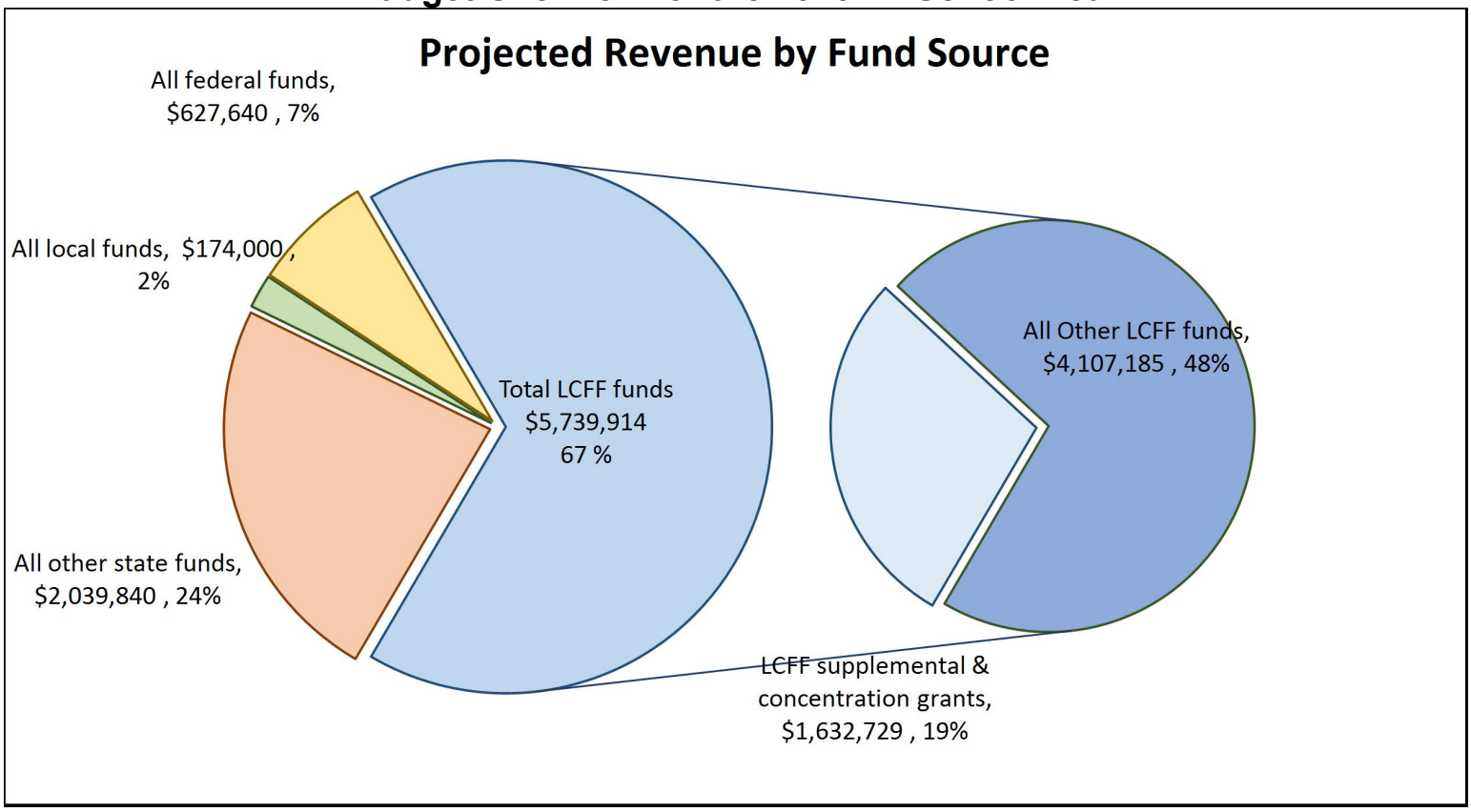
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Integrity Charter School
CDS Code: 37-68221-0101360
School Year: 2026-27
LEA contact information:
Mrs. Teresa Hart-Sanchez
Executive Director
thart@integritycharterschool.net
619.336.0808

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

Budget Overview for the 2026-27 School Year

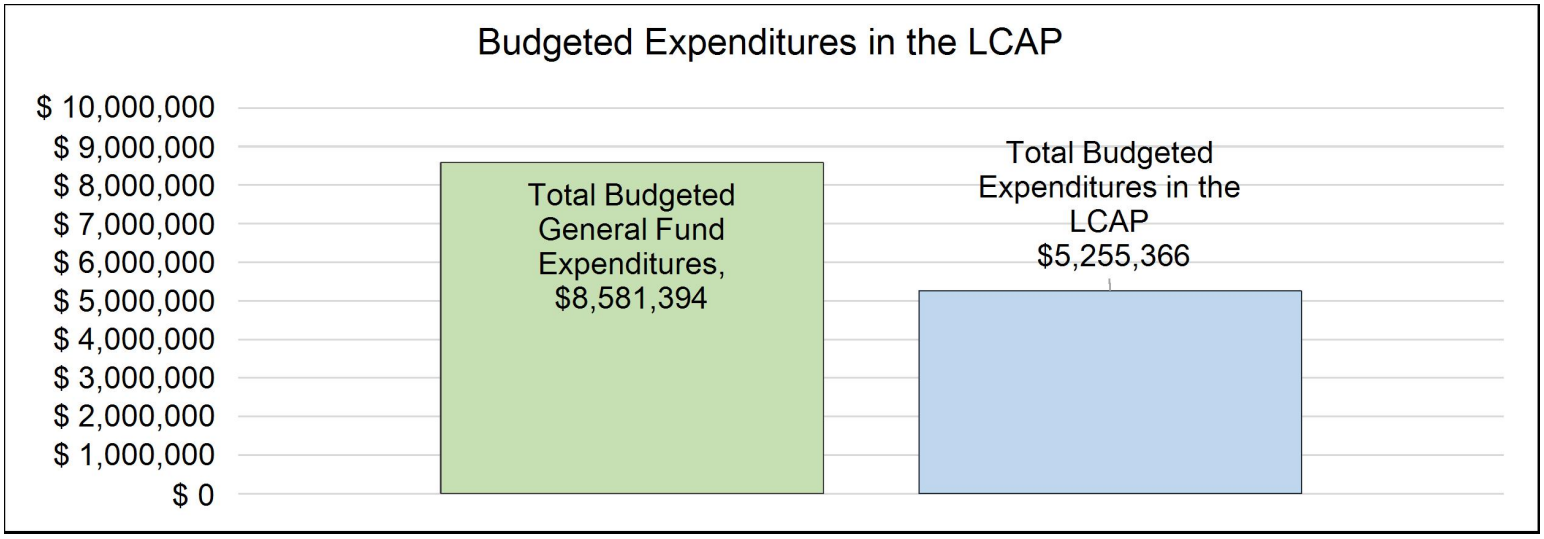


This chart shows the total general purpose revenue Integrity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Integrity Charter School is $8,581,394.16, of which $5,739,913.97 is Local Control Funding Formula (LCFF), $2,039,839.72 is other state funds, $174,000.00 is local funds, and $627,640.47 is federal funds. Of the $5,739,913.97 in LCFF Funds, $1,632,729.18 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 Integrity Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

