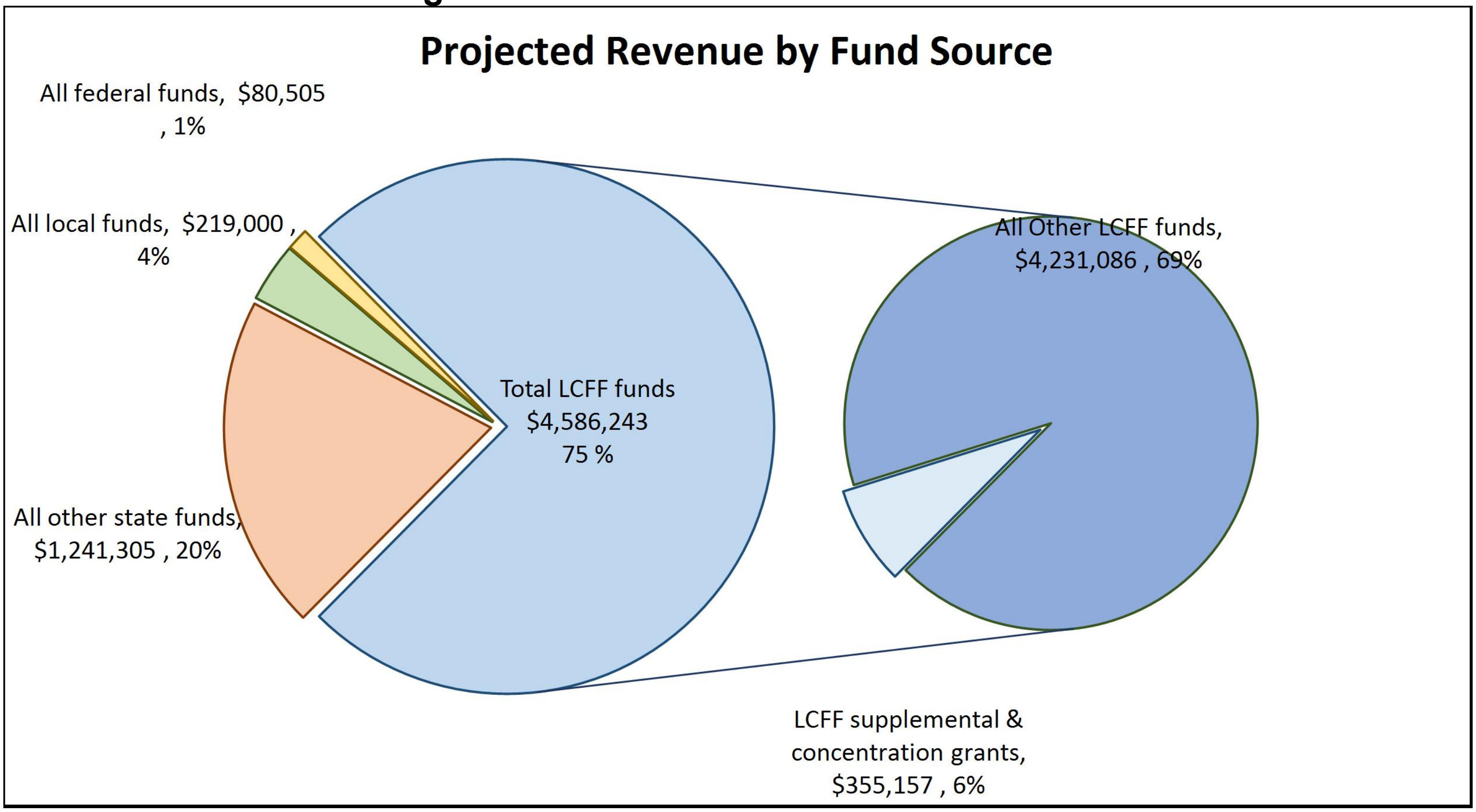
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: FPCS is authorized by Blochman Union School District
CDS Code: 42 69112 0111773 0763
School Year: 2026-27
LEA contact information:
Stephanie Eggert,
Executive Director
stephanie.eggert@fpcharter.org
(805) 348-3333

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

Budget Overview for the 2026-27 School Year

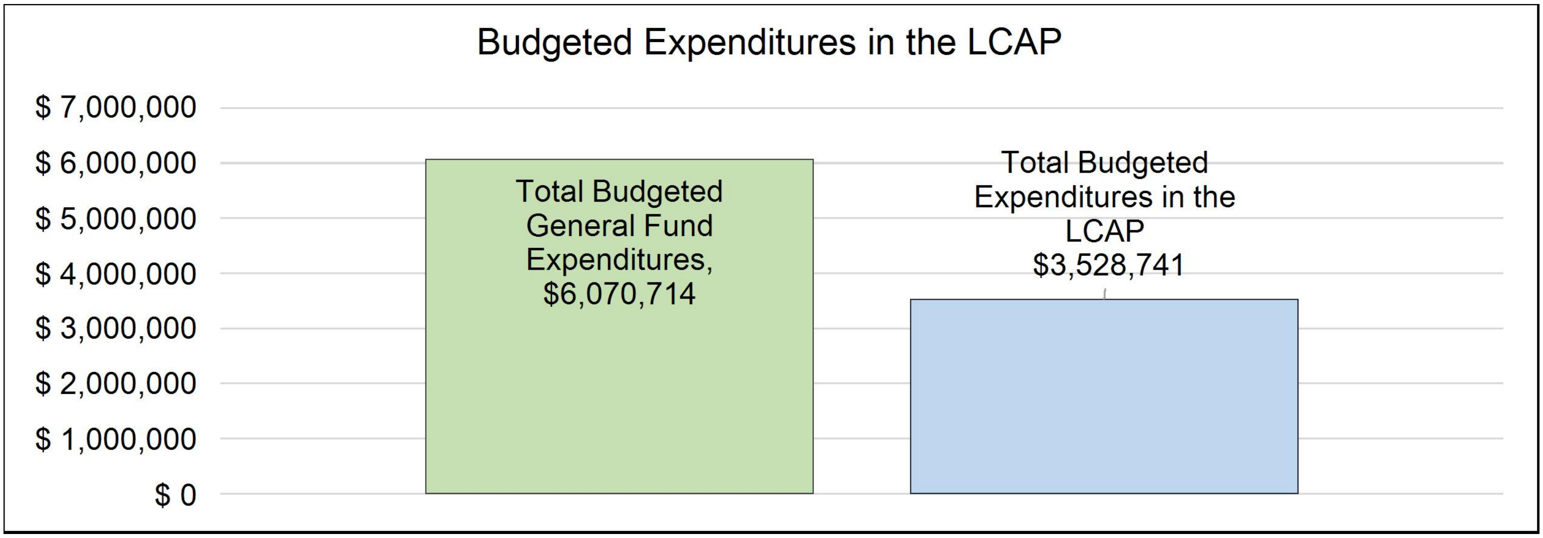


This chart shows the total general purpose revenue FPCS is authorized by Blochman Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for FPCS is authorized by Blochman Union School District is $6,127,053, of which $4,586,243 is Local Control Funding Formula (LCFF), $1,241,305 is other state funds, $219,000 is local funds, and $80,505 is federal funds. Of the $4,586,243 in LCFF Funds, $355,157 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much FPCS is authorized by Blochman Union School District plans to spend for 2026-27. 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: FPCS is authorized by Blochman Union School District plans to spend $6,070,714 for the 2026-27 school year. Of that amount, $3,528,741 is tied to actions/services in the LCAP and $2,541,973 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

