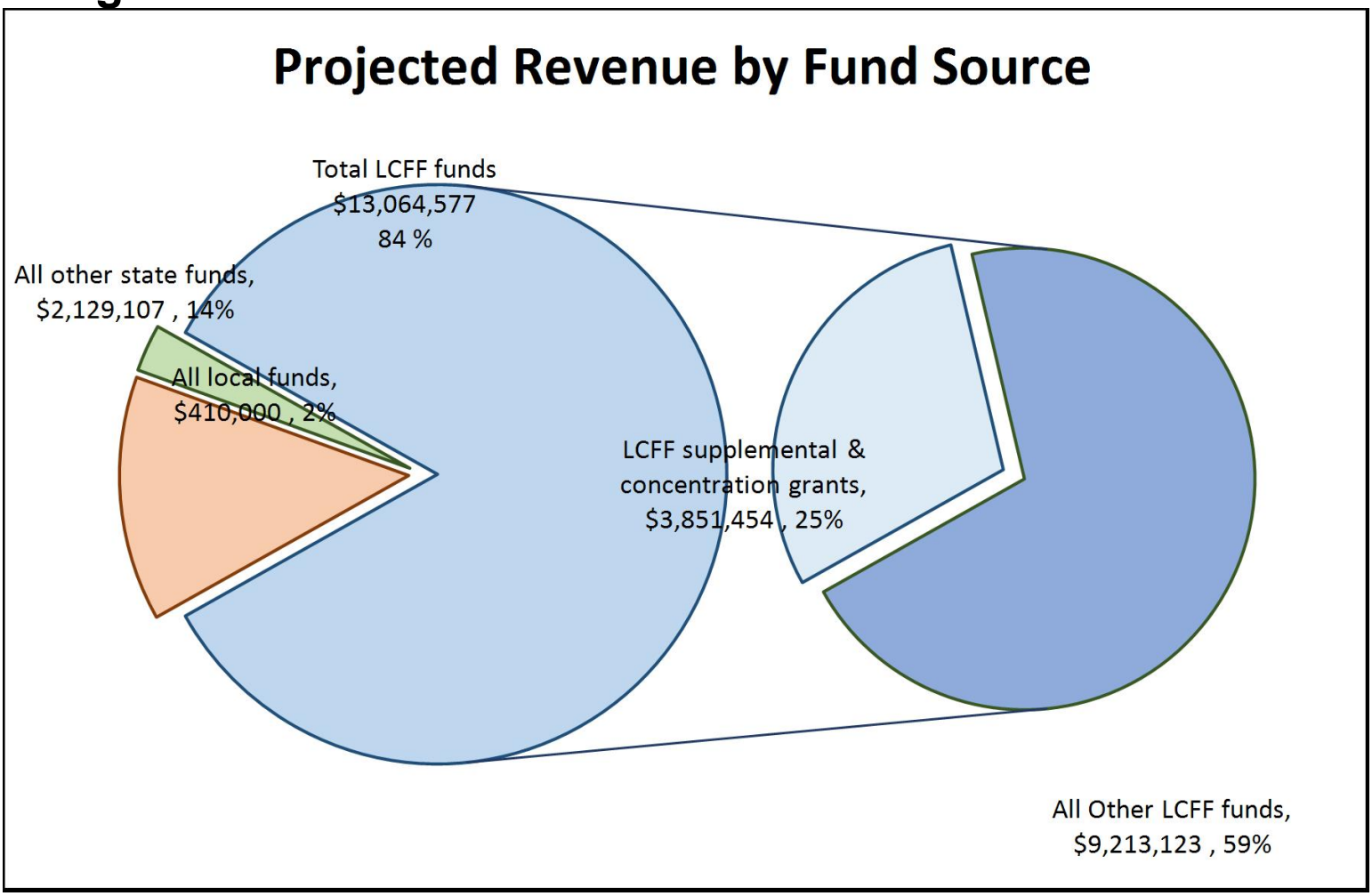
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovative Horizons Charter School at Nan Sanders
CDS Code: 33-6105571
School Year: 2025-26
LEA contact information:
Andrew Candelaria
Principal
andrew.candelaria@perrisesd.org
(951) 657-0728