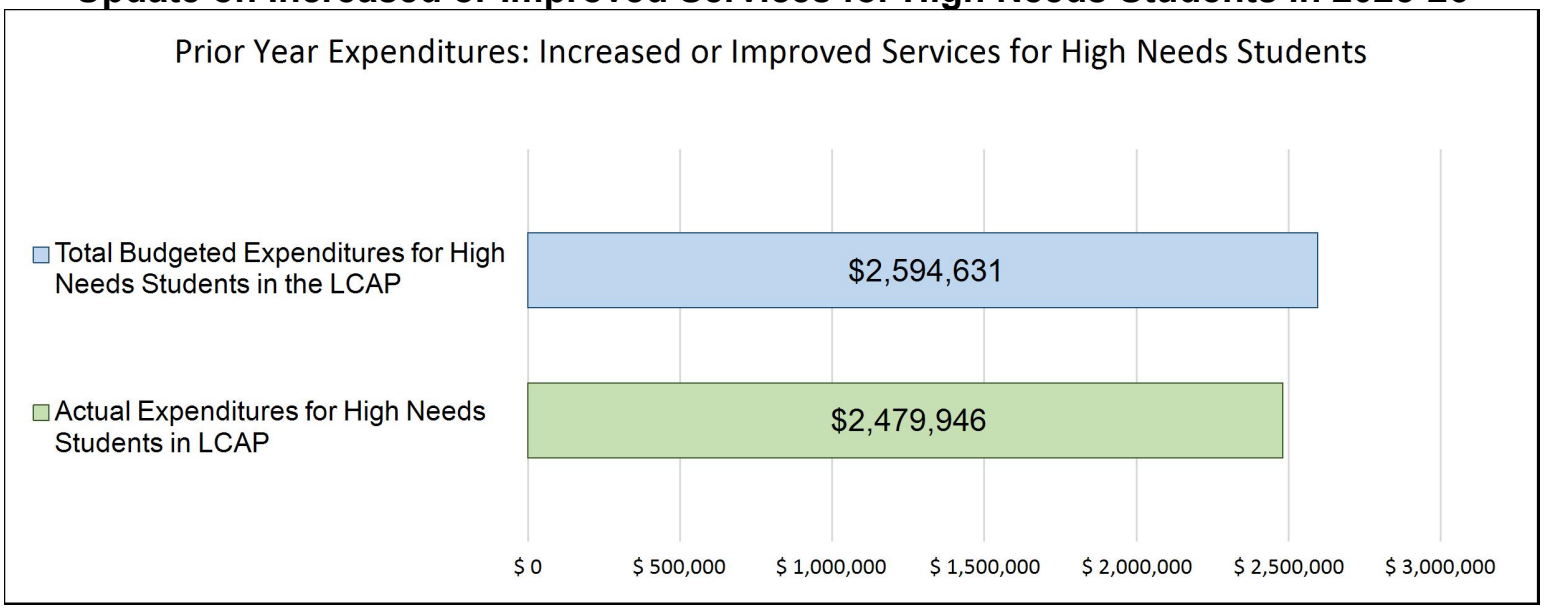
The text description of the above chart is as follows: Integrity Charter School plans to spend $8,581,394.16 for the 2026-27 school year. Of that amount, $$5,255,365.54 is tied to actions/services in the LCAP and $3,326,028.62 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Integrity Charter School is projecting it will receive $1,632,729.18 based on the enrollment of Foster Youth, English learner, and low-income students. Integrity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Integrity Charter School plans to spend $2,593,631.10 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Integrity Charter School's LCAP budgeted $$2,594,631.10 for planned actions to increase or improve services for high needs students. Integrity Charter School actually spent $2,479,946.42 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $114,684.68,000,000,017 had the following impact on Integrity Charter School’s ability to increase or improve services for high needs students:

The difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26 due to lower-than-anticipated costs for certain planned services and materials. Integrity Charter School maintained its commitment to providing increased and improved services for high-needs students through targeted academic, social-emotional, and language support programs. As a result, the overall impact on services was minimal, and the district continued to meet the intended goals of supporting English learners, low-income students, and foster youth.

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
Integrity Charter School	Mrs. Teresa Hart-Sanchez Executive Director	thart@integritycharterschool.net 619.336.0808

Plan Summary [2026-27]

General Information

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

Integrity Charter School (ICS) is located in National City, California and offers a site-based education program for 400 students in Kindergarten to Eighth grades in the National School District and surrounding areas. ICS is a direct-funded charter school established in 2003 that fosters a small learning community to prepare students as 21st century learners. We have 2 classrooms per grade level and each classroom is taught by a highly qualified credentialed teacher. ICS also has push-in support for reading, math, and Special Education (SPED) at all grade levels. We also offer Enrichment classes, an after school program, day camps during breaks, and free Extended Day before and after school support for targeted students. Our school has two locations with one being in the heart of downtown National City for our Third through Eighth grade students and the other is in a shared community building with the Boys and Girls Club for our Kindergarten through Second grade students. Our students have access to the public library, public transportation and public parks. We are an integral part of the downtown area and form partnerships with nearby businesses and neighbors.

The school district is in the Southern part of San Diego County containing the largest percentage of Hispanic students along with smaller percentages of Black, Asian, and White students. There is a growing number of students enrolling in National City from the Middle East, Russia, and Haiti. The National School District is primarily composed of middle and lower socioeconomic minority students. According to the 2024 US Census Report, 63.5% of the population is Hispanic, 5.1% African American, 16.7% Asian, 10.6% White, and 4.1% identified as being from two or more races. 32.8% of housing is owner occupied and the average income is $66,841. Our student population consists of 56% whose first language is other than English and 88% of our students qualify for free or reduced lunch.

As we look to the future of our students here at ICS, we recognize that many challenges create barriers for academic success. Test scores were improving prior to the Pandemic, and much growth was to be made after it, however, our most recent test scores highlight the growth students are making to reach pre-pandemic levels. To continue accelerating student growth, the school is carefully analyzing performance trends and identifying targeted strategies to address areas of need while building upon areas of strength. Each academic area is being examined and plans are being made for how to better serve our students' needs and provide them the very best educational opportunity. Integrity Charter School has collected data on student performance regarding their mastery of California state content standards. This data included: California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments from California (ELPAC), student attendance, and verifiable school data. This comprehensive review of student outcomes informs the development of goals, actions, and services designed to improve student achievement and well-being.

Student academic achievement with a strong focus on Math, English Language Arts, English Language Development, and social emotional success will be a priority for our school. This will create a cohesive focus for our educational program. This includes high quality teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, and operational and human resources.

Reflections: Annual Performance

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

ICS's Local Control and Accountability Plan (LCAP) reflects our strategic planning to address our student needs over the next three years. The baseline data from 2024-25 school year will assist the school in establishing goals to reach by 2028-29 school year. The following is a review of ICS's academic data from 2025-2026 school year. Post-pandemic, ICS, has been focused on using data to drive initiatives, classroom instruction, school systems, and professional learning. We are finding that much work needs to be done in supporting students' language proficiency, more rigorous learning environments, math instruction, and valuable planning time for grade level teams including vertical planning, data chats with coaches, coaching cycles, and targeted feedback to best meet the needs of our students. We are diligently planning to incorporate all of these into the school day and ensure that our students move towards proficiency. The student participation rate on the CAASPP assessments was 100% for the 2023, 2024 and 2025 school year in ELA and in Math (except for 1 student in the 2025 school year).