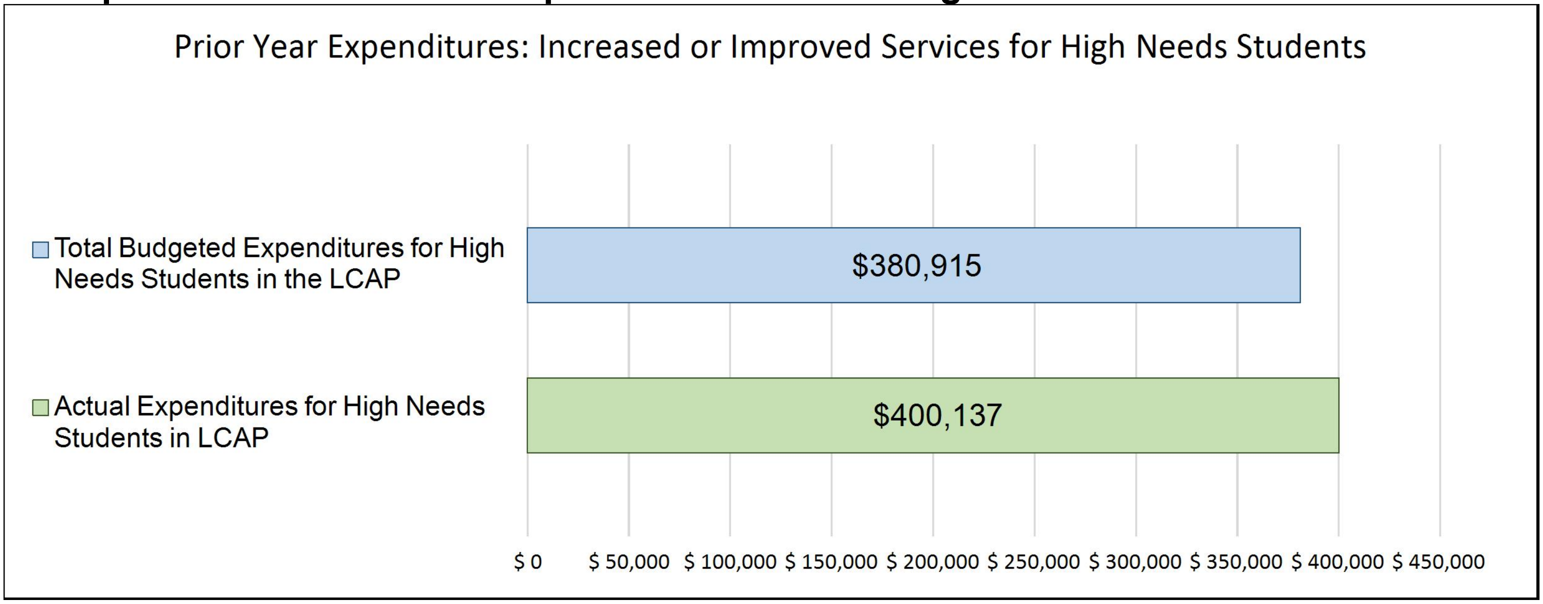
Budgeted expenditures not in the LCAP include personnel expenses such as administrative and clerical staff, facilities expenses such as rent, maintenance, cleaning, and utilities, miscellaneous school supplies and materials, insurance, professional and educational consultants, and other operating services.

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

In 2026-27, FPCS is authorized by Blochman Union School District is projecting it will receive $355,157 based on the enrollment of Foster Youth, English learner, and low-income students. FPCS is authorized by Blochman Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. FPCS is authorized by Blochman Union School District plans to spend $362,909 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 2025-26



This chart compares what FPCS is authorized by Blochman Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what FPCS is authorized by Blochman Union School District 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 2025-26, FPCS is authorized by Blochman Union School District's LCAP budgeted $380,915 for planned actions to increase or improve services for high needs students. FPCS is authorized by Blochman Union School District actually spent $400,137 for actions to increase or improve services for high needs students in 2025-26.

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
FPCS is authorized by Blochman Union School District	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

Plan Summary [2026-27]

General Information

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

Family Partnership Charter School was established on February 14, 2006 in response to many requests from families and the community in general to serve students on the Central Coast of California. FPCS offers a blend of independent study and in-person instructional days offering alternative public school learning options. FPCS has a professional partnership with its authorizing district, Blochman Unified School District in the Santa Maria Valley, and now operate five learning centers in Santa Barbara and San Luis Obispo counties. The success and positive response from the general public is reflected in the growth and accomplishments of our school. Our annual enrollment and program history reflect an increasing interest in our programs and evolution of services for students. As our program established itself as the resource for families seeking personalized learning for their students, we continued to meet our families' needs for additional options at our centers. Furthermore, FPCS maintains high standards for its management, ensuring responsible fiscal practices and operations that are consistent with state and federal guidelines.

All FPCS teachers are fully credentialed in the appropriate areas as determined by the California Teacher Credentialing Commission. FPCS blended learning models have been developed through the research and implementation of effective instructional strategies and pedagogy including the Montessori methods of instruction, Universal Design for Learning, Personalized Competency-Based Learning, Social Emotional Learning, and Standards-Based Instruction. The blended learning model at each program level and learning center incorporates the specific elements of evidence-based practices that best meet the needs of the students. Strategies and practices are continually modified and improved in order to address the benchmark data that is generated as a result of consistent monitoring of student progress and performance.

FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated in person, on site instruction,

home study, and independent study to provide students with a results oriented, personalized educational experience. At all grade levels, students are supported by an advisor (credentialed teacher) assigned to monitor their individual progress and additional instructional staff are available to provide academic interventions as needed. Through this blend of teacher guidance, student independence, and ongoing monitoring and support, FPCS students develop skills and gain experiences which empower them to become self-directed learners.
Enrollment has historically been at 348 in 2019-20, 481 in 2020-21 (pandemic school closures), 405 in 2021-22, and 368 in 2022-23. FPCS LCFF Unduplicated Student Count was reported as 400 K-12 students in for 2023-24 through CALPADS.

ENROLLMENT BY GRADE: (Pathways Fall1 Report)
5.8% (23) Kindergarten
5.5% (22) First
7.5% (30) Second
6.5% (26) Third
5.8% (23) Fourth
6/0% (24) Fifth
4.0% (16) Sixth
6.3% (25) Seventh
8.8% (35) Eighth
5.8% (23) Ninth
10.8%(43) Tenth
13.5%(54) Eleventh
14.0%(56) Twelfth

STUDENT GROUPS per CDE: (Pathways Fall1 Report)
45.5% (182) Socio-Economic Disadvantaged
10.8% (15) Students with Disabilities
3.25% (13) English Learners
<1% (1) Foster Youth
0% Homeless

STUDENTS by RACE (Pathways Fall1 Report)
<1% (1-4) Chinese, Filipino, Japanese, Korean, and Other Pacific Islander
1.50% (6) Other Asian
2.75% (11) Black or African American
28.5% (114) American Indian/Central and South American
65.6% (262) White

All baseline metrics will use DataQuest 2022-23 data for state reported information and iReady for local Reading and Math data.

Through ongoing meetings with staff, the Governing Board, and FPCS's Parent Advisory Committee this LCAP was developed based on input provided as the draft was created through the school year. From those meetings and annual surveys, FPCS established three goals with metrics addressing local assessment data and the Fall 2023 California Dashboard. The goals, metrics, and action narratives within are focused on addressing the state's local priorities as well as the areas FPCS can improve overall student success. Conditions of Learning, State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and other Pupil Outcomes are all highlighted within the plan.

Reflections: Annual Performance

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

Based on results from the California School Dashboard results from 2023 and local 2023-24 data through iReady and the Spring Writing Benchmark.

ACADEMICS ENGAGEMENT:
Blue - K-8 Chronic Absenteeism
Orange - Graduation Rate (declined 8.2 points)
Standard Met - Access to Broad Course of Study

Dashboard data released in Fall of 2023 showed FPCS declined in both ELA and Math for students meeting or exceeding standards on the states SBAC assessments for students in Grades 3-8 & 11. FPCS scored higher than the county and state averages in ELA and Science. The graduation rate at FPCS has traditionally been well above 90%. Since the shutdown the charter has seen an increase in students enrolling significantly credit deficient. The 2023 senior class had 5 students not graduate with their cohort of 62 students: three were 5th year seniors, one was a dropout, and one left FPCS at the end of the 2021-22 school year as a 11th grade but never enrolled in another California public school. In response to the need to support credit deficient high school students towards a diploma, we have put some strategies in place. Of these is we offered summer school for the first time in 2023, require students to meet more regularly with their Advisors, and the Governing Board adopted a credit deficiency program for seniors who are more than a semester behind to graduate through an alternative program. Of the 62 students that were seniors, only 15 students were enrolled at our charter all four years of highschool. This year, FPCS should show a significant improvement with the graduation and dropout rates.

