $38,574.

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 2 outcome data demonstrated the district fully filled all certificated positions while retaining all staff members for the 2025-26 school year with 0% misassignments as identified in the SARC. The district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%,

Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). 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 strategic focus on retaining and building the capacity of its instructional staff to secure a strong foundation for academic success and foster high levels of professional job satisfaction. Data and research anticipate that a reduction in workforce turnover correlates directly with positive growth across all student academic indicators, as students benefit from experienced, highly qualified educators aligned to a unified instructional vision. The district continues to demonstrate measurable success through this action, as evidenced by positive performance metrics. Consequently, based on collaborative feedback from teachers, staff, students, and educational partners, the district will sustain this action into the upcoming LCAP cycle.

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

Effectiveness of Action(s): 2 – Somewhat Effective

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

Analysis Statement:

Year 2 outcome data demonstrated the district fully filled all certificated positions while retaining all staff members for the 2025-26 school year with 0% misassignments as identified in the SARC. The district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). Additionally, the EL Students Making Progress Toward English Proficiency rate decreased to 50% (-15%). The measurable gains in specific areas such as ELA and the stabilization of local metrics demonstrate the profound effectiveness of classified instructional assistants in providing targeted, small-group and individualized student support within the classroom. The District anticipates that maintaining consistent, experienced instructional assistants directly correlates with an upward trajectory across all student achievement indicators. This includes projected growth on CAASPP ELA and mathematics assessments, as well as broader performance indicators on the California School Dashboard, particularly for English Learners and Low-Income student populations. Given the documented success of this action and strong qualitative endorsement from teachers, staff, students, and educational partners emphasizing its value, the district will sustain this action into the upcoming LCAP cycle.

Action 1.3: Professional Development

Effectiveness of Action(s): 2 – Somewhat Effective

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

Analysis Statement:

Year 2 outcome data demonstrated the district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). Despite achieving successful workforce retention over the past year, stakeholder feedback and administrative input highlight the ongoing necessity of building staff capacity to support classroom instruction. Annual survey results indicate that instructional personnel feel well versed in the delivery of district-adopted core curricula. To preserve this pedagogical confidence and ensure instructional fidelity, the district remains committed to providing continuous, high quality, and research-based professional development. Backed by affirmative feedback from teachers, staff, students, and educational partners, this action will be maintained in the new LCAP year.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Effectiveness of Action(s): 2 – Somewhat 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 2 outcome data demonstrated the district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The two specific areas the district did see percentages decrease include ELA EL's & mathematics EL's (math EL – 12% and ELA EL – 4%). The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). The English Learner Reclassification Rate to Redesignated Fluent English Proficient decreased to 12.19% based on LEA local calculations and CALPADS. In addition, the EL Students Making Progress Toward English Proficiency rate decreased to 50% (-15%). Administrative input and qualitative feedback from teachers,

staff, and educational partners emphasize the vital need to continuously build staff capacity by equipping educators with advanced classroom resources. Local LCAP staff surveys and instructional discussions reveal strong, unanimous support for maintaining the district's partnership with the AIMS Center to refine and elevate STEAM instructional strategies. Moving forward, the district will place a rigorous, explicit focus on English Learner (EL) support, incorporating language-accessible strategies and specialized professional development into this partnership. While the district recognizes that systemic pedagogical growth requires longitudinal investment, this capacity-building process yields immediate, positive impacts on current student academic success. Consequently, based on comprehensive educational partner feedback, the District will sustain this action in the upcoming LCAP year.

Action 1.5: Extended Learning Opportunities

Effectiveness of Action(s): 2 – Somewhat Effective

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

Analysis Statement:

Year 2 outcome data demonstrated the district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). Grounded in educational research and supported by strong educational partner consensus, the district will maintain its credentialed-led after-school extended learning opportunities. While local metrics demonstrate positive trends, a comprehensive review of CAASPP outcomes necessitates a refined programmatic focus. Specifically, CAASPP Mathematics results revealed a slight, district-wide decrease across all subgroups, while CAASPP ELA data showed growth across all subgroups except English Learners. To address these distinct academic gaps, the district will adapt the after-school program's instructional design to deliver targeted, high-dosage interventions focusing on district-wide mathematics and English Learner ELA support.

Action 1.6: Students with Exceptional Needs

Effectiveness of Action(s): 2 – Somewhat Effective

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

Analysis Statement:

Year 2 outcome data demonstrated the district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as

follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). According to data from the Special Education Department, the district's population of students with disabilities continues to expand, emphasizing the critical need for robust, accessible special education infrastructure. Concurrently, comprehensive stakeholder surveys and collaborative discussions with staff and parents have identified youth mental health as a top district priority. To address these intersecting challenges, this action maintains a dedicated Resource Specialist Program (RSP) teacher and an instructional support assistant. This team provides targeted socioemotional, behavioral, and academic interventions designed to meet the unique goals outlined in students' Individualized Education Programs (IEPs) and Section 504 plans. Backed by strong consensus and supportive feedback from teachers, staff, students, and educational partners, the district will sustain this action into the upcoming LCAP year.

Action 1.7: Data and Assessment

Effectiveness of Action(s): 2 – Somewhat Effective

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

Analysis Statement:

Year 2 outcome data demonstrated the district fully filled all certificated positions while retaining all staff members for the 2025-26 school year with 0% misassignments as identified in the SARC. The district did see a slight decrease in CAASPP mathematics scores (overall – 37.17%, Hisp. – 36.89%, LI – 33.34%, EL – 4.00%) including all subgroups. The district did see growth in all ELA areas (overall – 47.78%, Hisp. – 45.64%, LI – 42.71%, EL – 12.00%), except growth in the EL subgroup. The district saw growth in CAASPP science scores (overall – 27.50%, Hisp. – 30.56%, LI – 25.71%, EL – fewer than 11) including all subgroups, except maintaining in LI. The CA School Dashboard results were as follows: Math All Students 21.8 points below standard (+11.6), Hispanic 25.5 points below standard (+12.8), Low Income 27.6 points below standard (+16.6), and EL 59.7 points below standard (+12.4). ELA All Students 4.9 points below standard (+14.8), Hispanic 8 points below standard (+14.5), Low Income 14.6 points below standard (+15.4), and EL 39.1 points below standard (maintained -2.1). Additionally, the EL Students Making Progress Toward English Proficiency rate decreased to 50% (-15%). To support student success, this action provides educators with the necessary assessment tools to evaluate performance data and implement timely interventions. By continuing to leverage the i-Ready Assessment System, the district fosters collaborative, data-driven planning during PLC meetings, student progress reviews, and the development of instructional frameworks. Grounded in consistent stakeholder support and positive feedback from teachers, staff, students, and educational partners, the district will extend this initiative into the new LCAP cycle.