Percentage of students who Met or Exceeded on the 2024-2025 CAASPP assessments in ELA, Mathematics and Science (schoolwide and significant student groups).

All Students: ELA: 36.61% Math:20.30% Science:14.61%
Hispanic/ Latino ELA: 35.74% Math: 19.20% Science: 13.42%
Stu. w/ Disabilities ELA: 9.38% Math: 9.38% Science: <11 students
Socio-Econ Disad. ELA: 34.50% Math: 18.26% Science: 11.53%
ELL ELA: 18.52% Math: 7.35% Science: 5.13%
RFEP ELA: 76.60% Math: 61.70% Science: 38.89%
Homeless Youth ELA: 21.74%. Math: 0%. Science: <11 students

Grade 3: ELA: 44.21% Math: 46.30% Science: N/A

Grade 4: ELA: 45.70% Math: 42.25% Science: N/A
Grade 5: ELA: 48.80% Math: 36.03% Science: 13.96%
Grade 6: ELA: 48.06% Math: 36.60% Science: N/A
Grade 7: ELA: 49.65% Math: 36.08% Science: N/A
Grade 8: ELA: 47.84% Math: 33.95% Science:15.21%

- In 2025, the percentage of students who Met or Exceeded the Standard for ELA was 36.61%, lower than the state rate of 48.82%.
- In 2025, the schoolwide percentage of students who Met or Exceed the Standard for Mathematics was 20.30%, lower than the statewide average of 37.3%.
- In 2025, California Science Test (CAST): The schoolwide percentage for students who Met or Exceeded the Standard for Science was 14.61%, lower than the state rate of 32.66%.

Post-pandemic, ICS, has been focused on using data to drive initiatives, classroom instruction, school systems, and professional learning. We are finding that much work needs to be done in supporting students' language proficiency, more rigorous learning environments, math instruction, and valuable planning time for grade level teams including vertical planning, data chats with coaches, and coaching cycles to best meet the needs of our students. We are diligently planning to incorporate all of these into the school day and ensure that our students move towards proficiency. The 2025 data shows that students in all grade levels are making progress from the previous year in ELA and Math, including most of the student subgroups outlined above with the exception of our Homeless Youth. ICS will continue with the focus of using data driven initiatives to meet the needs of all students.

2025 California School Dashboard Distance from Standard and Performance Color:

English Language Arts and Mathematics

- ICS exceeded statewide average in distance from standard compare to the statewide average for LTELs in ELA and Math. ICS's student group was 91.4 points below standard in ELA compared to the state average of 104.5 points below standard. In Math, the ICS student group was 111.9 points below standard compared to the state average of 158.9 points below standard.

- The school's dashboard colors match that of the state in ELA and Math. This is growth from the previous year since ICS's student group of English Learners was underperforming compared to the state.

- The school's "Students with Disabilities" student group did not receive a color due to low student count in the group. The school's "Students with Disability" student group was 107.4 points below standard compared to the statewide group which was 89.4 points below standard in ELA. In math, ICS's students with disabilities were 128.6 points below standard while the statewide average was 120.7 points below standard.

Learning Recovery and Emergency Block Grant
ICS does not have any unexpended LREBG funding.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Teachers	Meetings to discuss data, school goals, improvement plans.
School Staff	Share out of plans, data, and next steps to gain insight, comments, and feedback to improve goals.
Families	LCAP survey, mid-year survey, SSC meetings, Family Friday/ELAC meeting input
Students	LCAP survey

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

There are a variety of ways that Integrity Charter School solicits input from stakeholders. An initial review was made by the School Leadership Team (SLT) which consists of the Executive Director, Principal, Instructional Lead Teachers (Coaches), Instruction and Curriculum Coordinator, and Safety and Operations Coordinator. After the initial review, it was brought to the Instructional Leadership Team (ILT), which consists of the SLT and 6 teacher leaders that represent the staff K-8, for review and input. Then it was brought to the whole staff to provide input, feedback, and review of past goals and actions as well as create new goals and actions. This was modified several times dependent upon the feedback. A survey was sent to families for input and a meeting was provided as an opportunity for parent input. ICS also discussed the LCAP goals with families at monthly family meetings. A survey was given to students that gives the perspective from their end about the needs for the school. The School Site Council provided input for the LCAP. The Governing Board reviewed and provided feedback for the LCAP during the public hearing.

The following is the feedback received from various educational partners:

- Teachers noted need for more time for vertical planning and curriculum alignment. Goal 1, Action 1.2 was expanded to include structured PLC release time and added coaching support during meetings.
- Families: Requested more math intervention and homework help resources at home. This influenced Goal 1, Action 1.5 to expand after-school math intervention sessions from 2 to 3 days per week.

- Students expressed desire for more engaging curriculum and access to real-world learning. LCAP goal 1 was revised to include project-based learning initiatives and a new metric to monitor student engagement.
- School Site Council (SSC) asked for greater focus on support for English Learners and reclassification goals. Goal 1 metrics 1.9–1.17 were expanded with more specific reclassification targets; ELD-focused PD

was added to Action 1.7 as well as an ELD morning class to accelerate language development.

- . Community Partners emphasized social-emotional supports and behavior interventions. Goal 2, Action 2.4 includes expanded MTSS with an SEL provider and tiered supports for behavior intervention.
- . Governing Board highlighted the need to maintain ongoing communication between teachers and families, and strengthening our attendance through weekly video shout outs, meetings with families and home visits.

LCAP Goal 1, Action 1.5 was expanded to include that teachers will communicate and meet with parents for any student who demonstrates need (academic, behavior, and social-emotional). LCAP Goal 2, Action 2.5