CONDITIONS & CLIMATE:
Blue - K-12 Suspension Rate
Standard Met - Basics of Teachers, Instructional Materials, Facilities
Standard Met - Local Climate Survey
Standard Met - Parent and Family Engagement

ACADEMIC PERFORMANCE:
Standard Met - Implementation of Academic Standards
Low - College/Career Readiness (30.4% Prepared)
N/A - English Learner Progress (unreportable student group)
FPCS has made improvements to monitor high school students to meet the state paths to College and Career Readiness (CCR). It has fully implemented a new virtual CTE pathway where we will show completers when the charter has reported none for many years through the

online pathways through Edgenuity. A second virtual pathway will be fully implemented in 2024-25 to also increase students achieving CCR. Advisors continue to support students with completing their education as an a-g completer and encourage dual/concurrent enrollment at local community colleges. These strategies will increase the CA Dashboard indicator showing FPCS prepares students for college and career development after high school.

English Language Arts
Yellow - declined 27.1 points and 5 points below standard
(Student Groups: Orange - Socioeconomically   White   Yellow - Hispanic)
Mathematics
Orange - declined 13.3 points and 60.6 points below standard
(Student Groups: Orange - Hispanic   Socioeconomically Disadvantaged   White)
Discussions with staff this year after reviewing the CA Dashboard, state assessment, and local benchmark results helped determine areas of needed improvement. This helped shape actions we are preparing for the 2024-25 school year and beyond. The use of one-time grant funds will focus on targeted, quality professional development for teachers and instructional assistants. For ELA, the trainings will focus on the science of reading in K-5 and academic vocabulary instruction through accurate usage in student writing K-12. Math instruction will also be an area where ongoing professional development will be provided to K-5 teachers and the 6-12 math teachers as well. Each Three times a month staff meet for three hours in Professional Learning Communities. The admin will structure their time to review data, implement MTSS initiatives, and collaborate on instructional strategies from professional development experiences. Through consistent training and staff collaboration in these academic areas, FPCS aims to increase student scores and improve the performance indicators on the Dashboard.

Below is an overall academic performance on the SBAC as comparable to Santa Barbara County and the state's percent of students meeting or exceeding standards. FPCS students scored higher in ELA and on the science test.
ELA   State 47%   County 39%   FPCS 49%
MATH   State 35%   County 28%   FPCS 22%
SCIENCE   State 30%   County 25%   FPCS 33%

All 2023-24 local benchmark data is part of Goal 2 as the baseline for the 2024 LCAP.

FPCS recognizes the importance to improve data results local and state assessments. Administrators will be very strategic of its use of one-time grant funds for educator effectiveness, student interventions to address learning loss, and student services for underserved populations receiving priority of resources and participation. Staff were given input into the goals and actions in the LCAP to drive decisions to improve student outcomes. FPCS will continue to review and act upon its use of its funds for professional development, supports and interventions, increased services to address students' academic and/or emotional needs.

Reflections: Technical Assistance

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

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.

NOT APPLICABLE

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school 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
LCAP Committee & Staff	An LCAP Committee was created in Fall 2023 which included the Executive Director, Principal, two Center Coordinators (K-5 & 6-12), plus a high school English teacher. The committee met four times to gather input and create the draft of the plan's Goals and Metrics. Each scheduled full staff development day and designated Monday meetings, the Admin shares data on student performance to guide discussions to determine professional development needs for continued growth and implementation of research based instructional practices, as well as curriculum effectiveness for improved student outcomes. Staff are surveyed for PD suggestions to assess individual, grade level, or grade span needs. In 2024 a Curriculum Team was established with 10 members to continue work to present to staff as new adoptions are on the horizon in math and ELA. (input for this LCAP was provided 3/18 and 4/22 with a final draft shared on 5/15)
FPCS Advisory Committee	There are four scheduled advisory meetings each school year. Parents/Family and staff participation is sought through school wide communications. In 2024, the meetings were December 14th, January 18th, March 14th, and May 15th. Each meeting events, expenditures, data, and other school related topics are discussed. Input is given and shared with the Executive Director and staff to make final decisions. (input for this LCAP was provided 1/18 and 3/14 with a final draft shared on 5/15)
Governing Board	At regularly scheduled Governing Board meetings data is shared on legislative updates, student performance, expenditures, and

Educational Partner(s)	Process for Engagement
	professional development initiatives in response. With a final presentation of the 2024 LCAP draft on April 23, 2024 for discussion and input of Goals and Actions for the June 2024 plan adoption.
Annual School Family Survey	Every spring parents/guardians/caregivers are surveyed on the sense school safety, connectedness, and the ability to give input into their students' educational decisions. In 2024, a question was added about family education nights on a number of student related topics. (spring 2024 survey included in the LCAP)
Annual School Student Survey	Every spring students in second to twelfth grades are surveyed on school safety, connectedness, and the ability to give input into individual educational decisions. Also surveyed are ideas for clubs or high school courses. (spring 2024 survey included in the LCAP)
Consultation with Special Education Special Education Program Specialist	Consultation with SpEd staff as the LCAP Goals and Actions relates to students with disabilities through review of current programs and suggestions for additional supports. FPCS plans to provide virtual tutoring and student with exceptional needs will be a priority of this option. (meeting was held on 5/3)

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

Administration met with groups of teachers and parents throughout the school year to complete the 2024 Local Control Accountability Plan (“LCAP”). Through analysis of the most current data, CA Dashboard results of Fall 2023, and survey input supported the engagement of stakeholders through the development process. A LCAP Committee consisting of the ED, Principal, K-5 Center Coordinator, G6-12 Center Coordinator, and high school teacher helped draft the Goals and Actions that were presented to the groups of educational partners. Throughout each school year, data is shared with educational partners of local and state assessment results including CA Dashboard performance results. The WASC 2022 accreditation process led to the development of two Learner Needs: Learner Need 1: Increase student math outcomes measured by local and state assessments through focused professional staff development. And Learner Need 2: The development of common formative writing prompts with rubrics for biannual benchmarks assessments created at PLC’s. It was important to consider WASC Learner Needs while developing the LCAP's goals for common student outcomes. The Governing Board received updates on the development of the LCAP throughout the year.

The need for a more comprehensive group of staff was evident for comprehensive data analysis, curriculum effectiveness, and to gather staff input became apparent. It was decided to assemble a Curriculum Team. March 2024 the Curriculum Team met and started with reviewing the Governing Board adopted Mission, Vision, and Motto to establish purpose and goals. The objective was to govern the process. for future evaluation of practices, curriculum, and gathering staff input for the team to make decisions with the administration to improve student outcomes for continuous improvement. This group will be an integral part of the ongoing LCAP three year process. The participants agreed to a two-year commitment representing a balanced cross-section of grades, departments, and centers.

Additional influences to the development of Actions for the LCAP Goals from educational partners included:
ANNUAL FAMILY SCHOOL SURVEY:
Baseline data for Goal 1 and input for topics of Family Education topics and school climate.

ANNUAL STUDENT SCHOOL SURVEY:
Baseline data for Goal 1 and input for additional clubs, programs, and school climate.

FPCS ADVISORY COMMITTEE:
The Principal met with the committee in December, January and March of the 2023-24 school year to share the draft of the plan's Goals and Actions to give the opportunity for input beyond the Annual Family Survey.

