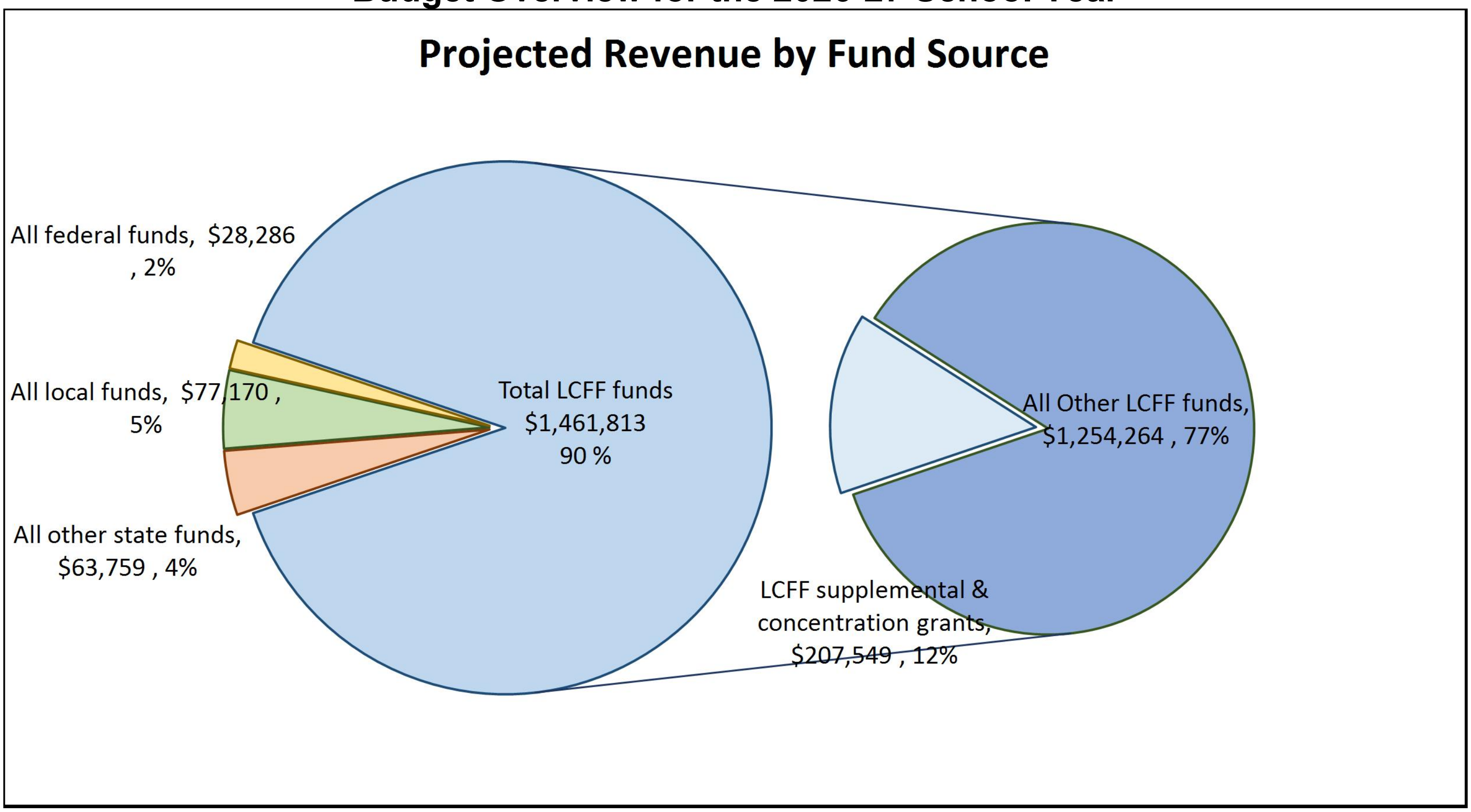
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Independence Charter Academy
CDS Code: 36677360130948
School Year: 2026-27
LEA contact information:

Chris Ontiveros
Principal
contiveros@helendalesd.com
760-952-1760

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

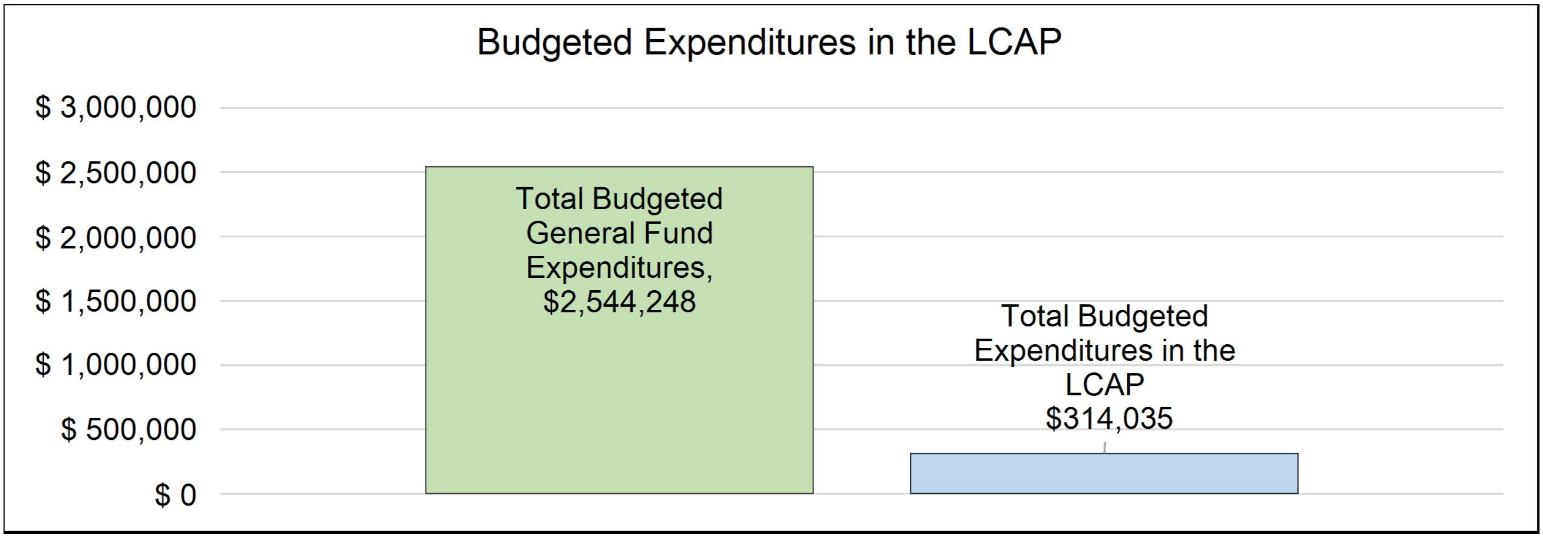


This chart shows the total general purpose revenue Independence Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Independence Charter Academy is $1,631,028, of which $1461813 is Local Control Funding Formula (LCFF), $63759 is other state funds, $77170 is local funds, and $28286 is federal funds. Of the $1461813 in LCFF Funds, $207549 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 Independence Charter Academy 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: Independence Charter Academy plans to spend $2544248 for the 2026-27 school year. Of that amount, $314035 is tied to actions/services in the LCAP and $2,230,213 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

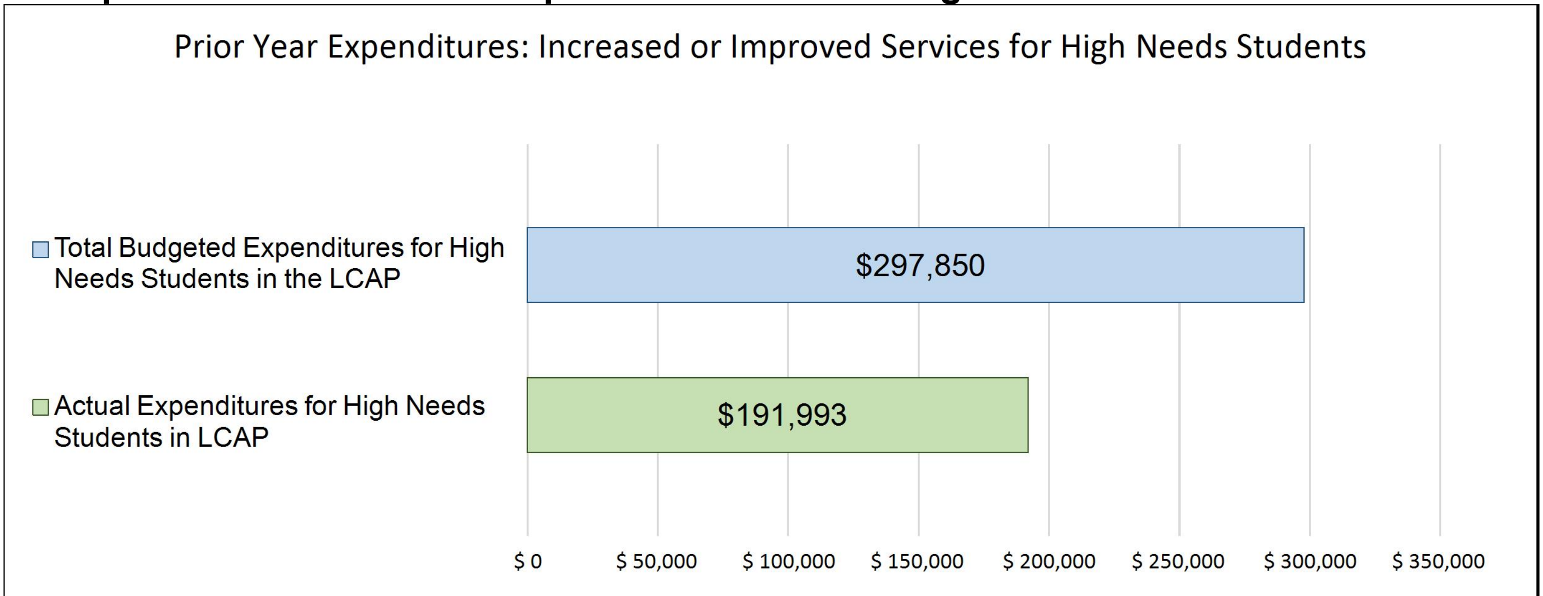
Independence Charter Academy's General Fund Budget includes essential operational and instructional expenditures that fall outside the scope of the LCAP, such as salaries and benefits for certificated and classified staff, facilities maintenance and operations, core curriculum instructional materials, health services, and district-wide administrative functions including payroll, special education, and assessment. These investments are critical to maintaining a safe, functional, and effective learning environment across all sites, even when not directly aligned with specific LCAP goals.

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

In 2026-27, Independence Charter Academy is projecting it will receive $207549 based on the enrollment of Foster Youth, English learner, and low-income students. Independence Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Independence Charter Academy plans to spend $275348 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 Independence Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Independence Charter Academy 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, Independence Charter Academy's LCAP budgeted $297850 for planned actions to increase or improve services for high needs students. Independence Charter Academy actually spent $191992.87 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $105,857.13 had the following impact on Independence Charter Academy's ability to increase or improve services for high needs students:

In 2025-26, ICA's actual expenditures for actions and services to increase or improve services for high needs students totaled $191,992.87, compared to a budgeted amount of $297,850. Despite this difference, the overall increased or improved services for foster youth, English learners, and low-income students were not adversely impacted. All contributing actions were fully implemented as planned, and high needs students continued to receive the full scope of supports and services intended, including reduced class sizes, supplemental curriculum, bilingual aide support, school counseling, social emotional wellness programs, and career and tiered re-engagement opportunities. The variance in expenditures reflects savings realized across select actions, such as through multi-licensing agreements, utilization of other funding sources, staff vacancies etc., and did not result in any reduction or elimination of services for unduplicated student populations.

INDEPENDENCE CHARTER ACADEMY
"Graduate Your Way At ICA"
TK - 12th GRADE

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
Independence Charter Academy	Chris Ontiveros Principal	contiveros@helendalesd.com 760-952-1760

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.

Independence Charter Academy (ICA) is a K-12 independent study, dependent charter school within the Helendale School District. The school was founded in 2014 and currently has approximately 154 students enrolled. Approximately 55% of the students at ICA reside within the physical boundaries of the Helendale School District (HSD) and each year, about 65 students in grades K-12, are admitted from a variety of cities around the High Desert. Independence Charter Academy shares its campus with the HSD district offices and serves a diverse student population with a wide range of learning needs and learning styles, a wide range of academic proficiency levels, and many individual emotional and psychological needs. ICA is part of the Helendale School District (HSD) a small tight knit community located in the high desert on historic Route 66. With just over 5,000 residents, Helendale School District services the community with one elementary school (grades TK – 6) and one middle school (grades 7 – 8), with a total enrollment of 723 students. The demographics represented in the district include White (33.4%), Hispanic (54.8%), African American (7%), American Indian (0.14%), Asian (0.55%), Filipino (0.41%%), Pacific Islander (0.28%), and Two or More Races (2.9%). The unduplicated student population (one or more of the following) for ICA comprises Low Income (61.9%), English Learners (5.9%), and Foster Youth (0%). While HSD does not meet the threshold to establish a District English Learner Advisory Committee (DELAC) or English Learner Advisory Committee (ELAC), the district prioritizes regular engagement with parents and students to support the needs of its English Learner population.

Through a collaborative Strategic Planning Process with educational partners, Helendale School District (HSD) developed a mission statement that reflects its core values and vision:

"We, the parents, community, and staff of the Helendale School District, believe that young people can be taught to be lifetime learners and competent citizens. We are partners in providing our children with an understanding and appreciation of the past and present, as well as preparation for the future. We will focus on effective instruction that reflects our local history, concern for the environment, and belief in a strong academic curriculum. We will work to ensure a safe and orderly environment, sound fiscal management, and a belief that the size of our district enhances rather than limits our possibilities."