was also expanded to include incentives for attendance are certificates of perfect attendance, celebrations, free-dress days along with parent attendance meetings and home visits.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement & continuous innovation: We are committed to continuous innovation and use of highly effective instructional strategies that instill a lifelong habit of intellectual inquiry. To that end, ICS provides a diverse, engaging, and well-rounded education that challenges and inspires each student to reach the highest level of achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Integrity Charter School aims to equip students with strong skills in State Content Standards and core curriculum, emphasizing skills in reading, writing, and mathematics to be college and career ready. In addition, we want to ensure students have the skills necessary to become caring, courteous, responsible, respectful, and civic-minded adults. We will do this by providing a small school environment and through partnerships with the home and community, high quality common core curriculum, instruction and assessment practices promoting college and career readiness which will set students up for success. Student engagement, social emotional learning, core academics, and using explicit teaching methods will be the focus for the next few years. Integrity Charter School inspires students with the motivation to learn, by engaging students in new levels of focus and effort; and transform school into a place where students become leaders of their own learning while preparing to be college and career ready. We believe in our mission statement, and we want to make sure our students become successful leaders of their family, school, and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Grade 3-8: ELA CAASPP Proficiency Rates (DataQuest)	38%	32%	36.61%	41%	-1.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Grade 3-8: Mathematics CAASPP Proficiency Rates (DataQuest)	21%	15.87%	20.30%	24%	-0.7%
1.3	Grade 3-8: ELA CAASPP Growth (Dashboard)			68.7%	72%	0%
1.4	Grade 3-8: Math CAASPP Growth (Dashboard)			69.2%	72%	0%
1.5	CA ELA CAASPP Distance from Standard (Dashboard)	-41 points	-55.9	-43.5	-31 points	-2.5 points
1.6	Grade 3-8: Mathematics CAASPP Distance from Standard (Dashboard)	-68 points	-88.5	-75.4	-58 points	- 7.4 points
1.7	Grades 5 & 8: CAST Proficiency Rates (DataQuest)	17%	15.85%	14.61%	20%	-2.39%
1.8	Grades 2 -8 STAR: Reading assessment (local)	53%	21.48%	34.98%	56%	-18.02%
1.9	Grades 1 -8 STAR: math assessment (local)	49%	34.94%	43.40%	52%	-5.6%
1.10	Grades K-1: STAR Early Literacy assessment (local)	73%	41.25%	61.25%	76%	-11.75%
1.11	Grades 3-8 LTEL CAASPP ELA Proficiency Rates (DataQuest)	17.39%	0%	8.57%	20%	-8.82%
1.12	Grades 3-8 LTEL CAASPP Math Proficiency Rates (DataQuest)	8.70%	0%	2.86%	11%	-5.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Grades 3-8 CAASPP ELA Proficiency Rates – Homeless Youth	>11	29.16%	21.74%	32%	N/A
1.14	Grades 3-8 CAASPP Math Proficiency Rates – Homeless Youth	16.67%	3.45%	0%	20%	-16.67%
1.15	English Language Proficiency Assessment for California-Summative ELPAC (Dataquest).	13.50%	8.65%	18.96%	22%	+5.46%
1.16	English Learner progress: % making progress towards English Language Proficiency Indicator (ELPI -Dashboard)	38%	30%	49.7%	52%	+11.7%
1.17	Reclassification Status (Local)	(16 Students)	(7 students)	6.16% (13 students)	26%	- 3 students
1.18	Reclassification Rate – LTEL Students	11.8%	11.8%	16.66% (6 students)	20%	+4.86%
1.19	At-risk: Long Term English Learner (DataQuest)	21% (52 students)	11.8% (29 students)	13.6% (36 students)	11%	-7.4%
1.20	Implementation of Academic Standards (local)	Met	Met	Met	Met	Met

Goal Analysis [2025-26]

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

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

Our goal is for students to achieve proficiency in ELA, Mathematics, Science, and in their English Language Development. In the previous year, the Proficiency rates had decreased across all three subject areas. We implemented a school wide plan to strengthen teacher delivery of lessons by emphasizing grade level standards and utilizing direct, explicit instruction. Instruction and Curriculum coordinator ensured

programs and assessments were implemented with fidelity. We also administered student assessments and monitored data for instructional improvement (i.e. STAR Benchmark assessments given three times a year). The success we experienced due to this implementation is growth in ELA and math.

One of the challenges we encountered is in implementing a school wide, research based English Learner instructional program. However, we experienced an increased in the percentage of ELs who are making progress toward proficiency as well as the amount of LTELs who are being reclassified.

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.

This year there was not a need for the funding that was budgeted for teacher planning time due to the revision of collaboration time, teachers were given extra planning time with the master schedule development of having PE time designated as planning time for teachers and support staff.

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

This school year we implemented learning walks as a form of professional development and we noticed the overall effectiveness of students achieving proficiency in our focused content areas. We planned purposeful professional learnings for staff around positive researched based teaching strategies and provided on-going feedback to teachers targeting the specific learning goal for lesson delivery and student achievement. In addition, our school team revamped the MTSS/SST systems in which the SST members collaborated on drafting SMART goals to target specific areas of concerns brought by teachers and or parents to support student success in academics, SEL, and/or behavior. An area of need to be strengthened is in differentiation of instruction and supports for students.

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.

The changes made this year involved adding the school-wide walkthroughs with the School Leadership Team and Instructional Leadership Team, professional learning topics were purposefully planned to build upon on each presentation, instructional coaches attended PLC meetings, and monitoring of progress on STAR benchmarks were reviewed at the end of each assessment period. Another change that was made was within our master schedule; this was to provide collaboration time between grade levels or content-like teachers (7th and 8th grade ELA teacher collaborated). That decision was made to increase teacher collaboration time to dive deeper into data to inform their instructional practices with the goal of increasing student success.

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	Instructional Program	Create, implement, and continually improve a district-wide plan for instructional programs, strategies, and assessment tools ensuring all learners achieve grade level proficiency in all core subject areas (Literacy, Language Arts, Math, Science, Social Studies, PE, and Electives). • Continue to support the implementation of the state academic standards and aligned instructional materials. • Instruction and Curriculum Coordinator: curriculum assignments and ensures programs and assessments are implemented with fidelity. Administer student assessments and monitor data for instructional improvement. • Implementation of a school wide research-based English Learner instructional program. • Focus on increasing proficiency rates and distance from standard as measured by the SBAC schoolwide and to support our at-risk student subgroups (English Learners, LTELs, Hispanic, socioeconomically disadvantaged, students with disability).	51,027.31	Yes
1.2	Professional Learning Communities	Collaborate as a Professional Learning Community to determine guaranteed viable curriculum, create common assessments, analyze results, and share and adjust instructional practices. • Support professional collaboration at all levels across the school with time and resources through a collaborative process: • Allow collaboration time for teachers for Bi-weekly data chats between teachers and coaches to use data to guide next steps and improve instruction. • Two instructional lead teachers will provide coaching cycles and on-going instructional support in ELD, content areas and best practices in instructional strategies. • P.E. Teacher will provide collaboration time for teachers to plan and collaborate between grade levels and with Instructional Lead Teachers.	$163,714.00	Yes
1.3	Assessments (Interim, STAR)	To monitor ongoing student academic progress, we will administer the STAR360 diagnostic for ELA, early literacy, and math. Expenditures associated with this action include the cost of STAR360 diagnostic and	$14,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		staff salaries responsible for its implementation, progress monitoring, and reports production. a) Administer ELA STAR 3 times a year and use data to drive instruction. b) Administer Math STAR 3 times a year to use data to drive instruction. c) Administer CAASPP interim assessments 3 times a year to use data to drive instruction		
1.4	Differentiated Instruction	Provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth. • Increase and calibrate supports for the effective implementation of designated and integrated ELD instruction for all students. • Expansion of integrated technology to support a blended learning environment. • Maintenance of school-wide intervention program to support student learning. • GLAD Strategies Framework - increase the use of Glad Strategies to increase student engagement and support students in academic achievement.	$15,000	Yes
1.5	Multi-Tiered Systems of Support and Interventions	Deliver intentional targeted Multi-Tiered Systems of Support and Interventions for all students to close the achievement gap through evidence-based instructional strategies and differentiated instruction. • Implement a school-wide MTSS system of supports for students' academic, behavior, and social-emotional needs; specifically targeting SED, and EL. Increase RtI academic supports and interventions such as push-in support for grades K-2 and 3-5 for ELA. • . Teachers will communicate and meet with parents for any student who demonstrates need (academic, behavior, and social-emotional). • Paraeducators (Instructional and Educational Assistants) will provide support in the classroom and/or PE with small group and/or one on one tutoring. • Academic Support Teachers will provide small group support in the classroom.	$1,781,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support the unique needs of McKinney-Vento/homeless students and foster youth: academic supports and family resource referrals. • Continued implementation of school wide behavior expectations using Restorative Justice framework. • Support Expanded Learning Opportunity Programs: o Extended Day for Math Intervention-3 days a week targeting students below grade level. o Extended Day for English Language Arts or English Language Development (newcomers) and students below standards- 3 days a week		
1.6	Planning time for Teachers/Support Staff	Teachers and support staff are paid for planning on weekends/breaks/after hours ($60.00/HR)	$11,000.00	No
1.7	Professional Development to Staff and Administrator	Professional development regarding adopted curriculum, supplemental materials, utilizing technology, and instructional strategies to support English Learners (scaffolding CAASPP-aligned content), students with disabilities, school improvement and struggling students. Utilize consultants as needed to support professional development. Provide substitutes for classroom teachers and support staff to attend workshops, training, collaboration. Provide a new teacher induction program.	$44,000.00	Yes
1.8	Academic Supports for Long-Term English Learners and Homeless Students			Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student and Staff Safety & Wellness: Student and staff safety and wellness are essential components of an environment that is conducive to teaching and learning. ICS promotes a culture of emotional health, safety, and well-being where our educational community thrives. Integrity Charter School will ensure that students, staff, parents, and the community are engaged and satisfied.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Engagement with the school and satisfaction of the school is crucial to ensuring that enrollment is maintained and grows. It is the desire of ICS that all students, staff, and families participate in the school and that the home to school connection is maintained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of teachers fully credentialed & appropriately assigned (Local)	100%	100%	100%	100%	0%
2.2	% of students who have access to the standards-aligned instruction materials resources (Local)	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of facilities maintained in good repair (metric may be School facilities in “Good Repair” (local survey)	100%	100%	100%	100%	0%
2.4	Attendance: Overall daily attendance	93%	93%	93.6%	96%	+ 0.6%
2.5	Chronic Absenteeism (Dashboard)	39.6%	29.6%	24.3%	21.3%	-15.3%
2.6	Student Suspension Rate (Dashboard)	0.5%	2%	1%	0.0%	+0.5%
2.7	Student Expulsion Rate (Dashboard)	0.0%	0%	0%	0.0%	0%
2.8	Family Engagement Events (Local: logs, sign-ins, pictures)	75%	80%	86%	90%	+11%
2.9	School Climate Survey Participation (Local) % of families will complete school experience survey.	75%	85%	75%	90%	0%
2.10	3-8 students will identify their personal strengths (Thrively) to help them find a career path (Strengths Finder Profile, class career goal assignments, teacher lesson plans and SEL support provider).	61%	62%	93.17%	100%	+32%
2.11	All students will have studied and visited a college or university campus by the end of the 8th grade.	90%	100%	100%	100%	+10%