CONSULTATION WITH SPECIAL EDUCATION PROGRAM SPECIALIST:
Input for Goal 1,2, and 3 related to students with disabilities through review of current programs and suggestions for additional supports (i.e. virtual tutoring).

The final LCAP draft was presented to educational partners over the course of the spring semester. The credentialed staff reviewed the draft on April 18, 2024, the Governing Board on April 23, 2024, and the FPCS Advisory Committee was presented the draft on May 16, 2024. The 2024 LCAP process concludes with a Public Hearing and then followed by adoption a Regular Governing Board Meeting on Tuesday, June 18, 2024.

June 2026
The proposed LREBG-funded math tutoring action and the underlying needs assessment were presented to the Parent Advisory Committee and the English Learner Parent Advisory Committee on [insert date] for review and comment prior to Governing Board adoption. Committee feedback was reviewed and considered in finalizing the action. Input on the proposed use of remaining Learning Recovery Emergency Block Grant funds for math learning recovery, reviewed with the FPCS Advisory Committee, PAC, and ELPAC during the spring 2026 development cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ENHANCE PARTNER ENGAGEMENT TO BUILD SCHOOL CONNECTIONS FPCS aims to create a school culture of inclusivity and connectedness through staff development and family engagement to create a supportive, collaborative learning environment that fosters student success and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The foundation of our charter is a partnership between staff and students for student success. The decision to develop the goal of enhancing partner engagement for student progress and outcomes reflects a commitment to leveraging external partnerships and resources to enhance the overall educational experience and educational experience for students. This goal highlights the importance of collaboration, reflection, and community involvement in driving student achievement and school improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	2023-24 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING: -Science of Reading -Academic Vocabulary	2024-25 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING:	2025-26 27 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING:	Maintain 100% appropriately credentialed and assigned teaching staff while providing quality, targeted professional development.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Social Emotional Learning (SEL) -Monessori Strategies Source: Pathways SIS	-Science of Reading -Discussion Builders/DOK Questining Stategies -Google Classroom -Montessori Strategies Source: Pathway SIS	-Discussion Builders/DOK Questining Stategies -Professional Learning Comminities (PLCs) -Peer Observations -Google Classroom Source: Pathway SIS		
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	TRAINING AND WORKSHOPS 2023-24 Baseline: 0 events Source: Local Planning	TRAINING AND WORKSHOPS 2024-25 3 Virtual Family Education Evenings -February 3rd: SEL & Regulating Emotions -March 10th: Supporting Children with Anxiety -April 14th: Earth Day Awareness	TRAINING AND WORKSHOPS 2025-26 2 Virtual Family Education Evenings -November 9: Hack Your Nervous System -January 26: Building Your Parentking Toolkit	Provide 2-4 family education events each school year.	Goal Met
1.3	SCHOOL CLIMATE SURVEYS (Priority 6)	SCHOOL CLIMATE RESULTS: COMMUNICATION AND INPUT = 86.0% 89% Students K-5	SCHOOL CLIMATE RESULTS:	SCHOOL CLIMATE RESULTS:	Achieve and maintain annual Staff, Family, and Student Survey results of 90% or higher for	Increased school climate perception in all areas, but still did not hit 90% for K-5 student connectedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		78% Students 6-12 91% Family SCHOOL CONNECTEDNESS = 88.6% 91% Students K-5 78% Students 6-12 97% Family SENSE OF SAFETY = 85.7% 94% Students K-5 75% Students 6-12 88% Family Source: Annual School Surveys, Spring 2024	COMMUNICATIO N AND INPUT = 91.0% 93% Students K-5 85% Students 6-12 95% Family SCHOOL CONNECTEDNES S = 85.3% 76% Students K-5 85% Students 6-12 95% Family SENSE OF SAFETY = 84.6% 91% Students K-5 82% Students 6-12 81% Family Source: Annual School Surveys, Spring 2025	COMMUNICATIO N AND INPUT = 95.7% 94% Students K-5 96% Students 6-12 97% Family SCHOOL CONNECTEDNES S = 91.7% 83% Students K-5 96% Students 6-12 96% Family SENSE OF SAFETY = 92.7% 92% Students K-5 91% Students 6-12 95% Family Source: Annual School Surveys, Spring 2026	providing input and decision making, school connectedness, and a sense of safety at the centers.	
1.4	SCHOOL ATTENDANCE RATE (Priority 5)	2022-23 K-12 Attendance: 98% Source: Pathways SIS	2023-24 K-12 Attendance: 98.9% Source: Pathways SIS Attendance by Teacher Report	2024-25 K-12 Attendance: 98.9% Source: Pathways SIS Attendance by Teacher Report	Maintain 95% or higher attendance rate.	Goal Met
1.5	CHRONIC ABSENTEEISM, K-8 (Priority 5)	2022-23 Chronic Absenteeism Rating: ALL - Blue, 1.3%	2023-24 Chronic Absenteeism Rating: ALL - Blue, .4%	2024-25 Chronic Absenteeism Rating: ALL - Yellow, 3.1%	Maintain a Blue chronic absenteeism rating.	Dropped 2 Colors for Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Blue 2.3% Socio-economically Disadvantaged Blue 0% Hispanic Green 2.3% White Source: 2023 CA Dashboard	Blue - 0% Socio-Eco Disadvantaged Green - 1.3% Hispanic Source: 2024 CA Dashboard	Green - 2.3% White Orange - 4.3% Hispanic Orange - 5.2% Socio-Eco Disadvantaged Source: 2025 CA Dashboard		
1.6	DROPOUT RATES (Priority 5)	2022-23 Middle School: 0% High School: 11% Source: Pathways SIS	2023-24 Middle School 0% High School 5.4% Source: Pathways SIS	2024-25 Middle School 0% High School 1.8% Source: Pathways SIS	Maintain 0% middle school dropout rate. 5% or less high school dropout rate	High school decreased by 3.6% Goal Met
1.7	SUSPENSION INDICATOR & EXPULSIONS (Priority 6)	2022-23 Suspension Indicator: Blue, 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2023 CA Dashboard, DataQuest	2023-24 Suspension Indicator: Blue 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2024 CA Dashboard	2024-25 Suspension Indicator: Blue 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2025 CA Dashboard	Maintain a Blue suspension rating with no expulsions.	Goal Met
1.8	WILLIAMS/VALENZUELA COMPLIANCE (Priority 1)	2023-24 Number of complaints for qualified staffing, sufficient instructional	2024-25 Number of complaints for qualified staffing,	2025-26 Number of complaints for qualified staffing,	Maintain 0 complaints for assigned teaching staff, sufficiency of	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2023-24 Williams/Valenzuela Reports, Annual Charter Authorizer Visit	sufficient instructional materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2024-25 Quarterly Williams/Valenzuela Reports	sufficient instructional materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2025-26 Quarterly Williams/Valenzuela Reports	materials, and adequate facilities.	

Goal Analysis [2025-26]

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.

FPCS's overall implementation of Goal 1 and the actions in 2024–25 showed positive results. This is reflected on the 2024 California School Dashboard results. There are measurable improvements in key indicators such as graduation rates, English Language Arts and Math performance. The Dashboard also showed FPCS maintained it's target metrics in chronic absenteeism, suspension/expulsion rates, and Williams/Valenzuela compliance. This shows evidence that FPCS is fostering more supportive and inclusive environments. These improvements indicate that LCAP-driven investments and strategies are effectively addressing student needs and advancing educational equity. Increased alignment between LCAP goals and targeted actions—especially those aimed at high-needs students—resulted in more support and academic growth.

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.