Action 1.8: English Language Development

Effectiveness of Action(s): 2 – Somewhat 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 2 outcome data demonstrated the district made progress in English Learner Development. The English Learner Reclassification Rate to Redesignated Fluent English Proficient decreased to 12.19% based on LEA local calculations and CALPADS. The EL Students Making Progress Toward English Proficiency rate decreased to 50% (-15%) based on the ELPI. Additionally, the district maintained a 5 on the State Standards Reflection Tool. Collaborative input from administration, teachers, staff, students, and educational partners underscores the critical need to equip instructional staff with high-quality core and supplemental materials tailored for English Learners (ELs). This action ensures the continuous delivery of robust English Language Development (ELD) instruction, strategically designed to target students' specific linguistic proficiency levels. Furthermore, these resources align directly with the California State Content Standards and the English Language Arts/English Language Development (ELA/ELD) Curriculum Framework, utilizing evidence-based instructional theories to accelerate language acquisition. Consequently, based on strong stakeholder consensus and documented instructional needs, the district will sustain this action into the upcoming 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 2 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 continues to ensure that all students and instructional staff are fully equipped with standards-aligned core instructional materials. Following a comprehensive research and evaluation phase, the district is officially adopting and implementing a new, state-aligned mathematics curriculum for the upcoming school year. This action will fund the procurement of the new mathematics instructional materials, alongside the necessary professional development to support effective classroom deployment. Driven by strong stakeholder consensus and explicit feedback from teachers, staff, students, and educational partners, the district will maintain this action into the new LCAP year to ensure a successful curricular transition.

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 2 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. To ensure equitable student access to a broad course of study, district leadership emphasizes the critical need to maintain an up-to-date, robust, and highly secure technological infrastructure. Through an established partnership with South County Support Services, the district successfully optimized its network infrastructure and systematically repaired or replaced depreciated and damaged hardware and devices. This capacity was further augmented by targeted technical support from the Fresno County Superintendent of Schools (FCSS) technology team as needed. Based on documented instructional needs and strong consensus from teachers, staff, students, and educational partners, the district will sustain this action within the three-year LCAP cycle to ensure digital equity and operational continuity.

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: Evaluation of local data demonstrates that Action 1.1 successfully achieved its intended impact in supporting Goal 1, specifically enabling the district to recruit and retain fully credentialed, highly qualified teachers. To maintain the efficacy of this foundational action, the funding allocation will be revised upward to accommodate mandatory step and column salary adjustments. Furthermore, in response to growing enrollment, the district will augment this action to continue funding a Transitional Kindergarten (TK) teacher. This strategic fiscal revision underscores the district's core commitment to ensuring that every classroom is staffed by a highly qualified educator, thereby optimizing early childhood development and long-term student academic success.

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

Description of Changes: Performance data analysis confirms that Action 1.2 somewhat successfully achieved its intended impact in supporting Goal 1, as evidenced by measurable academic growth across the California Assessment of Student Performance and Progress (CAASPP) in ELA, positive shifts in the California School Dashboard's Distance from Standard (DFS) metrics (ELA/Green, Math/Green). However, percentages of English Learners making progress toward language proficiency did decrease. Furthermore, qualitative feedback from teachers, staff, students, and educational partners strongly emphasizes the critical role instructional assistants play in providing targeted small group and one-on-one interventions. To maintain the continuous delivery of these vital classroom supports, the funding allocation will be revised to incorporate updated salary schedule adjustments. Concurrently, the overall fiscal allocation for this action will reflect a downward adjustment to correct a technical variance in the prior year's budget calculation, ensuring accurate alignment between planned expenditures and actual operational costs in the upcoming LCAP cycle.

Action 1.3: Professional Development

Description of Changes: Educational partner consultation underscores that continuous professional development is vital to high-quality instruction, particularly as the district implements its newly adopted mathematics curriculum. To mitigate severe substitute teacher shortages that limit traditional daytime release, the district will utilize alternative training solutions, including technology-driven modules and localized, in-house coaching to minimize classroom disruption. By maintaining the current fiscal allocation for this action, the district ensures essential resources remain fully available to equip instructional staff with the pedagogical tools needed to successfully implement the newly adopted mathematics curriculum during its first year of implementation.

Action 1.4: Services to Improve English Learner Literacy and Mathematics

Description of Changes: Comprehensive evaluation of CAASPP performance, California School Dashboard metrics, and English Learner achievement markers underscores the high efficacy of our partnership with the AIMS Center. Driven by strong educational partner consensus and positive feedback regarding classroom impact, the district will continue this successful collaboration. This initiative will feature the ongoing implementation of student field trips to the AIMS Center Maker Studio to foster innovative, project-based STEM experiences. To maintain the continuity of these professional development and student-centered services, the fiscal allocation for this action will be adjusted in accordance with the renewed AIMS Center service agreement for the upcoming LCAP cycle.

Action 1.5: Extended Learning Opportunities

Description of Changes: Performance data analysis confirms Action 1.5 had a moderately effective academic outcome, demonstrated by measurable CAASPP ELA growth, though English Learners (ELs) did not mirror this progress and district-wide mathematics scores declined. Conversely, the California School Dashboard Distance from Standard (DFS) metrics yielded green indicators for both ELA and mathematics, confirming solid baseline performance. To address identified equity gaps, the district will precisely target unduplicated student groups, specifically ELs and low-income students, who require focused academic interventions. Educational partners strongly validated the continuation of this initiative, reinforced by an LREBG needs analysis survey showing overwhelming parental support for after-school tutoring as a critical learning recovery tool. To strengthen this evidence-based approach and improve progress monitoring, the district will implement a multi-tiered evaluation framework, utilizing local interim iReady assessments alongside annual CAASPP and Ca School Dashboard metrics to drive instructional adjustments. Financially, the district will optimize resources by funding this action through remaining LREBG allocations for the upcoming school year, ensuring fiscal sustainability and continuity of services.

Action 1.6: Students with Exceptional Needs

Description of Changes: Comprehensive feedback from teachers, staff, and parents underscores strong stakeholder consensus to maintain Action 1.6 in order to sustain a robust special education program capable of meeting the complex needs of students with exceptionalities. Educational partners collectively expressed concern regarding the increasing enrollment and intensifying instructional and behavioral needs within the special education department. To proactively address these challenges, this action will maintain critical specialized staffing,

including a Resource Specialist Program (RSP) teacher, a speech-language pathologist, and a special education instructional assistant. To ensure the continuity and effectiveness of these essential services, the funding allocation will be revised upward to accommodate mandatory step and column salary schedule adjustments for the upcoming school year.