Goal Analysis [2025-26]

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

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

In 24-25, we were able to execute many of our actions. We experienced success in highlighting students' personal strengths and creating opportunities for them to explore career pathways. We noticed a slight increase in the percentage of students who completed their personal strengths assessment and we will continue our school focus on levering students' strengths. All classrooms visited a college this school year which further provided opportunities for students to explore potential colleges they would like to attend. We also noticed a decrease in chronic absenteeism which was largely due to our school's efforts to increase student student engagement through strengths and career exploration. Also, during trimester conferences, parents were given an attendance agreement which included the student and parent responsibilities and the amount of days students had missed of school. Through these efforts, ICS noticed growth in most actions within this goal. ICS will continue to work on strengthening systems to decrease student suspension rates.

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.

For this school year, we have maintained our attendance and data indicates our students are coming to school at a 93% range. In order to meet our year three outcome of 96%, we need to form a committee to monitor student chronic absenteeism more closely. We budgeted to improve our school attendance, however, we did not make use of all of the funds that were allocated for the year. We did inform parents of attendance concerns through parent conferences but for next year we will be adding an incentive program to our attendance system that was initiated this year.

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

ICS was 100% fully staffed with credentialed teachers this school year. Our PLCs were more focused on developing lessons that were aligned to state standards. All classrooms were equipped with technology equipment and repairs were made as needed. There was a slight increase of students coming to school on time and attending after specific parents were informed of their child's attendance concerns. We noticed effectiveness in our chronic absenteeism, we decreased in this area: 29.6% at the end of the 2023 school year to 24.3% at the end of the 2024 school year . Our suspension rate decreased from 2% in 2023 to 1% in 2024. We are creating a clearer positive discipline system at ICS where we focus on Restorative Practices and SEL support to address student behavioral needs before suspensions as we are investigating the root cause of behaviors to assist in positive student change in this area of need. We also had an increase in family engagement at events such as Family Fridays and also the participation of our family school climate survey.

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.

We realized and invested more time in providing more support in SEL and Restorative Practices to understand and help students who struggled in the area of behaviors in and out of the classroom. We will also start tracking behavior referrals as an additional data measure. We will continue the following: PLCs, a focus on student strengths using Thrively, and on our college and career readiness activities.

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	Fully credentialed & appropriately assigned teachers	Coordinate resources to ensure all teachers are fully credentialed and appropriately provide instruction in subject areas they are authorized to teach per their state credentials while maintaining a small classroom size for grades K-3 (21-1) and 4-8 (27-1).	$2,119,916.86	No
2.2	Access to the standards-aligned instruction materials	This action ensures all students have access to appropriate instructional materials, particularly those living in poverty or foster care and those learning English.	$112,945.95	
2.3	Increase education technology for teachers and students.	Devices and classroom technology equipment (elmos, copiers, projectors, printers). Infrastructure - if needed. Computer Software programs to enhance and support instruction Technology Repairs	$86,653	Yes
2.4	Maintain all facilities in "Good Repair"	Ensure all school facilities are in "Good Repair". We monitor the condition of facilities by administering the state facilities assessment.	$27,934.81	No
2.5	Improve Attendance, Chronic Absenteeism and Tardies.	Create an environment that promotes daily attendance, fosters a sense of connectedness, and ensures that every student feels motivated and supported to attend school consistently through proactive measures, collaboration with families, and targeted interventions. • Promote schoolwide positive student attendance • Encourage healthy habits such as frequent hand washing or sanitizing, sneezing into your elbow, wearing a mask, etc. • Professional development to support positive attendance programs.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• School staff monitors and supports parents with attendance improvement. • Students with Disabilities received orange indicator and English Learners, and Hispanic student groups received Yellow for chronic absenteeism. • Incentives for attendance are certificates of perfect attendance, celebrations, and free-dress days. • Parent attendance meetings and home visits.		
2.6	Family Engagement	Increase the number of families participating in school events, volunteers, family meetings (Family participation sign-in sheets, logs): • Continue to offer and expand parent education opportunities. • Schoolwide Parent events 6 times a year & Family Friday events 8 times a year. Cost: $3,500.00 • Continue to provide communications in families' home languages • Provide parenting classes in English and Spanish. Cost: $9,000.00 • Provide various means for completing the School Experience Survey including paper and online surveys. • Provide opportunities for completing the School Experience Survey including Spring Parent/Teacher Conferences, sending paper surveys home, posting the link on our website, social media and media blasts.	$12,500.00	Yes
2.7	Social Emotional Supports	Implement a systematic and measurable approach to guarantee students and staff are supported socially, emotionally, and behaviorally in all school environments. • Psychological/SEL services • Use data-driven approaches to assess and address behavioral issues. • Recognize and reward students for demonstrating positive behavioral traits. • Continue the social-emotional learning (SEL) curriculum along with tiered SEL interventions • Integrate evidence-based SEL programs into the curriculum to teach students essential life skills such as self-awareness, self-	$153,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
		management, social awareness, relationship skills, and responsible decision-making. • Provide ongoing training for educators on understanding and implementing social-emotional learning strategies. • Implement assessments to gauge the overall school climate and identify areas for improvement. • Wellness Coordinator w/clinical Supports will provide lessons to individuals, small groups and classrooms to build SEL competencies and support students and staff on as needs basis. • Teachers will plan for and implement character education using Caring School Communities during daily class meetings and participate in Cross-Age Buddies. • Teachers will explicitly teach and continually address school-wide anchors (responsibility, respect, caring, courteous, civic-minded).		
2.8	Safety	Ensure the ongoing safety of students and staff with consistent and comprehensive district-wide systems and up-to-date procedures. a) Sustain focus on school safety. b) Analyze and implement recommendations for facilities/equipment safety. c) Continue to provide professional development and resources related to disaster preparedness and student behavior management. d). Implement strategies to decrease suspension rates and focus its efforts in supporting specific students who are at-risk.	$86,174.89	Yes
2.9	Student and Staff Wellness	Expand SEL support teacher hours to include check-ins and referrals for homeless students. Coordinate with local housing and food support services for McKinney-Vento-eligible families. Utilize programs to support staff well-being to include mental health supports for staff such as: EASE and other available programs.	2,000.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,632,729	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.695%	0.000%	$299,865	18.695%

