



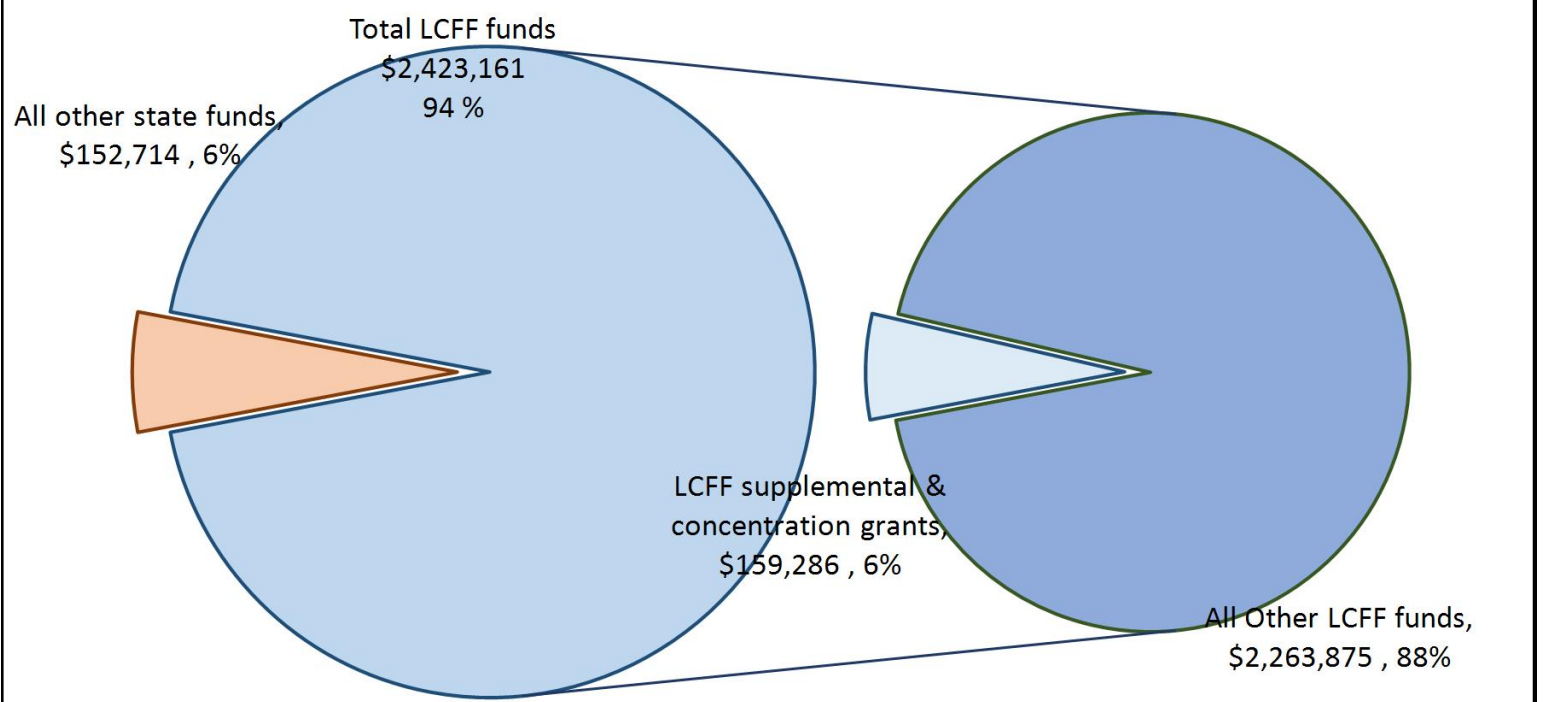
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: IvyTech Charter School
CDS Code: CA 56 73940 0121426
School Year: 2025-26
LEA contact information:
Geoffrey Frankl
Director of Operations
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(805) 222-5188

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

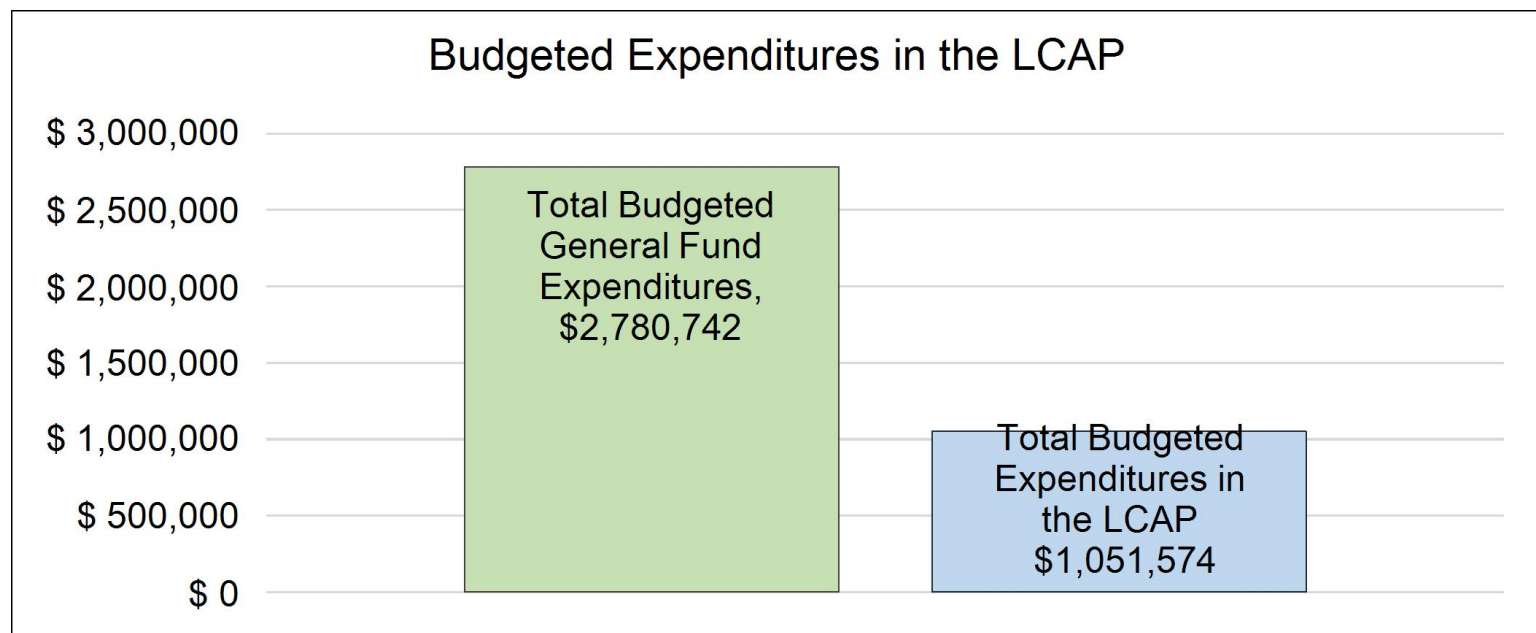


This chart shows the total general purpose revenue IvyTech Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for IvyTech Charter School is \$2,575,875, of which \$2,423,161 is Local Control Funding Formula (LCFF), \$152,714 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$2,423,161 in LCFF Funds, \$159,286 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 IvyTech Charter School plans to spend for 2025-26. 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: IvyTech Charter School plans to spend \$2,780,742 for the 2025-26 school year. Of that amount, \$1,051,574 is tied to actions/services in the LCAP and \$1,729,168 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