Action 1.7: Data and Assessment

Description of Changes: Performance data analysis confirms Action 1.7 had a moderately effective academic outcome, demonstrated by measurable CAASPP ELA growth, though English Learners (ELs) did not mirror this progress and district-wide mathematics scores declined. Conversely, the California School Dashboard Distance from Standard (DFS) metrics yielded green indicators for both ELA and mathematics, confirming solid baseline performance. However, percentages of English Learners making progress toward language proficiency decreased. Input from teachers, staff, students, and educational partners strongly emphasizes the critical importance of equipping educators with robust instructional and diagnostic tools. The i-Ready Assessment System remains a highly effective mechanism, providing teachers with actionable data to inform differentiated instruction, guide academic planning, and drive progress monitoring, particularly within the extended learning opportunities program. Consequently, the district will renew its contract with Curriculum Associates to sustain the i-Ready program, with the funding allocation revised upward to accommodate mandatory vendor contract cost increases. Additionally, Action 1.7 has been updated to correct a wording error from the prior year's plan. The phrase *'including Low-income and English Learners'* was mistakenly attributed to this action in the previous cycle. This language has been removed to accurately align the action's scope and its intended student group targeting with our strategic goals.

Action 1.8: English Language Development

Description of Changes: An evaluation of student performance metrics confirms the ongoing foundational efficacy of Action 1.8; however, recent data indicates critical areas of concern, including a decrease in English Learner (EL) reclassification rates, language acquisition milestones, and state standards implementation alignment. While educational partner feedback supports maintaining the current funding level, a granular review of recent assessment data reveals slight decreases in EL student scores, prompting the district to designate this initiative as an urgent strategic priority. Maintaining this dedicated allocation ensures that instructional staff can deliver the intensive, uninterrupted language development interventions and targeted scaffolding necessary to directly address this achievement gap, accelerate linguistic growth, and improve reclassification outcomes. Consequently, the district will continue this action with a heightened focus on refining EL instructional practices and monitoring student progress to ensure equitable academic success.

Action 1.9: Instructional Core Materials

Description of Changes: Evaluation of SARC metrics and master schedule data demonstrates the ongoing effectiveness of this action in driving Goal 1 outcomes. Educational partner consensus reinforces that access to high-quality instructional materials and classroom supplies is foundational to rigorous, standards-aligned instruction. While the district previously experienced an under-budget variance by extending its mathematics research phase, the new mathematics curriculum has now been successfully adopted and purchased. Consequently, the funding allocation for this action will be reduced for the upcoming LCAP year. This planned fiscal adjustment accounts for the completion of

the major curriculum procurement cycle while ensuring sufficient resources remain to support ongoing implementation, monitoring, and alignment with state frameworks.

Action 1.10: Access to Technology

Description of Changes: Evaluation of SARC metrics and master schedule data confirms that Action 1.10 remains a critical and effective lever in achieving Goal 1. Input from educational partners emphasizes that maintaining a reliable technological infrastructure is essential for 21st-century classroom instruction. To support this ongoing need, the district will maintain Action 1.10 to manage routine system maintenance and software updates. Additionally, to resolve operational disruptions caused by outdated and malfunctioning hardware, this action will now include the purchase of new interactive classroom boards. Driven by educational partner consensus, this comprehensive technological support will continue into the new LCAP year. The district will maintain the current funding amount.

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.	$810,023	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.	$535,000	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. The district will also place a focus on the newly adopted math curriculum.	$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, the district will continue with field trips to the AIMS center Makers Studio for the 2026-27 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 supplemental, after-school academic tutoring in English Language Arts (ELA) and mathematics, extending learning opportunities beyond the regular instructional day. This evidence-based intervention specifically targets unduplicated student groups, including English Learners and low-income students, who demonstrate academic gaps during core instruction. Operating in structured, small-group settings, these sessions focus on targeted skill-building, remedial strategies, and extended practice. Educational research indicates that high-quality after-school tutoring significantly improves academic performance, boosts student confidence, fosters positive study habits, and reduces academic stress within a safe, supportive environment. Funded through the Learning Recovery Emergency Block Grant (LREBG), the district will ensure all tutorial sessions are staffed by properly credentialed certificated educators or qualified classified instructional personnel in strict compliance with California Education Code. Program efficacy will be monitored utilizing the CAASPP (ELA & Math) and CA School Dashboard (Math, ELA Distance from Standard) metrics.	$57,605 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.	$192,000	No
1.7	Data and Assessment	The district will provide instructional staff with the iReady assessment system for the ongoing assessment of student progress and to inform instructional decision-making focused on supporting all students as per teacher created Academic Action Plans.	$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 to procure ongoing replacement materials for all board-adopted core instructional programs, ensuring that students maintain continuous access to a comprehensive, standards-aligned educational program. These core and supplemental resources remain explicitly aligned with California State Content Standards and curriculum frameworks to support evidence-based classroom instruction. Following the successful finalization of the research phase and the subsequent procurement of the newly adopted mathematics curriculum, this action reflects the focus to a sustainable baseline allocation dedicated exclusively to the ongoing replacement of used, depleted, damaged, or consumable instructional materials across all subject areas.	$22,000	No
1.10	Access to Technology	To support the demands of a modern, 21st-century classroom, the district will maintain and optimize its technological infrastructure through the systematic procurement of high-performance hardware, software updates, and network enhancements. Operating at peak technical capacity is vital to delivering well-rounded, uninterrupted digital instruction. Under this action, the district will launch the first phase of its classroom modernization plan by funding the initial round of five new interactive display boards across designated classrooms. This proactive investment ensures long-term system reliability, expands digital equity, and provides students and instructional staff with the robust connectivity necessary for rigorous digital literacy.	$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	2025 Building Relationships Between School Staff and Families: Rating: 4.5 Building Partnerships for Student Outcomes: Rating: 4.5 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: +0.5 change Building Partnerships for Student Outcomes: Rating: +0.5 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	2025 Rate: 95.16% Data Source: P2 Average Attendance Report	Rate: 97%	Rate: +0.43%