This mission serves as the foundation for the district's goals and initiatives, guiding instructional strategies, student engagement efforts, and resource allocation to ensure all students receive a high-quality education that prepares them for future success.

Pursuant to California Education Code Section 64001(i), Independence Charter Academy qualifies to use the Local Control and Accountability Plan (LCAP) to meet the federal requirements of the School Plan for Student Achievement (SPSA). As a single-school district not currently identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under the federal Every Student Succeeds Act (ESSA), Helendale School District authorized Independence Charter Academy to consolidate the planning, budgeting, and monitoring processes into one comprehensive LCAP.

The LCAP includes all required elements of a compliant SPSA, including stakeholder engagement, strategies to improve student outcomes, and planned expenditures aligned to state and federal funding, including Title I. This integration ensures alignment of goals, metrics, and resource allocation in support of improved academic achievement and continuous school improvement.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Any Student Group within any School with Lowest Performance Outcomes:

Math: Socioeconomically Disadvantaged

College and Career Readiness: The pool of students was to small to identify a specific group

Local Data (2023/2024):

ELA

Secondary Edmentum
All Students - 28%
Low Income - 20%

Math

Secondary Edmentum
All Students - 18%
Low Income - 16%

Chronic Absenteeism:
Increased 7.9% on the 2024 Dashboard from 0% on the 2023 Dashboard

The 2025 California School Dashboard for ICA shows that the following student groups are performing at the lowest performance level (Red):

*School Sites - All Student Groups showing the lowest performance levels

ICA
Pupil Engagement: Chronic Absenteeism

*Any Student Group within any School with Lowest Performance Outcomes:

ICA
Pupil Engagement:
Chronic Absenteeism - Socioeconomically Disadvantaged

Independence Charter Academy's 2025 California School Dashboard results reflect varying strengths and areas of improvement for the 2026-27 school year. ICA demonstrated continued success with their suspension rates, which maintained at 0%. Additionally, the academic progress of ICA has overall increased, including English Language Arts indicator, which increased 33.4 points from 2024-25 school year, to be 57.4 points below standard. Mathematics had a similar outcome where, test scores improved 27.2 points from 2024-25 to be 119 points below standard. The college/career indicator also improved by 6.1%, to total 13% of students are prepared for college and/or career. However, despite these gains, the graduation rate for ICA has dropped by 7.9%, for a graduation rate of 79.2%, which demonstrates a need for further engagement in independent study courses and providing engaging courses and extracurriculars to boost that percentage.

One important indicator, not reflected above, is chronic absenteeism, which currently stands at 20.7%. This percentage increased 12.8%, revealing a significant need to focus on student engagement activities and revisiting our tiered reengagement system. This indicator is currently at the lowest level of the whole site as well as the student group of socioeconomically disadvantaged, which is a large percentage of our student population. To address these priorities, ICA will strengthen chronic absenteeism interventions through re-engagement strategies and increase opportunities for family outreach and engagement (Goal 1, Actions 1.6 and 1.8; Goal 2, Actions 2.1, 2.3, and 2.4; Goal 3, Action 3.2).

*Local Data (2025/26):

*ICA Results

Reading

K-5th

Fall 25-26
i-Ready
All Students - 40%

Winter 25-26
i-Ready
All Students - 43%

Spring 25-26
i-Ready
All Students - 33% (In progress)

6-12th

Window 1 8/12/25 to 10/10/25
Edmentum
All Students - 65%

Window 2 10/11/25 to 12/20/25
Edmentum
All Students - 69%

Window 3 12/21/25 to 3/13/26
Edmentum
All Students - 60%

Window 4 3/14/26 to 5/27/26
Edmentum
All Students - Data reflects fewer than 11 students tested; not representative for reporting purposes.

Math

K-5th

Fall 25-26
i-Ready

All Students - 14%

Winter 25-26
i-Ready
All Students - 20%

Spring 25-26
i-Ready
All Students - 28% (In progress)

6-12th

Window 1 8/12/25 to 10/10/25
Edmentum
All Students - 61%

Window 2 10/11/25 to 12/20/25
Edmentum
All Students - 67%

Window 3 12/21/25 to 3/13/26
Edmentum
All Students - 52%

Window 4 3/14/26 to 5/27/26
Edmentum
All Students - Data reflects fewer than 11 students tested; not representative for reporting purposes.

ICA is working to decrease inconsistencies and create uniformity with regard to testing and benchmarks to be able to truly reflect student achievement. For 2025-26, ICA recently hired a school counselor when the position has been vacant for much of the school year, which supports students with their social emotional learning and improve their mental health. The benchmark data has mixed results demonstrating that for some, the additional supports and resources are positively affecting math and reading at the elementary level, while the secondary level is growing flexibility to the new initiatives. Additionally, the secondary grades were not as proactive with the benchmark testing due to test fatigue and the challenges ICA has with engaging students virtually with online testing.

*LCAP Survey
ICA survey results showed a total of 100 participants, with 73 students, 14 parents, and 13 staff members take the survey this year. The results indicated the following:

Percentage of Students who Agree/Yes with the following statements:

100% I am safe in my classroom.
100% It is important to participate regularly in my online classes.
95.52% I consistently follow the school rules and expectations.
98.51% When in class, students (including me) are held accountable for school rules and expectations.
92.54% There is at least one staff member I feel comfortable going to when I need help.

Percentage of Parents/Community Members who Agree/Yes with the following statements:
100% I am confident that my child will get a high-quality education at school.
92.86% My child is safe when attending school.
92.86% As a parent, I feel welcomed at my child's school.
92.86% I am aware of the volunteer opportunities at my child's school (e.g., in the classroom, Parent Teacher Committee [PTC], School Site Council [SSC], field trips, etc.)
71.43% I have attended school/district meetings or events held this year (in-person or virtually).
92.86% There is effective communication between my child's school (teachers, staff, etc.) and parents.
92.86% My child feels included, supported, and accepted as a valuable member of their school community.

Percentage of Classified/Certificated Staff Members who Strongly Agree/Agree with the following statements:
84.62% There is a strong sense of purpose and vision where I work.
50% PBIS is consistently implemented at my school site.
100% I have the training and support to do my job effectively.
100% I have the resources I need to do my job effectively.
100% I have opportunities to attend professional development (PD).
63.64% Achievement data is the primary indicator that we use to drive instruction at our school.
91.67% Our site works as a team to improve student achievement.
84.62% Our site is operationally well-managed.
84.62% Our district is operationally well-managed.
84.62% Staff efforts are recognized.
84.62% I would recommend our school to parents.

ICA's LCAP survey results reflect a strong foundation of trust and community among students, families, and staff. Students report high levels of safety (100%) and a clear understanding of academic expectations, with the vast majority indicating at least one trusted adult on campus. Parents expressed overwhelming confidence in ICA's ability to provide a quality education and reported feeling welcomed and informed, with 92.86% affirming effective communication between school and home. Staff responses similarly reflect a positive working environment, with 100% reporting adequate training, resources, and professional development opportunities. One area of note is that only 50% of staff agreed that PBIS is consistently implemented at the site, which aligns with the district's ongoing PBIS development efforts and signals a need for continued support in this area.

When viewed alongside ICA's academic and attendance data, the survey results provide important context. While student and family sentiment is positive, local benchmark data reveals persistent achievement gaps — particularly in math, where elementary students showed growth across the year on i-Ready (14% to 28%) but remain significantly below grade level, and secondary Edmentum math scores declined from Window 2 to Window 3 (67% to 52%). Chronic absenteeism remains ICA's most pressing challenge, with a current rate of 20.7% — a 12.8% increase on the 2025 CA Dashboard — disproportionately impacting socioeconomically disadvantaged students. The graduation rate also declined by 7.9% to 79.2%, reinforcing the need for more robust re-engagement strategies. These findings collectively guide ICA's priorities for 2026-27, with a continued focus on increasing student engagement, strengthening intervention systems, and closing achievement gaps for its highest-need students.

*Learning Recovery Emergency Block Grant (LREBG) Funds

Independence Charter Academy has $17,969 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be allocated to support LCAP goals and actions.

To ensure these funds are effectively targeted, the district conducted a comprehensive needs assessment, incorporating 2025 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with input from educational partners and local assessments. This thorough analysis identified key areas of need and informed the selection of one strategic action funded, in whole or in part, by the LREBG.

This action aligns with the requirements of EC Section 32526(c)(2) and is designed to enhance both the academic and socio-emotional well-being of all students, with a particular emphasis on those facing the greatest challenges.

Action 1.3 Class size reduction: Partially funded by LREBG funds, this action aims to lower student-to-teacher ratios in targeted grade levels and subject areas, enabling more individualized instruction, fostering improved classroom management, and promoting increased academic engagement and achievement. By reducing class sizes, teachers can implement evidence-based instructional strategies that accelerate learning progress for all students, particularly those who have been disproportionately impacted by learning loss.

This initiative is primarily focused on meeting the needs of underrepresented student groups, who often require additional support to bridge achievement gaps. By creating smaller and more focused learning environments, this action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing students with more targeted and intensive academic interventions. Research indicates that students in smaller classes show faster gains in literacy and numeracy, leading to improved overall academic performance. As a result, this strategy is expected to yield measurable improvements in student achievement, directly addressing areas of need identified through the comprehensive needs assessment.

In accordance with California Education Code Section 64001(i), the Independence Charter Academy uses its Local Control and Accountability Plan (LCAP) in place of a separate School Plan for Student Achievement (SPSA), as the charter operates a single school site that is not identified for Comprehensive Support and Improvement (CSI).

As such, no resource inequities have been identified that require review or correction under federal accountability guidelines. The school, Independence Charter Academy, has not been designated for CSI and maintains equitable access to staffing, services, supports, and academic resources in alignment with district goals. The district continues to monitor resource allocation to ensure all students receive the support necessary to succeed.

Reflections: Technical Assistance

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

The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs. ICA receives additional technical assistance from the district through this process.

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, principals, administrators, classified staff, certificated staff, CSEA, HPTA, parents, community members, Board of Education, and students	Beginning January 12, 2026, an LCAP survey was distributed to all teachers, principals, classified staff members, members of CSEA and HPTA (our local bargaining units), parents, community members, and students from 3rd to 12th grade. The survey was created via Survey Monkey and had 15 questions for students, 10 questions for parents/community members, and 16 questions for staff. A survey link was emailed district wide as well as posted to social media and our district's website. The survey was also sent out via Aeries communication. Three separate surveys were created and staff needed to select their role and school site, students to select their site and grade level, and parents/community members to select the site they are associated with, if any. The survey had Agree/Disagree questions and Yes/No questions. The survey closed on February 13, 2026.
Parent Advisory Committee - Parents representing all students at all school sites (English Learners, Long-term English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities)	LCAP development and input meetings were held in person on March 3, 2026. One session for parents/community members in the morning , and one session for the parents/community members was held in the evening. During the meeting, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard along with data from the LCAP survey. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept, revised or removed when

Educational Partner(s)	Process for Engagement
	developing the 2026/2027 LCAP. Parents were encouraged to discuss concerns and way the district can provide support. The 2026-27 LCAP draft was presented to the PAC on May 18, 2026. As no comments were submitted from the PAC, there was not a written response from the superintendent.
Administration, Certificated, Classified Staff Members, and Union Representatives	LCAP development and input meetings were held in person on March 4 and 6, 2026, and on April 24 and 27, 2026. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. Staff participated in the Stop, Start, Continue activity where staff discussed in small groups what they thought should continue to be implemented throughout the district and their school site, as well as what should stop completely or start for the following school year. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Staff members were encouraged to discuss concerns and way the district can provide support. Both Unions had their local representatives present at the meetings and were active in the discussion and provided feedback on the goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP.
Student Advisory Committee (SAC) - 5th-11th-Grade Students	The Student Advisory Council, consists of student representatives from each grade level 5th-11th. LCAP development and input meetings were held in person on February 26, 2026 for 5th and 6th graders, and on March 5, 2026 for 7th to 11th-graders. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the goals and had the discussion focus on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Students were encouraged to discuss concerns and ways the district can provide support.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP draft was presented to the SAC on April 30, 2026. As no comments were submitted from the SAC, there was not a written response provided from the superintendent.
Leadership Team - Administration	The leadership team met on December 8, 2025 and December 18, 2025 to discuss the strategic planning and revising the LCAP survey. Prior practices were discussed on LCAP development and educational partner meetings.
Desert Mountain SELPA	On March 20, 2026, HSD met with DM SELPA to consult with the DM SELPA Program Specialist to ensure needs of our students with disabilities are being met. Discussions revolved around Differentiated Assistance (DA) and how chronic absenteeism is a targeted indicator for SWD. HSD discussed the LCAP cycle, how SWD are represented in the goals, actions, and metrics, and how DA and the LCAP are related to the CIM process. On May 15, 2026, an LCAP draft was shared with DM SELPA for consultation and feedback.
Board of Education	The Mid-Year Report was presented to the Board of Education (BOE) at a regularly scheduled meeting on February 11, 2026. The BOE asked two questions concerning the budget and spent LCFF funds with regard to some actions that showed unspent funds. The Director of Educational Services and Academy of Careers and Exploration/Riverview Middle School Principal explained that some funds are encumbered and have yet to be spent as well as other funding sources take priority due to a more strict deadline that releases LCFF funds from being spent, allowing those funds to be spent on other materials, staff, etc. Later in the school year, HSD presented to the BOE the LCAP draft during a public hearing on June 22, 2026. The LCAP draft was provided to community members of the Helendale/Silver Lakes community 72 hours in advance of the public hearing meeting, along with the agenda and previous meeting minutes. The LCAP was available online, and a physical copy of the draft was supplied upon request. Afterward, the HSD LCAP was presented and adopted on June 24, 2026, by the district's local governing board.