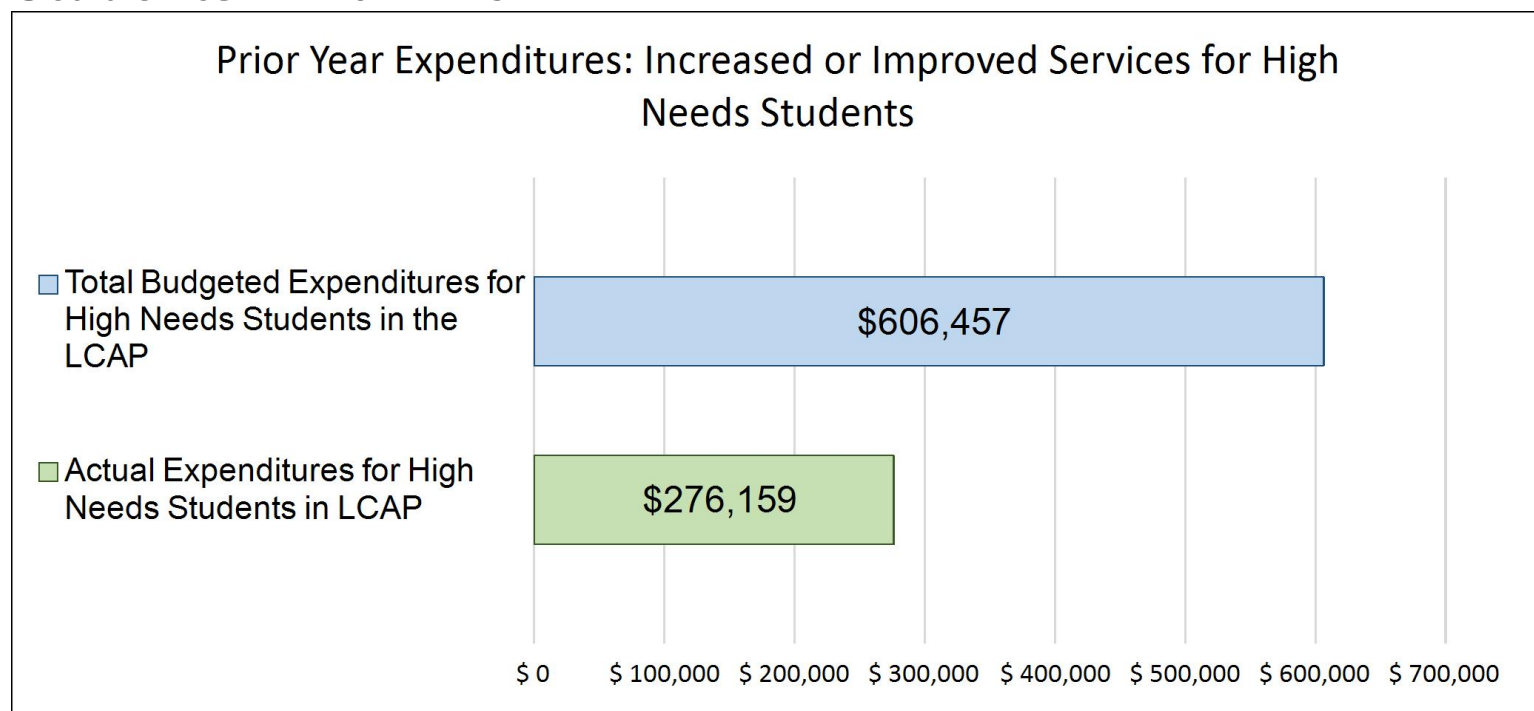
Expenses not included in the LCAP are used for employee benefits, non-instructional staffing costs, office supplies and materials, professional development and conferences, professional memberships and dues, insurance, facilities costs, legal and auditing fees, special education services, communication services, marketing and recruitment, back-office provider fees, and District oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, IvyTech Charter School is projecting it will receive \$159,286 based on the enrollment of foster youth, English learner, and low-income students. IvyTech Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. IvyTech Charter School plans to spend \$394,187 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, IvyTech Charter School's LCAP budgeted \$606,457.00 for planned actions to increase or improve services for high needs students. IvyTech Charter School actually spent \$276,159 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$330,298 had the following impact on IvyTech Charter School's ability to increase or improve services for high needs students:

Although there was a discrepancy in the total budgeted expenditures and actual expenditures, there was no impact on the actions or services and the overall increased or improved services for high needs students in 2024-25. This is due to a resource allocation error and a subsequent adjustment in service billing. Specifically, funds designated for additional staffing in support of independent study programs were inadvertently attributed to both Action 1.3 and Action 3.1, leading to an overstatement of approximately \$133,500 under Action 1.3. In addition, the school realized unanticipated savings through a revised billing structure for Paper Tutoring. By transitioning from a flat seat rate to a usage-based rate, the school reduced overall expenditures by \$17,340. These factors collectively account for the discrepancy between the budgeted and actual expenditures.



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
IvyTech Charter School	Geoffrey Frankl Director of Operations	mrfrankl@ivytechcs.org (805) 222-5188

Plan Summary [2025-26]

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.

The only charter school within Moorpark Unified, IvyTech Charter offers an independent study program as well as an onsite structured program to both middle and high school students, grades 7-12, seeking an alternative to the traditional school setting. Additionally, IvyTech offers students dual enrollment opportunities within the local community college district (Moorpark CC, Ventura CC, Oxnard CC, and Pierce CC). This opportunity allows students to concurrently engage and earn college credits as they complete the coursework necessary for high school graduation.

Program Description:

IvyTech has more than a decade of experience providing access to instructional materials through digital Learning Management Systems that facilitated remote work 24/7, as long as students have a computer and internet access. The school provides learners a robust set of nonclassroom-based, Independent Study program choices. Students can choose a truly independent study program that allows them the flexibility in their schedule to engage in other activities, such as working or pursuing extracurricular activities professionally, while still having weekly check-ins and support times with their instructors through Zoom. A second option provides similar flexibilities in schedule, but with the added component of weekly onsite meetings and opportunities to work in small groups with subject-matter instructors. A third choice offers students the most amount of structured support through a 3-day/week schedule. This option provides students with full days of instruction in courses that most resemble a traditional high school experience, covering core subjects and electives.

As an independent study school, IvyTech has always incorporated an on-site component to provide a blended structure and support for online courses. In previous years, IvyTech had created a program that was designed to help supplement A-G independent study courses by

providing hands-on labs for science, real-world applications of engineering and mathematics, as well as a global context from which to launch inquiries and investigations. This onsite component has been transitioned into learning cohorts that allow all learners, but especially students with special needs, foster youth, and English learners, to have access to regular onsite, in-person, structured instruction.

IvyTech Charter School Vision Statement:

IvyTech Charter School will educate its students to have the knowledge, character, and critical skills necessary to explore and contribute to the world in positive ways. Through effective communication and inspired collaboration, IvyTech students will graduate with purpose. They will go on to cultivate action in the world that sparks both creative investigation and innovation, thereby becoming both global learners and leaders of the 21st century.

The Schoolwide Learning Outcomes of IvyTech Charter: Innovative Learners

- Who are inspired, self-directed, and resilient
- Who are able to read critically, write clearly, and engage creatively

Twenty-First Century Leaders

- Who can effectively navigate 21st-century information systems to investigate a variety of issues
- Who can communicate & collaborate with others both locally and globally to solve meaningful, relevant problems

Our blended curriculum model integrates online curriculum and onsite learning. Both are rich in the use of 21st-century technology tools, such as: 3D printing, digital recording, blogging, podcasting, photo editing, video production and editing, and online discussion forums. IvyTech is staffed with 4 core full-time instructors and 2 elective/support instructors who offer live sessions of classes and ongoing individual advisory. As a result, IvyTech Charter School is uniquely positioned to serve students in a wide spectrum of grades and across a broad range of diversified abilities.

The campus of IvyTech Charter is comprised of two buildings located across from each other within a newly constructed business center. The school has five different classrooms, only three of which are enclosed, the other two are 'open air' classrooms which work to facilitate an open flow of students seeking individual and small group instruction. The facility has a professional-grade recording studio, video lab, kitchen, and makerspace. Each classroom is equipped with a computer, Zoom room, sound system, and whiteboard. To support student access to online curricula, the school has over 130 Chromebooks for on-campus use, with a comparable number of devices for student use at home. IvyTech has created a mobile lab with Apple Macbooks. Computers are also available for long-term check-out upon administrative approval.

May 2025 Enrollment Statistics

Grade 07: 8%
Grade 08: 5.3%
Grade 09: 17.3%
Grade 10: 12%
Grade 11: 20%
Grade 12: 37.3%

Female students = 62.7%

Male students = 37.3%

Students who are Low Income (SED): 32%

Students who are English Learners: 4%

Students in the Foster Care system : 0%

Students who are Homeless: 1.3%

Students with Disabilities (SWD): 25.3%

Asian: 5.3%

Black/African American: 1.3%

Hispanic/Latino: 37.3%

White: 68%

Reflections: Annual Performance

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

ITCS has determined its successes, challenges and needs based on the 2024 California Dashboard Indicators (2024 - <https://www.caschooldashboard.org/reports/56739400121426/2024>):

*Chronic Absenteeism: 30.8% of students are absent 10% or more of the instructional days they are enrolled (increase of 19%)

The chronic absenteeism rate of 30.8%, representing a 19% increase, is a significant concern that warrants immediate attention. This level of absenteeism affects student achievement, classroom continuity, and overall school performance. The data suggests that key contributing factors include inconsistent transportation access, an influx of late transfer students, and a lack of standardized communication among instructors. Each of these challenges can disrupt student engagement and attendance. Addressing these root causes through improved transportation planning, targeted support for transfer students, and clearer communication systems could help reduce absenteeism and improve student outcomes.

*Suspension Rate: 0% of students have been suspended for at least one day in a given school year.

The suspension rate of 0% is a positive indicator of the school's approach to behavior management and student discipline. Maintaining a zero-suspension rate supports a more inclusive and supportive school environment, which contributes to stronger student relationships, better engagement, and improved academic outcomes.