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

Over 2025-26 specific actions implemented have shown strong effectiveness in making progress toward LCAP goals. Investments in recruiting and retaining highly qualified teachers, paired with focused professional development aligned to student needs (such as culturally responsive teaching and data-driven instruction), have strengthened instructional quality and student academic outcomes. Increased family engagement efforts—such as regular communication in multiple languages, parent workshops, opportunities for involvement (at the center level or advisory committee participation) - have improved collaboration between FPCS staff and families; evidence of contributing to higher student attendance and participation. Additionally, school climate has also improved through the adoption of social-emotional learning programs, inclusive practices, and expanded mental health support. These combined efforts are positively reflected in California School Dashboard indicators and ongoing stakeholder feedback.For Goal 1 we met the goal in nearly all areas except in Chronic Absenteeism. With the implmentation of the Involuntary Removal Process student lack of progress equalled absences. Therefore the number of chronically absent student was an increase in data that led to the drop of Dashboard two colors. Although the rate was only 3.1% from 0.4%, when compared to the state average of approximately 17%, it was still considered a 'significant' change.

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.

No changed made to Goal 1.

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	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	QUALIFIED TEACHING STAFF FPCS will continue to employ credentialed and appropriately assigned teaching staff. As new staff are hired, qualified teachers with strong subject knowledge and a passion for education will be the priority through the hiring process. Providing the necessary support to grow as an educator through county induction programs, mentoring partnerships with seasoned staff, and training or workshops will be offered for new teachers to enhance their instructional skills. For all qualified current staff professional training will be provided that are effective, research-based practices. Acknowledgement of teaching development support and resources to excel in their roles will be a focus each year with staff input for training goals. ***This Action also impacts and addresses metrics 1.4, 1.5, 1.6, 1.7, and 1.8***	$2,976,875.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	FPCS will provide educational events and resources on topics related to child development, social emotional issues, student health/safety, as well as academics to address overall student well-being and success. 1- ANNUAL SURVEY Provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families. 2- HOME TO SCHOOL CONNECTION Promote strong relationships between staff and families to support all students in their individual growth. Seek ways to promote student progress and learning. Regular communication will be handled through emails, phone calls, meetings, digital platforms, etcetera to keep families informed and involved. (ParentSquare, GoToConnect, Edlio) 3- FAMILY RESOURCES Provide families with resources, tips, and guidance to support learning at home, including recommended books, activities, and online tools. In addition, make available community and out-of-school agency contacts or resources as needed based on individual needs. (ParentSquare and school website) ***This Action also addresses metric 1.3***	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IMPROVE STUDENT ACADEMIC OUTCOMES: FPCS aims to enhance student performance, close achievement gaps, and promote a well-rounded education that aligns with both local and state priorities.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By setting explicit goals related to academic outcomes, FPCS can measure progress over time and continually refine strategies to better support student learning and success. the development of an LCAP goal focused on improving student academic outcomes reflects our our commitment to state policy, focusing on community needs, promoting equity and access, while ensuring accountability to provide a high-quality education to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2023-24 Local Indicators, SIS Course Catalog	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2024-25 Local Indicators, SIS Course Catalog	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2025-26 Local Indicators, SIS Course Catalog	Maintain 100% of students with access to a broad course of study defined in the charter petition.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	TARGETED STAFFING	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 2 Clerical IA's Source: Pathways SIS	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 3 Clerical/IA's Special Education: 1 IA Source: Pathways SIS	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 3 Clerical/IA's Special Education: 2 IA's Source: Pathways SIS	Hire an instructional assistant for each K-5 blended independent study classroom to support the students who struggle with standards.	Maintained Classified Staff Increased SpEd Staff Goal Met
2.3	LOCAL READING BENCHMARK (Priority 8)	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 87% Kindergarten 24% First 60% Second 88% Third 68% Fourth 40% Fifth 50% Sixth 55% Seventh 44% Eighth 15% Ninth 39% Tenth 31% Eleventh 20% Twelfth 57% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWTH	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 79% Kindergarten 74% First 38% Second 85% Third 69% Fourth 59% Fifth 57% Sixth 68% Seventh 53% Eighth 30% Ninth 17% Tenth 39% Eleventh 21% Twelfth 66% PERCENT OF STUDENTS	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 96% Kindergarten 59% First 70% Second 53% Third 63% Fourth 72% Fifth 54% Sixth 67% Seventh 61% Eighth 46% Ninth 33% Tenth 21% Eleventh 34% Twelfth 66% PERCENT OF STUDENTS	Maintain 95% participation rate and increase the number of students within one year or more of reading grade level standards.	Maintained Student % Meeting Annual Growth Goal Met for Participation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Participation Rate: 98.6% Source: Spring 2024 iReady Growth Scores	MADE TYPICAL ANNUAL GROWH Participation Rate: 98.6% Source: Spring 2025 iReady Growth Scores	MADE TYPICAL ANNUAL GROWH Participation Rate: 99% Source: Spring 2026 iReady Growth Scores		
2.4	LOCAL MATH BENCHMARK (Priority 4 and 8)	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 83% Kindergarten 57% First 57% Second 52% Third 48% Fourth 36% Fifth 36% Sixth 27% Seventh 25% Eighth 15% Ninth 26% Tenth 13% Eleventh 9% Twelfth 48% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH Participation Rate: 100%	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 86% Kindergarten 81% First 42% Second 60% Third 59% Fourth 80% Fifth 54% Sixth 50% Seventh 42% Eighth 15% Ninth 13% Tenth 12% Eleventh 3% Twelfth 60% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 87% Kindergarten 50% First 55% Second 37% Third 38% Fourth 72% Fifth 60% Sixth 50% Seventh 52% Eighth 48% Ninth 39% Tenth 16% Eleventh 15% Twelfth 44% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH	Maintain 95% participation rate and increase the number of students within one year or more of math grade level standards.	-16% of Students Meeting Annual Growth Goal Met for Participation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2024 iReady Scores LREBG-TUTORED SUBGROUP. As a sub-measure of this metric, FPCS will separately track the percentage of LREBG-tutored students making typical or better annual growth on iReady Math. Baseline: [Spring 2026: 62% of participating students made typical annual growth]. Target: increase the percentage of participating students making typical or better annual math growth year over year through 2027–28. Source: Spring 2026 iReady Annual Growth Report	Participation Rate: 98.6% Source: Spring 2025 iReady Scores	Participation Rate: 97% Source: Spring 2026 iReady Scores		
2.5	LOCAL WRITING BENCHMARK (Priority 8)	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 61% Kindergarten 24% First 10% Second 35% Third 32% Fourth 50% Fifth 40% Sixth	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 31% Kindergarten 10% First 15% Second 48% Third 30% Fourth 63% Fifth	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 35% Kindergarten 33% First 25% Second 26% Third 29% Fourth 55% Fifth	Maintain 95% participation rate and increase the the number of students scoring a 3 or 4 rubric score on the writing benchmark.	10 grade levels improved their overall % of students who scored a 3 or 4 rubric score on the Spring 2026 Writing Benchmark as compared to 2024-25 scores. Overall there was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Seventh 51% Eighth 37% Ninth 37% Tenth 33% Eleventh 23% Twelfth 35% ALL STUDENTS Participation Rate: 98.3% Source: Spring 2024 Local Benchmark Scores	41% Sixth 39% Seventh 67% Eighth 34% Ninth 26% Tenth 36% Eleventh 42% Twelfth 37% ALL STUDENTS Participation Rate: 99.2% Source: Spring 2025 Local Benchmark Scores	55% Sixth 62% Seventh 67% Eighth 56% Ninth 38% Tenth 26% Eleventh 43% Twelfth 43% ALL STUDENTS Participation Rate: 96.6% Source: Spring 2026 Local Benchmark Scores		an increase of 5% K-12 performance
2.6	CAASPP ENGLISH LANGUAGE ARTS INDICATOR (Priority 4)	PARTICIPATION RATE: 97% ALL STUDENTS Declined 27.1 Points YELLOW with -5.0 Distance from Standard (DFS) Orange, -26.5 DFS, Socio-economically Disadvantaged No Color, +14.4 DFS, English Learners No Color, +3.7 DFS, Students with Disabilities Yellow, +3.7 DFS, Hispanic Orange, -9.5 DFS, White	PARTICIPATION RATE: 96.2% ALL STUDENTS Increased 10.2 Points GREEN 5.2 Points Above Standard Green: 6.1 Above Standard, White Yellow: -9.1 DFS, Socio-eco Disadvantaged, Yellow: -3.1 DFS, Hispanic No Color: English Learners - 61.5 Below	PARTICIPATION RATE: 97% ALL STUDENTS 17.8% Above Standard Increased 12.6 Points GREEN 5.2 Points Above Standard Blue: 28.6 Above Standard, White Green: -1.9 DFS, Socio-ecoDisadvantaged , Orange: -11.8 DFS, Hispanic No Color:	Maintain 95% participation rate and increase the Distance from Standard to achieve GREEN and maintain the performance level on the California Dashboard.	Maintained GREEN +2.4 Points 5.2 Points Above Standard Participaton Rate: 96.2% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023 SBAC Scores	Standard Students with Disabilities -50.4 Below Standard No Color/Data: African American, American, American Indian, Asian, Homeless, Long-Term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2024	Two or More Races 54.6 Above Standard Students with Disabilities -13.1 DFS No Color/Data: African American, American, American Indian, Asian, Homeless, English Learners, Long-Term English Learners (<11 students) Source: CA Dashboard 2025		
2.7	CAASPP MATHEMATICS INDICATOR (Priority 4)	PARTICIPATION RATE: 97% ALL STUDENTS Declined 13.3 Points (DFS) ORANGE with -60.6 Distance from Standard Orange, -89.2 DFS, Socio-economically Disadvantaged No Color, -72 DFS, English Learners No Color, -82.7 DFS, Students with Disabilities Orange, -72.1 DFS, Hispanic	PARTICIPATION RATE: 95.4% ALL STUDENTS ORANGE -58.4 DFS Maintained 2.3 Points Yellow: -68.3 DFS, Socio-eco Disadvantaged Yellow: -43.5 DFS, White Red: 97.1 Points DFS, Hispanic No Color: English Learners -	PARTICIPATION RATE: 96% ALL STUDENTS YELLOW -44.6 DFS Increased 13.8 Points Yellow: -87 DFS, Hispanic & -29.1 DFS, White Orange: -68.3 DFS, Socio-eco Disadvantaged No Color: Two or More	Maintain 95% participation rate and increase the Distance from Standard to achieve YELLOW and maintain the performance level on the California Dashboard.	Increased 1 Color to YELLOW +13.8 Points Participation Rate 95.8% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange, -51.8 DFS, White Source: Spring 2023 SBAC Scores	86.5 DFS Two or More Races -46.5 DFS Students with Disabilities -112.8 DFS No Color/Data: African American, American, American Indian Asian, Long-term English Learners, Homeless, (<11 students) Source: CA Dashboard 2024	Races -17.0 DFS Students with Disabilities -71.7 DFS No Color/Data: African American, American Indian, Asian, HomelessEanglish Learners, Long-term English Learners, (<11 students) Source: CA Dashboard 2025		
2.8	CAASPP CALIFORNIA SCIENCE TEST (Priority 4)	CALIFORNIA SCIENCE TEST: 98.4% (Grades 5, 8, High School) Source: Spring 2023 CAST Scores	PARTICPATION RATE: 96.9% Percent Meeting Standard ALL: 22.11% Grade 5: 16.7% Grade 8: 29.03% High School: 20% No Color: Hispanic -13.7 DFS Socio-economically Disadvanted -11.5 DFS Students with Disability -20.8 DFS	PARTICPATION RATE: 97% Percent Meeting Standard ALL: BLUE 59.3 Sci Points (+6.7 pts) Blue: +10.4 pts, White Green: +2.0 pts, Socio-Eco Disadvantaged Yellow: -4.1 pts, Hispanic No Color: Students with	Maintain 95% participation rate and establish a baseline when the CAST is part of CA Dashboard's annual release.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White -10.4 DFS No Color/Data: African American, American Indian, Asian, Homeless English Learners, Long-term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2024	Disabilities +10.6 pts No Color/Data: African American, American Indian, Asian, Homeless English Learners, Long-term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2025		
2.9	ENGLISH LEARNER PROFICIENCY ASSESSMENTS for CALIFORNIA (Priority 4)	ELPAC PARTICIPATION RATES: 84.6% No Color Reclassifications: 3 Source: 2023 CA Dashboard, Pathways SIS	85% Participation Rate for Spring Summative ELPAC Administration No Color - English Learners, Long-term English Learners (<11 students) No Score of 4 for Reclassification Eligibility Source: CA Dashboard 2024	100% Participation Rate for Spring Summative ELPAC Administration No Color - English Learners, Long-term English Learners of 4 for Reclassification Eligibility Source: CA Dashboard 2025	Achieve and maintain 95% or higher ELPAC participation rate.	Goal Met
2.10	CALIFORNIA PHYSICAL FITNESS TEST (Priority 8)	PFT PARTICIPATION RATES: ALL: 98.3%	PFT PARTICIPATION RATES: ALL: 98.7%	PFT PARTICIPATION RATES: ALL: 98.8%	Achieve and maintain 95% or higher PFT participation rate.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 100% Grade 7: 100% Grade 9: 95% Source: Spring 2024 Local PFT Scores	Grade 5: 100% Grade 7: 100% Grade 9: 96.9% Source: Spring 2025 Local PFT Scores	Grade 5: 95.45% Grade 7: 100% Grade 9: 100% Source: Spring 2026 Local PFT Scores		