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

Budget Overview for the 2025-26 School Year

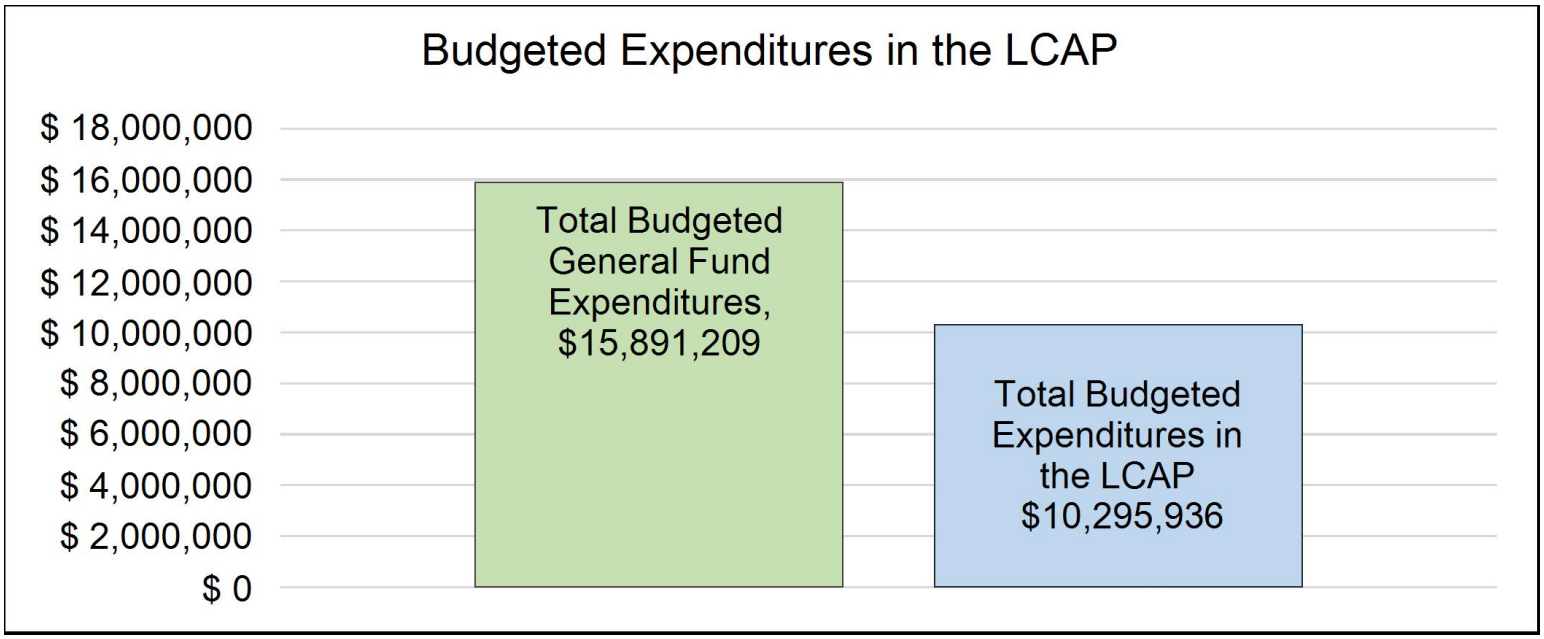


This chart shows the total general purpose revenue Innovative Horizons Charter School at Nan Sanders expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovative Horizons Charter School at Nan Sanders is $15,603,684, of which $13,064,577 is Local Control Funding Formula (LCFF), $2,129,107 is other state funds, $410,000 is local funds, and $0.00 is federal funds. Of the $13,064,577 in LCFF Funds, $3,851,454 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 Innovative Horizons Charter School at Nan Sanders plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Innovative Horizons Charter School at Nan Sanders plans to spend $15,891,209 for the 2025-26 school year. Of that amount, $10,295,936 is tied to actions/services in the LCAP and $5,595,273 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budgeted expenditures not included in the LCAP include, but not limited to standard charter school operational costs. This includes phones, leases, insurance, site discretionary and donation budgets and indirect cost reimbursement. Also not included in the LCAP are various categoricals including but not limited to ELO-P, EEBG, STRS on-behalf and Title programs.

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

In 2025-26, Innovative Horizons Charter School at Nan Sanders is projecting it will receive $3,851,454 based on the enrollment of foster youth, English learner, and low-income students. Innovative Horizons Charter School at Nan Sanders must describe how it intends to increase or improve services for high needs students in the LCAP. Innovative Horizons Charter School at Nan Sanders plans to spend $4,177,606 towards meeting this requirement, as described in the LCAP.

In the 2025–26 school year, Innovative Horizons Charter School at Nan Sanders is committed to significantly increasing and improving services for our foster youth, English learners, and low-income students. Although we

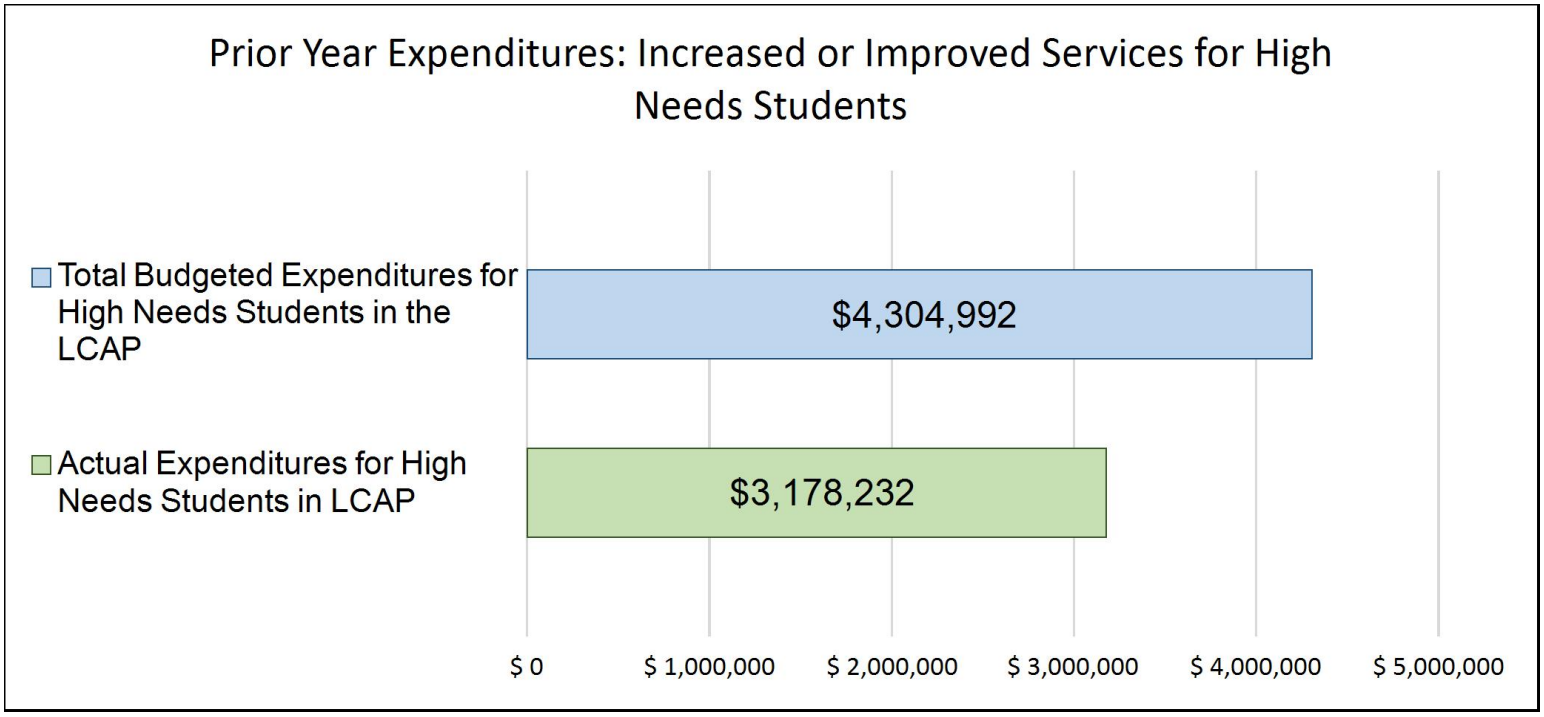
are projected to receive $3,850,671 in supplemental and concentration funds, we plan to exceed this amount by allocating $4,173,888 specifically toward actions and services designed to meet the unique needs of our high needs student populations.