*Graduation Rate: 62.5% of students received a high school diploma within 5 years. (increase of 1.1%)

The five-year graduation rate of 62.5%, while showing a slight increase of 1.1%, highlights ongoing challenges in supporting all students to completion. A significant portion of students are not graduating on time, which is tied to a complex mix of academic, social, and systemic barriers. Many late transfer students enter the system credit-deficient and lack the foundational skills needed for success. Others face life challenges, including unstable home environments or disengagement from school, often rooted in experiences where the traditional educational system has not met their needs.

In addition, the effects of the COVID-19 pandemic continue to impact students' academic habits, motivation, and access to resources. The absence of adequate guidance on post-secondary transitions further compounds these issues. To improve graduation outcomes, the school must prioritize flexible pathways to credit recovery, targeted skill-building, personalized support systems, and stronger post-secondary planning, particularly for vulnerable and non-traditional learners.

*College/Career Readiness: 13.3% demonstrated preparedness (decrease of 1.7%), 20% are approaching preparedness (increase of 5%), and 66.7% are not prepared (decrease of 2.3%) as demonstrated on the Smarter Balance standardized test.

25% of Socioeconomically Disadvantaged are prepared (increase of 17.3%)

15.8% of White students are prepared (increase of 3.8%)

The college and career readiness (CCR) data reveals both areas of concern and signs of progress. Many students enter high school already behind in A-G coursework and are often enrolled in an alternative setting that prioritizes non-traditional pathways, which may not align with CCR benchmarks reported on the dashboard. Students' outlook, such as "D for diploma" and weak school-parent partnerships, also contribute to limited aspirations and minimal engagement. While the school is making strides in guiding students toward suitable CCR pathways, not all efforts are captured in standardized reporting. Moving forward, greater emphasis on early academic intervention, family engagement, and expanded tracking of all CCR efforts will be critical to improving readiness across the student body.

*Standardized Test Results ELA: 36.5 points above standard (increase of 99.8 points with 20 of 20 eligible testers participating).

Due to the small size of the testing cohort that participates in State testing, the Dashboard does not provide granular information on all subgroups (EL, Hispanic, Two or more races, Socioeconomically disadvantaged, Students with Disabilities). The only subgroup with enough participants to qualify for identification are English-only students.

English Only ELA: 44.1 points above standard (increase of 97.2 points)

This growth appears closely linked to intentional instructional shifts: a more integrated approach to vocabulary, increased focus on the daily application of skills, gamified learning, and a balanced selection of texts. Additionally, the new inclusion of test preparation has likely helped students become more familiar with the testing format and expectations. The recognition of weaker areas, particularly reading comprehension, and the responsive teaching strategies being implemented demonstrate a proactive, reflective approach to instruction. These results suggest that the current trajectory is strong, and with continued instructional innovation and support, there's realistic potential to see even greater growth in the coming years.

Standardized Test Results Math: 79.7 points below standard (increase of 91.9 points with 19 of 20 eligible testers participating)

Due to the small size of the testing cohort that participates in State testing, the Dashboard does not provide granular information on all subgroups (EL, Hispanic, Two or more races, Socioeconomically disadvantaged, Students with Disabilities). The only subgroup with enough participants to qualify for identification are English-only students.

English Only Math: 82.6 points below standard (increase of 77.9 points).

Several key factors contributed to this growth. Improved participation in the state test has made the data more representative and actionable. Additionally, as we move further from the disruptions of COVID-19, students are entering classrooms with fewer skill gaps and more consistent academic habits. Engagement has also increased among traditionally independent learners, with notable gains in attendance and assignment completion. Structural improvements have played a critical role as well. The Buzz platform has been enhanced to provide clearer instructions and more accessible assignments, allowing students to work independently with greater success. The expansion of the Math Skills class has extended essential support to a broader group of students, reinforcing foundational competencies needed for success in core

math courses. Finally, integrating homework into the overall grade (rather than offering it only as extra credit) has increased accountability and resulted in a 25% rise in homework submissions—a clear indicator of improved student buy-in and follow-through. Together, these changes reflect a strategic and student-centered approach that is beginning to yield tangible results. Continued focus on skill development, instructional clarity, and academic support will be essential to sustain and accelerate this growth.

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
Principal and Director of Operations	<p>January - February 2025: Analysis of LCAP goals and action items proposed to educational partners through surveys and school-site meetings.</p> <p>February 2025: Development of a presentation to parents and the school board regarding progress made on the 24/25 LCAP</p> <p>April - June 2025: Reflect on metrics, analyze the effectiveness of actions, and evaluate projected spending for 25/26.</p>
Staff	<p>December 2024: Staff go on a deep data dive into the NWEA diagnostic testing results. These are compared to the desired LCAP goal metrics for ELA and math.</p> <p>January 2025: Staff presented with local indicator and LCAP goal survey. Conducted review of current and proposed LCAP goals and compared to the 8 state priorities.</p> <p>May 2025 - Staff participate in the school-site council to provide feedback on the 24/25 LCAP and proposed actions for 25/26.</p>
Students	<p>December 2024 - February 2025: Students are surveyed using a google form to collect feedback on current school local indicators, progress towards achieving established goals, and input about the progress made on LCAP goals.</p>

Educational Partner(s)	Process for Engagement
	May 2024 - Students participate in the school-site council to provide feedback 25/26 LCAP.
Parents	<p>October 2024 - Back to School Night: provided parents with an overview of school values and future opportunities for involvement with the school's program and its development for the future LCAP process.</p> <p>December 2024 - February 2025: Families are surveyed using a google form to collect feedback on current school local indicators, progress towards achieving established goals, and input about the progress made on LCAP goals.</p> <p>February 2025 - LCAP Mid-Year Presentation for Parents: As part of the regularly scheduled board meetings, this presentation gave the official midyear LCAP report and Budget Overview for Parents regarding the 24/25 LCAP and held an open discussion regarding progress made on 24/25 LCAP goals.</p> <p>May 2025 - Parents participate in school-site council to provide feedback on the 25/26 LCAP.</p>
School Board	<p>February 2025: Board meeting presenting the results and analysis of local indicators as reported on student, parent, and teacher surveys. Midyear review of the 2024/25 LCAP provided to the board with explanations of successes and shortcomings of progress towards achieving 24/25 Goals.</p> <p>April 2025: Board meeting presentation on staff feedback towards meeting 24/25 LCAP goals.</p>

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

Feedback from the school's administrators encouraged the development of this LCAP cycle to align with the 2023/24 School Wide Action Plan developed for the WASC accreditation cycle, and goals designed to prepare the school for its next charter renewal cycle in 2027. Their

efforts directed goals to include actions and metrics reported on the California School Dashboard, School Accountability Report Card, and Civil Rights Data Collection Survey. (GOAL 1 Metrics & Actions ; GOAL 3 Metrics & Action 3.2)

Staff members have helped identify areas of need for their professional practice in our school's unique learning environments. They have encouraged this LCAP cycle to develop action items that include additional support from paraeducators, educational facilitators, and instructor services from our curriculum content providers. Due to their input, funds have been allocated to increase staffing and software subscription service levels. (GOAL 1 Actions 1.3, 1.4 ; GOAL 3 Action 3.1 ; GOAL 4 Actions)

Students helped the school gauge the progress and success that has been made in developing the Social Emotional Learning (SEL) program during the course of the 2021-24 LCAP cycle. Students informed the development of the latest LCAP by indicating the supports that they found most helpful. Additionally, the student focus group ranked the multitude of optional goals the school could focus on in coming years. With their feedback, IvyTech developed the goals in the following sections to align with students' academic interests and social/emotional needs. (GOAL 1 Action 1.3 ; GOAL 2 Actions)

Parents have helped guide IvyTech in prioritizing the improvement of communication between the school and home. From this group's feedback, the school has developed actions and metrics that are directed toward increasing and improving the engagement of learner's family members in their educational process. The parent focus group also ranked the multitude of optional goals the school could focus on in the coming years. With their feedback, IvyTech developed the goals in the following sections to align with students' academic performance and partnerships with the outside community. (GOAL 1 Actions 1.1, 1.3, 1.4 ; GOAL 2 Actions ; GOAL 4 Actions)

IvyTech School Board members reviewed and affirmed the validity and the need for the 24/25 LCAP goals. An emphasis on the need for qualified and effective teaching staff to support and foster further development of the school's unique programs and learning experiences is supported in GOAL 1. Care for the ever-evolving needs of our learners as they rebound from the pandemic and return to the new normal is supported by the SEL program prioritized by GOAL 2. Extending the great improvements that have been experienced by those students who engage the most with the school's structured supports, IvyTech will be expanding staffing and growing its inclusive culture through the efforts and monies set aside for GOAL 3. Finally, the school will better and more equitably engage the educational partners at home through the improved communication platforms budgeted and measured through GOAL 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in their academic performance on standardized tests, career and college readiness, and course completion facilitated by properly credentialed teachers with standards-aligned instructional materials.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in response to the 2023 California School Dashboard metrics and local indicators. The school has an established program that offers a broad course of study, through which all college entrance requirements are fulfilled. The LCAP cycle that began in 2020 endeavored to strengthen the school's educational program, and this goal is intended to maintain and improve upon the gains made in the previous cycle.