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

*Educational Partner Engagement and Influence on the 2026-27 LCAP

The development of Independence Charter Academy's (ICA) 2026-27 LCAP was shaped by extensive engagement with educational partners, including teachers, administrators, classified staff, parents, and students. Feedback was gathered through PAC meetings, School Site Council (SSC) meetings, a staff Start-Stop-Continue activity, parent engagement meetings held in February 2025, and the annual LCAP survey administered to students, parents, and staff. Partners affirmed areas of progress while identifying key needs that guided the refinement of 2026-27 goals and actions. The major themes and influences are summarized below.

Academic Support and Instructional Improvement
Actions Influenced: Goal 1, Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8
Who Provided Feedback: Certificated and classified staff via Start-Stop-Continue activity, parents via LCAP survey and February engagement meetings, and students via LCAP survey

- The highest-priority academic concern among staff was the need for a stronger credit recovery system, reflecting awareness that students — particularly secondary students — need more structured pathways to recover credit and remain on track for graduation
- Staff identified the need for an intervention/SPED aide and access to supplemental instructional tools to better differentiate support for students
- Staff expressed interest in expanding and improving CTE programs and offerings, and in ensuring ICA students and families are aware of concurrent enrollment options available through ACE
- Parents and staff both emphasized the need to close the achievement gap for socioeconomically disadvantaged and English Learner (EL) students, directly informing Actions 1.3 and 1.5
- Parents requested expanded on-campus help sessions, larger virtual meeting formats to support student interaction and social skill development, and more field trip opportunities for elementary students, informing Actions 1.2 and 1.6
- Staff affirmed continuation of the bilingual program and consistent communication with students and families, supporting the continuation of Action 1.5
- Only 63.64% of staff agreed that achievement data is the primary indicator used to drive instruction, signaling a need for continued professional development focused on data-informed practice, informing Action 1.4

School Climate, Student Engagement, and Well-Being
Actions Influenced: Goal 2, Actions 2.1, 2.2, 2.3, and 2.4
Who Provided Feedback: Certificated and classified staff via Start-Stop-Continue activity, parents and students via LCAP survey

- Hiring a dedicated school counselor was the single most emphasized need across the entire engagement process, directly informing Action 2.2
- Staff requested more incentive-based activities and expanded opportunities for clubs and extracurriculars, supporting Action 2.1's incorporation of PBIS incentive structures for work completion, academic improvement, and attendance
- Staff requested structured follow-up processes for new students, which directly informed Action 2.4's Tiered Re-Engagement and Student Success Support system
- Award assemblies received continued support from staff and are reflected in the continuation of Action 2.1
- Only 50% of staff agreed that PBIS is consistently implemented at the site, reinforcing the need for more sustained professional development and coaching in this area, informing Action 2.3

- Chronic absenteeism data — currently at 20.7%, disproportionately impacting socioeconomically disadvantaged students — promoted the significance the of re-engagement systems and counseling supports, informing Actions 2.2 and 2.4
- 92.54% of students reported having at least one trusted adult on campus, a key protective factor to preserve through continued investment in counseling and staff-student relationships

Family and Community Engagement
Actions Influenced: Goal 3, Actions 3.1 and 3.2
Who Provided Feedback: Certificated and classified staff via Start-Stop-Continue activity, parents via LCAP survey and February engagement meetings

- Staff identified a monthly newsletter from the principal and participation in other site and community events as high priorities, directly informing Action 3.1's expanded communication activities
- Only 71.43% of parents reported attending at least one school or district meeting this year, signaling that barriers to participation remain and that outreach strategies must be diversified, informing Action 3.2
- Staff noted the value of continuing Back to School Night and in-person awards ceremonies, reinforcing the continuation of community-building events in Action 3.2
- Parents expressed appreciation for ICA's strong communication (92.86%) and sense of inclusion (92.86%), affirming the district's commitment to relationship-centered engagement while identifying opportunities to deepen involvement
- Staff expressed a desire for ICA to establish a booth presence at community events, highlighting the need for greater visibility in the broader Helendale community, reflected in Action 3.2
- Assessing ongoing staffing needs was identified as a continued priority and will inform administrative planning across the LCAP cycle

In accordance with California Education Code Section 64001(i), Independence Charter Academy utilizes its Local Control and Accountability Plan (LCAP) in place of a separate School Plan for Student Achievement (SPSA), as it operates as a dependent charter school within the Helendale School District that is not identified for Comprehensive Support and Improvement (CSI). The LCAP includes all required components to support continuous improvement, educational partner engagement, and alignment of goals and actions with identified student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel in Learning: Drive students' academic success with engaging, challenging curriculum and effective interventions.	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 5: Pupil Engagement (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.

Independence Charter Academy and its educational partners believe that educating the youth of the community is our most important task. During the LCAP development process, it was clear that Quality Learning and Instruction for All Students was the priority for all members of the community who were involved in the LCAP development. The California School Dashboard showed our 2023 ELA CAASPP scores for all students at -27.5 Difference From Standard (DFS), Socio-economically Disadvantaged at -40 DFS, English Learners at -16.2 DFS, Students with Disabilities -78 DFS, and our Hispanic students group 26.2 DFS. The California School Dashboard showed our 2023 Math CAASPP scores for All Students at -44.3 DFS, Socioeconomically Disadvantages at -57.6 DFS, English Learners at -32 DFS, Students with Disabilities -95.6 DFS, and our Hispanic student group -47.6 DFS. The 2022-23 CAASPP outcomes also showed 45.65% of all students met or exceeded proficiency in English Language Arts, and 35.38% of all students met or exceeded proficiency in Math. The District is implementing comprehensive actions to improve student engagement and academic performance. These actions include providing and maintaining devices for each student, reduced teacher to student ratio classrooms, provide professional development for our staff, and student transportation. These actions will all work toward a positive outcome for our students to increase their academic achievement.

Independence Charter Academy recognizes the vital role that well-equipped educators, aligned instructional materials, and rigorous academic standards play in student success. ICA ensures that all students, including Low Income, Foster Youth, and English Learners, have full access to state standards-aligned instructional materials (Metric 1.4), and it maintains compliance in assigning appropriately credentialed teachers without misassignments (Metric 1.7). Furthermore, the district continues to implement state board-adopted academic content and performance standards (Metric 1.15) across all grade levels through ongoing professional development and instructional support. This commitment fosters a stable and equitable learning environment where educators are supported and held accountable, and where students benefit from high-quality instruction. ICA's focus on continuous improvement and leadership development ensures that every student has the resources and opportunities necessary to thrive in a safe, inclusive, and academically rigorous setting.

ICA also recognizes the importance of ensuring that all classrooms are led by appropriately credentialed teachers (Metric 1.7) and are supported with state standards-aligned instructional materials (Metric 1.4). The district continues to implement State Board-adopted content standards (Metric 1.14) with fidelity across all schools. By supporting teacher growth, promoting high-quality instruction, and maintaining equitable access to resources, the district is committed to closing achievement gaps and creating a learning environment where every student can thrive. Metric 1.12 (CAST) The California science Test (CAST) is included as a current metric in our LCAP to monitor students progress in science; however, it is not currently tied to a specific goal, as ICA is in the process of analyzing data to identify trends and determine appropriate actions for future goal development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP MATH Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS 2023 CA Dashboard was incorrectly reported. The correct data is below: All : -141.7 DFS EL: Data not available, fewer than 11 students SED: -157.6 DFS SWD: Data not available, fewer than 11 students	2024 CA Dashboard All : -146.3 DFS EL: Data not available, fewer than 11 students SED: -155.9 DFS SWD: Data not available, fewer than 11 students	2025 CA Dashboard All: -119 DFS EL: Data not available, fewer than 11 students SED: -124.5 DFS SWD: Data not available, fewer than 11 students	All : -40 DFS EL: -27 DFS SED: -48 DFS SWD: -75 DFS	All: +22.7 DFS EL: N/A SED: +33.1 DFS SWD: N/A
1.2	CAASPP ELA Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS SWD: -78 DFS	2024 CA Dashboard All : 90.8 DFS EL: -Data not available, fewer than 11 students SED: -112 DFS	2025 CA Dashboard All: -57.4 DFS EL: Data not available, fewer than 11 students SED: -54.1 DFS	All : -20 DFS EL: -10 DFS SED: - 28 DFS SWD: -58 DFS	All: +20.3 DFS EL: N/A SED: +37.4 DFS SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard was incorrectly reported. The correct data is below: All : -77.7 DFS EL: Data not available, fewer than 11 students SED: -91.5 DFS SWD: Data not available, fewer than 11 students	SWD: -Data not available, fewer than 11 students	SWD: Data not available, fewer than 11 students		
1.3	Class size ratio grades K-3 Number of students per class Source: Local Data	23:1 student to class ratio Local Data 2022/23	21:1 student to class ratio Local Data 2024/25	22:1 student to class ratio Local Data 2025-26	maintain lower that 24:1 student to class ratio	-1
1.4	Access to aligned instructional material Percentage Rate Source: California School Dashboard (local indicators)	100% of students have access to standard aligned instructional materials. (Local Data 2022-23)	100% of students have access to standard aligned instructional materials. (Local Data 2024-25)	100% of students have access to standard aligned instructional materials. (Local Data 2024-25)	100% of students have access to standard aligned instructional materials.	No change
1.5	English Learner Reclassification Percentage Rate Source: Local Data	15% of ELL students were reclassified (Local Data 2022-23)	10.5% of ELL students were reclassified. (Local Data 2023-24)	District 15.9% of ELL students were reclassified. (Local Data 2024-25)	18% of ELL students were reclassified to	+0.9%
1.6	State implemented ELPAC Test Percentage Rate	72.13% of EL students were proficient on ELPAC	41.2% of EL students were proficient on ELPAC	District 26.09% of EL students were proficient on ELPAC	75% of EL students were proficient on ELPAC	-46.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	(ELPAC 2022-23)	(ELPAC 2023-24)	(ELPAC 2024-25)		
1.7	Teacher Misassignment Percentage Rate Source: California School Dashboard	District maintained a 0% teacher misassignment. (Local Data 2023-24)	District maintained a 5.4% teacher misassignment. California School Dashboard	District maintained a 0% teacher misassignment. (Local Data 2024-25)	0% teacher misassignment	No change
1.8	English Language Arts Benchmark Assessments Percentage Rate Source: Local Data	Elementary iReady All Students - 33% Low Income - 30% Secondary Edmentum (In progress) All Students - 28% Low Income - 20% (Local Data 2023-24)	Elementary iReady All Students - 38% Low Income - 35% Secondary Edmentum (In progress) All Students - 45% Low Income -50% (Local Data 2024-25)	Elementary i-Ready All Students - 34% Low Income - 22% Secondary Edmentum All Students - 60% Low Income - 41% (Local Data 2025-26)	Elementary iReady All Students - 45% Low Income - 45% Secondary Edmentum (In progress) All Students - 40% Low Income - 40%	Elementary iReady All Students - +1% Low Income - -8% Secondary Edmentum (In progress) All Students - +32% Low Income - +21%
1.9	Math Benchmark Assessments Percentage Rate Source: Local Data	Elementary iReady All Students - 21% Low Income - 19% Secondary Edmentum (In Progress) All Students - 18% Low Income - 16% (Local Data 2023-24)	Elementary iReady All Students - 38% Low Income - 38% Secondary Edmentum (In Progress) All Students - 46% Low Income - 64% (Local Data 2024-25)	Elementary i-Ready All Students - 28% Low Income - 33% Secondary Edmentum All Students - 45% Low Income - 32%	Elementary iReady All Students - 30% Low Income - 30% Secondary Edmentum (In Progress) All Students - 30% Low Income - 30%	Elementary iReady All Students - +7% Low Income - +14% Secondary Edmentum All Students - +27% Low Income - +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Attendance Rate Percentage Rate Source: Local Data	92.68% Daily Attendance Rate (Local Data 2022-23)	93.84% Daily Attendance Rate (Local Data 2024/25)	91.57% Daily Attendance Rate (Local Data 2024-25)	95% Daily Attendance Rate	-1.11%
1.11	Chronic Absenteeism Rate Percentage Rate Source: California School Dashboard	All Students – 25.3% Low-Income – 29.4% (2023 CA School Dashboard)	All Students – 7.9% Low-Income – 9.5% (2024 CA School Dashboard)	All Students - 20.7% Low Income - 23.6% (2025 CA School Dashboard)	All Students – 18% Low-Income – 18%	All: -4.6% Low-Income: - 5.8%
1.12	California Science Test (CAST) Results Percentage Rate Source: California School Dashboard	Met or Exceeded Standard on CAST All Students - 18.07% Socioeconomically Disadvantaged - 12.82% (CAASPP 2022/23)	Met or Exceeded Standard on CAST All Students - 13.79% Socioeconomically Disadvantaged - 12.50%	Met or Exceeded Standard on CAST All Students - 15% Socioeconomically Disadvantaged - 13.33%	All Students - 22% Socioeconomically Disadvantaged - 22%	All: -3.07% SED: +0.51%
1.13	Increase student technology devices Student to Device Ratio Source: Local Data	SY 2023/2024 Students to device ratio is 1:1	SY 2024/2025 Students to device ratio is 1:1	SY 2025/2026 Students to device ratio is 1:1.98	Students to device ratio is 2:1	+0.98
1.14	Implementation of state board adopted academic content and performance standards implementation Status Source: California School Dashboard	2022/23 SY English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability	2023/24 SY English Language Arts – Common Core State Standards for English Language Arts - Full	2024/25 SY English Language Arts – Common Core State Standards for English Language Arts - Full	English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	
1.15	Access to a Broad Course of Study Percentage Rate Local Indicator	2022/23 100% of student have access to a broad course of study Local Indicator	2023/24 100% of student have access to a broad course of study Local Indicator	2024/25 100% of student have access to a broad course of study Local Indicator	100% of student have access to a broad course of study	No change

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.

Independence Charter Academy demonstrated strong overall implementation of Goal 1 during the 2025-26 school year. Of the eight actions within this goal, six were fully implemented (Actions 1.1, 1.2, 1.3, 1.5, 1.7, and 1.8) and two were partially implemented (Actions 1.4 and 1.6). No actions were left unimplemented.