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	2025 All Students: 8.7% Hispanic: 9.8% Low Income: 10.4% EL's: 12.2% Data Source: CA Dashboard	All Students: 10% Hispanic: 10% Low Income: 15% EL's: 15%	All Students: Decreased by 12.8% Hispanic: Decreased by 13.9% Low Income: Decreased by 13.9% EL's: Decreased by 10.6%
2.4	School Climate Survey: School Connectedness	2023-2024 School Connectedness 5th Graders: Rating 96% 8th Graders: Rating 96% Staff: Rating 100% Parents: Rating 97% Data Source: School Climate Survey	2024-2025 School Connectedness 5th Graders: Rating 98% 8th Graders: Rating 98% Staff: Rating 100% Parents: Rating 100% Data Source: School Climate Survey	2025-2026 School Connectedness 5th Graders: Rating 100% 8th Graders: Rating 88% Staff: Rating 100% Parents: Rating 97% 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.	5th Graders: Rating +4% 8th Graders: Rating -8% Staff: Rating 0% Parents: Rating 0%

Goal Analysis for [2025-2026]

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 fully executed its parent engagement strategy to increase stakeholder communication and collaboration. Operational efforts focused on two parallel tracks: community integration and shared governance. Informational and social events, such as parent-teacher conferences, school performances, and community luncheons, effectively brought families onto school sites to engage with instructional staff. Simultaneously, formal shared governance was successfully maintained through the PAC and ELAC, which demonstrated high participation rates and provided a platform for parents to participate in district decision-making. These combined actions facilitated a continuous feedback loop between the district and its educational partners, leading to targeted improvements for all student groups. The district supported this equitable access by offering requested translation and childcare services for all major meetings.

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 fully implemented its collaborative health framework to support student wellness and school readiness. Partnerships were maintained with key agencies, including the Fresno County Superintendent of Schools, *Healthy Smiles*, and the *Tzu Chi Medical Foundation*, to bring essential health services directly to the school sites. These coordinated efforts successfully provided students with routine dental screenings, vision check-ups, and professional nursing care. Furthermore, student social-emotional and mental health needs were systematically addressed through behavioral counseling and therapeutic supports provided by the *All4Youth* program. These combined services effectively removed physical and emotional barriers to learning; ensuring students remained healthy, present, and ready to succeed in the classroom.

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

Action 2.3: Home Outreach Services

Implementation Level: 5 – Full Implementation and Sustainability

To support student well-being and academic readiness, the district continued an integrated system of care that addressed the diverse needs of English Learners, low-income students, and families in transition by the implementation of a Home Outreach Services liaison. Funding was utilized to support a Home Outreach Services liaison that delivered vital wrap-around services, including targeted attendance intervention, mental health counseling, and medical/dental care guidance. Additionally, the liaison connected qualifying families to state-sponsored economic resources like the CalKIDS savings program. To bridge equity gaps, the liaison also provided ongoing technology technical support and essential academic learning supplies directly to identified students, satisfying basic needs to optimize student engagement and classroom performance.

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

Action 2.4: Activities Promoting Student Engagement

Implementation Level: 4 – Full Implementation

To directly remedy the district's "Red" Chronic Absenteeism indicator on the California School Dashboard, this action funds a comprehensive student engagement and attendance incentive program. The district maintained structured rewards and trimester field trips to recognize students who demonstrated excellent attendance or showed significant growth. These high-interest field trips act as a vital motivational tool, successfully fostering student enthusiasm and a strong desire to meet eligibility requirements. To complement these incentives, the district continued ongoing parent outreach via informational letters and reminders regarding the importance of consistent attendance. These coordinated efforts aimed to systematically improve attendance and engagement metrics for all students.

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 achieve the objectives of this goal, the district successfully cultivated a robust, collaborative partnership between school sites, families, and students, establishing a foundational network that directly supports overall student academic achievement. A primary success during this LCAP cycle was the highly effective implementation of the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Both shared-governance bodies demonstrated exceptionally high attendance rates and engaged in constructive, data-informed dialogues centered on continuous district improvement. Furthermore, the district achieved a critical accountability milestone: through the continued strategic deployment of targeted student engagement incentives, localized home outreach services, and expanded parent engagement opportunities, the district successfully exited the "Red" performance indicator for Chronic Absenteeism on the California School Dashboard and has maintained. Collectively, these multi-tiered strategies have driven measurable, year-over-year improvements in overall student engagement and attendance metrics across all student groups.

Overall Implementation Challenges

While the district made substantial progress in improving attendance, managing the attendance patterns of out-of-district transfer students continues to present a persistent operational challenge. Collaborative feedback from teachers, staff, and students emphasizes that a primary focus moving forward must be to sustain and lock in the recent improvements achieved within our Chronic Absenteeism Rate. To ensure long-term sustainability, the district must institutionalize a culture of consistent daily attendance, systematically transitioning families and student mindsets away from pandemic-era attendance habits. The district will continue to prioritize this area by facilitating intensive, localized attendance reviews that foster close coordination between parents, students, site administration, and the dedicated Home Outreach team to proactively mitigate attendance barriers.

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 under budget at $1,743. Other funding resources were used to cover identified costs of this action.

Action 2.2: Health Services

Material Differences: The district budgeted $80,000 for this action and came in within budget at $79,431.

Action 2.3: Home Outreach Services

Material Differences: The district budgeted $30,000 for this action and came in over budget at $67,000. The district under budgeted for the full cost of the position and there was an assumption there would be an additional funding source for the position. Unfortunately, the additional funding source did not materialize.

Action 2.4: Activities Promoting Student Engagement

Material Differences: The district budgeted $10,000 for this action and came in within budget at $14,000.

Action 2.5: Transportation

Material Differences: The district budgeted $87,897 for this action and came in within budget at $89,099.

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

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 2 outcome data results on the Parent Involvement and Family Engagement Self-Reflection Tool were as follows: Building Relationships Between School Staff and Families: 4.5, 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 90% to 94% and an increase in ELAC participation from 96% to 100%. The efficacy of this action is evidenced by strong parent attendance and active engagement in core school activities, such as parent/teacher conferences, community luncheons, student performances, and co-curricular athletics. Advisory committee feedback highlights that families appreciate the district's welcoming environment, while reinforcing the need for continuous, proactive outreach to families experiencing barriers to participation. Reflecting the positive evaluation and strong recommendation of teachers, staff, students, and educational partners, the district will transition this successful action into the new LCAP year to ensure stable, ongoing stakeholder collaboration.