This increased investment will support targeted initiatives across several key areas. Additional credentialed staff and intervention programs will be implemented to provide small group instruction in ELA and math, tailored to address learning gaps and accelerate progress. The school will continue to strengthen its multi-tiered system of supports (MTSS) by adding counseling services, behavior intervention teams, and restorative practices to create safe, inclusive learning environments. Designated and integrated English Language Development (ELD) instruction will be enhanced through professional development, instructional coaching, and the adoption of high-quality, language-rich curriculum. We will also invest in multilingual outreach, parent workshops, and cultural events to ensure families of high needs students are engaged as active partners in their child's education. Additionally, high needs students will receive prioritized access to after-school tutoring, academic clubs, and summer learning programs that both support achievement and expand enrichment opportunities.

By aligning our resources with student needs and consistently evaluating outcomes, we are committed to closing achievement gaps and ensuring equity for all students at Innovative Horizons Charter School at Nan Sanders. The increased investment beyond our calculated obligation reflects our continued focus on providing every student the opportunity to thrive.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Innovative Horizons Charter School at Nan Sanders's LCAP budgeted $4,304,992 for planned actions to increase or improve services for high needs students. Innovative Horizons Charter School at Nan Sanders actually spent $3,178,232 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,126,760 had the following impact on Innovative Horizons Charter School at Nan Sanders’s ability to increase or improve services for high needs students:

The difference of $1,126,760 between the budgeted and actual expenditures in 2024–25 was due to a combination of staffing vacancies, delayed implementation of select programs and additional funding sources available to meet needs. While this underspending did not diminish our commitment to serving high needs students, it did impact the full realization of planned supports. Specifically, delays in hiring specialized intervention staff meant that some services were not delivered at the intended scale or timeline. Additionally, certain professional development opportunities and enrichment programs for targeted student groups were rescheduled or modified, limiting immediate access to their intended benefits. Despite these challenges, the funds that were utilized supported significant progress in increasing services for high needs students through expanded academic interventions, social-emotional learning supports, and access to technology. Moving forward, the unspent funds will be strategically reallocated to ensure continuity and enhancement of services, with a renewed focus on timely implementation and program sustainability.

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
Innovative Horizons Charter School at Nan Sanders	Andrew Candelaria Principal	andrew.candelaria@perrisesd.org (951) 657-0728

Plan Summary [2025-26]

General Information

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

Innovative Horizons Charter School is located in the city of Perris, with approximately and 900 students enrolled. IHCS is one of eight Perris Elementary School District schools serving over 5,000 students in Kindergarten through 8th grade. Innovative Horizons Charter School is the only school in the district with a middle school program providing educational opportunities to 7th and 8th-grade students. Innovative Horizons Charter School offers many educational and enrichment opportunities to the enrolled students. The AVID program is implemented in all classrooms, grades kindergarten through 8th. Special electives are offered to middle school students accepted into the AVID program. Innovative Horizons Charter School also has a fully developed Athletics program offering Sports in the fall, winter, and spring seasons. Visual and Performing Arts is a main component of the academic program. All elementary students participate in art, technology, and PE and music classes every week. The music, PE, technology, and art programs are offered to Middle School students as an elective. Innovative Horizons Charter School also provides a comprehensive project-based learning program. All students in grades Kindergarten through 8th participate in at least two to three project-based learning opportunities throughout the school year. These projects engage stakeholders and connect our students to the community around us. Innovative Horizon's mission statement includes inspiring students, fostering innovation, and developing a strong sense of connectedness. IHCS also believes that a well-educated person in today's progressive society possesses the following:

- A broad-based comprehensive idea of the world around them; economy, culture, ethics
- Knowledge of history and how it impacts the present and the future
- Technological skills; they are competent and prolific users

- Ability to communicate and develop strong interpersonal skills (oral, written, collaborative, team-building)
- Strong leadership skills
- Strong knowledge of academic content; intrinsic motivation to learn
- Problem-solving and critical-thinking skills
- Creativity and ability to work in a variety of social environments
- College and Career readiness skills

The California Standards are essential components of our educational program and influence the design and presentation of the curriculum in all subject areas, assessments, and teaching methods in our classrooms. Our instructional program for all core content areas is designed around research-based practices including:

- Systematic, explicit, and direct instruction
- Building academic language and literacy
- The use of ongoing assessments to monitor student process
- Differentiated instruction
- The use of Specially Design Academic Instruction in English (SDAIE) strategies

We believe the most effective instructional approach is to prevent academic difficulties before they begin. To that end, we believe that the key to ensuring academic success is making the first instruction students receive their best. Although all learners work toward mastery of the same standards, curriculum, and instruction are differentiated to meet students' needs. Universal access, provided during core instructional time, is used to: pre-teach specific skills before a lesson is taught, re-teach or reinforce essential skills, and/or accelerate or enrich content and activities for advanced learners. To help support the language needs of English language learners, a daily, minimum 30-instruction of ELD standards. Second Language Acquisition will be enhanced. The program will provide students with Spanish literacy skills.

We continue the development of a Multi-tiered System of Support (MTSS) framework to more effectively coordinate, plan, and monitor student supports to ensure equitable access for all students. The system focuses on core instruction; differentiation, individual student needs; and alignment of systems to ensure the academic, behavioral and social success of all students. Additional support is given to students during the school day through targeted intervention outside of core instructional time. With targeted intervention, teachers review assessment data to identify essential standards that students have the most difficulty in mastering. Students are then assigned to flexible groups according to need. Additional direct instruction, targeted at reteaching missing skills on those identified standards, is then provided to students. Intervention teachers support students identified by defined entry/exit criteria.

Our counseling team, along with our wellbeing team at IHCS, teach Tier 1 classroom lessons that are developmental, preventative, and proactive in design, comprehensive in scope. Tier 2 includes short-term progress monitoring and collaboration among teachers, parents/guardians, and administrators until improvement and/or referral to appropriate services are found and implemented. Tier 3 consists of individualized student interventions designed for students to address emergency and crisis response events and individual counseling services. The school counselors also support parent education (parenting classes, attendance presentations), cyber safety, and transitions to high schools that align with the school counseling curriculum.