Regarding substantive differences, Action 1.1 (Technology) was fully implemented but expanded beyond its original scope — in addition to renewing 25% of existing devices, the new Director of Technology created an inventory system and added additional devices and chargers to the site. Action 1.6 (Field Trips) was intended to offer trips monthly or every other month; however, an administration change caused a slow start, resulting in fewer trips being offered later in the year. Additionally, Action 1.7 (Center for Teacher Induction Program) saw limited ICA participation since all teachers hold clear credentials and are highly qualified, reducing the site-level need for the program.

Action 1.4 (Professional Development) was partially implemented, as some staff attended professional development opportunities, but there was limited interest in outside PD given that most ICA teachers are veterans. A notable success was that staff fully participated in district-level professional development. Action 1.6 (Field Trips) was also partially implemented due to challenges with student buy-in at the virtual school, a clerical issue with a bus that disrupted one trip, and not all subject areas being targeted.

Additional challenges included creating the technology inventory system (Action 1.1), managing higher-than-anticipated special education and elementary student enrollment which created difficulties in determining caseloads and staffing needs (Action 1.3), and engaging students with the EL aide and encouraging ELPAC participation (Action 1.5). A key success for Action 1.5 was the aide's dedication to building relationships with families and connecting with students.

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.

Independence Charter Academy considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

Action 1.4 – Professional Development
This action was underspent compared to the planned budget. The district was able to leverage alternative funding sources, including Title II and the Educator Effectiveness Block Grant, to support staff training and professional development activities. This allowed the district to fully implement planned professional learning while substantially reducing reliance on LCAP funds for this action.

Action 1.5 – Bilingual Aides
This action was underspent compared to the planned budget. This was due to the position being filled later in the 2025-26 school year.

Action 1.6 – Field Trips
This action was underspent compared to the planned budget. The variance is attributable to lower-than-anticipated student participation in field trip opportunities, which resulted in fewer trips being scheduled and completed than originally planned.

Action 1.7 – Center for Teacher Induction Program
This action was underspent compared to the planned budget. ICA's teaching staff is predominantly composed of veteran educators who hold clear credentials and do not require full induction program participation. As a result, induction activities were limited primarily to mentoring support for the small number of teachers who needed it, resulting in lower-than-anticipated expenditures.

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

Action 1.1: Technology
This action demonstrates moderate effectiveness to date in making progress toward Goal 1. Device access has exceeded expectations, with the student-to-device ratio improving from 1:1 to 1:1.98 — a positive difference of +0.98 from baseline (M1.13), meaning students now have access to nearly two devices each. CAASPP results show meaningful gains for All Students and Socioeconomically Disadvantaged (SED) students, with Math DFS increasing by +22.7 points from baseline (M1.1) and ELA DFS increasing by +20.3 points from baseline (M1.2); SED students outpaced the All Students group with gains of +33.1 and +37.4 points, respectively. Secondary benchmark data similarly reflects strong growth, with ELA benchmarks (M1.8) improving +32% for All Students and +21% for Low Income students, and Math benchmarks (M1.9) improving +27% for All Students and +16% for Low Income students. However, elementary ELA benchmarks for Low Income students declined -8% from baseline (M1.8), indicating that technology access alone has not been sufficient to close achievement gaps for all unduplicated student groups at the elementary level. Data for English Learners and Foster Youth remains unavailable due to small sample sizes, limiting the ability to fully assess the impact on those specific groups. Continued investment in targeted instructional supports alongside device access will be important for ensuring equitable outcomes across all student populations.

Action 1.2: Grade Level Curriculum and Assessment
This action demonstrates strong effectiveness at the secondary level and moderate effectiveness overall in making progress toward Goal 1. Access to standards-aligned instructional materials remains at 100% (M1.4), reflecting no change from baseline and ensuring consistent curriculum access for all students. CAASPP results show positive growth for All Students and SED students, with Math DFS gains of +22.7 and +33.1 points from baseline, respectively (M1.1), and ELA DFS gains of +20.3 and +37.4 points from baseline, respectively (M1.2). Secondary benchmark performance is particularly strong, with ELA benchmarks (M1.8) improving +32% for All Students and +21% for Low Income students, and Math benchmarks (M1.9) improving +27% for All Students and +16% for Low Income students. These results suggest that the iReady and Edmentum platforms are producing measurable gains, particularly at the secondary level, where the tools are most aligned to instructional delivery. However, elementary ELA benchmarks for Low-income students declined 8% from baseline (M1.8), indicating a need for additional targeted support at the elementary level. EL and Foster Youth data remain unavailable, limiting the full assessment of this action's reach across all unduplicated groups. Exploring supplemental intervention supports within the iReady platform for elementary low-income students may help address this persistent gap.

Action 1.3: Class Size Reduction
This action demonstrates effectiveness in making progress toward Goal 1, with particular benefit to Socioeconomically Disadvantaged students. The K–3 class size ratio decreased by one student from baseline, moving from 23:1 to 22:1 (M1.3), reflecting a smaller and more

personalized learning environment for the youngest learners. CAASPP results reinforce the positive impact of this action: Math DFS improved by +22.7 points for All Students and by +33.1 points for SED students from baseline (M1.1), and ELA DFS improved by +20.3 points for All Students and by +37.4 points for SED students from baseline (M1.2). Notably, SED students are outpacing the All Students group in academic growth in both subject areas, suggesting that reduced class sizes are particularly benefiting socioeconomically disadvantaged students who have greater access to individualized instructional attention. EL and Foster Youth data remain unavailable due to small sample sizes, which limits the ability to fully evaluate the impact of this action on those unduplicated groups. Sustaining and potentially expanding class size reduction efforts, with intentional focus on EL and Foster Youth students as data becomes available, will be important in continuing this positive trajectory.

Action 1.4: Professional Development
This action demonstrates mixed effectiveness to date in making progress toward Goal 1. CAASPP results show positive growth for All Students and SED students, with Math DFS improving by +22.7 and +33.1 points from baseline, respectively (M1.1), and ELA DFS improving by +20.3 and +37.4 points from baseline, respectively (M1.2). Secondary benchmark performance further reflects meaningful gains, with ELA benchmarks improving +32% for All Students and +21% for Low Income students (M1.8), and Math benchmarks improving +27% for All Students and +16% for Low Income students (M1.9), suggesting that professional development has had a positive influence on instructional practices at the secondary level. However, elementary ELA benchmarks for Low Income students declined -8% from baseline (M1.8), indicating that current professional development offerings may not yet be sufficiently targeted toward elementary instructional strategies for unduplicated students. Additionally, only 63.64% of staff agreed that achievement data drives instruction, reinforcing the continued need for data-literacy professional development across all sites and grade levels. EL and Foster Youth data remain unavailable. Future professional development planning should prioritize differentiated elementary literacy strategies and strengthen the use of student achievement data as a routine driver of instructional decision-making.

Action 1.5: Bilingual Aides
This action demonstrates limited effectiveness to date in making progress toward Goal 1 for English Learners. The EL reclassification rate increased modestly by +0.9% from baseline, moving from 15% to 15.9% (M1.5), reflecting slight but insufficient progress in supporting students toward reclassification. More significantly, the ELPAC proficiency rate declined substantially by -46.04% from baseline, dropping from 72.13% to 26.09% (M1.6), indicating that language acquisition outcomes have not been maintained or improved under this action as currently implemented. It is important to note that the bilingual aide position was not filled for the full year due to recruitment challenges, which likely contributed to the severity of this decline. The instability in staffing has limited the consistency of bilingual instructional support available to English Learners throughout the year. Prioritizing stable and fully-staffed bilingual aide positions, alongside strengthened bilingual instructional strategies and monitoring of ELPAC progress throughout the year, will be critical to reversing this trend and producing meaningful gains for English Learner students going forward.

Action 1.6: Field Trips
This action demonstrates limited effectiveness to date in making progress toward Goal 1. While secondary ELA benchmarks (M1.8) improved +32% for All Students and +21% for Low Income students, and secondary Math benchmarks (M1.9) improved +27% for All Students and +16% for Low Income students, these gains cannot be readily attributed to field trip participation, as the LCAP notes that field trip opportunities were offered with minimal to no student interest. Elementary ELA benchmarks for Low Income students declined -8% from baseline (M1.8), and low attendance at field trip events limits the ability to draw meaningful conclusions about this action's contribution to academic outcomes. Given the virtual learning model and the low uptake observed, the district may benefit from exploring alternative

experiential learning opportunities that are better aligned with student interest and the realities of a distance learning environment, such as virtual field experiences, community speaker series, or project-based learning tied to real-world contexts.

Action 1.7: Center for Teacher Induction Program
This action demonstrates moderate effectiveness to date in making progress toward Goal 1. The district has maintained 0% teacher misassignment from baseline (M1.7), ensuring that all classrooms are led by appropriately credentialed teachers — a foundational condition for quality instruction. CAASPP results reflect positive growth from baseline, with Math DFS improving by +22.7 points for All Students and +33.1 points for SED students (M1.1), and ELA DFS improving by +20.3 points for All Students and +37.4 points for SED students (M1.2). Secondary benchmark performance is similarly strong, with ELA benchmarks improving +32% for All Students and +21% for Low Income students (M1.8), and Math benchmarks improving +27% for All Students and +16% for Low Income students (M1.9). However, the decline in elementary ELA benchmarks for low-income students by -8% from baseline (M1.8) suggests that new teachers may benefit from induction supports that more specifically address differentiated instructional strategies for unduplicated students at the elementary level. Strengthening the induction curriculum to include targeted coaching around culturally responsive and equity-focused elementary literacy practices may help ensure that new teachers are better equipped to close persistent gaps for this student group.

Action 1.8: Instructional Aide
This action demonstrates mixed effectiveness to date in making progress toward Goal 1. CAASPP results show positive growth for All Students and SED students, with Math DFS improving by +22.7 and +33.1 points from baseline, respectively (M1.1), and ELA DFS improving by +20.3 and +37.4 points from baseline, respectively (M1.2). Math benchmark performance reflects broad improvement across grade spans, with elementary gains of +7% for All Students and +14% for Low Income students, and secondary gains of +27% for All Students and +16% for Low Income students (M1.9), suggesting that the shift from after-school tutoring to in-school instructional aide support has been particularly effective in supporting math outcomes. However, elementary ELA benchmarks for Low Income students declined -8% from baseline (M1.8), indicating that instructional aide support has not yet produced the same results in elementary literacy for the targeted student group. More strategic deployment of aide time toward structured elementary ELA interventions — particularly for low-income students — may help close this gap and ensure that the instructional aide model produces equitable outcomes in both subject areas.

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.

Upon reflection of prior practice, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year, with one exception. Action 1.2 (Grade Level Curriculum and Assessment) has been revised for the 2026–27 school year. ICA will discontinue the use of iReady at the elementary level and transition to Edmentum district-wide for curriculum, paired with NWEA MAPs as the aligned assessment tool for all students. This change reflects a review of current year data and a determination that a unified curriculum and assessment system across grade spans will better support instructional coherence and allow for more targeted, individualized support based on student need — particularly for unduplicated students where achievement gaps persist. All other goals, metrics, target outcomes, and actions remain as originally planned.

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	Technology	The use of technological devices proved to be a necessity during the recent pandemic. The District was ready for the challenge and will maintain our "fleet" of devices so that students have access to a technological device based on their grade level, their activities, and their individual needs. The district will renew 25% of the devices that were being used prior to March 2020 in order to ensure a replenished stock over the next four years. This action is principally directed to our low income students. The expected outcome is to improve academic achievement as measured by CAASPP ELA and Math scores and district benchmark assessments. M1.13, M1.1, M1.2, M1.8, and M1.9.	$45,000.00	Yes
1.2	Grade Level Curriculum and Assessment	The District will utilize Edmentum (curriculum) and NWEA Maps (assessment) to align curriculum and assessment for students. The programs are designed to align to standards based curriculum and provide individual support based on student needs to close achievement gaps. This action is principally directed to unduplicated students. The expected outcome is increased scores on benchmark assessments and ELA and Math CAASPP scores and district benchmark assessments. M1.1, M1.2, M1.8, M 1.4, and M1.9.	$50,000.00	Yes
1.3	Class size reduction	The Superintendent will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students as well as allowing for effective small group instruction to support our SED students in the classrooms. While small class size benefits all students, this action will be principally directed toward our English Learners (EL) and Socioeconomically Disadvantaged students (SED) as measured by M1.1, M1.2, and M1.3.	$75,255.00	Yes
1.4	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students which will increase our academic achievement scores on the ELA and Math	$17,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP and local benchmarks. Although all students will benefit, this action will be principally directed for our socioeconomically disadvantaged students as measured by M1.1, M1.2, M1.8 and M1.9 This action includes: $2,135 from Title II for Professional Development from SPSA. Research supports the effectiveness of these approaches. For instance, differentiated instruction has been shown to improve student engagement and achievement by addressing diverse learning styles and needs. Culturally responsive teaching helps bridge the gap between students' home and school experiences, making learning more relevant and accessible. Moreover, formative assessments provide real-time feedback, allowing teachers to adjust their instruction to better meet students' needs. By providing this PD on an LEA-wide basis, we ensure that all educators, not just those directly teaching SED students, are equipped with these essential skills. This approach fosters a consistent, high-quality learning environment across the district, ultimately benefiting all students while strategically targeting the specific needs of our SED population.		
1.5	Bilingual Aides	Site administrators will continue to provide bilingual support, to support our EL students to increase language acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.5 and M1.6. This action is limited to our EL students. This action includes $5,627 Title 1 from SPSA. Research supports the effectiveness of bilingual aids in improving educational outcomes for EL students. For example, a study by the National Education Association (NEA) found that schools employing bilingual aides saw a marked improvement in student performance and engagement. Furthermore, the use of bilingual aids aligns with the recommendations of the American Educational Research Association (AERA), which advocates for the inclusion of culturally and linguistically responsive teaching practices. By integrating bilingual aids into our programs, we can provide the necessary support to our EL students, addressing their unique needs and fostering an inclusive and equitable learning environment.	$5,627.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Field Trips	The district will provide field trips for students that support standards and curriculum taught in the classroom. This will provide our students with opportunities to experience real world and relevant information/places that support their learning in AVID, social studies, science, math and ELA. The expected outcome is increased scores on local benchmarks. This action is principally directed to unduplicated students. M1.8, and M1.9.	$2,000.00	No
1.7	Center for Teacher Induction Program	ICA will provide a robust Teacher Induction Program designed to provide new teachers with the skills, knowledge and tools to support the need for increased academic performance in ELA and math. M1.1, M1.2, M1.8 and M1.9	$2,000.00	No
1.8	Instructional Aide	Site administrators will continue to provide instructional aide support to all students to strengthen proficiency in ELA and Math. Instructional aides will offer targeted reinforcement, individualized assistance, and enrichment opportunities to support students in meeting academic benchmarks and improving overall literacy and math skills. M1.1, M1.2, M1.8 and M1.9 This action includes $16,000 from Title 1 from SPSA. Research supports the use of instructional aides as an effective strategy to enhance student learning, particularly for students who require additional academic support. Studies show that when instructional aides are strategically trained and deployed, they can help provide targeted small-group instruction, reinforce classroom learning, and increase student engagement, leading to improved academic outcomes (Gersten et al., 2000). The allocation of $16,000 from Title I funds under SPSA Goal 1, Strategy 1, is intended to strengthen Tier 1 and Tier 2 supports by utilizing instructional aides to assist with intervention, differentiated instruction, and classroom management, ultimately contributing to closing achievement gaps for students who need it most.	$12,625.00	Yes
1.9				