Action 2.2: Health Services

Effectiveness of Action(s): 3 – Effective

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

Analysis Statement:

Year 2 outcome data reveals the district’s average attendance rate maintained from 95.92% to 95.16%. Also, the School Climate Survey: School Connectedness reveals that 100% of fifth grade students are in agreement that they feel connected to the school, increasing by 2%. 88% of eighth graders are in agreement, decreasing by 10%. 100% of staff are in agreement, maintaining results, and 97% of parents are in agreement, decreasing by 3%. This action achieved full implementation, successfully delivering a robust network of physical and mental health services to students. By leveraging regional partnerships with FCSS, the district provided critical nursing care, psychological services,

and targeted social-emotional counseling through the *All4Youth* initiative. Collaborative efforts with the *Tzu Chi Medical Foundation* and the *FCSS Healthy Smiles Program* further expanded student equity by ensuring access to essential vision and dental care. Evaluating this action confirms its direct, positive impact on removing medical and emotional barriers to learning, thereby supporting increased student attendance and overall academic success. Consequently, based on the uniform recommendation of teachers, staff, students, and educational partners, the district will continue this action to ensure stable, ongoing wellness support throughout the upcoming LCAP period.

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 2 outcome data reveals that on the CA Dashboard the all student group was at 8.7% chronically absent, increased 3.1%, orange indicator, Hispanic students at 9.8% chronically absent, increased 4.8%, orange indicator, low-income students at 10.4% chronically absent, increased 3.4%, orange indicator, English Learners at 12.2% chronically absent, increased 12.2%, orange indicator. The School Climate Survey: School Connectedness reveals that 100% of fifth grade students are in agreement that they feel connected to the school, increasing by 2%. 88% of eighth graders are in agreement, decreasing by 10%. 100% of staff are in agreement, maintaining results, and 97% of parents are in agreement, decreasing by 3%. This initiative was fully implemented as part of a dual-action framework specifically targeted at supporting student readiness, wellness, and continued high attendance. Its effectiveness is validated by the California School Dashboard, which demonstrates a positive upward trend in student attendance, although a slight increase in the Chronic Absenteeism Rate in 2025. Comprehensive feedback from all educational partners—including teachers, staff, and students—strongly reinforced the value of this program and advocated for its retention. In alignment with this uniform stakeholder support and the positive outcome data, the district will transition this action into the new LCAP year to ensure continuous progress in combating chronic absenteeism.

Action 2.4: Activities Promoting Student Engagement

Effectiveness of Action(s): 3 – Effective

Metric(s): Chronic Absenteeism

Analysis Statement:

Year 2 outcome data reveals that on the CA Dashboard the all student group was at 8.7% chronically absent, increased 3.1%, orange indicator, Hispanic students at 9.8% chronically absent, increased 4.8%, orange indicator, low-income students at 10.4% chronically absent, increased 3.4%, orange indicator, English Learners at 12.2% chronically absent, increased 12.2%, orange indicator. The efficacy of this action is validated by performance metrics on the California School Dashboard, which demonstrate an overall improvement in the district's Chronic Absenteeism rate following the implementation of this dual-action strategy. Site leadership noted that the student-facing attendance incentives successfully fostered strong student motivation and desire to attend school, with families expressing full alignment and support for the program. Despite these documented improvements, partner feedback from parents and staff highlights that the district must maintain

intense focus and vigilance to sustain high daily attendance rates. Reflecting this collective recommendation from teachers, staff, students, and educational partners, the district will maintain this successful action in the new LCAP year.

Action 2.5: Transportation

Effectiveness of Action(s): 3 – Effective

Metric(s): Attendance Rate, Chronic Absenteeism

Analysis Statement:

Year 2 outcome data reveals the district's average attendance rate maintained from 95.92% to 95.16%. The CA Dashboard all student group was at 8.7% chronically absent, increased 3.1%, orange indicator, Hispanic students at 9.8% chronically absent, increased 4.8%, orange indicator, low-income students at 10.4% chronically absent, increased 3.4%, orange indicator, English Learners at 12.2% chronically absent, increased 12.2%, orange indicator. Full implementation of this action, executed in collaboration with the Southwest Transportation Agency, provided students with a safe, well-maintained, and dependable method of home-to-school transportation. This initiative directly supported student attendance metrics by mitigating the unique geographical and logistical transportation challenges faced by families within our rural district. Site leadership, instructional staff, and families report that this service is a vital component of the district's overall student engagement and academic achievement strategies. Because dependable transit effectively eliminates chronic absenteeism risks for isolated student groups, educational partners strongly advocated for its preservation. In alignment with this uniform feedback, the district will continue this action into the new LCAP cycle to guarantee continuous, equitable access to daily instruction.

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: There are no planned changes to the scope, nature, or funding allocation of this action for the upcoming cycle. Ongoing input from all educational partners reinforces the high value and impact of building strong partnerships between the home and school environments. Continuous collaboration between the district and families has proven effective in increasing overall student attendance, strengthening school connectedness, and enhancing academic achievement. To support these outcomes and honor the uniform recommendation of our educational partner groups, the district will maintain its existing funding level to ensure the uninterrupted delivery of parent engagement initiatives.

Action 2.2: Health Services

Description of Changes: There are no planned changes to the scope, service delivery model, or funding level of Action 2.2 for the upcoming cycle. The district will continue to prioritize student physical and mental well-being by maintaining its collaborative network of specialized care providers. Through the continued funding of partnerships with FCSS Psychological Services, *All4Youth*, *Healthy Smiles*, and the *Tzu Chi*

Medical Foundation, students will retain access to critical dental, vision, and mental health interventions. Preserving this existing fiscal allocation ensures operational continuity, allowing the district to systematically remove health-related barriers to learning for all high-need student populations.

Action 2.3: Home Outreach Services

Description of Changes: The district will maintain the structure and services of Action 2.3 for the upcoming LCAP year, with a specific adjustment to the funding allocation to fully accommodate the necessary costs of program staffing. This action has proven highly effective, as evidenced by the district's successful transition from a "Red" Chronic Absenteeism indicator on the California School Dashboard. Evaluative feedback from teachers, staff, students, and educational partners strongly affirmed that the Home Outreach Team must remain embedded in the LCAP to provide critical family support. To honor this educational partner consensus and ensure the team is fully funded to meet actual personnel expenditures, the district will increase the allocation for this action. This initiative will continue to function in close collaboration with Action 2.4 to maximize student attendance and engagement.

Action 2.4: Activities Promoting Student Engagement

Description of Changes: The district will continue to implement Action 2.4 in the upcoming LCAP year. This action proved highly effective in improving student attendance, directly contributing to the district's progress from a "Red" Chronic Absenteeism indicator on the California School Dashboard. Evaluative feedback from teachers, staff, students, and educational partners strongly affirmed the necessity of keeping these attendance initiatives embedded within our plan to support continuous student improvement. The minor fiscal adjustment reflects an increase of costs to maintain the same level of services. This program will continue to operate in close synchronization with Action 2.3 to sustain consistent student engagement.