Students at IHCS participate in music, technology, art, and P.E. instruction. Adding music, technology, art, and P.E. provides a broader, more engaging, rigorous, and comprehensive curricular program for students. Teachers provide additional instruction in music, technology, art, and P.E. above what the regular classroom teacher provides. In music class, students develop music literacy and learn about the expressive elements of music, understand the basic concepts of music, know the terminology that is used to comprehend music, develop the skills necessary to produce music and be able to reflect, critique, and connect personal experience to music. The art curriculum is aligned to California's Visual Arts standards and provides sequential instruction in art techniques and art history. The Physical Education program includes structured instructions following California Physical Education standards. Students receive sequential and formal instruction in the skills most students acquire through organized sports. The Technology TOSA teaches digital literacy to students in Grades K-8. Technology is assigned to support California Computer Science Standards while providing the skills students need to thrive in today's digital world.

Enrichment Opportunities have been implemented to foster more positive student connections. Students look forward to attending all enrichment opportunities such as after-school enrichment, Summer School, and Power Up which is the name of the Saturday Academy. Power Up provides students with low stress, engaging curriculum in which all students are successful. Power Up provides an enriching curriculum in PBL, coding, and visual and performing arts. In addition to the pre-designed programs, teachers participating in after-school enrichment, Summer School, and Power Up provide enrichment opportunities to foster youth. These programs provide our low-income and foster youth students access to opportunities they may not have access to in the school setting.

The After School Education and Safety Program (ASES) is offered to all students. Students participating in this program receive an educational challenge as well as improved services by including a unique enrichment component, including music, robotics, and intramural sports.

Parents have the opportunity to attend a variety of parent involvement activities, workshops, and informational presentations. IHCS will continue to provide parents a variety of opportunities to participate in activities and events such as committees (SAC, ELAC, AAPAC, MTSS); Family Involvement Time (FIT), Father/Daughter/Mother/Son Dances; Academic Night, Science Night, Math Night, VAPA Night. At the district level, parent workshops are planned based on parent survey data. District-level parent workshops include African American workshops and English Learner workshops. District-wide parent involvement workshops are also planned and offered throughout the year. Topics change based on survey data and need. District-wide parent workshops are offered throughout the year and will continue to be planned with input from all parent committees.

Reflections: Annual Performance

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

Reflecting on annual performance using the California School Dashboard (Dashboard) and local data we have identified the following strengths and areas for improvement.
ELA Data indicates the Students With Disabilities group is Orange (Very Low) -94.4 points from standard.

Math Data indicates the English Learners group is Orange (Very Low) -96.8 points from standard.

Math Data indicates the Long Term English Learners group is Orange (Very Low) -147.7 points from standard.
Math Data indicates the Students With Disabilities group is Orange (Very Low) -139.5 points from standard.

The data indicates a critical need for targeted interventions in ELA and Math, as all student groups are performing significantly below standard, with the ALL STUDENT academic groups performing in the Yellow (Low) category and multiple subgroups performing in the Orange (Very Low) category. Action items will include implementing intensive academic interventions, such as small-group instruction, tutoring, and data-driven instructional strategies to address learning gaps.

English Learner performance indicator decreased by 9.8% and is indicated in Orange. This highlights the need for enhanced language acquisition strategies and academic support. Action: Strengthen English Language Development (ELD) programs, provide professional learning for teachers on language acquisition, and integrate language supports across all subjects.

Long Term English Learner (LTEL performance indicator decreased significantly by 16%% and is indicated in Orange. This highlights the need for enhanced language acquisition strategies and academic support. Action: Strengthen English Language Development (ELD) programs, provide professional learning for teachers on language acquisition, and integrate language supports across all subjects.

Chronic absenteeism data indicates the Black/African American student group is Orange (Very High) 20.9% chronic absenteeism rate and has decreased by -3.5%, indicating an urgent need for attendance interventions and student engagement initiatives. Action items include implementing proactive attendance monitoring, strengthening home-school partnerships and mentorship programs, and leveraging wraparound services to support students and families.

ELA: Overall, student performance increased 9.3 points, 32.8 points below standard, and currently in the yellow area on the CA School Dashboard. . ELA : Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We added additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading intervention best practices. We will continue to implement best practices at tier I, II and III and add after-school reading intervention opportunities.
English Learners: Progress declined 9.8% overall while 44% of 288 students are making progress. Long Term English Learners (60 students) declined by 16% and 51.7% are making progress. Professional development in the area of Designated ELD instruction will be an emphasis in 2025-26 based on this California School Dashboard data.
Mathematics: Overall, student performance increased 14.2 points, and we are currently 80.4 points below standard, currently in the yellow area on the CA School Dashboard.
Work underway includes the hiring of additional staff, a math academic coach and a literacy academic coach to support and increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards. Ongoing professional development will continue be provided in the areas of tier I, tier II and tier III math and ELA intervention best practices. IHCS instructional schedule to continue with an additional block of tiered support for all students.

Learning Recovery Emergency Block Grant:

As part of our comprehensive plan to support student learning and accelerate recovery, we propose utilizing Learning Recovery Emergency Block Grant (LREBG) funds in alignment with identified site needs and priorities. Specifically, LREBG funds will supplement Title I funding to sustain critical staffing positions, including our academic coach and intervention teacher, who provide direct instructional support and targeted interventions for students most at risk of falling behind.
Additionally, LREBG funds will support the implementation of supplemental instructional programs such as BrainPop and Nearpod. These interactive digital platforms allow teachers to design and deliver dynamic, engaging lessons that promote active student participation and reinforce key academic concepts. By integrating these tools into classroom instruction, we aim to enhance student engagement and improve learning outcomes across subject areas.
To address the needs of students performing below grade level, LREBG funding will also be allocated toward the purchase of research-based reading and math intervention materials. These resources will provide differentiated instructional support, enabling teachers to better meet the diverse learning needs of their students.
Finally, recognizing the importance of continuous professional growth, LREBG funds will be used to facilitate professional learning and collaboration opportunities for staff. This includes providing substitute teacher coverage to enable teachers to participate in focused professional development centered on evidence-based instructional practices, data-driven student assessment, and effective intervention strategies.
Through these combined efforts, we are committed to leveraging LREBG resources to build educator capacity, strengthen instructional quality, and ensure that all students have the supports they need to thrive academically.
Total amount of LREBG Expenditures: $300,000.00.

Reflections: Technical Assistance

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

Not Applicable as our school is not in Differentiated Assistance, CSI, or ATSI at this time.