Action #	Title	Description	Total Funds	Contributing
1.11				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Independence Charter Academy will provide Student Engagement, Campus Safety and Security to all who visit their campuses	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based upon parent, staff, and student input during the LCAP development process there is a desire to ensure that each school site is organized in such a manner that it provides safety for all students and staff members. Based on the 2019 California School Dashboard suspension outcomes showed All Students 5%, African American 12.5%, English Learners 13.5%, Hispanic 5.1%, Socio-economically Disadvantaged 6.1%, and Students with Disabilities 13.9% placing these students groups in red. Chronic absenteeism outcomes showed All Students 14.3% (yellow), Students with Disabilities 20.4% (red), Homeless students 42.1% (red), English learners 10.2% (orange), African American 191.% (yellow), Hispanic 12.8% (yellow), and Socioeconomically Disadvantaged 18% (yellow). With the release of the 2022 California School Dashboard, current data supports the continuation of this goal and actions. 2022 suspension data shows All Students 6.7%, African American 15.6%, English Learners 5.6%, Hispanic 6.3%, Socio-economically Disadvantaged 7.3%, and Students with Disabilities 12.9%. Chronic absenteeism outcomes showed All Students 27.6%, Students with Disabilities 35.8%, Homeless students 55%, English learners 28.6%, African American 41.7.%, Hispanic 31.2%, and Socioeconomically Disadvantaged 32.3%.Actions such as PBIS, parent training to increase participation and decision making, partnering with Care Solace to address student social emotional and wellbeing will be implemented to work toward the success of this goal. Additionally, working in teams to identify and address student behaviors, social emotional and well-being will be implemented to work toward an engaging, safe, and secure campus sites.

In addition to a supportive and welcoming school climate, to support the monitoring of key conditions for learning, ICA strives to maintain proper and safe facilities conducive to learning (M2.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Effective Schools Survey Completion Percentage	75.4% of parents complete with positive rating	92.84% of parents complete with positive rating	91.23% of parents complete with positive rating	85% of parents complete with positive rating	+15.83% of parents complete with positive rating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Survey	87.3% of students complete with positive rating 84.3% of staff complete with positive rating. (Local Data 2023-24)	94.01% of students complete with positive rating 91.92% of staff complete with positive rating. (Local Data 2024-25)	96.64% of students complete with positive rating 94.2% of staff complete with positive rating. (Local Data 2025-26)	90% of students complete with positive rating 90% of staff complete with positive rating.	+9.34% of students complete with positive rating +9.9% of staff complete with positive rating.
2.2	Suspension Rate Percentage Rate Source: California School Dashboard	ICA - 0 (Local Data 23/24)	ICA - 0% 2024 CA School Dashboard	ICA - 0% 2025 CA School Dashboard	ICA - 0	No change
2.3	Staff Trainings on Social Emotional Needs Number of training sessions Source: Local Data	School Wide - 4 Individual - 13 (Local Data 2023/24)	School Wide - 4 Individual - 19 (Local Data 2024/25)	School Wide - 4 Individual - 54 (Local Data 2025/26)	School Wide - 4 Individual - 15	School Wide - no change Individual - +41
2.4	Attendance Rate Percentage Rate Source: Local Data - Student Information System	District - 94.86% (Local Data 2023/24)	District - 93.59% (Local Data: 2024/25: P2)	District - 97.81% (Local Data 2024-25)	District - 96%	+2.95%
2.5	Expulsion Rate Percentage Rate Source: Local Data	0% (Local Data 2023/24)	0% (Local Data 2024/25)	0% (Local Data 2025/26)	0%	No change
2.6	Chronic Absenteeism Rate	District All Students: 25.3%	District	District	District All Students: 5.1%	District

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Source: California School Dashboard	EL: 24.3% SED: 29.4% SWD: 38.9% African American: 31.6% Hispanic: 25.4% White: 23.9%	All Students: 21.6% EL: 25% SED: 26.5% SWD: 30.8% African American: 34.8% Hispanic: 23.5% White: 16.2%	All Students: 24.9% EL: 25% SED: 31.5% SWD: 30.8% African American: 43.6% Hispanic: 23.7% White: 18.1% California School Dashboard 2024/2025	EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8%	All Students: +3.7% EL: +0.7% SED: -2.9% SWD: -8.1% African American: +3.2% Hispanic: -2.1% White: -7.7%
2.7	Drop Out Rate Percentage Rate Source: Local Data	0% (Local Data 2023/24)	0% (Local Data 2024/25)	0% (Local Data 2025-26)	0%	No change
2.8	School Facilities Number of Instances in the FIT report that does not meet Good Repair standards Source: Local Data	2023-24 0 Instances (Local Data 2023/24)	2024-25 0 Instances (Local Data 2024/25)	2025-26 0 Instances (Local Data 2025/26)	0 Instances	No change

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.

Independence Charter Academy demonstrated strong overall implementation of Goal 2 during the 2025-26 school year. Of the four actions within this goal, three were fully implemented (Actions 2.2, 2.3, and 2.4) and one was partially implemented (Action 2.1). No actions were left unimplemented.

Regarding substantive differences, Action 2.1 (School Climate and Culture) was partially implemented because PBIS was not fully implemented as planned, as the ICA counselor position — which was intended to lead the PBIS effort — was vacant for much of the year. Action 2.2 (School Counselor) was fully implemented; however, the counselor position was vacant until the spring, which meant that teachers lacked counseling support for students who needed assistance with transcripts and mental health during the earlier part of the year. Action 2.3 (Social Emotional Wellness Professional Development/Programs) was fully implemented, though Care Solace professional development did not generate significant staff interest. The district adapted by providing professional development on Daybreak as an alternative social-emotional wellness resource.

A notable success for Goal 2 was the renewal and revitalization of the tiered re-engagement/MTSS process under new administration, which helped clarify the process for both the ICA team and the district (Action 2.1). Challenges included limited staff buy-in for social-emotional wellness programs, as staff preferred to wait for the counselor to be hired before fully engaging with those resources (Action 2.3), and solidifying the tiered re-engagement process with staff buy-in (Action 2.4).

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.

Action 2.1 – School Climate and Culture
This action was underspent compared to the planned budget. The variance is attributable to the limited number of school climate events and activities that were able to be held during the year, as the majority of ICA's student population participates virtually. Fewer in-person opportunities resulted in substantially lower expenditures than originally anticipated. The district will explore expanded virtual and hybrid engagement formats in the coming year to better align planned activities with the realities of ICA's independent study model.

Action 2.2 – School Counselor
This action was underspent compared to the planned budget. The school counselor position was vacant for the majority of the 2025-26 school year due to recruitment challenges, resulting in substantially lower personnel expenditures than budgeted. The position was filled later in the year, and the district is committed to maintaining stable staffing in this role throughout the full 2026-27 school year to ensure students receive consistent and sustained counseling support.

Action 2.3 – Social Emotional Wellness Professional Development/Programs
This action was underspent compared to the planned budget. The district was able to leverage alternative funding sources, including support provided through the county and SELPA at no cost to the district, to implement social-emotional wellness professional development and programs. This allowed the district to fully or substantially implement planned SEL activities while substantially reducing reliance on LCAP funds for this action.

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

Action 2.1: School Climate and Culture
This action demonstrates mixed effectiveness to date in making progress toward Goal 2. PBIS strategies, including positive reinforcement for work completion, deadline adherence, academic improvement, and consistent teacher check-ins, are designed to improve attendance and reduce chronic absenteeism for English Learner, Foster Youth, and Socioeconomically Disadvantaged students. The daily attendance rate reflects a slight increase of +2.95% from baseline (M2.4), indicating that current engagement strategies have produced the intended

improvement for the broader student population. Chronic absenteeism results are similarly mixed: SED students improved by -2.9% from baseline and Hispanic students improved by -2.1%, while All Students worsened by +3.7% and English Learners increased slightly by +0.7% from baseline (M2.6). These results suggest that PBIS incentive structures are beginning to benefit some unduplicated groups — particularly SED students — but have not yet effectively addressed the engagement and attendance needs of English Learners or the general student population. Strengthening targeted re-engagement strategies and expanding culturally responsive incentive structures for EL students will be important to producing broader improvements in attendance outcomes in the coming year.

Action 2.2: School Counselor
This action has demonstrated moderate effectiveness to date in advancing toward Goal 2. ICA has maintained a 0% suspension rate, 0% expulsion rate, and 0% dropout rate — all with no change from baseline (M2.2, M2.5, M2.7) — reflecting sustained success in maintaining a safe, supportive environment for All Students, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These results suggest that counseling supports are contributing meaningfully to student retention and positive school climate. However, chronic absenteeism outcomes remain a challenge: while SED students improved by -2.9% from baseline, EL students worsened slightly by +0.7%, and All Students increased by +3.7% from baseline (M2.6), indicating that the counselor's impact on attendance — particularly for English Learners — has been limited to date. It is important to note that the counselor position was vacant for much of the year before being filled, which likely constrained the depth and consistency of individualized attendance interventions available to students. With the position now stably filled, more sustained and proactive outreach to chronically absent EL and SED students will be critical to realizing the full impact of this action.

Action 2.3: Social Emotional Wellness Professional Development/Programs
This action demonstrates strong effectiveness in building implementation capacity and mixed effectiveness in translating that capacity into improved student attendance outcomes to date in making progress toward Goal 2. Individual staff trainings increased substantially by +41 from baseline, moving from 13 to 54 (M2.3), reflecting a significant investment in staff ability to address the social-emotional needs of unduplicated students. Effective Schools Survey results reinforce this positive trend, with parent perception improving +15.83% from baseline, student perception improving +9.34%, and staff perception improving +9.9% (M2.1), indicating that SEL programs are contributing to a meaningfully stronger school climate as experienced by all educational partners. Suspension and expulsion rates remain at 0% with no change from baseline (M2.5), and the dropout rate remains at 0% (M2.7). However, the translation of improved climate perceptions into improved attendance has been fully realized: the daily attendance rate improved by +2.95% from baseline (M2.4), and chronic absenteeism increased +3.7% for All Students and +0.7% for EL students from baseline (M2.6), while SED students showed improvement at -2.9%. Continued investment in SEL professional development, paired with more targeted attendance intervention strategies for English Learners and the broader student population, will be necessary to close the gap between improved school climate perceptions and improved attendance outcomes.

Action 2.4: Tiered Re-Engagement and Student Success Support
This action demonstrates limited effectiveness. The structured tiered re-engagement process was newly implemented in 2025-26 and is designed to identify and intervene early with students demonstrating attendance concerns through escalating communication and support steps. The daily attendance rate improved by +2.95% from baseline (M2.4), and chronic absenteeism for All Students increased +3.7% from baseline, with African American students increasing +3.2% (M2.6). While some student subgroups showed improvement — SED students at -2.9%, White students at -7.7%, Hispanic students at -2.1%, and SWD students at -8.1% from baseline — the overall attendance trend for the general student population has not yet improved under this action. As a newly implemented system, the tiered re-engagement process

has not yet had sufficient time or consistency to produce broad measurable gains, and the virtual nature of ICA's independent study model presents unique challenges in delivering timely and effective re-engagement interventions. Refining the process, strengthening communication protocols, and ensuring consistent implementation across all student groups will be essential to improving outcomes in the coming year.

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

Upon reflection of prior practice, no changes have been made to the planned goal, metrics, target outcomes, or actions for Goal 2 for the coming year, with the exception of Action 2.4. This action was improved upon to identify the personnel needed to support the tiered re-engagement process, which will strengthen the metric outcomes it impacts.