Action 2.5: Transportation

Description of Changes: There are no planned changes to the services or goals of Action 2.5; however, the district’s funding allocation will be maintained in strict alignment with the fiscal requirements of the new 2026–27 contract with the Southwest Transportation Agency. Ongoing feedback from our educational partners underscores that rural isolation and economic hardship create significant transportation barriers for our highest-need student subgroups. Educational partners unanimously identified reliable transportation as a critical baseline component for overall student attendance and engagement. By fulfilling the updated contract terms, the district ensures operational continuity and maintains its commitment to removing logistical barriers to learning for all low-income and rural student populations.

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.	$55,000	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 2023 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.	$13,000	No

2.5	Transportation	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.	$83,897	No

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 the need to maintain low suspension rates and continue positive climate/safety support. 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	2025 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 5th Graders: Rating 98% 8th Graders: Rating 96% Staff: Rating 100% Parents: Rating 98% Data Source: School Climate Survey	2024-2025 School Safety 5th Graders: Rating 100% 8th Graders: Rating 100% Staff: Rating 100% Parents: Rating 100% Data Source: School Climate Survey	2025-2026 School Safety 5th Graders: Rating 100% 8th Graders: Rating 88% 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.	5th Graders: Rating +2% 8th Graders: Rating -8% 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	2024-2025 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	2025 All Students: 0% Hispanic: 0% Low Income: 0% EL's: 0% Data Source: CA Dashboard	All Students: 0% Hispanic: 0% Low Income: 0% EL's: 0%	All Students: -2.1% Hispanic: -1.2% Low Income: -1.9% EL's: 0%
3.5	Expulsion Rate	2022-2023 Rate: 0.0% Data Source: DataQuest	2023-2024 Rate: 0.0% Data Source: DataQuest	2024-2025 Rate: 0.0% Data Source: DataQuest	Rate: 0%	Rate: 0%

Goal Analysis for [2025-2026]

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: 4 – Full Implementation

To address the compounding costs of maintaining an aging campus, the district piloted a joint facilities and maintenance agreement with CUSD. Although designed to provide enhanced services at a lower cost, the district was dissatisfied with the performance outcomes of the agreement. As a result, the district is restructuring its approach and will reclaim direct oversight and operation of the facilities and maintenance program. Throughout the year, ensuring a safe campus environment remained a paramount objective. Based on findings from routine safety inspections, the district directed vital investments toward repairs of playgrounds and play yards. This focused maintenance, paired with comprehensive daily cleaning and disinfecting routines, effectively preserved a secure and healthy campus for the entire school community.

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

Action 3.2: Site Health and Safety Planning

Implementation Level: 4 – Full Implementation

Throughout the school year, the district continued to allocate resources toward critical health and safety infrastructures to maintain an optimal environment for teaching and learning. Key actions included the continuous procurement of campus-wide sanitation and disinfection supplies, and classroom protection kits. By prioritizing these health and safety measures, the district successfully mitigated wellness barriers, thereby promoting higher levels of student engagement and supporting overall academic achievement.

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

To foster a positive learning environment conducive to academic success, the district's Special Education Department delivered targeted professional development to instructional staff. Training modules focused on addressing students' social-emotional needs, refining school-wide behavior and discipline practices, and effectively implementing evidence-based behavior management programs. This professional learning enhanced educators' capacity to proactively identify and monitor early indicators of student distress. Complementing these staff-facing initiatives, the district sustained the school-wide *Character Counts!* framework, reinforcing the six pillars of character through a structured student incentive and rewards system. Together, these integrated behavioral and social-emotional interventions successfully improved overall student conduct, enhanced campus climate, and supported robust academic achievement.

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

Action 3.4: Safe School Environment

Implementation Level: 5 – Full Implementation and Sustainability

Maintaining a safe and secure learning environment remains a paramount priority for the district. To proactively mitigate security risks, the district conducted ongoing vulnerability assessments and strategically allocated resources to enhance physical campus security. Key actions implemented this year included the continued procurement and installation of upgraded surveillance cameras, the reinforcement of perimeter security with new safety gates, and a comprehensive review and update of the Comprehensive School Safety Plans. To ensure continuous improvement, the district will maintain its bi-annual safety evaluation protocol. This systematic assessment process allows the district to identify infrastructure needs and targeted areas of vulnerability, ensuring that safety resources are effectively deployed where they are needed most.

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

Overall Implementation Successes

The district achieved significant progress in the implementation of Goal 3, effectively leveraging partnerships and targeted interventions to enhance student outcomes. Our continued collaboration with the Southwest Transportation Agency remains vital, ensuring reliable home-to-school transportation for resident students while facilitating essential access to extracurricular, athletic, and experiential learning opportunities. Furthermore, the district's sustained investment in social-emotional learning (SEL) and behavior intervention programs has yielded measurable improvements in campus culture, as evidenced by positive trends in our annual School Climate Survey. By integrating these support structures with comprehensive student health services, the district has successfully cultivated a safe, supportive, and inclusive learning environment that empowers all students to thrive both personally and academically.

Overall Implementation Challenges

The district continues to face significant operational headwinds due to external delays in receiving approved state modernization and new construction funds, which has postponed long-term capital improvements. To manage facilities in the interim, the district utilized a shared services agreement with CUSD; however, this model led to a critical regression in the district's maintenance standards and overall facility conditions. To mitigate this downward trend and protect the integrity of our school site, the district has initiated a strategic pivot to dissolve the CUSD agreement and reclaim full control of its facilities and maintenance operations. Transitioning back to a district-run program will ensure localized accountability, immediate prioritization of campus repairs, and an efficient allocation of resources as the district awaits the distribution of state facility funding.

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 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 $250,000 for this action and came in within budget at $250,000.

Action 3.2: Site Health and Safety Planning

Material Differences: The district budgeted $5,000 for this action and came in within budget at $6,257.

Action 3.3: School Culture and Social Emotional Support

Material Differences: The district budgeted $1,500 for this action and came in over budget at $5,204. The district came in over budget due to additional costs of incentive activities.

Action 3.4: Safe School Planning

Material Differences: The district budgeted $5,500 for this action and came in within budget at $5,652.

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

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): 2 – Somewhat 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 2 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. To mitigate the challenges of maintaining an aging facility amidst prolonged state modernization funding delays, the district shared a service agreement with CUSD. Although designed to optimize resource allocation and expedite safety repairs, a comprehensive review demonstrated the long-term ineffectiveness of the CUSD agreement in sustaining the campus to district standards. To ensure strict accountability and localized oversight, the district is restructuring this initiative by transitioning back to a district-run facilities and maintenance program. Reclaiming internal control will allow the district to maintain a rigorous, hands-on approach to monitoring and addressing the compounding infrastructure needs of our aging campus. Because extensive feedback from educational partners, staff, and students emphasizes that campus health and safety must remain a premier district priority, this action will be sustained in the upcoming LCAP cycle, executed through direct district management to better achieve its intended impact.