As part of our work to find high levels of academic success for all students, the work at IHCS included the hiring of additional staff for the 2025-26 school year. Additional staff hired included a math academic coach and a literacy academic coach to support and increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards. Ongoing professional development was also be provided in the areas of tier I, tier II and tier III math intervention best practices. IHCS is also revisied the master schedule to include an additional block of tiered support for all students, to address academic, behavioral and attendance needs. Work underway includes additional teacher collaboration time to allow staff to address student data and plan instructional/behavioral strategies to provide additional targeted support for all students with an empohasis on students with disabilities, English Learners, Foster Youth, and our Black/African American student populations. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can improve and support our African American Students and Students with Disabilities. This will include progress monitoring for our African American

Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of support which will focus on academic and behavioral support and attendance. Staff and administration team will also monitor student essential standard data trackers in math and ELA.

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.

This portion of the LCAP is non-applicable to the charter.

Support for Identified Schools

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

This portion of the LCAP is non-applicable to the charter.

Monitoring and Evaluating Effectiveness

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

This portion of the LCAP is non-applicable to the charter.

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
Parents: Title I Family Engagement Survey	Title I Family Engagement Survey is given to parents two times per year in English and Spanish, via social media, website,all electronic/social media platforms for parents, including front office opportunities with front office support. Survey is provided at Back to School Night and Open House Night. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Special Event Nights	All parents are invited to special event nights throughout the year to support parents in providing support at home including: Math Night, Science Night, VAPA Night, AVID Night. Parent sign-in sheets are provided and this information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Parent Forums	All parents are invited to participate in monthly meetings throughout the year to provide parent input and also to learn strategies and important information to support their student(s) with academic areas, all program components, all extra curricular programs and social emotional learning. Monthly parent forums include Coffee with the Principal, ELAC, African American Parent Advisory Committee, and School Advisory Committee. Parents are given the opportunity to provide input on every meeting agenda. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Students: Panorama Student Survey	The Panorama student climate survey is given in the fall and spring, two times per year, to give an anonymous voice to students and

Educational Partner(s)	Process for Engagement
	receive input to address student needs. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: LCAP Survey	The LCAP survey is available to all parents and all employees of the charter school. This survey is given in March and provides a voice to all educational partners to participate in providing input in what is working well and input on areas to improve. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Staff: LCAP Survey	The LCAP survey is available to all parents and all employees of the charter school. This survey is given in March and provides a voice to all educational partners to participate in providing input in what is working well and input on areas to improve. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Weekly Bulletin	Parents and Staff receive a weekly bulletin on all current events, upcoming events, and important information regarding academics, calendar, and extra curricular opportunities. The bulletin is provided to all parents and staff through parentsquare electronic platform, in English and Spanish.
Staff: Weekly Bulletin	Parents and Staff receive a weekly bulletin on all current events, upcoming events, and important information regarding academics, calendar, and extra curricular opportunities. The bulletin is provided to all parents and staff through parentsquare electronic platform, in English and Spanish.
Parents: Open Door Policy	All administrators have an open door policy to all parents and all staff members to request a meeting to address any and all concerns. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Staff: Open Door Policy	All administrators have an open door policy to all parents and all staff members to request a meeting to address any and all concerns. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.

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

The adopted LCAP was influenced by the feedback provided by educational partners. Educational partners were given opportunity to provide input through online LCAP surveys, online Title I survey, and in person opportunities such as School Advisory Committee meetings, ELAC meetings, Coffee with the principal meetings, and African American Parent Advisory Committee meetings. The information from educated partners is reviewed and all information is considered to continue what is working well and to develop areas of need. Survey results are also reviewed by SAC committee, ELAC, Coffee with the principal meetings and at AAPAC meetings. Survey results from LCAP Survey, Title I Family Engagement Survey, Panorama Educational Survey, and additional narrative input from parents is included below.
Based on survey results, IHCS will add an academic coach to support teachers with best first instruction, planning based on essential standards and student assessment results, modeling best intervention strategies and providing intervention for students. In addition, IHCS will add a Literacy Coach to support teachers with best first instruction, planning based on essential standards and student assessment results, modeling best intervention strategies and providing intervention for students. IHCS will also implement a school wide intervention time to provide additional academic, behavioral, and attendance support.

Results from Title I Family Engagement Survey 2024-25.
78% Completed the survey in English and 22% completed the survey in Spanish.

Surveyed parents listed the trainings and educational opportunities that have been provided to help parents assist their child in learning at home and parents listed the following trainings and educational opportunities that they attended:
100% attended parent teacher conference
57.1 % attended opportunities to help their child with reading.
42.9% attended parent informational workshops
42.9% attended kindergarten parent orientation
57.1% attended opportunities to help their child with reading.
39% attended Title I meetings.
80% of parents state that parent trainings have been somewhat to most effective.

Surveyed parents stated how they receive information from their child's school to assist with your child in doing well a school or with home learning activities:
100% receive helpful information from teacher.
71.4% receive helpful information through home school connection newsletter, weekly family bulletin.
57% receive helpful information through flyers, handouts.
51.7% receive helpful information through Parent portal gradebook.
47.9%% receive helpful information through school website.

85.7%% find that home/school connection is effective to very effective.
14.3% find that home/school connection needs improvement.
95% of parents email regularly with teacher to communicate with their child's school.
40% of parents email to principal or assistant principal to communicate with their child's school.

Parents who have participated in school activities:

50% participated in the book fair.
66.7% participate in student performances.
100% participate in Parent/Teacher conferences.
83.3% participate in Back to school Night.
66.7% participate in Open House.
16% participate in field trips/chaperone.
42,9% participate in ELAC meetings, Coffee with the Principal meetings.
7% participate in LCAP meetings.
7% participate in SAC/SSC meetings.