Goal Analysis [2025-26]

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.

LCAP Goal 2 focuses on achieving positive student outcomes as measured by local and state assessments. In 2025-26, data indicates that all metrics were either maintained or showed improvement, except for iReady Math, reflecting steady academic progress. Particular attention continues to be given to math and science, where assessment data highlights both growth and areas needing continued support. Ongoing professional development is being provided to strengthen instructional strategies. Additionally, targeted student supports, such as tutoring, small group instruction, and access to learning tools are being provided, especially for traditionally underserved student groups, including socio-economically disadvantaged students, English Learners, and transitional youth. These efforts are designed to close achievement gaps and ensure equitable access to rigorous academic opportunities. In addition, LREBG-funded math tutoring delivered through the Allan Hancock College partnership extends this action to provide targeted math learning recovery for socio-economically disadvantaged students, who were identified through the LREBG needs assessment as the pupil group in greatest need: in 2024–25, this was the only major student group whose mathematics performance declined on the California School Dashboard, while overall and other reported groups improved. This component complements the K–5 instructional-assistant support.

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

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

Evidence shows that the actions of Goal 2 were effective in making progress toward improving student outcomes with nearly all actions meeting the goals with the exception of iReady Math.

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 2.2 was updated after a Needs Analysis was conducted to access the LEARNING RECOVERY EMERGENCY BLOCK GRANT funds. LREBG-TUTORED SUBGROUP. As a sub-measure of this metric, FPCS will separately track the percentage of LREBG-tutored students making typical or better annual growth on iReady Math. Baseline: [Spring 2026: 62% of participating students made typical annual growth]. Target: increase the percentage of participating students making typical or better annual math growth year over year through 2027–28.