Action 3.2: Site Health and Safety Planning

Effectiveness of Action(s): 3 – Effective

Metric(s): School Climate Survey: School Safety

Analysis Statement:

Year 2 outcome data based on the School Climate Survey: School Safety reveals the district’s 5th graders at 100% agreement (maintained), 8th graders at 88% agreement (-10%), Staff at 100% agreement (maintained), and Parents at 100% agreement (maintained). The continuous implementation of proactive health and safety protocols across all classrooms effectively supported the maintenance of a secure and stable learning environment. Although most school safety results were maintained at 100%, 8th grade agreement declined to 88%, indicating a need to strengthen support and communication for middle-grade students while continuing existing safety practices. Furthermore, stakeholder engagement sessions highlighted emerging student wellness needs; specifically, eighth-grade students articulated significant concerns

regarding the escalating social-media pressures they encounter and requested targeted support in this area. Acknowledging this feedback from teachers, staff, students, and educational partners, the district will continue this action into the upcoming LCAP cycle, expanding its scope to incorporate digital citizenship and targeted social-emotional interventions alongside physical health and safety measures.

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 2 outcome data reveals the district was able to maintain the Middle School Dropout Rate and Expulsion Rate at 0%. The Suspension Rate decreased to 0.0% (blue) for all students, decreased to 0.0% (blue) for Hispanic students, decreased to 0.0% (blue) for low-income students, and maintained at 0% (blue) for all English learners. Throughout the academic year, the district prioritized student mental health and well-being by implementing systemic actions to cultivate a supportive school culture. The integration of student-facing incentive programs, such as the *Character Counts!* curriculum and school-wide citizenship recognition, served as highly effective mechanisms for improving overall student conduct. Concurrently, capacity-building workshops facilitated by the Special Education department provided educators with actionable tools to intervene effectively with struggling students. Acknowledging the clear benefits of these integrated interventions, and in direct response to educational partner feedback, the district will maintain this action in the new LCAP year to ensure ongoing conditions for student academic and personal success.

Action 3.4: Safe School Environment

Effectiveness of Action(s): 3 – Effective

Metric(s): School Climate Survey: School Safety

Analysis Statement:

Year 2 outcome data based on the School Climate Survey: School Safety reveals the district's 5th graders at 100% agreement (maintained), 8th graders at 88% agreement (-10%), Staff at 100% agreement (maintained), and Parents at 100% agreement (maintained). The district maintained a rigorous evaluation of all campus safety infrastructure and operational practices through the annual review of the Comprehensive School Safety Plan. Key enhancements targeted physical and procedural security, including perimeter fencing and security gating, surveillance camera modernization, restricted campus access control protocols, and routine emergency practice drills. Administrative and site leadership collaborated effectively to assess evolving campus security needs, dynamically adjusting implementation strategies within budgeted allocations. Stakeholder feedback from the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC) strongly emphasized that campus security must remain a primary district focus. In direct response to this guidance from committees, staff, and educational partners, the district will continue this action into the upcoming LCAP cycle to guarantee a secure environment for all students and staff.

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: A major programmatic modification will be implemented under this action for the upcoming LCAP year. While educational partner feedback strongly reaffirmed the importance of prioritizing safety-related repairs across our aging campus, an internal review indicated a need for greater efficiency than what was achieved under the outsourced model. As a result, the district is dissolving the facilities and maintenance agreement with CUSD and transitioning the entire program back to direct district management. This structural shift allows the district to maintain a hands-on approach to monitoring campus vulnerabilities and ensuring swift remediation of facility issues. Funding for this action will be reallocated and budgeted to support the personnel and operational infrastructure required to run this internal maintenance model successfully.

Action 3.2: Site Health and Safety Planning

Description of Changes: A review of performance metrics for Action 3.2 confirms successful implementation, and overall fiscal allocations will be maintained to ensure the continuity of campus health and safety services. However, to optimize resource efficiency, the COVID-19 testing component will be removed due to a decline in systemic demand. Simultaneously, the scope of this action will be modified to address emerging school climate data and student feedback regarding the negative psychological impacts of social media pressures. By transitioning away from pandemic-era testing protocols, the district is able to expand its preventative campus wellness initiatives to include targeted social-emotional supports and coping strategies specifically designed to mitigate social media-related anxiety among students.

Action 3.3: School Culture and Social Emotional Support

Description of Changes: A review of performance metrics for Action 3.3 confirms highly effective implementation. Stakeholder feedback emphasizes that students feel secure and supported, an outcome directly mirrored by the district's low suspension, expulsion, and dropout rates. To preserve this healthy campus climate and continue fostering student success, the district will maintain the current action. A technical adjustment will be implemented in the budget to reduce funding allocations, driven strictly by a reduction in vendor and service contract costs. The district will continue to provide the exact same level of direct student support while capturing these administrative cost savings.

Action 3.4: Safe School Environment

Description of Changes: Annual safety assessments and robust feedback from educational partners confirm that maintaining campus security remains a top priority. While metrics demonstrate that Action 3.4 was successfully implemented, a technical modification will be made to the budget for the upcoming LCAP year. The district will sustain the operational scope of this action but will reduce overall funding allocations. This fiscal change reflects the completion of one-time capital purchases (such as security hardware and equipment) finalized during the prior year. Because these foundational safety assets have already been acquired, the necessary resource level has decreased, allowing the district to capture cost efficiencies while fully preserving the heightened security posture of the campus.