Parents also reported in Title I Family Engagement Survey and ELAC, Coffee with the Principal meetings in 2024-25:
Parents would like to see more methods to increase parent participation.
Parents would like more opportunities to volunteer in school and in the classroom and at school events.
Parents would like more exposure to be in class learning from the teachers in order to better support their children at home with their learnin
Panorama Educational Student Survey Grades 3-5, Spring of 2024-25 school year.
SEL Fall Survey Panorama Data Grades 3-5
All results in all categories from the survey report land in the "favorable" area.
Supportive relationships area includes having a supportive relationship with teachers, other adults from school, other adults outside of school, friends at school, and feeling safe and cared for at school. Overall, 93% feel supported in this area. 98% feel that teachers and other grown-ups at school care about them. In the area of self-management, students have a 71% success rate. Following directions, being kind to others, paying attention and ignoring distractions, preparedness for class, getting work done on time, and working independently while staying focused. Self-Management area also includes remaining calm, keeping your temper, and allowing other s to speak without interruption.
Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.
Sown to Grow Fall Survey Data - Grades 6-8
Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

IHCS LCAP 2024-25 Survey:
62% of parents and community members strongly agree they are treated with respect and are encouraged to participate in their child's education. And 38 % agree that they are treated with respect and are encouraged to participate in their child's education.
69% of parents and community members stongly agree and 23% agree that our school offers opportunities to engage in 2-way communication between families and educators using language that is understandable.
60% strongly agree and 23% agree that our school offers opportunities for teachers to meet with families and students to discuss student progress and ways to work together.
77% strongly agree and 15% agree that our school provides parent workshops on student educational priorities.
77% strongly agree and 23% agree that our prepares students academically for collega and career(AVID).

62% strongly agree and 23% agree that our school offers programs and services for struggling students.
46% strongly agree and 7% agree that our school offers an ELA/Math after school tutoring program (Alternative Supports)

Ideas from parents:
Increase cultural awareness and acceptance and tolerance and consequences for discrimination
Increase activities that will give them a great school environment.
Increase Dual immersion language for all school grades
Increase Tutoring program for students

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Innovative Horizons seeks to recruit and retain highly qualified teachers, classified, administrative staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA will maintain this goal because highly qualified and well-trained staff must be recruited and retained in order for the LEA to properly serve and support students.

1. IHCS will hire appropriately credentialed and assigned certificated staff because our students have great needs highest quality staff possible are needed to meet those needs. IHCS wants to maintain 100% of teachers being appropriately credentialed and assigned.

2.With support of the district, IHCS will hire appropriately and correctly assign classified, confidential, and classified management staff to support certificated staff in meeting the needs of students.

3. IHCS will provide professional development to better ensure staff is properly trained to meet the academic and social-emotional needs of students.

4. A portion of the additional 15% LCFF concentration funds to and with the support of the district, IHCS will continue to employ teachers to minimize combination classes so that teachers can focus on teaching standards for one grade level and better target the instructional needs of students.

5. IHCS will continue to follow the district salary and step increase. The salaries to all employees will help with an increased retention rates to 99% or above to provide much-needed stability to the unduplicated, low-income, foster youth, and English learner students we serve. This combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Innovative Horizons SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.		100% of teachers are appropriately credentialed and correctly assigned.	

Goal Analysis [2024-25]

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

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

IHCS is a public charter school that conducts an annual public lottery for student enrollment. As a result, our teacher-to-student ratio remains consistent each year, maintained by the structured enrollment process established through the lottery system and 100% of our teachers are appropriately credentialed and correctly assigned.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, as both were carefully tracked and aligned throughout the year. Expenditures were closely monitored to ensure that planned percentages of improved services matched the estimated actual percentages, resulting in precise alignment between projected and actual resource allocation. IHCS is a public charter school that conducts an annual public lottery for student enrollment. As a result, our teacher-to-student ratio remains consistent each year, maintained by the structured enrollment process established through the lottery system and 100% of our teachers are appropriately credentialed and correctly assigned.

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

Innovative Horizons has been effective in implementing actions to recruit and retain highly qualified teachers, classified staff, and administrative personnel. Through intentional hiring practices, competitive compensation, ongoing professional development, and a supportive work environment, we successfully met our goal for the year. These efforts have allowed us to attract skilled candidates and maintain strong staff retention rates, ensuring stability and consistency in delivering high-quality educational services to our students.

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

At this time, no modifications have been made or are anticipated for this goal.

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	Appropriately Credentialed and Assigned Certificated Staff	Certificated staff will be appropriately credentialed and correctly assigned in the subject areas and for the pupils, they teach; maintain competitive salaries based on the district salary schedule to retain certificated staff.	$4,209,671.00	No
1.2	Hire and Retain Classified Staff	Hire and retain highly qualified classified staff; maintain competitive salaries based on the district salary schedule to retain classified staff.	$858,762.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Non Categorically Funded Professional Development	Provide non-categorically funded professional growth opportunities for classified and certificated. Expenses would include all conferences, speaker fees, and training fees. Travel expenses would also be included as appropriate.	$2,600.00	No
1.4	Minimize Combination Classrooms	Continue to employ teachers to minimize combination classes in Kinder through 8th.	$0.00	Yes
1.5	Increase Staff Retention Rates	Increased salaries to all employees in order to increase retention rates and provide greater stability in staff serving unduplicated low-income, foster youth, and English learner students.	$643,501.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IHCS will offer safe, secure, and efficient classrooms, facilities, and grounds. The campus and classrooms will provide a socially and emotionally sheltered environment so students feel connected to their school. This sense of security will increase students' and staff's well being and the overall educational achievements.	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

IHCS will maintain this goal because providing well maintained facilities and technology is vital to properly serving and supporting students.

1. School maintenance, repair, and landscaping budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low income, foster your and English Learner student groups.

2. IHCS will improve equitable access and continue to increase and improve access to technology resources for low-income and foster youth students. IHCS continues to provide devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the the site. This combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The metric used is the Facility Inspection Toolkit.	2021-2022	2021-2022		2024-2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maintain an overall exemplary rating on the Facility Inspection Toolkit (FIT) survey-with a minimum of a "Good" rating-to be completed during the following school year.	According to the results from January 2021 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.		According to the results from January 2025 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.	

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, IHCS made consistent efforts to ensure classrooms, facilities, and campus grounds remained safe, secure, and well-maintained. The goal of fostering a socially and emotionally supportive environment was embedded into daily operations and schoolwide practices. Key planned actions, including regular campus safety audits, were largely carried out as intended.Substantive Differences in Planned vs. Actual Implementation

While the majority of safety and climate initiatives were implemented as planned, there were relevant challenges with implementation of this goal.

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

The material differences between the budgeted expenditures and the estimated actual expenditures were primarily due to adjustments made in response to site-level needs, staffing availability, and program implementation timelines. While the original budget allocated funds for specific safety upgrades to enhance the overall school environment, some planned expenditures were either delayed or reallocated to more immediate priorities. For example, our building entry way in our 100 building needs a significant upgrade due to student safety and delayed due to staffing for project.