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
1.1	**Action:** Instructional Program **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade)	• Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Data-Informed Decision Making: Use student data, including assessment results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-	CAASPP proficiency, Distance from Standard, ELA and Math Growth, EL Progress, number of LTEL, and subgroup student achievement data, Attendance Rate, Chronic Absenteeism.

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
	are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	driven approach to monitor student progress and adjust instructional practices as needed. • Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Research indicates that unduplicated student groups often face barriers to academic achievement due to factors such as language barriers, trauma, or lack of resources. By tailoring instruction to meet their specific needs, we aim to narrow the achievement gap and ensure that all students are performing at grade level or above.	
1.2	**Action:** Professional Learning Communities **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of	• Professional Development: Provide ongoing professional development opportunities for teachers to learn and implement effective differentiated instructional strategies, including tiered assignments, flexible grouping, and scaffolded instruction. • Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Data-Informed Decision Making: Use student data, including assessment	PLC meetings, PD offerings, PD participation

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
	ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-driven approach to monitor student progress and adjust instructional practices as needed.	
1.3	**Action:** Assessments (Interim, STAR) **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability.	• Professional Development: Provide ongoing professional development opportunities for teachers to learn and implement effective differentiated instructional strategies, including tiered assignments, flexible grouping, and scaffolded instruction. • Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Data-Informed Decision Making: Use student data, including assessment results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-driven approach to monitor student	CAASPP proficiency, Distance from Standard, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism.

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
	Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	progress and adjust instructional practices as needed.	
1.4	**Action:** Differentiated Instruction **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23%	Since the school has an unduplicated student enrollment of 87.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners and socioeconomically disadvantaged is imperative. • Implementing differentiated instruction schoolwide basis to ensures that all students, regardless of their background or circumstances, have equitable access to high-quality education. By addressing the unique needs of unduplicated student groups, we strive to level the playing field and provide every student with the opportunity to succeed academically. • Research indicates that unduplicated student groups often face barriers to academic achievement due to factors such as language barriers, trauma, or lack of resources. By tailoring instruction to meet their specific needs, we aim to narrow the achievement gap and ensure	CAASPP proficiency, Distance from Standard, ELA and Math Growth, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism

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
	of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	that all students are performing at grade level or above. • Differentiated instruction not only focuses on academic achievement but also considers the social, emotional, and cultural needs of students. By providing personalized learning experiences, we support the holistic development of each student, fostering their well-being and sense of belonging within the school community. • Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content.	
1.5	**Action:** Multi-Tiered Systems of Support and Interventions **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability.	Since the school has an unduplicated student enrollment of 85.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, and socioeconomically disadvantaged is imperative. This action addresses the unique identified needs of unduplicated student group by: • Implementing MTSS strategies on an schoolwide basis ensures that all students, including those from historically marginalized backgrounds, have equitable access to support systems that address their diverse needs. By prioritizing the needs of unduplicated student groups, we uphold principles of equity and inclusion, striving to eliminate disparities in academic outcomes and opportunities.	CAASPP proficiency, Distance from Standard, ELA and Math Growth, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism

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
	Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	• MTSS provides a proactive approach to supporting students by offering a continuum of evidence-based interventions matched to their specific needs. By identifying students' strengths and areas for growth early on, we can intervene effectively to prevent academic failure, reduce behavioral issues, and promote positive outcomes for all students. • MTSS focuses not only on academic achievement but also on the social-emotional well-being of students. By addressing the holistic needs of Language Learners, and Socioeconomically Disadvantaged students, we foster a supportive learning environment that promotes resilience, self-efficacy, and positive relationships, enhancing overall student success and well-being. • Universal Screening: Implement universal screening processes to identify students who may benefit from additional supports within academic, behavioral, and social-emotional domains. Use data to inform decision-making and target interventions effectively. • Provide tiered interventions aligned with the MTSS framework to address the diverse needs of students. Offer differentiated instruction, small-group interventions, counseling services, and other supports tailored to the individual needs of Language Learners, and	

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
		Socioeconomically Disadvantaged students.	
1.7	**Action:** Professional Development to Staff and Administrator **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	• Professional Development: Provide ongoing professional development opportunities for teachers to learn and implement effective differentiated instructional strategies, including tiered assignments, flexible grouping, and scaffolded instruction. • Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. • Data-Informed Decision Making: Use student data, including assessment results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-driven approach to monitor student progress and adjust instructional practices as needed.	PLC meetings, PD offerings, PD participation

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
1.8	**Action:** Academic Supports for Long-Term English Learners and Homeless Students **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide	Our school has an unduplicated student enrollment of 85.5%, therefore, it is important that we provide academic support to our students in most need: LTELs and Homeless students. This action addresses the unique identified needs of these two student groups by: • Designating an academic case manager to monitor progress of LTELs and homeless students. By keeping track of this data, a school-wide understanding of how LTELs and homeless students are doing will be clear and inform next steps. We understand that for both of these student groups to be successful, we must monitor throughout the year the progress they are making and the impact that the academic supports are having on them. • Providing targeted ELA and Math intervention groups for LTELs and homeless students. An MTSS approach will provide a proactive approach to supporting students by offering a continuum of evidence-based interventions matched to their specific needs. • Utilizing adaptive software (e.g., Lexia English, Renaissance, etc.) tailored to student needs. Additional data will be generated through these softwares to monitor progress and also yield scaffolded lessons targeted at individual student needs.	CAASPP proficiency, Distance from Standard, ELA and Math Growth, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism