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	School Climate and Culture	Administration will continue to develop and implement effective strategies and best practices, including PBIS, to maintain a low student discipline rate. These initiatives will support students, staff, and families by identifying potential student concerns and providing the necessary interventions. While all students will benefit, this action is primarily designed to support EL and SED students. PBIS implementation will incorporate positive reinforcement strategies, such as incentives for work completion, meeting deadlines, academic improvement from baseline to benchmark assessments, consistent teacher check-ins to enhance attendance, and additional reinforcement and enrichment opportunities with aide support. as measured by M2.4 and M2.6	$5,000.00	Yes
2.2	School Counselor	School Principal will hire school counselors at each site to provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. Although all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.5, M2.7 and M2.6.	$46,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Social Emotional Wellness Professional Development/Programs	ICA will provide professional development for staff to effectively implement the Panorama SEL surveys and lessons plus Care Solace model of identification and support for students' social emotional and mental well being. ICA will also have a part time counselor.This action is principally directed to unduplicated students. The expected outcome is to increase school connectedness and attendance and to decrease chronic absenteeism. M2.3, M2.6, M2.4, M2.1, M2.5 and M2.7.	$20,000.00	Yes
2.4	Tiered Re-Engagement and Student Success Support	To support student academic progress and engagement, administration will continue to provide intervention/MTSS personnel support to implement a structured Tiered Re-Engagement Process to identify and intervene early with students demonstrating inadequate progress. This system includes a sequence of escalating communication and support steps, beginning with a general email after one week of insufficient progress (Tier 1), followed by formal notification and reminders of academic expectations (Tier 2). If progress remains limited, Tier 3 involves a scheduled meeting to collaboratively develop a Student Success Plan with clear, measurable goals and commitments from both students and families. Continued lack of improvement will result in Tier 4—an administrative meeting to review progress and determine next steps. This action ensures students receive timely, personalized interventions, and families are actively involved in the academic recovery process. Progress will be monitored using site-level academic and engagement as measured by M2.4 and M2.6.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partners in Education: Build strong relationships with families and the community to enhance educational outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established to strengthen family and community engagement within the Helendale School District. In recent years, there has been a noticeable decline in participation, including a drop in Parent-Teacher Conference attendance at the elementary level—from 86% to 82% in 2023–24. The transition of ICA to a virtual format has further complicated efforts to connect with families. The actions outlined under this goal are intended to rebuild and nurture collaborative relationships, encouraging meaningful involvement from parents and community members. By aligning these actions with clear metrics, district leadership aims to maintain a strong focus on inclusive communication and sustained engagement across all schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation with Helendale School District PAC Number of attendees Local Indicator	2023/2024 4 parents attended the May 2024 meeting Local Data	2024/2025 0 parents from ICA attended the February 2025 meeting Local Data	2025/2026 0 parents from ICA attended the March 2026 meeting Local Data	10 Attendees per meeting	-4 parents
3.2	Family Events at school sites Number of Events Per Year Local Metric	2023/2024 ICA - 2 Local Data	2024/2025 ICA - 2 Local Data	2025/2026 ICA - 3 Local Data	ICA - 4	+1 Event

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent and Community Communication Number of communication activities Local Indicator	2023/2024 District - 12 videos from Superintendent School Sites - 18 emails from site Principals to families Local Data	2024/2025 District Videos from Superintendent = 9 School Sites - 19 emails from the site Principals to families. Local Data As of 12/31/24	2025/2026 District Videos from Superintendent = 0 School Sites = 74 emails from the site principals to families Local Data	District - 18 videos from Superintendent School Sites - 20 emails from site Principals to families	District Videos from Superintendent = -12 (Discontinued at the end of 2025-26) School Sites - +56 emails from the site Principals to families.
3.4	Number of School Site Council Meetings Held	ICA - 9 (Local Data 2023-2024)	ICA - 5 (Local Data 2024-2025)	ICA - 2 (Local Data 2025-26)	ICA - 10	-7 Meetings
3.5	ELAC Meetings Number of meetings per year Source: Local Indicator - meeting agendas	ICA - 0 (Local Data 2023-2024)	ICA - 0 (Local Data 2024-2025)	ICA - 0 (Local Data 2025-26)	ICA - 2	No change

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.

Independence Charter Academy partially implemented Goal 3 during the 2025-26 school year. Both actions within this goal — Action 3.1 (Parent and Community Communication) and Action 3.2 (Parent and Community Involvement) — were partially implemented. No actions were fully implemented or left unimplemented.

Regarding Action 3.1, the district improved communication efforts through social media, emails, and ParentSquare; however, site-level communication via newsletters or direct emails from the principal to families was inconsistent. A key challenge was the transition to new administration, which created a gap in site-level communication as the new administrator adjusted to the role.

Regarding Action 3.2, the site successfully held award nights for students and families. However, a substantive difference existed between the planned action and actual implementation — the action was designed to include additional school-sponsored events such as quarterly Family Paint Night events, book studies, and broader community-building activities, but these events were not planned or held during the year. The primary challenge contributing to this gap was the transition to new administration, which limited the capacity to plan and execute additional engagement opportunities beyond award ceremonies.

Overall, while the district demonstrated progress in expanding digital communication platforms, site-level family engagement and event planning remained areas of need. The leadership transition presented a consistent challenge across both actions, and stabilizing administration in the coming year is expected to support stronger and more consistent implementation of family and community engagement strategies.

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.

Action 3.1 – Parent and Community Communication
This action was underspent compared to the planned budget. The variance is primarily attributable to the fact that the communication tools utilized to reach families — including ParentSquare and email — were available at no cost to the district, substantially reducing the expenditures necessary to implement planned communication activities. Additionally, an administration change during the year created timing challenges that limited the number of community communication events that could be organized and executed as planned. While award nights were held, low family attendance further reduced the resources needed to support those events. ICA will work to expand and diversify communication strategies in the coming year to increase family participation and engagement.

Action 3.2 – Parent and Community Involvement
This action was underspent compared to the planned budget. The variance reflects a lower number of family engagement events held than originally planned, due in part to limited student and family interest in participation. Fewer events resulted in lower-than-anticipated expenditures for materials, logistics, and associated costs.

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

Action 3.1: Parent and Community Communication
This action demonstrates mixed effectiveness to date in making progress toward Goal 3. Parent and community communication activities (M3.3) show a significant increase in school site emails from principals to families, with a current difference of +56 emails from baseline, indicating that communication has expanded substantially beyond the original 18 emails. However, the Superintendent's video communications have been discontinued, reflecting a difference of -12 videos from baseline (M3.3). This discontinuation represents a shift in communication strategy rather than a reduction in overall outreach effort.

Despite the increase in direct communication from site principals, participation in the Helendale School District PAC (M3.1) has declined by -4 parents from baseline, dropping from 4 parents attending in 2023-24 to 0 parents from ICA attending in the most recent meeting. This suggests that while the volume of outgoing communication has increased, it has not yet translated into increased family participation in advisory opportunities. The disconnect between communication output and engagement outcomes indicates that the content, format, or accessibility of communications may need to be revisited to more effectively motivate parent participation — particularly for families of All

Students, including those who may face barriers such as scheduling conflicts, language differences, or unfamiliarity with advisory committee structures.

Action 3.2: Parent and Community Involvement
This action demonstrates limited effectiveness to date in making progress toward Goal 3. Family events at the school site (M3.2) show a modest increase of +1 event from baseline, moving from 2 events per year to 3 events in 2025-26. While this reflects incremental progress, it remains below the Year 3 target of 4 events and suggests that efforts to expand family engagement opportunities have not yet reached the intended scale. PAC attendance (M3.1) declined by -4 parents from baseline, with 0 ICA parents attending the most recent meeting, indicating that current involvement strategies have not successfully drawn families into advisory and decision-making roles. The number of School Site Council meetings (M3.4) shows a significant decline of -7 meetings from baseline, dropping from 9 meetings in 2023-24 to only 2 meetings in 2025-26. This substantial reduction raises concerns about the consistency of shared governance structures and the opportunities available for All Students' families to participate in school-level decision-making. ELAC meetings (M3.5) show no change from baseline, remaining at 0 meetings held, although ICA also doesn't meet the threshold for an ELAC.

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.

Upon reflection of prior practice, no changes have been made to the planned goal, metrics, target outcomes, or actions for Goal 3 for the coming year. All actions, metrics, and target outcomes remain as planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities as measured by M3.1 and M3.3.	$10,000.00	No
3.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school-sponsored events that promote family involvement, community-building, and trauma-informed practices. Activities will include quarterly Family Paint Night events that offer creative, low-stress opportunities for bonding, as well as books studies to foster dialogue around parenting strategies and emotional wellness. These events will extend invitations to community members to build broader connections and awareness of	$7,700.00	No

Action #	Title	Description	Total Funds	Contributing
		school initiatives. The district, schools, teachers, and parents will work collaboratively to support students and families while increasing visibility and participation in site-based community events, as measured by Metrics M3.1, M3.2, M3.4 and M3.5. This action includes: $300 Title IV $600 Tittle IV $600 Title IV $1200 Title I from the SPSA. Research consistently shows that strong family and community engagement positively impacts student achievement, school climate, and social-emotional development. According to Henderson and Mapp (2002), when schools build genuine partnerships with families through welcoming events and collaborative activities, students demonstrate improved academic outcomes, better attendance, and stronger emotional well-being. Hosting creative, low-stress events like Family Paint Nite and offering parent-focused book studies align with trauma-informed practices by fostering safe, supportive spaces for connection and dialogue. These efforts intentionally strengthen the school-community bond, supporting increased participation and visibility		

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
$207549	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.547%	0.000%	$0.00	16.547%

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:** Technology **Need:** ICA's unduplicated student population — comprising 61.9% Low Income students — continues to face a persistent digital equity challenge that goes beyond device availability. While ICA has achieved near-parity in device access, with a student-to-device ratio of 1:1.98 as of 2025-26 (M1.13), academic outcomes for	Action 1.1 addresses the technology needs of ICA's Low Income and English Learner students by ensuring that the devices through which all instruction is delivered in an independent study model remain functional, current, and sufficient in number to support uninterrupted academic engagement. For ICA's unduplicated students — who are less likely to have reliable technology alternatives at home — device access is not supplemental; it is the primary condition under which learning occurs. Maintaining and renewing	This action will be measured by the metrics identified in the action description

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
	unduplicated students remain significantly below standard. The 2025 California School Dashboard shows All Students performing at -119 DFS in Mathematics and -57.4 DFS in ELA, with SED students at -124.5 DFS in Math and -54.1 DFS in ELA — gaps that reflect not only instructional need but also the degree to which technology must function reliably as the primary vehicle for learning in an independent study model. Local benchmark data reinforces this concern: elementary i-Ready Math proficiency stands at 28% for All Students as of Spring 2025-26, and while secondary Edmentum scores show growth through Window 2, declines in Window 3 suggest challenges with sustained student engagement through technology-dependent platforms. Educational partner feedback from SED families confirmed that device reliability and home technology access remain active barriers, limiting the ability of students to consistently engage with curriculum and Edmentum pathways outside of scheduled instructional time. **Scope:** LEA-wide	the device inventory directly removes a structural barrier that falls most heavily on SED students when equipment ages, breaks, or becomes insufficient for the demands of digital curriculum platforms like Edmentum and NWEA MAPs. Staff feedback from the 2025-26 engagement process identified the expansion and improvement of curriculum programs as a priority, reinforcing that the technology infrastructure supporting those programs must be equally sound. Without reliable devices, even a well-designed curriculum platform cannot deliver its intended benefit to the students who need it most. This action is provided on an LEA-wide basis because ICA is a single-school LEA operating a fully virtual independent study model, and device access must be consistent across all grade levels and student groups. Limiting technology renewal to specific classrooms or programs would create instructional inequities within a site where the device is the classroom — every student, regardless of grade level, relies on the same infrastructure to access instruction, communicate with teachers, and complete coursework. An LEA-wide approach ensures that low-income students are not disadvantaged by the grade level or program they happen to be enrolled in, and that the technology investment supports the coherence and equity of the academic program as a whole.	
1.2	**Action:** Grade Level Curriculum and Assessment **Need:**	Action 1.2 addresses the achievement gaps documented for Low Income and English Learner students by providing a unified curriculum and assessment system — Edmentum for instruction and NWEA MAPs for assessment — that is designed to deliver standards-aligned,	This action will be measured by the metrics identified in the action description.