As IvyTech continues to improve its programs, the school has identified the need to provide multiple pathways for students to demonstrate career and college readiness. California has established multiple avenues to achieve this goal: Academic proficiency in the 15 required A-G courses; Performance on State standardized testing; Dual enrollment in college courses; or completion of a two-year Career Technical Pathway. The California Dashboard only reports out CCR as a result of student performance on the State tests.

IvyTech endeavors to encourage academic growth by providing unique learning experiences that are personalized to individual learners. In this way, the school can honor the educational journey that each learner travels and provide unique support for disadvantaged and at-risk learners. English Learners (EL), socioeconomically disadvantaged students receiving Free-Reduced Priced Meals (FRPM), Foster Youth (FY), and Students With Disabilities (SWD) often find themselves falling through gaps in a system that can easily be overlooked in a crowded classroom. IvyTech empowers teachers to create well-supplied, technology-rich learning environments and experiences, that, in turn, engage and empower these learners. "Educational equity should be conceptually understood as the comparability of learning opportunities and experiences to make high-status knowledge and school success more accessible to students who are diversified by culture, ethnicity, class, and gender. We must also expand teachers' strategies for providing opportunities to learn to all students regardless of race, class, and gender. Understanding that the application of bias is unconscious, we should provide structured staff development in alternative teaching strategies such as cooperative learning, role-playing, tutoring, team learning, demonstrating, coaching, problem-solving, and nondirective teaching. Staff development must also be targeted toward helping teachers understand better how culturally different students go about the process of learning and demonstrating what they have learned. Teaching teachers to design, evaluate, and use

alternative evaluation techniques should also increase accuracy in judging student [achievement]." (Gay, Geneva. 1990. Culturally Responsive Teaching: Theory, Research, and Practice. Teacher College Press.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students earning a grade of C or better in A-G core classes (ELA, Math, Science, & Social Studies).	<p>2023-24</p> <p>ELA</p> <p>Fall Spring</p> <p>09th - 100% 100%</p> <p>10th - 80% 87%</p> <p>11th - 71% 89%</p> <p>12th - 79% 67%</p> <p>Math</p> <p>Fall Spring</p> <p>09th - 75% 75%</p> <p>10th - 75% 72%</p> <p>11th - 42% 54%</p> <p>12th - 50% 0%</p> <p>Science</p> <p>Fall Spring</p> <p>09th - 80% 80%</p> <p>10th - 90% 83%</p> <p>11th - 44% 57%</p> <p>12th - 64% 67%</p> <p>Social Studies</p> <p>Fall Spring</p> <p>10th - 100% 83%</p> <p>11th - 71% 80%</p> <p>12th - 58% 72%</p>	<p>2024-25</p> <p>ELA</p> <p>Fall Spring</p> <p>09th - 84% 82%</p> <p>10th - 79% 76%</p> <p>11th - 79% 68%</p> <p>12th - 72% 78%</p> <p>Math</p> <p>Fall Spring</p> <p>09th - 85% 67%</p> <p>10th - 71% 65%</p> <p>11th - 53% 54%</p> <p>12th - 65% 72%</p> <p>Science</p> <p>Fall Spring</p> <p>09th - 88% 85%</p> <p>10th - 83% 75%</p> <p>11th - 74% 57%</p> <p>12th - 72% 80%</p> <p>Social Studies</p> <p>Fall Spring</p> <p>10th - 69% 80%</p> <p>11th - 72% 59%</p> <p>12th - 67% 79%</p>		<p>ELA</p> <p>Fall Spring</p> <p>09th - 100% 100%</p> <p>10th - 80% 90%</p> <p>11th - 75% 90%</p> <p>12th - 80% 75%</p> <p>Math</p> <p>Fall Spring</p> <p>09th - 80% 85%</p> <p>10th - 80% 80%</p> <p>11th - 50% 60%</p> <p>12th - 60% 50%</p> <p>Science</p> <p>Fall Spring</p> <p>09th - 90% 90%</p> <p>10th - 95% 90%</p> <p>11th - 55% 65%</p> <p>12th - 70% 75%</p> <p>Social Studies</p> <p>Fall Spring</p> <p>10th - 100% 90%</p> <p>11th - 80% 90%</p> <p>12th - 65% 80%</p>	<p>ELA – Fall Aggregate Decreased 4%</p> <p>ELA – Spring Aggregate Decreased 9.75%</p> <p>Math – Fall Aggregate Increased 8%</p> <p>Math – Spring Aggregate Increased 14.25%</p> <p>Science – Fall Aggregate Increased 9.75%</p> <p>Science – Spring Aggregate Increased 2.5%</p> <p>Social Studies – Fall Aggregate Decreased 7%</p> <p>Social Studies – Spring Aggregate Decreased 5.66%</p>
1.2	Smarter Balance ELA Distance from Standard schoolwide results.	<p>2022-23</p> <p>*63.3 points below standard</p>	<p>2023-24</p> <p>*36.5 points above standard</p>		<p>*13.6 points below standard (CA results from 22/23)</p>	<p>*Increase of 99.8 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Decline of 64.5 points *85.3% Tester Participation Rate	21.21% - Exceed Standard 36.36% - Met Standard 21.21% - Nearly Met Standard 21.21% - Standard Not Met		*100% Tester Participation Rate	
1.3	Smarter Balance Math Distance from Standard schoolwide results.	2022-23 *171.5 points below standard *Decline of 90.4 points *82.3% Tester Participation Rate	2023-24 *79.7 points below standard 6.06% - Exceed Standard 18.18% - Met Standard 18.18% - Nearly Met Standard 57.58% - Standard Not Met		*49.1 points below standard (CA results from 22/23) *100% Tester Participation Rate	*Increase of 91.9 points
1.4	Smarter Balance Science Met/Exceeded Standard schoolwide results.	2022-23 *25% Met or Exceeded Standard *86.3% Tester Participation Rate	2023-24 *11.4 points below standard		*30% Met or Exceeded Standard (CA results from 22/23) *100% Tester Participation Rate	*Increase of 7.4 points
1.5	College and Career Preparedness Percentages reported on	15% demonstrated preparedness, 15% are approaching preparedness, and 70%	13.3% demonstrated preparedness, 20% are		43.9% of students qualify as being CCR Prepared as demonstrated on	Demonstrated Preparedness - Decrease of 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard.	are not prepared as demonstrated on the Smarter Balance standardized test.	approaching preparedness, and 66.7% are not prepared as demonstrated on the Smarter Balance standardized test.		the Smarter Balance tests (CA results from 22/23)	Approaching Preparedness - Increase of 5% Not Prepared - Decrease of 3.3%

Goal Analysis [2024-25]

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.

During the 2024–25 school year, efforts to achieve the goal of improving student performance on standardized tests, ensuring college and career readiness, and increasing course completion, supported by credentialed teachers and standards-aligned instructional materials, were met with meaningful progress and targeted adjustments. While challenges were present, positive outcomes across several key metrics reflect the ongoing impact of these efforts.

Instruction was delivered using approved A-G aligned core curricula, with supplemental resources. While some concerns were raised regarding the rigor and accessibility of certain CK-12 components, such as outdated animations and basic-level review questions, it is important to note that this platform functioned as a supplement rather than the primary curriculum. Its use allowed for differentiated instruction and digital engagement, helping support students at varying levels of proficiency.

Credentialed educators continued to support academic growth through standards-aligned instruction, adapting strategies as needed based on student performance and engagement. Regular communication with families, consistent monitoring of assignment completion, and structured schedules contributed to these efforts.

Notable improvements were observed in several academic areas compared to the previous year, particularly in math and science performance among upper-grade students. The percentage of students earning a grade of C or better in core A-G courses generally increased or remained strong in most subject areas:

Science: Significant growth was observed across 11th and 12th grades. For example, 11th-grade students improved from 44% in Fall 2023 to 74% in Fall 2024.

Math: Performance among upperclassmen, especially 12th grade, saw improvement (from 0% in Spring 2024 to 65% in Fall 2024).

ELA: Student achievement remained consistent and strong, with 11th-grade students increasing from 71% (Fall 2023) to 79% (Fall 2024).

Social Studies: Gains were seen in the 12th grade (from 58% in Fall 2023 to 67% in Fall 2024), reflecting improved course completion efforts.

These trends indicate that instructional practices and support systems are contributing positively to student success, particularly for students who were previously struggling to meet course requirements.