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

Our district facilities department continues to monitor the safety of our campus and makes necessary upgrades to our facility promptly, as needed, throughout the school 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.

No changes at this time. PESD will continue to monitor facilities and grounds and make enhancements, repairs to meet our goal of keeping a our school safe, secure, with efficient and safe classrooms, facilities, and grounds.

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	Site Maintenance, Repair, and Landscaping	Maintenance, repair, and landscaping. Expenditures to include utilities, maintenance, supplies, and other operating costs.	$461,000.00	No
2.2	Increased and Improved Access to Technology	Continue to provide increased and improved access to technology resources for low income and foster youth students. Technology support including website, device management, and firewall software; financial, personnel, and attendance applications through RCOE; maintenance and upgrade of servers, current technology infrastructure, other materials, and supplies.	$155,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
3	Specific: Innovative Horizons will implement a high-quality, rigorous core instructional program that adheres to the California Standards across key subjects: English Language Arts (ELA), Mathematics, English Language Development (ELD), Next Generation Science Standards (NGSS), and History/Social Sciences. Measurable: Success will be measured by student performance on standardized tests, with a goal of achieving a 10% increase in the percentage of students meeting or exceeding the state standards in ELA, Mathematics, Science, and History/Social Sciences over the next academic year. Achievable: The school will achieve this by providing professional development for teachers, utilizing evidence-based instructional strategies, integrating technology to enhance learning, and ensuring all necessary resources and materials are available to support the curriculum. Relevant: This goal aligns with the school's mission to provide a comprehensive education that prepares students for academic success and lifelong learning, ensuring they meet and exceed state standards. Time-bound: The goal will be accomplished by the end of the next academic year, with quarterly assessments to monitor progress and make necessary adjustments. SMART Goal: By the end of the 2025-2026 academic year, Innovative Horizons will provide all students with a high-quality, rigorous core instructional program that fully implements the California Standards in English Language Arts, Mathematics, ELD Standards, Next Generation Science Standards, and History/Social Sciences, resulting in a 10% increase in the percentage of students meeting or exceeding state standards in these subjects, as measured by standardized test scores. Progress will be monitored quarterly, with professional development and resources provided to support teachers and students.	Focus Goal

Goal #	Description	Type of Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

IHCS will maintain this goal in order to support students in mastering California Standards in all core content areas is in English Language Development. The actions and metrics will help achieve this goal. Data to support the development and continuation of this goal are included below. In addition, IHCS added an academic math coach and an academic literacy coach. Coaches will support with modeling best first instruction, planning of instruction, data analysis and next steps based on common formative assessment data. Coaches will support teachers and also intervene with students in need of additional support. IHCS will continue implementation of a school wide intervention block to support academic, behavioral and attendance needs.

CAASPP Data 2023-24

ELA Data indicates the Students With Disabilities group is Orange (Very Low) -94.4 points from standard.

Math Data indicates the English Learners group is Orange (Very Low) -96.8 points from standard.
Math Data indicates the Long Term English Learners group is Orange (Very Low) -147.7 points from standard.
Math Data indicates the Students With Disabilities group is Orange (Very Low) -139.5 points from standard.

The data indicates a critical need for targeted interventions in ELA and Math, as all student groups are performing significantly below standard, with the ALL STUDENT academic groups performing in the Yellow (Low) category and multiple subgroups performing in the Orange (Very Low) category. Action items will include implementing intensive academic interventions, such as small-group instruction, tutoring, and data-driven instructional strategies to address learning gaps.

English Learner performance indicator decreased by 9.8% and is indicated in Orange. This highlights the need for enhanced language acquisition strategies and academic support. Action: Strengthen English Language Development (ELD) programs, provide professional learning for teachers on language acquisition, and integrate language supports across all subjects.

Long Term English Learner (LTEL performance indicator decreased significantly by 16%% and is indicated in Orange. This highlights the need for enhanced language acquisition strategies and academic support. Action: Strengthen English Language Development (ELD) programs, provide professional learning for teachers on language acquisition, and integrate language supports across all subjects.

Chronic absenteeism data indicates the Black/African American student group is Orange (Very High) 20.9% chronic absenteeism rate and has decreased by -3.5%, indicating an urgent need for attendance interventions and student engagement initiatives. Action items include implementing proactive attendance monitoring, strengthening home-school partnerships and mentorship programs, and leveraging wraparound services to support students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. SBAC ELA and Math	A. SBAC ELA and Math: ELA - All Students: 21.1 points below standard (yellow) H: 21.7 points below standard (orange) AA: 31.8 points below standard (yellow) EL: 35.7 points below standard (orange) SED: 22.7 points below standard (yellow) SWD: 98.1 points below standard (orange)	A. Due to COVID, SBAC data was not reported for the 2020/2021 school year. Average scale scores from the Interim Comprehensive Assessment (ICA) administered in February of 2022: ELA All Students: 55 points from standard		CAASPP Data 2022-23 ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7points below standard EL: 61.8 points below standard SED: 42.8points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math All students: 63.9 points below standard (orange) H: 62.7 points below standard (orange) AA: 101.5 points below standard (red) EL: 73 points below standard (orange) SED: 66.3 points below standard (orange) SWD: 142.5 points below standard (red)	H: 55 points below standard AA: 77 points below standard EL: 63 points below standard SED: 50 pts below standard SWD: 106 pts from standard		SWD: 123.7 points below standard Math CAASPP Data 2022-23 All Students: 94.5 points below standard H: 95.6 points below standard AA: 83.8 points below standard EL: 108.9 points below standard SED: 97.3 points below standard SWD: 155 points below standard	
	B. ELPAC Language Proficiency	B. ELPAC Language Proficiency 2018 - 2019 ELPAC shows 16.4% of students were proficient and 37.77% of students moderately developed.	Math All students: 65 points below standard H: 65 points below standard AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard SWD: 112 pts from standard		2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.	
	C. Reclassification Results	C. 2018 - 2019 reclassification rate was 8.9%				
	D. LCAP survey of parents including parents of unduplicated and exceptional needs students.	D. 2018 - 2019 55% of parents that completed the survey felt that it was important to have a standards aligned curriculum. 67% felt it was important to have	B. 2020/21 ELPAC Language Proficiency shows		52.9% of our English Learners progressed at least 1 ELPI level.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	E. Math Summative Data F. ELA Summative DATA	the school offer an effective Art and PE program. E. Math Summative Data: In 2018 - 2019 students in K - 2 took the Fast Bridge assessment. The percentages below indicate students that were low risk Math Kinder 58% (Early Math) 1st 51% (Early Math) 2nd 40% (A math) F. ELA Summative Data In 2018 - 2019 students in K - 2 took the Fast Bridge assessment. The percentages below indicate students that were low risk (proficient) ELA Kinder 51% (Early Reading) 1st 43% (Early Reading 2nd 35% (CB Reading)	that 17.9% of ELs were well-developed and 34.2% of students were moderately developed. C. 2020/21 reclassification rate is 6.1% D. The question was revised to only reflect teacher feedback. The following reflects the percentage teachers feel PD is offered in each subject: 91%-ELA PD is offered 83%-ELD PD is offered 58%-Math PD is offered 50%-Science 66%-Social Science E. FastBridge Assessment is no longer performed in PESD. ICAs		1.4% maintained ELPI Level 4. 10% (35 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year. Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education. Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were utilized instead: All students: 65 points below standard H: 65 points below standard AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard SWD: 112 pts from standard F. FastBridge Assessment is no longer performed in PESD. Current Lexia data demonstrates that K-2 students made gains throughout the school year. 100% of Kindergarten students are working at or above grade-level. 56% of 1st graders are working at or above grade-level.		Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students. IHCS will provide LETRS training, the science of teaching reading, with an emphasis on phonemic awareness and phonics, in order to support all students reading at grade level. IHCS will implement school wide intervention period to support academic, behavioral and attendance needs/concerns. IHCS will also hire an academic math and academic literacy coach to support teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			66% of 2nd graders are working at or above grade-level. Screener data from February 2022 demonstrates that 60% of 1st graders read fluently and 45% of 2nd graders read fluently.		with best first instruction, planning, data analysis and next instructional steps, best intervention practices. Coaches will also work with students in need of reading and math support.	