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 prioritize Williams Act compliance and infrastructure upgrades to ensure a safe, functional learning environment for all students and staff. To achieve greater responsiveness and quality control than what was realized under the previous CUSD contract, the district has dissolved the shared-services agreement and transitioned all facilities and maintenance operations in-house. Under this restructured district-run program, staff will conduct systematic monitoring and immediate repairs of school facilities and grounds. Localized management of these services will be paired with a monthly facility condition report and repair log, ensuring transparent oversight as the district directly addresses its evolving infrastructure needs.	$309,500	No
3.2	Site Health and Safety Planning	The district remains committed to campus safety by allocating resources for a comprehensive school-wide cleaning and sanitization program, ensuring all classrooms meet high health standards. Concurrently, to address emerging school climate data, this action will integrate specialized student support services focusing on digital citizenship and behavioral health. This initiative will provide targeted interventions to help students navigate the psychological pressures of social media and understand internet safety, while pairing these efforts with evidence-based drug and vaping prevention programs. This dual approach ensures that the district's safety strategies effectively address both campus environmental health and critical student wellness needs.	$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.	$5,000	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.	$2,500	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$578,003	$63,717

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
28.40%	0%	$0	28.40%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Instructional Assistants to Support English Learners and Low-Income Students **Need:** **Data Statement** An analysis of 2025 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 decreased to 12.29% and the EL students making progress towards English proficiency decreased by 15%. 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. **Root Cause** A comprehensive data review identified a critical systemic need impacting student outcomes: the requirement for targeted, small-group, and individualized instructional support. The data demonstrates that regular classroom instruction alone is insufficient for English learners and low-income students; rather, students require tiered academic assistance to fully access core learning opportunities and mitigate achievement gaps. **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. **Scope:** LEA-wide	**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. **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. **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.	**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

1.4	**Action:** Services to Improve English Learner Literacy and Mathematics **Need:** **Data Statement** An analysis of 2025 CA Dashboard data included in the metrics section indicates, that although Dashboard distance from standard data improved in some areas, 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. **Root Cause** Comprehensive data analysis, corroborated by instructional staff and educational partner feedback, identified a primary root cause for the performance gap among English Learners (ELs) on state assessments. Specifically, a protracted trajectory in academic vocabulary acquisition has resulted in foundational learning gaps. Consequently, EL students frequently lack the requisite background knowledge to fully access and succeed in core classroom instruction. **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. **Scope:** LEA-wide	**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. **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. **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.	**Monitoring Metrics:** CA School Dashboard ELA: Distance From Standard for all students and for EL students CA School Dashboard Math: Distance From Standard for all students and for EL students

2.3	**Action:** Home Outreach Services **Need:** **Data Statement** An analysis of the 2025 California School Dashboard Chronic Absenteeism Rate data included in the metrics section indicates English learners and low-income students demonstrated an increase in their overall Chronic Absenteeism Rate within the last year. Although the district improved from the 2023 red Dashboard status, 2025 data show increased chronic absenteeism from the prior year for English learners and low-income students, demonstrating the need to sustain and strengthen home outreach services. **Root Cause** A comprehensive root cause analysis of chronic absenteeism data revealed a critical need for enhanced community awareness regarding the vital link between regular school attendance and academic success. To address this communication gap, the district strategically implemented robust, dual-track school-home communication frameworks. These targeted outreach efforts have successfully heightened community awareness and yielded measurable, positive progress in reducing chronic absenteeism rates. **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

		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. **Justification for Wide Application** 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. We expect our English Learners and Low-Income students to achieve at accelerated reductions in Chronic Absenteeism Rates.	

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

2026-2027 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 %)
2026-2027	$ 2,035,416	$ 578,003	28.40%	0.000%	28.40%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,229,920	$ 57,605	$ -	$ -	$ 2,287,525.00	$ 1,649,628	$ 637,897

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	$ 810,023	$ -	$ 810,023	$ -	$ -	$ -	$ 810,023	0.000%
1	2	Instructional Assistants to Support English Learners and Low-Income Students	English Learners, Low-Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 535,000	$ -	$ 535,000	$ -	$ -	$ -	$ 535,000	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	$ 57,605	$ -	$ -	$ 57,605	$ -	$ -	$ 57,605	0.000%
1	6	Students with Exceptional Needs	All Students	No				Ongoing	$ 192,000	$ -	$ 192,000	$ -	$ -	$ -	$ 192,000	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	$ -	$ 22,000	$ 22,000	$ -	$ -	$ -	$ 22,000	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	$ 55,000	$ -	$ 55,000	$ -	$ -	$ -	$ 55,000	0.000%
2	4	Activities Promoting Student Engagement	All Students	No				1 year	$ -	$ 13,000	$ 13,000	$ -	$ -	$ -	$ 13,000	0.000%
2	5	Transportation	All Students	No				Ongoing	$ -	$ 83,897	$ 83,897	$ -	$ -	$ -	$ 83,897	0.000%
3	1	School Facilities and Maintenance	All Students	No				Ongoing	$ -	$ 309,500	$ 309,500	$ -	$ -	$ -	$ 309,500	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	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	4	Safe School Environment	All Students	No				Ongoing	$ -	$ 2,500	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,035,416	$ 578,003	28.40%	0.000%	28.40%	$ 630,000	0.000%	30.952%	**Total:**	$ 630,000
								LEA-wide Total:	$ 630,000
								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 English Learners and Low Income Students	Yes	LEA-wide	English Learners and Low-	All Schools	$ 535,000	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	$ 55,000	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,454,849.00	$ 2,285,804.00

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	$ 789,110	$ 812,870
1	2	Instructional Assistants to Support English Learners and Low-Income	Yes	$ 745,426	$ 510,000
1	3	Professional Development	No	$ 10,000	$ 11,000
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	$ 40,000	$ 23,000
1	5	Extended Learning Opportunities	No	$ 68,416	$ 81,701
1	6	Students with Exceptional Needs	No	$ 190,000	$ 190,000
1	7	Data and Assessment	No	$ 12,000	$ 13,206
1	8	English Language Development	No	$ 10,000	$ 4,167
1	9	Instructional Core Materials	No	$ 75,000	$ 82,900
1	10	Access to Technology	No	$ 40,000	$ 38,574
2	1	Parent Engagement Opportunities	No	$ 5,000	$ 1,743
2	2	Health Services	No	$ 80,000	$ 79,431
2	3	Home Outreach Services	Yes	$ 30,000	$ 67,000
2	4	Activities Promoting Student Engagement	No	$ 10,000	$ 14,000
2	5	Transportation	No	$ 87,897	$ 89,099
3	1	School Facilities and Maintenance	No	$ 250,000	$ 250,000
3	2	Site Health and Safety Planning	No	$ 5,000	$ 6,257
3	3	School Culture and Social Emotional Support	No	$ 1,500	$ 5,204
3	4	Safe School Environment	No	$ 5,500	$ 5,652

2025-2026 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)
$ 597,275	$ 815,426	$ 600,000	$ 215,426	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	$ 745,426	$ 510,000.00	0.000%	0.000%
1	4	Services to Improve English Learner Literacy and Mathematics	Yes	$ 40,000	$ 23,000.00	0.000%	0.000%
2	3	Home Outreach Services	Yes	$ 30,000	$ 67,000.00	0.000%	0.000%

2025-2026 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)
$ 1,952,557	$ 597,275	0.000%	30.59%	$ 600,000	0.000%	30.729%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes

between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal** #: Enter the LCAP Goal number for the action.

- **Action** #: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

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

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

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

    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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