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
	ICA's academic data reveals persistent and significant achievement gaps for Low Income and English Learner students across both ELA and Mathematics that require a more unified instructional approach. The 2025 California School Dashboard shows All Students performing at -119 DFS in Mathematics and -57.4 DFS in ELA, with SED students at -124.5 DFS in Math and -54.1 DFS in ELA. Local benchmark data from 2025-26 reflects mixed results: while secondary Edmentum ELA scores reached 60% for All Students by Window 3 and secondary Math reached 45%, elementary i-Ready proficiency in both subjects remains significantly below grade level, with Math at 28% and Reading at 33% for All Students — and Low Income students trailing further behind. The transition away from iReady at the elementary level and toward a unified Edmentum and NWEA MAP system was informed by this data and by the recognition that inconsistent platforms across grade spans limit the district's ability to track student growth and target interventions for unduplicated students with precision. Staff feedback from the 2025-26 engagement process identified the need for a stronger and more coherent curriculum system, including credit recovery pathways and expanded instructional supports, as a top priority — with four stickers allocated to improving the credit recovery system and two to expanding curriculum and program offerings. **Scope:**	individualized learning pathways across all grade levels. For SED and EL students who are performing significantly below standard in both ELA and Math, the adaptive nature of Edmentum is particularly important: the platform adjusts to each student's current level of performance and provides targeted support to close gaps, rather than delivering grade-level content that students who are already behind cannot meaningfully access. NWEA MAPs adds a consistent, data-rich assessment layer that allows teachers and administrators to track individual student growth over time and make instructional adjustments that are responsive to the specific needs of unduplicated students — a capacity that was limited under the prior split-platform model where elementary and secondary used different tools with different data outputs. The transition to a unified system was directly informed by the data showing that Low Income students at the elementary level declined -8% from baseline in ELA benchmarks, signaling that the previous approach was not producing equitable outcomes for this group. This action is provided on an LEA-wide basis because ICA's unduplicated students — Low Income and English Learners — are distributed across all grade levels K–12, and a fragmented curriculum system creates inequities in the quality and consistency of instruction they receive depending on their grade span. A single unified platform ensures that every unduplicated student, regardless of grade level, benefits from the same standards-aligned, adaptive instructional tools and that assessment data is comparable 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
	LEA-wide	actionable across the site. Providing this on an LEA-wide basis also supports the instructional staff who serve unduplicated students by reducing the burden of navigating multiple systems and allowing more focused attention on using data to drive targeted intervention.	
1.3	**Action:** Class size reduction **Need:** ICA's academic outcome data and educational partner feedback consistently identify the need for more individualized instructional attention as a critical factor in closing achievement gaps for English Learner and Low-Income students. The 2025 California School Dashboard shows SED students performing at -124.5 DFS in Mathematics and -54.1 DFS in ELA — gaps that reflect not only content-area deficits but also the degree to which these students require more direct, sustained teacher engagement to access grade-level instruction in an independent study environment. English Learner students present an additional and compounding need: language acquisition cannot be effectively supported at scale, and EL students who are simultaneously developing English proficiency while working toward academic standards require instructional environments where teachers have the capacity to provide differentiated, linguistically responsive support. The current ELPAC proficiency rate declined substantially to 26.09% from a baseline of 72.13% (M1.6), underscoring the urgency of creating conditions under which EL students receive	Action 1.3 addresses the instructional needs of English Learners and Low-Income students by reducing the student-to-teacher ratio, creating smaller learning environments where teachers can provide the individualized attention, differentiated instruction, and targeted intervention that these student groups disproportionately require. For SED students, smaller class sizes mean more frequent and meaningful teacher-student interactions during instructional time — a factor that is particularly significant in an independent study model where the risk of disengagement is higher and the opportunity for informal check-ins and real-time support is more limited than in a traditional classroom setting. Current K–3 class size data reflects a ratio of 22:1 (M1.3), and sustaining and improving upon this ratio ensures that the youngest and most foundational learners — among whom Low Income students are significantly represented — are not lost in instructional environments too large to catch early gaps before they compound. For English Learner students, reduced class sizes directly support language acquisition by allowing teachers to implement more consistent ELD integration, provide real-time language scaffolding, and build the individualized relationships that research identifies as critical to EL academic and linguistic progress — a need made more urgent by the significant decline in ELPAC proficiency from	This action will be measured by the metrics identified in the action description.

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
	more focused instructional attention. Staff feedback from the 2025-26 engagement process identified the need for an intervention and SPED aide as a priority, reinforcing that unduplicated students at ICA require more hands-on, targeted support than current staffing levels alone can consistently provide. Smaller class sizes create the structural conditions under which that support becomes possible. **Scope:** LEA-wide	baseline. Staff feedback from the 2025-26 engagement process specifically identified the need for intervention support and an instructional aide as priorities, reflecting staff awareness that unduplicated students at ICA need more direct adult engagement than current structures fully provide. This action is provided on an LEA-wide basis because English Learners and Low-Income students are enrolled across all grade levels at ICA, and the benefit of smaller class sizes must be available consistently throughout the school rather than concentrated in select grade levels or programs. An LEA-wide approach ensures that no unduplicated student is disadvantaged by their grade placement and that the instructional conditions necessary to close achievement gaps are embedded structurally across the entire academic program.	
1.4	**Action:** Professional Development **Need:** Student outcome data and staff survey results identify a clear and ongoing need for professional development that strengthens teachers' ability to deliver differentiated, data-informed instruction for Socioeconomically Disadvantaged students. The 2025 California School Dashboard shows SED students performing at -124.5 DFS in Mathematics and -54.1 DFS in ELA, gaps that persist despite overall positive growth trends and reflect the degree to which instructional practice must continue to evolve to meet the specific needs	Action 1.4 addresses the instructional needs of Low-Income students by equipping teachers and staff with the professional development necessary to implement more effective, differentiated, and data-driven instructional practices in a virtual independent study environment. For SED students — who are performing significantly below standard and who are less likely to have supplemental academic support outside of their scheduled instructional time — the quality of instruction they receive during teacher contact is not one factor among many; it is the primary lever through which academic growth occurs. Professional development focused on differentiated instruction ensures that teachers can identify where individual SED students are in their learning progression and	This action will be measured by the metrics identified in the action description

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 ICA's highest-need students. Local benchmark data further reinforces this need: elementary i-Ready Math proficiency improved from 14% to 28% across the year, but remains significantly below grade level, and elementary ELA benchmarks for low-income students declined -8% from baseline (M1.8), indicating that current instructional approaches are not yet producing equitable outcomes at the elementary level. Staff survey results from 2025-26 show that only 63.64% of staff agreed that achievement data is the primary indicator used to drive instruction — a finding that directly signals the need for continued investment in data literacy and data-informed instructional planning as a professional practice. Staff feedback from the Start-Stop-Continue activity reinforced this, with staff identifying the need to expand and improve curriculum programs and instructional supports as priorities, reflecting an awareness that professional growth must keep pace with the evolving instructional demands of serving unduplicated students in a virtual independent study model. **Scope:** LEA-wide	adjust their instructional approach accordingly, rather than delivering a uniform experience that may not address the specific gaps these students bring. The finding that only 63.64% of staff agreed that achievement data drives instruction is a significant data point: it means that for a meaningful portion of ICA's instructional staff, the connection between student performance data and day-to-day instructional decision-making is not yet consistently established. Professional development that builds data-literacy skills and establishes routine structures for using assessment data — including NWEA MAP results — to inform instruction directly addresses this gap and creates more responsive learning experiences for unduplicated students. Staff feedback from the 2025-26 engagement process also identified the need to expand and improve curriculum and program offerings, reinforcing that teachers need ongoing support to implement new tools and platforms, including the transition to Edmentum and NWEA MAP, with fidelity and effectiveness for their highest-need learners. This action is provided on an LEA-wide basis because the instructional practices developed through professional development benefit all students while being principally directed toward improving outcomes for SED students who are distributed across all grade levels at ICA. Providing professional development on a site-wide basis ensures consistency in instructional quality across classrooms and grade spans, prevents inequities that would arise if only some teachers received training, and creates a shared	

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
		professional culture of data-informed practice that supports the academic program as a whole.	
2.1	**Action:** School Climate and Culture **Need:** ICA's school climate and attendance data reveal persistent disparities in engagement outcomes for English Learner, Foster Youth, and Socioeconomically Disadvantaged students that require intentional, structured intervention. The 2025 California School Dashboard shows ICA's chronic absenteeism rate at 24.9% for All Students, with low-income students at 31.5% and EL students at 25% — with the socioeconomically disadvantaged student group identified at the lowest performance level (Red) on this indicator. While the daily attendance rate has improved +2.95% from baseline to 97.81% (M2.4), reflecting positive overall progress, chronic absenteeism remains stubbornly elevated for unduplicated students, indicating that the students who are showing up are not always doing so consistently enough to avoid chronic absence thresholds. Only 71.43% of parents reported attending at least one school or district meeting during the year, signaling that family connection to the school community remains limited — a factor that research consistently links to student attendance and engagement outcomes. Staff feedback from the 2025-26 engagement process identified the need for more incentive-based activities and expanded opportunities for clubs and	Action 2.1 addresses the school climate and attendance needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by implementing PBIS strategies that create structured, positive incentive systems designed to increase student engagement, work completion, and consistent participation in a virtual independent study environment. For SED and EL students — who face compounding barriers to engagement, including socioeconomic stressors, language barriers, and limited access to the informal social connections that motivate attendance in traditional school settings — PBIS incentive structures provide tangible, consistent recognition for the behaviors most predictive of academic success: showing up, completing work, and meeting deadlines. Positive reinforcement for these behaviors is particularly important in a virtual model where the absence of a physical campus removes many of the natural motivators for attendance and participation that students in brick-and-mortar settings experience. Staff feedback from the 2025-26 engagement process specifically identified the need for more incentive-based activities and expanded clubs and extracurricular opportunities, reflecting staff recognition that unduplicated students at ICA need more varied and compelling reasons to engage consistently with their academic program. Award assemblies, recognition events, and structured PBIS incentive pathways directly respond to this identified need by creating a sense of belonging and school pride that is accessible even within a virtual learning model.	This action will be measured by the metrics identified in the action description.

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
	extracurriculars as priorities, reflecting awareness that ICA's current structures for building school connectedness and motivating consistent participation are insufficient for the needs of its unduplicated student population. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because school climate and engagement affect all students at ICA, and a fragmented or population-specific approach to PBIS implementation would undermine the consistency and fidelity necessary for the system to function effectively. Research consistently demonstrates that PBIS produces the strongest outcomes when implemented with integrity across an entire school community rather than selectively applied to specific student groups. By providing this action LEA-wide while principally directing its focus and resources toward the engagement needs of EL, Foster Youth, and SED students, ICA ensures that unduplicated students benefit from a school-wide culture of positive reinforcement rather than being singled out for separate or stigmatizing intervention.	
2.2	**Action:** School Counselor **Need:** ICA's attendance and engagement data identify a clear and urgent need for dedicated counseling support that can address the underlying barriers to participation and academic persistence experienced by English Learner, Foster Youth, and Socioeconomically Disadvantaged students. Chronic absenteeism stands at 20.7% for All Students on the 2025 California School Dashboard — a 12.8 percentage point increase from the prior year — with low-income students at 23.6% and the socioeconomically disadvantaged group identified at the lowest performance level (Red) on this indicator. In an independent	Action 2.2 addresses the attendance, persistence, and social-emotional needs of English Learner, Foster Youth, and Socioeconomically Disadvantaged students by providing a dedicated school counselor who can identify at-risk students early, remove barriers to consistent participation, and deliver the individualized, relationship-based support that unduplicated students in a virtual independent study environment disproportionately require. For SED students — whose chronic absenteeism rate stands at 31.5% and who are identified at the lowest performance level on this indicator — the counselor serves as a critical intervention point between initial disengagement and full dropout, providing proactive outreach, individualized goal-setting, and coordination with families to address the socioeconomic and motivational barriers that drive absenteeism in this	This action will be measured by the metrics identified in the action description.

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
	study model where students must independently manage their time, maintain motivation, and navigate coursework without the structure of a physical school day, the risk of disengagement and dropout is significantly higher for unduplicated students who face additional stressors related to poverty, language barriers, and unstable living situations. Foster Youth students present a particularly acute need for consistent, relationship-based counseling support: their school placements may be interrupted, their living circumstances unstable, and their access to trusted adults limited — all factors that compound the already significant challenge of maintaining consistent academic engagement in a virtual environment. The graduation rate declined by 7.9% to 79.2% in 2025, reinforcing that students are not persisting through to completion at acceptable rates and that proactive counseling intervention is needed to identify and support at-risk students before disengagement becomes dropout. Staff feedback from the 2025-26 engagement process identified hiring a dedicated school counselor as the single highest priority across all engagement sessions, receiving seven stickers in the Start-Stop-Continue activity — the most of any item districtwide. **Scope:** LEA-wide	population. For English Learner students, the counselor provides culturally and linguistically responsive support that bridges communication gaps between the school and EL families, ensuring that language barriers do not prevent families from accessing the resources and information they need to support their students' academic persistence. For Foster Youth students, whose living situations may be unstable and whose access to consistent adult relationships is often limited, the counselor provides a reliable point of contact who can coordinate across systems — school, family, and child welfare — to maintain continuity of support even when a student's circumstances change. The decline in ICA's graduation rate by 7.9% to 79.2% reinforces that counseling intervention must be sustained and proactive rather than reactive, reaching students before disengagement becomes an irreversible pattern. This action is provided on an LEA-wide basis because the barriers to engagement and persistence that counseling addresses — chronic absenteeism, social-emotional distress, family disconnection, and academic disengagement — are present across all grade levels and student groups at ICA, and a counselor who serves the whole school is better positioned to identify systemic patterns and coordinate school-wide responses than one whose role is artificially restricted to specific student groups. Providing counseling on an LEA-wide basis ensures that EL, Foster Youth, and SED students receive support within a coherent, integrated service model rather than through a fragmented or stigmatizing pull-out	

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
		approach, and that the counselor can build the trusted relationships with all students and families that make intervention effective when it is most needed.	
2.3	**Action:** Social Emotional Wellness Professional Development/Programs **Need:** ICA's student outcome data and school climate survey results identify a persistent need for staff capacity building in social-emotional learning that is directly linked to the attendance and engagement challenges facing English Learner, Foster Youth, and Socioeconomically Disadvantaged students. Chronic absenteeism stands at 24.9% for All Students and 31.5% for SED students on the 2025 California School Dashboard, with EL students at 25% — rates that reflect not only logistical barriers to participation but also deeper social-emotional disconnection from the school community that staff must be equipped to recognize and respond to effectively. Only 50% of staff agreed that PBIS is consistently implemented at the site in the 2025-26 survey, indicating that the professional foundation necessary to deliver a coherent, school-wide social-emotional support system is not yet fully in place. For unduplicated students — who are more likely to experience trauma, poverty-related stress, language isolation, and unstable home environments — the quality and consistency of staff social-emotional competency directly	Action 2.3 addresses the social-emotional needs of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by building staff capacity to recognize, respond to, and proactively support the unique stressors and barriers that unduplicated students bring to their learning experience in a virtual independent study environment. Professional development focused on trauma-informed practice, culturally responsive teaching, and social-emotional learning strategies directly equips teachers and staff with the tools necessary to identify early warning signs of disengagement — particularly important for EL and SED students whose chronic absenteeism rates of 25% and 31.5%, respectively, reflect deeper disconnection that instructional intervention alone cannot address. For Foster Youth students, whose circumstances may involve trauma, placement instability, and limited access to consistent adult relationships, staff who are trained in trauma-informed approaches are better positioned to create the safe, predictable, and supportive interactions that are essential to maintaining these students' connection to their academic program. The substantial increase in individual staff trainings from 13 to 54 from baseline (M2.3) reflects meaningful growth in staff capacity, and programs such as Panorama provide the data infrastructure through which staff can monitor student social-emotional progress and target supports to the unduplicated students who need them most. Staff feedback from the 2025-26	This action will be measured by the metrics identified in the action description