The school made substantial gains in standardized testing results, particularly in English Language Arts:

ELA Smarter Balanced Assessment: The school moved from 63.3 points below standard in 2022–23 to 36.5 points above standard in 2023–24. Over 57% of students either met or exceeded the standard, a marked improvement.

Math Smarter Balanced Assessment: Though challenges remain, the school narrowed the gap from 171.5 points below standard to 79.7 points below standard—a significant gain of nearly 92 points.

Science Testing: The school also showed improvement in science, moving from 25% of students meeting or exceeding the standard to an overall performance of 11.4 points below standard, suggesting progress and narrowing of the achievement gap.

The College and Career Preparedness metric remained a challenge, with 13.3% of students classified as prepared and 20% approaching preparedness. While there was a slight decline in those demonstrating full preparedness compared to the baseline (15%), there was an increase in those nearing readiness, indicating that interventions may be moving students in the right direction, even if more support is still needed.

While most planned actions were implemented as described in the adopted LCAP, the use of supplemental digital curriculum resources occasionally revealed limitations in content depth and engagement quality. Adjustments are being considered to ensure all instructional materials not only support standards but also provide high rigor and accessibility.

Additionally, student attendance and engagement with independent assignments, especially outside of structured class time, continue to present challenges. Absenteeism has had a measurable impact on assignment completion and course outcomes. In response, strategies such as modified schedules and increased parent communication were implemented to support students more effectively. These adjustments, though not explicitly outlined in Goal 1, they do align with the overarching goals of the LCAP and were necessary to address emerging needs.

The 2024–25 school year reflected meaningful progress in implementing actions aligned with the goal of increasing academic achievement and readiness. Improvements in course completion rates, particularly in math and science, and dramatic gains on standardized test scores, especially in ELA, demonstrate the impact of focused instruction and responsive program modifications. Continued efforts are needed to improve attendance, deepen student engagement, and further support college and career readiness, but the year's outcomes show the school is on a positive trajectory toward meeting its long-term academic goals.

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

The material difference between the Budgeted Expenditures and Estimated Actual Expenditures is largely the result of a resource allocation error and a subsequent adjustment in service billing. Specifically, funds designated for additional staffing in support of independent study programs were inadvertently attributed to both Action 1.3 and Action 3.1, leading to an overstatement of approximately \$133,500 under

Action 1.3. In addition, the school realized unanticipated savings through a revised billing structure for Paper Tutoring. By transitioning from a flat seat rate to a usage-based rate, the school reduced overall expenditures by \$17,340. These factors collectively account for the discrepancy between the budgeted and actual expenditures.

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

Action 1.1: Hire/Retain Professional Teaching Staff

ITCS will retain, hire, and appropriately assign highly-qualified teachers and staff who continuously develop as professionals.

Effectiveness: Effective

The school successfully retained and assigned credentialed staff who continued to develop professionally throughout the year. Teachers reported improvement in understanding and applying academic standards, such as NGSS. However, there were areas of inconsistency, particularly in aligning instruction with UC A-G requirements and in cross-referencing California content standards regularly. This action contributed to overall instructional quality and was especially impactful in ELA, where standardized test scores improved significantly. The SBAC ELA metric moved from 63.3 points below standard in 2022–23 to 36.5 points above standard in 2023–24, indicating highly effective instruction schoolwide.

Associated Metrics:

- SBAC ELA scores
- Course completion (A-G pass rates, especially in ELA and Science)

Action 1.2: Expansion and Support of Curriculum

ITCS will provide its students with access to an engaging, rigorous, and broad curriculum supported with effective learning materials.

Effectiveness: Effective

Curricular expansion included the use of approved A-G core curriculum, supplemented by outside digital platforms, materials and resources. Instructor requests for additional support and resources were addressed immediately to ensure the highest quality and continuity of education. This encouraged teachers to seek out novel resources, methodologies, and pedagogical paradigms to introduce into their classrooms, making curricula more accessible and useful. Despite these concerns, the supplemental materials did help students engage more regularly with content and contributed to measurable gains, especially in science, where 11th-grade C-or-better rates improved from 44% to 74%, and 12th-grade rates increased from 64% to 72%. The curriculum expansion was less effective in supporting College and Career Readiness, where the percentage of students considered prepared remained low (13.3%) and relatively unchanged.

Associated Metrics:

- A-G course completion (especially Science and Math)
- SBAC Science scores
- College and Career Readiness

Action 1.3: Academic Support

<p>ITCS will provide students with individualized and appropriate academic support through progress monitoring, tutoring opportunities, and interventions.</p> <p>Effectiveness: Effective</p> <p>Academic support structures, such as targeted interventions, tutoring, and regular progress monitoring, were particularly effective for students who were near passing thresholds. Staff noted these students showed the most growth, especially in math and science. In math, 12th-grade students improved from 0% earning a C or better in Spring 2024 to 65% in Fall 2024. Progress monitoring and teacher accountability also helped with assignment completion and performance consistency across subjects. However, these supports were less effective for students with greater academic needs, inconsistent attendance, or limited family support. The results continue to be highly student-dependent, with outside factors such as health and home life playing major roles.</p> <p>Associated Metrics:</p> <ul style="list-style-type: none"> -A-G course completion rates across subjects -SBAC Math performance (improved from 171.5 points below to 79.7 points below standard) -Student assignment completion trends <p>Action 1.4: Technology Assistance Program</p> <p>ITCS will provide students with a 1-to-1 device learning environment at school and offer Chromebooks and internet hotspots for home use.</p> <p>Effectiveness: Effective</p> <p>This action ensured equitable access to learning tools and digital curriculum. The 1-to-1 device model helped maintain continuity of instruction, especially for students in independent study models (TIS/SIS). Teachers were able to assign, monitor, and collect digital work, and all students are expected to use online platforms to access and complete class content. The availability of hotspots and Chromebooks helped bridge digital access gaps for students at home, contributing to improvements in assignment completion and test preparedness, particularly in science and ELA. There was no evidence of major access-related barriers impeding student performance.</p> <p>Associated Metrics:</p> <ul style="list-style-type: none"> -A-G course completion rates across subjects -SBAC ELA and Science performance -Participation rates on standardized testing (e.g., 85.3% in ELA) 	
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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.

None

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	Hire/Retain Professional Teaching Staff	ITCS will retain, hire and appropriately assign highly-qualified teachers and staff, who continuously develop as professionals.	\$389,838.00	No
1.2	Expansion and Support of Curriculum	ITCS will provide its students with access to engaging, rigorous, and broad curriculum supported with effective learning materials.	\$175,000.00	Yes
1.3	Academic Support	ITCS will provide students with individualized and appropriate academic support through progress monitoring, tutoring opportunities, and interventions.	\$23,000.00	Yes
1.4	Technology Assistance Program	ITCS will provide students with a 1-to-1 device learning environment at school. The school will also make available Chromebooks and internet hotspots for student home use.	\$27,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IvyTech will ensure that all students in grades feel connected, safe, and supported at school as indicated in climate survey data, by conducting professional development in social and emotional learning (SEL) for all staff and increasing the number of academic support personnel.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

From surveys, observations, SSTs, and meetings, IvyTech's educational partners (teachers, parents, students) reported an unprecedented amount of personal stress, social support structure depletion/degradation, and feelings of isolation and depression which increased significantly starting with the 2020-21 school year.

"[For] high school students labeled as English learners, relationships with school personnel, peer relations, and involvement in support activities were connected to well-being. Students' sense of connection to mainstream students was positively related to school belonging and positive affect. This pattern of findings suggests that connecting with members of both one's ethnic and the mainstream community may lead to greater well-being but integrating into the mainstream community prompts greater school belonging." (Vera, Heineke, Daskalova, et al. 2021. Emergent Bilingual High School Students' Social and Emotional Experiences. Psychology in the Schools, Vol. 58, No. 10)