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
		Training teachers on trauma-informed and language acquisition strategies for vulnerable students. Teachers will receive ongoing training to better understand student needs and strengthen skills to support students. • Offering transportation stipends or resource kits for homeless youth to access after-school tutoring.	
2.3	**Action:** Increase education technology for teachers and students. **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, school benchmarks and state assessments. 2024 CAASPP ELA data shows that 36.61% of ICS students (3rd – 8th grade) are proficient or above and 34.50% of Socio-economically disadvantaged students, while 18.52% of English Learners, and 9.38% of Students with Disability. In Math, 20.30% of ICS students are proficient or above and 18.26% of Socio-economically disadvantaged students while 7.35% of English Learners, and 9.38% of Students with Disability. Data shows that 32.85% of students are proficient in Star Reading (2nd-8th grade) as compared to 21.25% in Spring 2024; 61.23% of students are proficient in Star Early Literacy (K-1st grade) as compared to 41.25% in the spring of 2024; and 43.40% of students are	Access to technology is essential for promoting equity and ensuring that all students have equal opportunities to engage in digital learning, access educational resources, and develop 21st-century skills. By prioritizing districtwide technology systems on an schoolwide basis, we aim to bridge the digital divide and provide equitable access to technology resources and digital learning opportunities for all students, regardless of their socioeconomic status or background. Technology can be a powerful tool for supporting language learners in their language acquisition journey. By providing access to language learning software, digital libraries, translation tools, and multimedia resources, we can create a more immersive and interactive learning environment that supports language development and literacy skills among Language Learners. In today's digital age, technology plays a crucial role in ensuring continuity of learning. By investing in districtwide technology systems, we can better prepare students for remote learning, blended learning models, and digital instruction, ensuring that all students have the necessary technology resources and support to continue learning	CAASPP proficiency, Distance from Standard, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Suspension, Behavior Referrals, Chronic Absenteeism.

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
	proficient in Math (1st - 8th grade) as compared to 34.9% in the spring of 2024. **Scope:** Schoolwide		
2.5	**Action:** Improve Attendance, Chronic Absenteeism and Tardies. **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the school. The current school attendance rate is 93.6% and the Chronic Absenteeism rate is 24.3% (2024-2025). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. **Scope:** Schoolwide	Improving attendance is essential for promoting equity and ensuring that all students have equal access to educational opportunities. Chronic absenteeism disproportionately affects students from unduplicated student groups, exacerbating existing achievement gaps and hindering academic success. By addressing attendance issues on an schoolwide basis, we aim to promote equity and ensure that all students have the opportunity to fully engage in learning and succeed academically • Regular attendance is strongly correlated with academic achievement and student outcomes. Students who are chronically absent are at higher risk of falling behind academically, disengaging from school, and dropping out. By implementing targeted strategies to improve attendance among Language Learners, and Socioeconomically Disadvantaged students, we aim to mitigate the negative impact of chronic absenteeism on their academic progress and long-term success. • Chronic absenteeism is often a symptom of underlying issues related to students' health, well-being, and socio-economic circumstances. By addressing attendance issues holistically and providing support services to meet the diverse needs of	Suspension rates, Attendance Rate, Chronic Absenteeism

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
		students from unduplicated student groups, we promote the overall well-being and development of the whole child, ensuring that they have the necessary support to overcome barriers to attendance and thrive in school. • Implement early warning systems to identify students at risk of chronic absenteeism and provide targeted interventions and support services. Offer personalized support plans, mentoring, counseling, and academic assistance to address the root causes of absenteeism and re-engage students in learning.	
2.6	**Action:** Family Engagement **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the school. The current school attendance rate is 93.6% and the Chronic Absenteeism rate is 24.3% (2024-2025). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. **Scope:**	• Implement targeted outreach strategies to engage families from unduplicated student groups and build trusting relationships. Provide clear and consistent communication in multiple languages, using diverse communication channels to reach families where they are. • Offer workshops, trainings, and resources to empower families with knowledge and skills to support their children's academic success, navigate the education system, and advocate for their needs. Provide information on topics such as college readiness, career pathways, social-emotional learning, and community resources. • Assign dedicated staff members, such as parent and family liaisons or community outreach coordinators, to serve as liaisons between the school and families from unduplicated student groups. These	Suspension rates, Attendance Rate, Chronic Absenteeism

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
	Schoolwide	staff members can provide personalized support, facilitate communication, and connect families with school and community resources. • Embed culturally responsive practices within family supports to honor the cultural identities and backgrounds of all families. Recognize and celebrate diversity, involve families in decision- • Family engagement is essential for promoting equity and ensuring that all students have access to the support and resources they need to succeed academically and thrive socially. By prioritizing family supports on an LEA-wide basis, we recognize the critical role that families play in students' education and seek to establish collaborative partnerships that empower families as active participants in their children's learning journey. • Many families from unduplicated student groups, such as Language Learners, may face language barriers, cultural differences, and systemic challenges that affect their ability to engage with the school community. By providing culturally and linguistically competent family supports, we aim to bridge the communication gap, honor diverse cultural perspectives, and ensure that all families feel valued, respected, and welcomed within the school environment. • Families of Socioeconomically Disadvantaged students may require additional support services to address	

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
		their unique needs and circumstances. By offering comprehensive family supports that encompass academic, social-emotional, and basic needs assistance, we strive to create a supportive network of care that promotes stability, resilience, and well-being for students and their families.	
2.7	**Action:** Social Emotional Supports **Need:** Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the school. The current school attendance rate is 93.6% and the Chronic Absenteeism rate is 24.3% (2024-2025). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. **Scope:** Schoolwide	Since the school has an unduplicated student enrollment of 88%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, and socioeconomically disadvantaged is imperative. This action addresses the unique identified needs of unduplicated student group by: • Social-emotional supports are essential for creating an inclusive and supportive learning environment where all students feel valued, respected, and connected to their school community. By prioritizing social-emotional well-being on an schoolwide basis, we promote equity and ensure that underserved student populations receive the necessary support to thrive academically and emotionally. • Research has shown that social-emotional skills are strongly linked to academic success and long-term outcomes. By addressing the social-emotional needs of Language Learners, and Socioeconomically Disadvantaged	Suspension rates, Attendance Rate, Chronic Absenteeism

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
		students, we not only support their overall well-being but also enhance their ability to engage in learning, build positive relationships, and achieve academic excellence. • Implement evidence-based SEL curricula and programs that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Ensure that SEL instruction is culturally responsive and tailored to the diverse needs of students from unduplicated student groups. • Establish a school-wide restorative practices framework that reinforces positive behaviors, fosters a sense of belonging, and provides clear expectations for behavior across all school settings. Offer targeted interventions and supports for students who require additional assistance in developing social-emotional skills and managing challenging behaviors. • Expand access to school-based counseling and psychological services for students from unduplicated student groups. Provide individual and group counseling, crisis intervention, and referrals to community resources to address social-emotional concerns and promote overall well-being.	
2.8	**Action:** Safety	• Establish a school-wide restorative practices framework that reinforces positive behaviors, fosters a sense of	Suspension rates, Attendance Rate, Chronic Absenteeism

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
	Need: Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the school. The current school attendance rate is 93.6% and the Chronic Absenteeism rate is 24.3% (2024-2025). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates. **Scope:** Schoolwide	belonging, and provides clear expectations for behavior across all school settings. Offer targeted interventions and supports for students who require additional assistance in developing social-emotional skills and managing challenging behaviors. • Expand access to school-based counseling and psychological services for students from unduplicated student groups. Provide individual and group counseling, crisis intervention, and referrals to community resources to address social-emotional concerns and promote overall well-being.	