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
	determines whether the school environment feels safe, supportive, and worth showing up for. Staff feedback from the 2025-26 engagement process identified the need for virtual workshops with a counselor and more structured follow-up processes for new students as priorities, reflecting awareness that staff need more tools and training to proactively identify and respond to the social-emotional needs of ICA's most vulnerable students before disengagement escalates. **Scope:** LEA-wide	engagement process identified the need for virtual counselor workshops and more structured new student follow-up processes as priorities, directly informing the continued investment in professional development that prepares staff to deliver consistent, high-quality social-emotional support across all student interactions. This action is provided on an LEA-wide basis because social-emotional wellness professional development benefits all students while being principally directed toward improving outcomes for EL, Foster Youth, and SED students who are disproportionately impacted by the barriers that SEL training is designed to address. A school-wide approach to SEL professional development ensures that unduplicated students encounter consistent, trauma-informed, and culturally responsive practices regardless of which teacher or staff member they interact with — a consistency that is particularly critical in a virtual model where every scheduled teacher contact carries outsized importance. Limiting SEL training to specific staff or programs would create gaps in the support network that unduplicated students depend on and undermine the coherent school climate that this action is designed to build.	
2.4	**Action:** Tiered Re-Engagement and Student Success Support **Need:** ICA's attendance and academic engagement data identify a clear and urgent need for a structured, escalating intervention system that can systematically identify and respond to	Action 2.4 addresses the academic engagement and attendance needs of English Learner, Foster Youth, and Socioeconomically Disadvantaged students by implementing a structured, four-tiered re-engagement system that ensures no student experiencing inadequate progress goes unidentified or unsupported for an extended period. For SED and EL students, whose chronic absenteeism rates of 31.5% and 25% respectively	This action will be measured by the metrics identified in the action description

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 demonstrating inadequate progress before disengagement becomes chronic or irreversible. Chronic absenteeism stands at 24.9% for All Students on the 2025 California School Dashboard, with Socioeconomically Disadvantaged students at 31.5% and English Learner students at 25%, rates that reflect a pattern of disengagement that, in a virtual independent study model, can develop and compound rapidly without early detection and structured intervention. The graduation rate declined by 7.9% to 79.2% in 2025, reinforcing that students are not persisting through to completion at acceptable rates and that the absence of timely, personalized intervention is allowing disengagement to escalate to dropout for a meaningful portion of ICA's student population. For SED and EL students, who face compounding barriers including socioeconomic stressors, language isolation, and limited access to adult advocacy, the risk of falling through the cracks without a systematic re-engagement process is disproportionately high. Staff feedback from the 2025-26 engagement process identified structured follow-up processes for new and struggling students as a specific priority, with staff requesting more formalized protocols for intervening early and involving families meaningfully in the academic recovery process, a need that is directly reflected in the tiered structure of this action. **Scope:** LEA-wide	reflect patterns of disengagement that are unlikely to self-correct without deliberate intervention, the escalating structure of this system is particularly critical: beginning with a general outreach email at Tier 1 after one week of insufficient progress, moving through formal notification and expectation reminders at Tier 2, collaborative Student Success Plan development at Tier 3, and an administrative review meeting at Tier 4, the system ensures that the intensity of intervention matches the severity of the disengagement and that families are actively involved at every stage of the recovery process. For EL families, this structured outreach is especially important because language barriers can prevent families from independently navigating the academic expectations of an independent study model, the tiered communication sequence creates multiple touchpoints through which bilingual support and culturally responsive outreach can be embedded to ensure EL families are genuinely informed and empowered participants in their student's academic recovery. For Foster Youth students, whose circumstances may change rapidly and whose family engagement structures may be nontraditional, the Student Success Plan developed at Tier 3 provides a documented, individualized commitment that can follow the student across placement changes and ensure continuity of intervention. The addition of intervention and MTSS personnel support ensures that the system is implemented with consistency and fidelity rather than relying solely on teacher or administrator bandwidth, directly responding to staff feedback identifying the need for dedicated intervention support as a top priority in the 2025-26 engagement process.	

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
		This action is provided on an LEA-wide basis because academic disengagement and chronic absenteeism affect students across all grade levels at ICA, and a re-engagement system that operates school-wide ensures that every student, regardless of grade level or program, is subject to the same early identification and intervention protocols. Providing this action LEA-wide also ensures that the intervention and MTSS personnel supporting the tiered system have visibility across the entire student population, enabling them to identify patterns of disengagement at the site level and coordinate responses that draw on the full range of supports available, including counseling, bilingual aide services, and family outreach, to meet the individualized needs of EL, Foster Youth, and SED students.	

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
1.5	**Action:** Bilingual Aides **Need:** ICA's English Learner students face a compounding set of academic and linguistic challenges that require dedicated, consistent bilingual support to address effectively. The	In an independent study model, EL students face a particularly acute challenge: they must simultaneously develop English proficiency and access grade-level academic content, largely through written and digital mediums, with fewer opportunities for the kind of spontaneous, language-rich interaction that supports acquisition in a traditional classroom setting. A bilingual aide	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2025 California School Dashboard shows a decline in ELPAC proficiency, dropping from a baseline of 72.13% to 26.09% — a difference of -46.04% from baseline (M1.6) — indicating that language acquisition outcomes for EL students have deteriorated and that the supports currently in place have not been sufficient to maintain, let alone improve, English proficiency. The EL reclassification rate increased only modestly by +0.9% from baseline, moving from 15% to 15.9% (M1.5), reflecting that students are not progressing toward reclassification at a rate consistent with the district's target of 18%. Educational partner feedback has affirmed the value of bilingual aide support in helping students navigate both the linguistic and academic demands of their coursework, and staff feedback from the 2025-26 engagement process identified the continuation and growth of the bilingual program as a priority for the coming year. **Scope:** Limited to Unduplicated Student Group(s)	addresses this gap directly by providing real-time translation and clarification during instructional sessions, supporting students' comprehension of content across subject areas, and building the kind of consistent, trusting relationships with students and families that are essential to engagement and persistence in a virtual learning environment. The significant decline in ELPAC proficiency to 26.09% from a baseline of 72.13% underscores that EL students at ICA require more intensive and consistent linguistic support than the general instructional program alone can provide, and that bilingual aide staffing must be stable and fully implemented throughout the year to produce meaningful outcomes. Staff feedback from the 2025-26 engagement process identified the continuation and growth of the bilingual program as a clear priority, reflecting staff recognition that bilingual support is a non-negotiable component of serving EL students equitably in this learning model. This action is provided on a limited basis because it is exclusively directed toward English Learner students, whose need for bilingual instructional support is distinct from the needs of the general student population and cannot be generalized to an LEA-wide service. The bilingual aide works specifically with EL students to address language acquisition barriers that other student groups do not share, ensuring that the resources allocated to this action are concentrated where the documented need is greatest.	
1.8	**Action:** Instructional Aide	Action 1.8 addresses the academic needs of ICA's Low-Income students by providing dedicated in-school instructional aide support that delivers	This action will be measured by the metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: ICA's low-income students continue to demonstrate significant achievement gaps in both ELA and Mathematics that require targeted, in-school instructional support beyond what classroom teachers alone can consistently provide. The 2025 California School Dashboard shows SED students performing at -124.5 DFS in Mathematics and -54.1 DFS in ELA, and local benchmark data reveals that while math outcomes have shown broad improvement across grade spans — with elementary Low Income students improving +14% from baseline (M1.9) — elementary ELA benchmarks for Low Income students declined -8% from baseline (M1.8), indicating that the current level of instructional support has not yet produced equitable outcomes in literacy for this student group. The shift from after-school tutoring to in-school instructional aide support demonstrated measurable positive impact on math outcomes, suggesting that embedded, during-the-day support is a more effective model for ICA's unduplicated students than pull-out or after-school intervention structures. Staff feedback from the 2025-26 engagement process identified the need for an intervention and SPED aide as a specific priority, reflecting staff awareness that Low-income students require more consistent and structured academic reinforcement than the current instructional model fully provides, particularly in elementary ELA, where the gap has widened rather than narrowed.	targeted reinforcement, individualized assistance, and structured intervention in ELA and Mathematics during the instructional day. For SED students in an independent study model, the instructional aide fills a critical gap between scheduled teacher contact time and the level of academic support these students need to make meaningful progress toward grade-level standards — particularly in elementary ELA, where Low-Income students declined -8% from baseline despite overall positive trends in other subject areas and grade spans. The transition from after-school tutoring to in-school aide support has already demonstrated its effectiveness in math outcomes, with Low-Income students improving +14% from baseline at the elementary level and +16% at the secondary level (M1.9), providing a strong evidence base for continuing and deepening this model. The instructional aide is positioned to provide the kind of consistent, relationship-based academic support that Low-Income students benefit from most — reinforcing Tier 1 instruction delivered through Edmentum and NWEA MAP, identifying students who are falling behind before gaps compound, and offering the small-group and one-on-one interaction that is difficult to sustain at scale in a virtual environment. Staff feedback from the 2025-26 engagement process specifically identified the need for intervention and instructional aide support as a priority, reinforcing that this action addresses a documented and felt need among the staff who work most directly with ICA's unduplicated students.	identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	This action is provided on a limited basis because it is principally directed toward Low-Income students, whose need for supplemental in-school academic support is distinct in both degree and nature from the general student population. Concentrating instructional aide resources on this unduplicated group ensures that the students with the greatest academic need and the fewest outside support structures receive the most direct and sustained benefit from this investment.	

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.

Not 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.

During the 2026-27 school year, ICA will maintain the 6th - 8th grade teacher hired earlier in 2024-25. Not only will the additional teacher reduce the number of students in a class under one teacher, it will reduce the number of students per class schoolwide. This is supported by Goal 1, Action 3.

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	Not Applicable	Not Applicable

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 certificated staff providing direct services to students	Not Applicable	Not Applicable

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	1254264	207549	16.547%	0.000%	16.547%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$294,348.00	$0.00	$0.00	$19,687.00	$314,035.00	$169,335.00	$144,700.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.2	Grade Level Curriculum and Assessment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.3	Class size reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$75,255.00	$0.00	$75,255.00				$75,255.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$7,135.00	$10,000.00	$15,000.00			$2,135.00	$17,135.00	
1	1.5	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$5,627.00	$0.00				$5,627.00	$5,627.00	
1	1.6	Field Trips	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.7	Center for Teacher Induction Program	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	
1	1.8	Instructional Aide	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$12,625.00	$0.00	$3,400.00			$9,225.00	$12,625.00	
2	2.1	School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$46,693.00	$0.00	$46,693.00				$46,693.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.3**	Social Emotional Wellness Professional Development/Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$15,000.00	$20,000.00				$20,000.00	
2	**2.4**	Tiered Re-Engagement and Student Success Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,000.00	$0.00	$15,000.00				$15,000.00	
3	**3.1**	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.2**	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$7,700.00	$5,000.00			$2,700.00	$7,700.00	

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
1254264	207549	16.547%	0.000%	16.547%	$275,348.00	0.000%	21.953 %	**Total:**	$275,348.00
								LEA-wide Total:	$271,948.00
								Limited Total:	$3,400.00
								Schoolwide Total:	$0.00

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	**1.1**	Technology	Yes	LEA-wide	Low Income	All Schools	$45,000.00	
1	**1.2**	Grade Level Curriculum and Assessment	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	**1.3**	Class size reduction	Yes	LEA-wide	English Learners Low Income	All Schools	$75,255.00	
1	**1.4**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$15,000.00	
1	**1.5**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.8**	Instructional Aide	Yes	Limited to Unduplicated Student Group(s)	Low Income		$3,400.00	
2	**2.1**	School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.2**	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,693.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.3**	Social Emotional Wellness Professional Development/Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.4**	Tiered Re-Engagement and Student Success Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$337,870.00	$214,359.42

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**	Technology	Yes	$45,000.00	44910.96
1	**1.2**	Grade Level Curriculum and Assessment	Yes	$50,000.00	55807.90
1	**1.3**	Class size reduction	Yes	$69,551.00	73731
1	**1.4**	Professional Development	Yes	$17,135.00	27.64
1	**1.5**	Bilingual Aides	Yes	$10,360.00	5267
1	**1.6**	Field Trips	No	$2,000.00	1500
1	**1.7**	Center for Teacher Induction Program	No	$2,000.00	1384
1	**1.8**	Instructional Aide	Yes	$12,625.00	12984.67
2	**2.1**	School Climate and Culture	Yes	$20,000.00	296.30
2	**2.2**	School Counselor	Yes	$71,499.00	9630.55

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	**2.3**	Social Emotional Wellness Professional Development/Programs	Yes	$20,000.00	1961.52
2	**2.4**	Tiered Re-Engagement and Student Success Support	No	$0	0
3	**3.1**	Parent and Community Communication	No	$10,000.00	1607.88
3	**3.2**	Parent and Community Involvement	No	$7,700.00	5250

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)
174447	$297,850.00	$191,992.87	$105,857.13	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**	Technology	Yes	$45,000.00	44910.96		
1	**1.2**	Grade Level Curriculum and Assessment	Yes	$50,000.00	55807.90		
1	**1.3**	Class size reduction	Yes	$69,551.00	73731		
1	**1.4**	Professional Development	Yes	$15,000.00	27.64		
1	**1.5**	Bilingual Aides	Yes	$3,400.00	5627		
1	**1.8**	Instructional Aide	Yes	$3,400.00			
2	**2.1**	School Climate and Culture	Yes	$20,000.00	296.30		
2	**2.2**	School Counselor	Yes	$71,499.00	9630.55		
2	**2.3**	Social Emotional Wellness Professional Development/Programs	Yes	$20,000.00	1961.52		

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)
1202452	174447	0	14.508%	$191,992.87	0.000%	15.967%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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