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	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	FPCS will effectively implement state standards through a comprehensive and diverse curriculum, ensuring that all students receive a well-rounded education aligned with educational benchmarks and California State Standards. 1- CURRICULUM TEAM AND REVIEW OF CURRENT COURSE OF STUDIES Utilize the Curriculum Team of staff inclusive of a cross-section of centers, grade levels, and departments to identify existing courses and educational programs offered to ensure the state standards are being taught and identify any gaps in instruction. 2- ACADEMICS WITH INTEGRATED INTERVENTION AND SUPPORTS Provide a well rounded education experiences to all students in core subjects K-12. In high school, offer a variety of career/tech courses and electives to engage student interests. English Learners will receive designated English Language Development instruction with integrated ELD whole class to enrich vocabulary and increase students' English proficiency in the four domains of Listening, Speaking, Reading, and Writing. For students struggling with on grade level standards, assign additional instructional support through small groups, online programs, tutoring, etc and monitor their progress. K-5 PROGRAM: Journeys Math in Focus Mystery Science	$276,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Saavas MyWorld MIDDLE SCHOOL: Journeys Math in Focus Mystery Science or Amplify Saavas MyWorld HIGH SCHOOL: Edgenuity Virtual Synchronous Courses Community College Enrollments INTERVENTIONS AND SUPPORTS Kindergarten - 8th Grade: -iReady Reading or Math individualized lessons High School: -iReady Math or Reading -Edgenuity MyPath -Tutor on Demand -Summer Credit Recovery Students with Disabilities: -Read Live per IEP -CoWriter per IEP English Learners: -Grades 6-12 Read Live Virtual Tutors: -Contract with tutors as needed SOCIAL EMOTIONAL SUPPORT: -Yale University's RULER Method -Presence Learning Counseling (MBH) 3- PROFESSIONAL LEARNING COMMUNITIES FOR STAFF INPUT Based on data and the Curriculum Team meetings, communicate to teaching staff the proficiencies and gaps in student progress to ensure that all required standards are covered across grade levels and subject areas.		

Action #	Title	Description	Total Funds	Contributing
		4- INTEGRATE APPROACHES FOR EQUAL ACCESS AND DIVERSE CURRICULUM EXPERIENCES Encourage interdisciplinary approaches within the curriculum. Identify opportunities to connect concepts across different subjects, promoting broader understanding and application of knowledge. Expand elective and enrichment programs to provide students with a broader course of study. Offer a range of options spanning arts, sciences, humanities, and vocational subjects to cater to diverse interests and learning styles. 5- SOCIAL EMOTIONAL SUPPORT Through the MTSS process, offer mental behavioral health (MBH) counseling to any student with a need for professional emotional support. Student with disabilities who require MBH will have the service added to their Individualized Education Plan. 6- EDUCATIONAL PARTNERSHIPS Regularly seek input from staff, students, the Governing Board, and families regarding the progress students and the school is making towards the LCAP goals and metrics with the deliberate goal of transparency, inclusiveness, and improvement. ***This Action also addresses metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9***		
2.2	TARGETED STAFFING	FPCS will hire an instructional assistant for each K-5 blended independent study classroom to provide instructional support and add tutor for grades 6-12 in 2026-27. MATH LEARNING RECOVERY (LREBG-funded). In addition to the K–5 instructional assistant staffing described above, FPCS will expend $18,757 of remaining Learning Recovery Emergency Block Grant funds (Resource 7435) to provide math tutoring through its partnership with Allan Hancock College, prioritizing socio-economically disadvantaged students. The LREBG needs assessment identified socio-economically disadvantaged students as the pupil group in greatest need for math learning recovery: in 2024–25, this was the only major student group whose mathematics performance declined on the California School Dashboard (Orange, Low status), while overall and other reported groups improved. Funds will be encumbered and expended within the LREBG	$157,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		availability period. Impact will be monitored through the percentage of participating students making typical or better annual growth on the iReady Math diagnostic, with the CAASPP Mathematics Indicator and Distance from Standard for socio-economically disadvantaged students serving as the secondary state measure.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	IMPROVE HIGH SCHOOL STUDENT OUTCOMES FPCS aims to increase the percentage of graduating students who demonstrate proficiency in essential college and career readiness skills and knowledge necessary for success in post-secondary education and a variety of career paths.	Focus Goal

State Priorities addressed by this goal.

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.

FPCS's goal to enhance the learner outcomes of its high school students to achieving high school diplomacy underscores the commitment to an alternative high school learning option. Prior data helped design comprehensive strategies that involve targeted actions, resource allocation, and educational partnership involvement to ensure that every student receives a quality education and is equipped for success beyond high school. This goal demonstrates our charter's commitment to student excellence and reflects our vision of empowering all learners to reach their fullest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAREER OR TECH EDUCATION (Priority 7)	CTE PATHWAY 2023 COMPLETERS Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0 Virtual CTE Pathways:	CTE PATHWAY 2024 COMPLETERS Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0	CTE PATHWAY 2025 COMPLETERS Edgenuity CTE Pathways: None Virtual CTE Pathways: 3 Culinary Arts	Establish baseline data of CTE completers through increased pathway options. Continue to have CTE Completers.	From 0 to 3 CTE Completers in 2024-25 Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Culinary Arts (2024-25 baseline) Fashion & Interior Designs (2024-25 baseline) Source: Pathways SIS	Virtual CTE Pathways: Culinary Arts (2024-25 baseline) Fashion & Interior Designs (2024-25 baseline) Color and Design (2025-26 baseline) Source: Pathways SIS	Fashion & Interior Designs Color and Design (2025-26 baseline) 2026-27 Baseline for NEW CTE Pathways: Animator Day Care Worker Entrepreneur Graphic Designer Source: Pathways SIS		
3.2	COLLEGE AND CAREER READINESS INDICATOR (Priority 7)	CCR INDICATOR ALL STUDENTS LOW, 30.4% Prepared Low 19.4% Prepared, Socio-economically Disadvantaged Medium 35.9 Prepared, White No Indicator, 26.1%, Hispanic 2023 COHORT: 62 Graduates Dual Enrollment: 20 CTE Pathway Completers: 0 a-g Completers: 16 CAASPP Scores (EAP): 1	CCR INDICATOR ALL STUDENTS ORANGE 24.5% Prepared Declined 5.9% Orange: Socio-eco Disadvantaged 17.6%, Orange: White 33.3% 2024 COHORT: 53 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 6 CAASPP Scores (EAP): 4	CCR INDICATOR ALL STUDENTS GREEN 36.8% Prepared Increased 12.3% Green: Socio-eco Disadvantaged 35.5% Green: White 38.2% No Color Hispanic 27.8% Students with Disabilities 0% 2024 COHORT: 57 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 6	Improve the CCR Indicator through incrased number of Prepared students.	GREEN +12.3% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 CA Dashboard, Pathways SIS	Source: 2024 CA Dashboard, CERS Report	CAASPP Scores (EAP): 4 Source: 2025 CA Dashboard, CERS Report		
3.3	GRADUATION INDICATOR (Priority 4)	GRADUATION RATE: 89% ALL STUDENTS: ORANGE Blue 96.8%, Socio-economically Disadvantaged No Color 91.3%, Hispanic No Color 94.9%, White 2023 COHORT: 62 Seniors 24.2% of students were enrolled 9th-12th grade at FPCS Source: 2023 CA Dashboard, Pathways SIS	GRADUATION RATE: 94.6% ALL STUDENTS: GREEN Yellow 91.4%, Socio-eco Disadvantaged Blue 96.7%, White No Color 90.9%, Hispanic No Data/Color African American, American Indian, English Learners, Long-term English Learners, Foster, Students with Disabilities, Two or More Races (<11 students) Source: 2024 CA Dashboard, Pathways SIS	GRADUATION RATE: 98.2% ALL STUDENTS: BLUE Blue 96.8%, Socio-eco Disadvantaged Blue 97.2%, White No Color 100%, Hispanic 100%, Students with Disabilities No Data/Color Asian, Foster Youth, Homeless, English Learners, Long-term English Learners, Two or More Races (<11 students) Source: 2025 CA Dashboard, Pathways SIS	Improve the graduation rate to 95% or higher.	BLUE +3.6% Goal Met
3.4	POST GRADUATION OUTCOMES (Priority 8)	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	Maintain baseline or increase the number of students with post-	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022 COHORT: 52 Seniors 42.3% 2-year college 3.8% 4-year college 46.1% Total Graduates Enrolled in College Source: Student Clearinghouse Data	2023 COHORT: 62 Seniors 32.3% 2-year college 16.1% 4-year college 48.4% Total Graduates Enrolled in College Source: Student Clearinghouse Data	2024 COHORT: 52 Seniors 28.8% 2-year college 11.5% 4-year college 6.7% Private college 47.1% Total Graduates Enrolled in College Source: Student Clearinghouse Data	graduation enrollments in a post-secondary institution.	