"Benefits were similar regardless of students' race, socioeconomic background, or school location. Postintervention social-emotional skill development was the strongest predictor of [student] well-being." (Taylor, Oberle, Durlak, & Weissber. 2017. Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions. Society for Research in Child Development, Inc.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	IvyTech Social/Emotional Wellness Survey	2023-24 Results 76% Find it easier to attend classes at ITCS.	2024-25 Results 72% Find it easier to attend classes at ITCS.		80% Find it easier to attend classes at ITCS.	Improved metrics: Attitude/behavior (+9%), school culture preference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>57% Improved attitude/behavior at school at ITCS.</p> <p>61% Find it easier to communicate at ITCS.</p> <p>75% Prefer the culture at ITCS.</p> <p>68% Feel they have more educational agency at ITCS.</p> <p>36% Report experiencing emotional stress/difficulties that impeded schoolwork.</p>	<p>65% Improved attitude/behavior at school at ITCS.</p> <p>51% Find it easier to communicate at ITCS.</p> <p>70% Feel they have more educational agency at ITCS.</p> <p>36% Report experiencing emotional stress/difficulties that impeded schoolwork.</p>		<p>60% Improved attitude/behavior at school at ITCS.</p> <p>65% Find it easier to communicate at ITCS.</p> <p>85% Prefer the culture at ITCS.</p> <p>75% Feel they have more educational agency at ITCS.</p> <p>25% Report experiencing emotional stress/difficulties that impeded schoolwork.</p>	<p>(+4%), educational agency (+3%)</p> <p>Declined metrics: Communication (-9%), class attendance ease (-3%)</p> <p>No change: Emotional stress/difficulty (36%)</p>
2.2	CoVitality Score on Social Emotional Health Survey (SEHS)	<p>2023-24 Results</p> <p>61% Participation Rate</p> <p>65% of students are classified as High Thriving, Moderate Thriving, or Getting By.</p> <p>15% of students are classified Vulnerable, Moderate Risk, or High Risk.</p> <p>Strength Indicators</p>	<p>2024-25 Results</p> <p>80% Participation Rate</p> <p>75% of students are classified as High Thriving, Moderate Thriving, or Getting By.</p> <p>10% of students are classified Vulnerable,</p>		<p>80% Participation Rate</p> <p>75% of students are classified as High Thriving, Moderate Thriving, or Getting By.</p> <p>10% of students are classified Vulnerable, Moderate Risk, or High Risk.</p>	<p>Participation Rate: +29%</p> <p>High/Moderate Thriving or Getting By: -1%</p> <p>Vulnerable/Moderate/High Risk: +3.5%</p> <p>Self-Awareness: +2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Self-Awareness: 65% *Persistence: 35% *Self-Efficacy: 63% *Empathy: 87% *Emotional Regulation: 87% *Self-Control: 54% *Peer Support: 72% *School Support: 74% *Family Coherence: 72% *Gratitude: 59% *Zest: 24% *Optimism: 15% *Overall Life Satisfaction: Average *School Connectedness: Average *Response Analysis: Valid	Moderate Risk, or High Risk. Strength Indicators *Self-Awareness: 70% *Persistence: 36% *Self-Efficacy: 65% *Empathy: 82% *Emotional Regulation: 72% *Self-Control: 63% *Peer Support: 74% *School Support: 83% *Family Coherence: 68% *Gratitude: 51% *Zest: 22% *Optimism: 10% *Overall Life Satisfaction: Average *School Connectedness: Average *Response Analysis: Valid		Strength Indicators *Self-Awareness: 70% *Persistence: 45% *Self-Efficacy: 70% *Empathy: 90% *Emotional Regulation: 90% *Self-Control: 65% *Peer Support: 80% *School Support: 80% *Family Coherence: 80% *Gratitude: 65% *Zest: 35% *Optimism: 25% *Overall Life Satisfaction: Average *School Connectedness: Average *Response Analysis: Valid	Persistence: +1% Self-Efficacy: +2% Empathy: -5% Emotional Regulation: -15% Self-Control: +9% Peer Support: +2% School Support: +9% Family Coherence: -4% Gratitude: -8% Zest: -2% Optimism: -5%

Goal Analysis [2024-25]

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.

IvyTech made significant strides toward creating a safe, supportive, and connected learning environment. The implementation of Monday cohort meetings, consistent Advisory programming using Second Step, and the expanded role of Educational Facilitators directly addressed SEL and academic support needs. Staff feedback indicates growing student relationships, stronger school-home communication, and increased accountability. While challenges persist around communication skills and student engagement in optional activities, the foundation laid this year reflects meaningful progress.

Successes:

- Improved Behavioral Attitudes: Survey data and staff reflections align in indicating more positive student behavior and improved attitudes.
- Greater Sense of Agency and School Support: Both metrics show increases in educational agency and perceived school support, a direct result of structured Advisory and Educational Facilitators' involvement.
- Higher Participation in Well-being Surveys: 80% participation in SEHS indicates strong implementation and student buy-in.

Challenges:

- Communication Barriers Remain: A 10% drop in ease of communication suggests students still struggle with formal communication tools and practices.
- No Change in Emotional Stress: Despite SEL efforts, 36% of students still report stress affecting schoolwork, signaling a need for more focused mental health interventions.
- Decline in Some SEL Strengths: Notable declines in empathy, emotional regulation, and optimism suggest areas where the SEL curriculum should be reinforced.

Emotional Indicators Highlights:

- Self-Awareness: +5% (65% -> 70%)
- Self-Efficacy: +2% (63% -> 65%)
- Self-Control: +9% (54% -> 63%)
- School Support: +9% (74% -> 83%)
- Emotional Regulation: -15% (87% -> 72%) — Area to monitor

Empathy: -5% (87% -> 82%)

Gratitude & Optimism: - 8% and -5%, respectively — Suggests a need to support emotional resilience and positivity

Zest: Minor -2% (24% -> 22%)

These indicators reveal important growth in key SEL skills such as self-awareness, self-efficacy, self-control, and perceived school support. However, the drop in emotional regulation, gratitude, and optimism indicates areas for targeted SEL instruction and mental health supports in the coming year.

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

The variance between the Budgeted Expenditures and the Estimated Actual Expenditures is primarily attributable to an increased demand for external consulting services aimed at supporting students' social-emotional well-being. As the year progressed, it became evident that a greater level of specialized support was necessary to adequately address the evolving needs of our student population. This led to the engagement of additional outside consultants and service providers beyond what was originally planned. Consequently, this adjustment resulted in an expenditure overage of approximately \$9,000. The investment reflects the school's commitment to prioritizing student mental health and ensuring that adequate resources were allocated to support their overall development.

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

The first-year implementation of Goal 2 has produced measurable gains in student behavioral outcomes, school connectedness, and participation in SEL assessments. Structural and curricular initiatives, such as Monday meetings, Advisory with Second Step, and increased facilitator presence, contributed meaningfully to these gains. However, areas such as communication skills, emotional regulation, and positive affect (optimism, gratitude) need reinforced support moving forward. Continued data tracking, targeted PD for staff, and intentional SEL mini-lessons will be essential for further progress in 2025–26.

Action 2.1 Increase SEL support.

ITCS will embrace and support a whole-student philosophical approach to schooling by providing psycho-educational workshops, activities, and material support for learners.

Effectiveness: Effective

The Second Step SEL curriculum, implemented through Advisory, supports structured, age-appropriate SEL instruction across grade levels. This curriculum has provided students with consistent exposure to emotional learning and regulation strategies, which aligns with the psycho-educational goal. Advisory and Monday meetings have hosted SEL-related team-building activities and emotional development discussions. Students have engaged in exploring topics like emotions and communication, further reinforcing the whole-student philosophy. The increased involvement of Educational Facilitators has enhanced relational support and family engagement, key factors in students' social-emotional development.

- Associated Metrics:
- Improved Attitudes and Behavior: +8% increase in students reporting improved attitude/behavior (from 57% to 65%).
 - Self-Awareness and Self-Control: These SEL indicators rose from 65% to 70% and from 54% to 63%, respectively.
 - School Support: Rose from 74% to 83%, showing students perceive increased support from the school environment.
 - Participation Rate Growth: SEHS participation jumped from 61% to 80%.

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.

As part of its ongoing commitment to whole-student support, IvyTech will expand its existing action plan by hiring a full-time, licensed school counselor to serve all students across the school’s diverse academic programs. This new position will play a central role in strengthening the school’s social-emotional learning (SEL) infrastructure by offering direct counseling services, small group interventions, and individualized student support. In addition to promoting emotional well-being, the counselor will serve as a dedicated resource for students navigating IvyTech’s unique learning environment, including those enrolled in dual enrollment and career technical education (CTE) pathways, who often face elevated academic and organizational demands. The counselor will also support efforts to increase student engagement, reduce emotional stress, and improve communication by collaborating closely with staff to integrate wellness strategies into Advisory and Monday meetings. This critical role reflects IvyTech’s evolving efforts to create a more responsive, supportive, and empowering school culture for every learner.

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	Increase SEL support	ITCS will embrace and support a whole-student philosophical approach to schooling by providing psycho-educational workshops, activities, and material support for learners.	\$116,386.85	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within 3 years, IvyTech will reduce chronic absenteeism and increase graduation rates by implementing actions that promote relationships and student connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in response to the 2023 California School Dashboard metrics, local indicators, and to align with the Schoolwide Action Plan that was developed as part of the accreditation process through the Western Association of Schools and Colleges (WASC). Starting in the 2020-21 school year, IvyTech experienced a rise in students qualifying as being chronically absent (missing 10% or more of enrolled school days). This metric peaked in the 2021-22 school year at 23.1% of students being chronically absent, most of whom only participated in the school's Summer Session.