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
1.1	**Action:** Instructional Program **Need:**	• Implementing differentiated instruction schoolwide basis to ensures that all students, regardless of their background or circumstances, have equitable access to high-quality education. By addressing	CAASPP proficiency, Distance from Standard, ELA and Math Growth, EL Progress, number of LTEL, and subgroup

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the English Learner Assessments, there is a need for focus support to increase English Language Development. **Scope:** Limited to Unduplicated Student Group(s)	the unique needs of unduplicated student groups, we strive to level the playing field and provide every student with the opportunity to succeed academically. • Research indicates that unduplicated student groups often face barriers to academic achievement due to factors such as language barriers, trauma, or lack of resources. By tailoring instruction to meet their specific needs, we aim to narrow the achievement gap and ensure that all students are performing at grade level or above. • Differentiated instruction not only focuses on academic achievement but also considers the social, emotional, and cultural needs of students. By providing personalized learning experiences, we support the holistic development of each student, fostering their well-being and sense of belonging within the school community. • Modify curriculum and scaffold materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content.	student achievement data, Attendance rate, Chronic Absenteeism

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

Additional Concentration Grant Funding

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

We will not have additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:21 grades K-3, 1:27 grades 4-8
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:10 K-3, 1:12 4-6, 1:25 7-8

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,739,913.97	$1,632,729	18.695%	0.000%	18.695%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,686,183.46	$2,039,839.72	$174,000.00	$627,640.47	$8,581,394	$2,725,806.1	$5,699,869.09

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	Instructional Program	English Learners Foster Youth Low Income	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$49,541.70	$11,291.40	$60,833.10				51,027.31	
1	1.2	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$372,812.00	$0.00	$372,812.00				$163,714.00	
1	1.3	Assessments (Interim, STAR)	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.4	Differentiated Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$35,000.00	$35,000.00				$15,000	
1	1.5	Multi-Tiered Systems of Support and Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$1,781,239.00	$0.00	$1,781,239.00				$1,781,239.00	
1	1.6	Planning time for Teachers/Support Staff	All	No			All Schools		$11,000.00	$0.00	$11,000.00				$11,000.00	
1	1.7	Professional Development to Staff and Administrator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$75,000.00	$75,000.00				$44,000.00	
1	1.8	Academic Supports for Long-Term English Learners and Homeless Students	English Learners	Yes	Schoolwide	English Learners										
2	2.1	Fully credentialed & appropriately assigned teachers	All	No			All Schools		$2,516,036.08	$0.00		$2,516,036.08			$2,119,916.86	

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
2	2.2	Access to the standards-aligned instruction materials							$0.00	$80,552.36	$80,552.36				$112,945.95	
2	2.3	Increase education technology for teachers and students.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$80,659.00	$80,659.00				$86,653	
2	2.4	Maintain all facilities in “Good Repair”	All	No			All Schools		$0.00	$53,146.00		$53,146.00			$27,934.81	
2	2.5	Improve Attendance, Chronic Absenteeism and Tardies.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.6	Family Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$15,000.00	$3,500.00	$18,500.00				$12,500.00	
2	2.7	Social Emotional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$153,588.00	$0.00	$153,588.00				$153,588.00	
2	2.8	Safety	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income									$86,174.89	
2	2.9	Student and Staff Wellness													2,000.00	
2	2.10								$0.00	$1,000.00	$1,000.00					

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,739,913.97	$1,632,729	18.695%	0.000%	18.695%	$2,593,631.10	0.000%	30.369 %	**Total:**	$2,593,631.10
								LEA-wide Total:	$0.00
								Limited Total:	$60,833.10
								Schoolwide Total:	$2,593,631.10

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	**1.1**	Instructional Program	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$60,833.10	
1	**1.2**	Professional Learning Communities	Yes	Schoolwide	English Learners Foster Youth Low Income		$372,812.00	
1	**1.3**	Assessments (Interim, STAR)	Yes	Schoolwide	English Learners Foster Youth Low Income		$14,000.00	
1	**1.4**	Differentiated Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$35,000.00	
1	**1.5**	Multi-Tiered Systems of Support and Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,781,239.00	
1	**1.7**	Professional Development to Staff and Administrator	Yes	Schoolwide	English Learners Foster Youth Low Income		$75,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.8**	Academic Supports for Long-Term English Learners and Homeless Students	Yes	Schoolwide	English Learners			
2	**2.3**	Increase education technology for teachers and students.	Yes	Schoolwide	English Learners Foster Youth Low Income		$80,659.00	
2	**2.5**	Improve Attendance, Chronic Absenteeism and Tardies.	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	
2	**2.6**	Family Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$18,500.00	
2	**2.7**	Social Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$153,588.00	
2	**2.8**	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,643,282.94	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Program	Yes	$61,330.0	
1	**1.2**	Professional Learning Communities	Yes	577,436.00	
1	**1.3**	Assessments (Interim, STAR)	Yes	$14,000.00	
1	**1.4**	Differentiated Instruction	Yes	$35,000.00	
1	**1.5**	Multi-Tiered Systems of Support and Interventions	Yes	$1,781,239.00	
1	**1.6**	Planning time for Teachers/Support Staff	No	$11,000.00	
1	**1.7**	Professional Development to Staff and Administrator	Yes	$75,000.00	
1	**1.8**	Academic Supports for Long-Term English Learners and Homeless Students	Yes	$37,080.50	
2	**2.1**	Fully credentialed & appropriately assigned teachers	No	$2,516,036.08	
2	**2.2**	Access to the standards-aligned instruction materials		$80,552.36	
2	**2.3**	Increase education technology for teachers and students.	Yes	$80,659.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Maintain all facilities in “Good Repair”	No	$53,146.00	
2	**2.5**	Improve Attendance, Chronic Absenteeism and Tardies.	Yes	$1,500.00	
2	**2.6**	Family Engagement	Yes	$18,500.00	
2	**2.7**	Social Emotional Supports	Yes	$192,243.00	
2	**2.8**	Safety	Yes	$104, 561.00	
2	**2.9**	Student and Staff Wellness	Yes	$3,000.00	
2	**2.10**	Jaguars on the Run	Yes	$1,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$2,594,631.10	2,479,946.42	$2,594,631.10	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Program	Yes	$60,833.10			
1	1.2	Professional Learning Communities	Yes	$372,812.00			
1	1.3	Assessments (Interim, STAR)	Yes	$14,000.00			
1	1.4	Differentiated Instruction	Yes	$35,000.00			
1	1.5	Multi-Tiered Systems of Support and Interventions	Yes	$1,781,239.00			
1	1.7	Professional Development to Staff and Administrator	Yes	$75,000.00			
1	1.8	Academic Supports for Long-Term English Learners and Homeless Students	Yes				
2	2.3	Increase education technology for teachers and students.	Yes	$80,659.00			
2	2.5	Improve Attendance, Chronic Absenteeism and Tardies.	Yes	$2,000.00			
2	2.6	Family Engagement	Yes	$18,500.00			
2	2.7	Social Emotional Supports	Yes	$153,588.00			
2	2.8	Safety	Yes	$73,932			
2	2.9	Student and Staff Wellness	Yes	$47,335			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.10**	Jaguars on the Run	Yes	$1,000.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	2,479,946.42	0.000%	0.000%	$299,865	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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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