Goal Analysis [2025-26]

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.

LCAP Goal 3 shows positive growth on the California School Dashboard, with increases in both the graduation rate and the increase of Career Technical Education (CTE) pathways. FPCS will celebrate its first CTE completer in 2024–25, marking a significant milestone in expanding college and career opportunities for students. While the College and Career Readiness (CCR) indicator remains an area for continued improvement, strategic planning is underway. In 2025–26, the district will offer a total of eight CTE pathways, which is expected to significantly boost the number of CTE completers and positively impact the CCR indicator moving forward. These efforts support broader goals of preparing all students—especially those from traditionally underserved groups—for postsecondary success.

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.

N/A

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

Working to increase CTE opportunities will have a significant impact on the progress towards meeting Goal 3 outcomes. All actions showed that goals were met.

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.

No changes made to Goal 3.

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	CAREER OR TECH EDUCATION	Recognizing the importance of preparing students for diverse college and career opportunities, we plan to expand our current career and technology elective courses plus CTE Pathways virtually as well as through the curriculum platforms. PERSONALIZED LEARNING AND STUDENT CHOICE: Foster personalized learning approaches that cater to individual student needs and interests. Utilize online and virtual CTE options to support students towards CTE Pathway completion. Provide virtual tutoring for students at-risk focusing on student groups underserved. CENTER CULTURE: Foster a positive and inclusive learning culture that values academic achievement and personal growth. Ensure safe and supportive learning environments that promote student well-being. CONTINUOUS CURRICULUM REVIEW: Regularly evaluate programs and interventions to assess effectiveness. Use feedback mechanisms to continuously improve strategies and initiatives. By implementing these actions within a cohesive high school program, FPCS aims to significantly equip students with the skills and knowledge needed for success in higher education and the workforce.	$107,620.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	COLLEGE AND CAREER READINESS (Priority 4)	Students can achieve College and Career Readiness (CCR) as defined by the California Dashboard's indicator by demonstrating the following: Early Academic Proficiency (EAP) from 11th grade CAASPP scores, a-g completer, CTE Pathway completer, dual enrollment at a community college for two semesters with a grade of C or greater. STUDENT ENGAGEMENT: Through regular staff to student advisement appointments, Advisors will counsel and guide students through the options available to demonstrate CCI Readiness. Staff will support students through the varying ways to succeed to be CCR. ENGLISH LEARNERS, SOCIO-ECONOMICALLY DISADVANTAGED, and FOSTER YOUTH: The student groups above are historically underserved and traditionally at-risk for not graduation. In an effort FAMILY INVOLVEMENT: Through strong partnerships with families to support student learning and development, communication of progress will be regularly shared. Provide high school student education events of the options for student success virtually. COMMUNITY PARTNERSHIPS: Engagement of community colleges and organizations will provide exposure to varying career fields. Community college connections for dual enrollment and FAFSA student aid, attendance to career day events, and UC campus visits will expose students to the opportunities available for them beyond graduation.	$5,000.00	Yes
3.3	GRADUATION OUTCOMES	Increase high school graduation rates applying the Governing Board policy for student engagement and adequate academic progress. INPUT AND DECISION MAKING:		No

Action #	Title	Description	Total Funds	Contributing
		Be inclusive of students and families as students progress through high school requirements to achieve a diploma. Early detection of at-risk high school students and following the steps of the Independent Policy will ensure student engagement and academic progress, address any concerns immediately, and determine the appropriateness of an independent study program for individual students. EARLY INTERVENTION AND SUPPORT: Staff will regularly monitor and counsel students to remain engaged and make adequate academic progress. Through that connection students identified as at-risk will be offered targeted interventions and support to remain on track for their individual academic goals. Implement early intervention programs for at-risk students to address academic and non-academic barriers to success.		
3.4	POST GRADUATION OUTCOMES	Utilizing National Student Clearinghouse as a resource to monitor graduate outcomes to determine the rate of our students who enroll in a post-secondary institution.	$595.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$355157	$

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
8.394%	0.000%	$0.00	8.394%

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 #	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
2.1	**Action:** STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7) **Need:** Socio-economically Disadvantaged (SED) **Scope:** Schoolwide	Access to a broad course of study with targeted interventions and supports will improve outcomes of SED students.	2023 CA Dashboard ELA=Orange, -26.5 DFS Math=Orange, -89.2 DFS

Goal and Action #	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
2.2	**Action:** TARGETED STAFFING **Need:** Socio-Economically Disadvantaged (SED) **Scope:** Schoolwide	By providing Instructional Assistants in the classroom, the adult to student ration will be lowered. The IAs will support the teacher with 1 on1 or small group instruction which will support SED students.	1 IA per K-5 classroom
3.2	**Action:** COLLEGE AND CAREER READINESS (Priority 4) **Need:** Socio-economically Disadvantaged (SED) Source: Pathways SIS LCFF Report **Scope:** Schoolwide	SED students in high school are 48% of all high school students (84/175). Bus passes support students' attendance to the centers for high school support classes and Advisor input more regularly. English Learners in high school were no more than 3-4 students during the school year with only two students taking the ELPAC by May 2024.	2023 CA Dashboard LOW 19.4% Prepared, Socio-economically Disadvantaged

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

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.

FPCS does not have any Limited Actions.

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.

NOT APPLICABLE TO CHARTER SCHOOLS

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

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	4231086	355157	8.394%	0.000%	8.394%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,013,579.00	$515,162.00	$0.00	$0.00	$3,528,741.00	$3,241,946.00	$286,795.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	All	No			All Schools	Annually	$2,976,875.00	$0.00	$2,596,509.00	$380,366.00	$0.00	$0.00	$2,976,875.00	0
1	1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	All	No			All Schools	Annually	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Low Income	Yes	Schoolwide	Low Income			$0.00	$276,200.00	$265,200.00	$11,000.00			$276,200.00	
2	2.2	TARGETED STAFFING	Low Income	Yes	Schoolwide	Low Income			$157,451.00	$0.00	$92,709.00	$64,742.00			$157,451.00	
3	3.1	CAREER OR TECH EDUCATION	All	No			All Schools		$107,620.00	$0.00	$48,566.00	$59,054.00			$107,620.00	
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	High School		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	GRADUATION OUTCOMES	All	No			High School									
3	3.4	POST GRADUATION OUTCOMES	All	No			All Schools High School		$0.00	$595.00	$595.00				$595.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4231086	355157	8.394%	0.000%	8.394%	$362,909.00	0.000%	8.577 %	**Total:**	$362,909.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$362,909.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	Schoolwide	Low Income		$265,200.00	
2	**2.2**	TARGETED STAFFING	Yes	Schoolwide	Low Income		$92,709.00	
3	**3.2**	COLLEGE AND CAREER READINESS (Priority 4)	Yes	Schoolwide	English Learners Low Income	High School	$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,375,200.00	$3,461,254.00

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	**1.1**	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	No	$2,829,083.00	2965558
1	**1.2**	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	No	$5,000.00	4031
2	**2.1**	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	$242,000.00	177805
2	**2.2**	TARGETED STAFFING	Yes	$188,572.00	199631
3	**3.1**	CAREER OR TECH EDUCATION	No	$104,950.00	109216
3	**3.2**	COLLEGE AND CAREER READINESS (Priority 4)	Yes	$5,000.00	4418
3	**3.3**	GRADUATION OUTCOMES	No		
3	**3.4**	POST GRADUATION OUTCOMES	No	$595.00	595

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
349613	$380,915.00	$400,137.00	($19,222.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
2	**2.1**	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	$232,000.00	230025		
2	**2.2**	TARGETED STAFFING	Yes	$143,915.00	165694		
3	**3.2**	COLLEGE AND CAREER READINESS (Priority 4)	Yes	$5,000.00	4418		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (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)
4030591	349613	0	8.674%	$400,137.00	0.000%	9.928%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(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).

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