"Consistent school attendance is critical if students are to build and maintain a foundation for ongoing learning and academic success throughout life. When students are not in attendance, they miss essential instruction, which often times cannot be replicated. They miss the incidental learning that takes place during classroom discussions. Research also links the presence of chronic student absenteeism to more complex problems later in adulthood." (Sculles, Kelly. 2013. Chronic Student Absenteeism: Implications for School Leaders. <https://core.ac.uk/download/pdf/19529855.pdf>)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	2022-23 12% of students are classified as Chronically Absent	2023-24 30.8% of students are classified as Chronically Absent.		5% or fewer of students are classified as Chronically Absent	*Increase of 19%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Graduation Rates	2022-23 4-Year Graduation Rate: 52% 5-Year graduation rate: 9% Cumulative Graduation Rate: 61% of students	2023-24 4-Year Graduation Rate: 56.3% 5-Year graduation rate: 6.3% Cumulative Graduation Rate: 62.5% of students		4-Year Graduation Rate: 75% 5-Year graduation rate: 10% Cumulative Graduation Rate: 85% of students	*Increase of 1.5%

Goal Analysis [2024-25]

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.

IvyTech actively pursued Goal 3 through a multi-pronged approach focused on relationship-building, consistent student engagement, and strategic interventions. Central to the implementation was the integration of attendance-related work into Professional Learning Communities (PLCs), where teachers and staff collaborated to identify causes of chronic absenteeism and explore creative solutions. While the school's reported chronic absenteeism rate increased to 30.8%, the data reflects attendance patterns from the previous academic year, prior to the full implementation of current supports. The graduation rate saw modest growth, with the 4-year rate increasing from 52% to 56.3% and the cumulative rate rising from 61% to 62.5%.

Key to implementation was an intentional shift from viewing absenteeism as a compliance issue to treating it as an opportunity for building stronger student-teacher connections and enhancing school climate. Teachers used their PLC time not only to analyze attendance data but to design and test small-scale incentives and relationship-based interventions. Examples include the use of sticker reward systems, "Tommy Bucks," and community-building efforts such as Magic Mountain field trips, office hours, and resume support. In addition, classroom environments were personalized with seating options, food rewards, and student-led projects to increase motivation and belonging. While the initial goal focused on promoting connectedness to reduce absenteeism and raise graduation rates, the school adapted and expanded its approach in response to real-time needs. Hiring additional support staff during the summer session, a critical move to intervene with students most at risk of disengagement. This decision proved essential, as many chronically absent students had disengaged during the summer term. Furthermore, teachers adapted their practices to better support students with inconsistent attendance. Notably, the use of open Zoom rooms allowed remote participation for students unable to physically attend, reflecting a flexible and compassionate approach. Another shift

was the increased emphasis on family outreach, made possible through the addition of staff like Stella, who improved communication and accountability between school and home.

Challenges:

- Lagging data complicated evaluation efforts, as the reported absenteeism rate did not yet reflect the impact of interventions introduced mid-year.
- Staff observed that student motivation and mindset remained significant barriers, with some students unresponsive to incentives despite consistent outreach.
- Determining the root causes of absenteeism proved complex, especially as external factors (transportation, mental health, family responsibilities) varied widely by student.

Successes:

- Several teachers reported individual student turnarounds, including previously chronically absent students who now attend regularly.
- Incentive systems like stickers and “Tommy Bucks” showed positive short-term effects, particularly for students who were close to re-engagement.
- The increased use of public transportation, developed through PLC conversations, made a tangible impact on students who previously lacked reliable transportation.
- Most importantly, the efforts made by IvyTech staff to form meaningful personal connections with students stood out as a major strength. Teachers consistently demonstrated dedication, flexibility, and creativity in working to meet students where they are, emotionally, academically, and physically.

IvyTech laid strong groundwork by shifting from reactive attendance enforcement to proactive community-building. While the most recent data does not yet reflect the full effect of these efforts, the culture of collaboration, student-centered planning, and flexibility has created a foundation for future improvement. The school’s responsive hiring of support staff, strategic use of PLCs, and commitment to individualized interventions signal a clear alignment with the goal and an evolving capacity to meet it. Continued focus on measuring impact and addressing student-specific barriers will be essential in sustaining and scaling the progress made.

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

The difference between Budgeted Expenditures and Estimated Actual Expenditures can be attributed to both increased investment in instructional support and lower-than-anticipated participation in student engagement activities. To strengthen the school’s independent study programs, additional educational facilitators were hired, and further infrastructure enhancements were made to improve communication between facilitators, students, and families. Moreover, the school expanded its use of instructor services, particularly in the area of language instruction. These adjustments resulted in an overage of approximately \$68,000 under Action 3.1. Conversely, the school experienced underspending of nearly \$32,000 due to lower student interest in planned supports and field trips intended to foster community-building. This cohort demonstrated limited engagement in school-sponsored events, which reduced the overall need for those expenditures.

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

Action 3.1 Expand support resources for Independent Study program.

ITCS will increase staffing to better support and oversee students participating in the various Independent Study program options that the school offers.

Effectiveness: Effective

The expansion of support resources for the Independent Study programs, particularly through increased staffing, was a critical response to growing concerns about disengagement and chronic absenteeism. Reflections from staff indicate that this action has already led to some observable improvements, though measurable outcomes are still developing. Although not yet reflected in the lagging absenteeism data, this action shows strong foundational progress and is likely to have a positive effect in Year 2 outcomes, particularly by reducing summer-related chronic absences.

Associated Metrics:

- Chronic Absenteeism Rate
- Staff reflections and student engagement tracking

Action 3.2 Improve and support a school culture with a focus on graduation and post-secondary transition.

ITCS will focus on promoting a school culture that motivates students to engage with their studies and complete their educational journey with clearly defined goals for their life after high school.

Effectiveness: Effective

This action appears effective in slowly shifting school culture toward post-secondary readiness and persistence. The improvement in graduation rates and positive staff reflections suggest this action is making a measurable, though gradual, impact

Associated Metrics:

- Graduation Rates
- Qualitative feedback from staff about student engagement and motivation
- Participation in college/career readiness activities (e.g., resume workshops, post-secondary planning in Advisory)

Both actions align well with Goal 3, and while the lag in data reporting masks the full effects, early indicators and qualitative evidence suggest that the school is on a promising path toward reducing absenteeism and increasing graduation rates through strategic and relational interventions.

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.

None

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	Expand support resources for Independent Study program.	ITCS will increase staffing to better support and oversee students participating in the various Independent Study program options that the school offers.	\$267,549.00	No
3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	ITCS will focus on promoting a school culture that motivates students to engage with their studies and complete their educational journey with clearly defined goals for their life after high school.	\$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	IvyTech will improve its engagement with our local community and our educational partners by participating in community events, seeking out partnerships, and collecting input on annual surveys.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school has identified a need to improve avenues and methods of communication with our partners. IvyTech has historically had low participation rates from educational partners. The school has endeavored to begin educational relationships with students and their family from the outset, by setting up individualized orientations and learning plans. This set up has not ubiquitously or equitably engaged all families, especially families that don't converse in English at home.

"[T]he most highly reported barriers to parental involvement were language barriers, lack of knowledge about the U.S. educational system, not wanting to interfere with how teachers do their jobs, and stress from other responsibilities. perceiving the school climate to be more inviting of parental involvement was related to greater communication with both teachers and children about school, less use of community resources, and having fewer negative experiences in school." (Vera, Susman Israel, Coyle, et al. 2012. Exploring the Educational Involvement of Parents of English Learners. School Community Journal, 2012, Vol. 22, No. 2)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student and Family participation rates on annual school survey.	2023-24 65% of students responded to surveys 24% of families responded to surveys	2024-25 80% of students responded to surveys 37% of families responded to surveys		85% of students respond to surveys 65% of families respond to surveys	*Increase of 15% for students *Increase of 13% for families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Family contactability and engagement rates.	2023-24 Family Contactability: *99.5% via email *98.54% via phone Family Engagement: *No data available. *Year 1 data will be utilized as the baseline for this metric.	2024-25 Family Contactability: 96% via email 98% via phone 27% via app 9% via text Family Engagement: 23.4% parents interact with ParentSquare		100% Contactability Rate 85% Engagement Rate	Increase in modalities of communication with families.

Goal Analysis [2024-25]

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.

IvyTech made measurable progress toward Goal 4 by enhancing student and family engagement efforts, expanding survey participation, piloting ParentSquare communication tools, and initiating more targeted community partnerships. While much of the implementation aligned with the original plan, some aspect, such as community outreach and event participation, were limited by time and capacity constraints, as noted in staff reflections.

IvyTech began forging meaningful connections between students and professionals in the community, such as arranging for a veterinarian to speak to biology students, a partnership that received strong student feedback and engagement. Teachers showed interest in expanding these experiences to include volunteer opportunities and career-focused events. IvyTech staff represented the school at alternative education events (e.g., T.O. Library), helping to increase local awareness.

Successes:

- A significant increase in both student and family response rates indicates greater awareness and prioritization of the annual survey process.
- Staff efforts, such as personalized outreach and class-time survey promotion, were key drivers in the improved student participation.

Challenges:

- Despite improvement, family response rates remain comparatively low. Reflections suggest a need for better onboarding and reminders, especially through ParentSquare.

Survey participation increased significantly, and initial groundwork for community partnerships and engagement was established. However, the school will need to address capacity constraints, formalize outreach procedures, and build clearer expectations around parent involvement and community presence to achieve the full intent of this goal in the coming year.

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

The variance between Budgeted Expenditures and Estimated Actual Expenditures is primarily due to increased investments in community outreach and communication initiatives. The school expanded its marketing efforts and partnered with an external contractor to enhance community engagement. Additionally, a new texting service was launched to improve real-time communication with both current students and prospective families. These strategic efforts significantly strengthened the school's outreach capabilities but resulted in expenditures approximately \$8,000 above the originally budgeted amount. The additional costs reflect a deliberate effort to build stronger connections with the community and improve enrollment outreach.

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

Action 4.1 Family Communication
ITCS will increase support and expand the logistical capacity to communicate with families in the language of their choice.
Effectiveness: Effective

Action expanded communication channels and improved the school's ability to reach families. The school introduced ParentSquare, which offers translation features and multiple communication formats (app, text, email). Direct outreach continued to be strong via phone calls, often supplemented by support staff who helped bridge communication gaps. The inclusion of multi-channel contact options (especially those offering language customization) aligned with the goal of improving communication access in families' preferred languages.

Associated Metrics:
-Family Contactability and Engagement Rates

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.

None

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
4.1	Family Communication	ITCS will increase support and expand the logistical capacity to communicate with families in the language of their choice.	\$22,600.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$159,286	\$0

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
7.013%	0.000%	\$0.00	7.013%

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
1.2	<p>Action: Expansion and Support of Curriculum</p> <p>Need: Students require individualized and flexible options for completing their A-G requirements. This is especially true of students qualifying as EL, FY, and FRPM.</p> <p>Scope:</p>	By providing students with 24/7 digital access to their school work, learners have the flexibility to work on courses when they have available time. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.	A-G approved course offerings.

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
	LEA-wide Schoolwide		
1.3	<p>Action: Academic Support</p> <p>Need: Students join ITCS with a wide range of abilities and credits earned. Studies have shown that EL, FRPM, and FY often lack adequate access to academic support services.</p> <p>Scope: LEA-wide Schoolwide</p>	In order to support our students, we offer students individualized and small group tutoring/remediation that can be joined either on-site or remotely, through Zoom. Students have bi-weekly opportunities to check-in with instructors and educational facilitators to receive help and/or academic guidance. The school will provide the type of scaffolding and small group support that has been proven to be the best form of intervention for these unduplicated pupils. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.	Engagement logs for RTI courses, Paper Tutoring, and weekly advisory check-ins.
1.4	<p>Action: Technology Assistance Program</p> <p>Need: Students experiencing socioeconomic hardship report accessibility issues when not at school.</p> <p>Scope: LEA-wide Schoolwide</p>	This program will ensure that these students have adequate access to the internet and a device on which they can engage with their studies while at home. The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.	Laptops and hotspots sent home and the percentage of students who qualify as low income.
2.1	<p>Action: Increase SEL support</p> <p>Need:</p>	Students will learn about the fundamental need for motivation, social connectedness, and self-regulation and understand them as prerequisites for learning and contentment.	IvyTech Social/Emotional Wellness Survey and CoVitality Score on Social Emotional Health Survey (SEHS)

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
	<p>ELL, FRPL, and Foster Youth students often find themselves at greater risk for unsupported SEL needs which negatively impacts learning outcomes.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>The school has a very small percentage of students who qualify under the Unduplicated Student Group categories. It would be logistically and logically impractical to only offer this flexibility to a portion of the student body.</p>	
3.2	<p>Action: Improve and support a school culture with a focus on graduation and post-secondary transition.</p> <p>Need: In the 22/23 school year, 76.9% of graduating seniors and 7.7% of dropouts qualified as Socioeconomically Disadvantaged (https://www.ed-data.org/school/Ventura/Moorpark-Unified/IvyTech-Charter).</p> <p>Scope: LEA-wide</p>	<p>By improving the school culture and inclusiveness of the school's programs, students will experience an increase in their intrinsic motivation to keep pace with grade-level peers and complete high school on time. This support is provided on a schoolwide basis because such a large portion of the graduating cohort qualifies as being low-income.</p>	<p>Dropout rate for socioeconomically disadvantaged students.</p>
4.1	<p>Action: Family Communication</p> <p>Need: In the 23-24 School Year, only 24% of families participated in surveys and school events. Only 2% of participant families had a language other than English as the primary home language.</p>	<p>This action item will improve the lines of communication between school and home by offering instant translation into a family's home language of choice. It would be logistically and logically impractical to only offer this communication platform to a select portion of the studentbody.</p>	<p>Contactability and engagement rates for families as measured by ParentSquare.</p>

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
	Scope: LEA-wide Schoolwide		

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.

N/A

Additional Concentration Grant Funding

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

NA

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	1:25	
Staff-to-student ratio of certificated staff providing direct services to students	1:5.769	

2025-26 Total 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	2271181	159,286	7.013%	0.000%	7.013%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,051,573.85	\$0.00	\$0.00	\$0.00	\$1,051,573.85	\$738,773.85	\$312,800.00

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	Hire/Retain Professional Teaching Staff	All	No			All Schools	Year-long	\$389,838.00	\$0.00	\$389,838.00				\$389,838.00	
1	1.2	Expansion and Support of Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	2
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00	2
1	1.4	Technology Assistance Program	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	Year-long	\$0.00	\$27,200.00	\$27,200.00				\$27,200.00	2
2	2.1	Increase SEL support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Year-long	\$71,386.85	\$45,000.00	\$116,386.85				\$116,386.85	2
3	3.1	Expand support resources for Independent Study program.	All	No			All Schools	Year-long	\$267,549.00	\$0.00	\$267,549.00				\$267,549.00	
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Low Income	Yes	LEA-wide	Low Income	All Schools	Year-long	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	2
4	4.1	Family Communication	English Learners	Yes	LEA-wide School wide	English Learners	All Schools	Year-long	\$10,000.00	\$12,600.00	\$22,600.00				\$22,600.00	2

2025-26 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
2271181	159,286	7.013%	0.000%	7.013%	\$394,186.85	12.000%	29.356 %	Total:	\$394,186.85
								LEA-wide Total:	\$394,186.85
								Limited Total:	\$0.00
								Schoolwide Total:	\$364,186.85

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Expansion and Support of Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	2
1	1.3	Academic Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	2
1	1.4	Technology Assistance Program	Yes	LEA-wide Schoolwide	Low Income	All Schools	\$27,200.00	2
2	2.1	Increase SEL support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$116,386.85	2
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Yes	LEA-wide	Low Income	All Schools	\$30,000.00	2
4	4.1	Family Communication	Yes	LEA-wide Schoolwide	English Learners	All Schools	\$22,600.00	2

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,091,745.00	\$968,933.54

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	Hire/Retain Professional Teaching Staff	No	\$389,838.00	394,997.20
1	1.2	Expansion and Support of Curriculum	Yes	\$175,000.00	120,490.68
1	1.3	Academic Support	Yes	\$158,757	31,088.56
1	1.4	Technology Assistance Program	Yes	\$40,000.00	38,988.69
2	2.1	Increase SEL support	Yes	\$45,000.00	54,912.72
3	3.1	Expand support resources for Independent Study program.	No	\$228,950.00	297,777.26
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Yes	\$50,000.00	18,091.22
4	4.1	Family Communication	Yes	\$4,200.00	12,587.21

2024-25 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)
143929	\$606,457.00	\$276,159.08	\$330,297.92	12.000%	12.000%	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)
1	1.2	Expansion and Support of Curriculum	Yes	\$175,000.00	120,490.68	2	2
1	1.3	Academic Support	Yes	\$292,257.00	31,088.56	2	2
1	1.4	Technology Assistance Program	Yes	\$40,000.00	38,988.69	2	2
2	2.1	Increase SEL support	Yes	\$45,000.00	54,912.72	2	2
3	3.2	Improve and support a school culture with a focus on graduation and post-secondary transition.	Yes	\$50,000.00	18,091.22	2	2
4	4.1	Family Communication	Yes	\$4,200.00	12,587.21	2	2

2024-25 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)
2,282,414	143929	0	6.306%	\$276,159.08	12.000%	24.099%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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