Goal Analysis [2024-25]

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

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

Key successes in the implementation of our 2024–25 plan include the addition of an Academic Math Coach and an Academic Literacy Coach. These instructional coaches have played a vital role in strengthening classroom instruction by modeling best first instruction, supporting instructional planning, and facilitating data analysis to drive informed next steps based on common formative assessment results. In addition to supporting teachers, the coaches also provide targeted intervention for students who require additional academic support.

Another significant success has been the continued implementation of our schoolwide intervention block. Based on its effectiveness, IHCS will maintain this structured time to address students' academic, behavioral, and attendance needs. This dedicated block has proven essential in promoting student growth and ensuring that all learners receive timely and differentiated support.

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

The difference between planned expenditures and the actual amount spent is primarily due to the availability of multiple funding sources, which allowed some costs to be covered through alternate allocations, reducing the need to fully expend the originally budgeted amount.

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

IHCS has made significant progress in implementing the current plan and is proud to report that, due to the substantial growth and academic progress of our students, the school no longer qualifies for Additional Targeted Support and Improvement (ATSI) designation.

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

No significant changes to be made to this goal at this time.

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	Science Adoption, Replacement Text, Consumables, and Supplemental materials to support student learning.	Adopt textbook and instructional materials for Science. Purchase replacement text and consumable materials for other adopted curriculum and supplemental programs to support student learning.	$321,183.00	No
3.2	Maintain Site Based Discretionary Budget	Maintain allocated discretionary budgets to provide adequate office supplies, books, and material including library books; teacher classroom supply orders; playground equipment and other site operational needs.	$135,000.00	No
3.3	Foster Youth and Low Income School Site Support Allocation	School site allocations to be used to provide additional services to low-income and foster youth. Services will be aligned to goals in the LCAP as well as goals outlined in the IHCS Single Plan for Student Achievement such as AVID materials, AVID professional development, providing trips to local colleges for AVID students, after school tutoring, technology	$432,605.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		purchases, additional collaboration for teachers as well as site-based family involvement targeting specific student groups needs.		
3.4	English Learner Site Support-Bilingual Paraprofessional	Equitably allot bilingual aide support for English learners. Support will be for students needed primary language support and students who have not moved beyond the intermediate levels of proficiency.	$114,320.00	Yes
3.5	English Language Learner-Site Allocation Support	Continue to provide bilingual aide for support for English Learners. Support will be with students needing primary language support and students who have not moved beyond the intermediate levels of proficiency. Services will be aligned to goals in the LCAP as well as goals and actions outlined in the IHCS Single Plan for Student Achievement such as EL after school tutoring, EL Summer, and/or Spring Break Academy, EL professional development, additional collaboration time to focus on EL student instructional lessons, family involvement activities such as CABE and family engagement nights.	$122,922.00	Yes
3.6	Second Language Acquisition	Develop a rigorous second language acquisition program. The second language acquisition program offered in Spanish will begin in kindergarten through eighth grade. All teachers will participate in the Second Language Acquisition professional development and collaboration time to review the progress of the program. All necessary materials will need to be purchased in order to develop the second language acquisition program.	$72,450.00	No Yes
3.7	AVID Schoolwide Program	Continue to implement the AVID Schoolwide program to help close the achievement gap by preparing students for college and readiness to a global society.	$257,555.00	No Yes
3.8	GATE Program	Participate in screening students for placement in the GATE program; coordinating GATE teacher meetings for program planning training and collaboration.	$101,028.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Academic-Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic success of all students. Academic coach and intervention teacher will support MTSS implementation. Provide intervention materials and professional development days targeting the needs of low-income, foster youth, and EL students.	$34,563.00	Yes
3.11	Literacy TOSA/Academic Coach	Retain full-time , Literacy TOSA to provide modeling for teachers of small group instruction, aligning student results to next steps in intervention, small group instruction, in order for students to gain high levels of mastery of reading and writing skills and essential standards.	$186,242.00	Yes
3.12	Math TOSA/Academic Coach	Retain full-time , Math TOSA to provide modeling for teachers of small group instruction, aligning student results to next steps in intervention, small group instruction, in order for students to gain high levels of mastery of essential skills and essential standards.	$149,387.00	Yes
3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Language Essentials for Teachers of Reading and Spelling, commonly known as LETRS. Professional development, training, in the science of teaching reading. Teachers will develop essential training and will be able to diagnose the reading level of the student and design a path that will increase high levels of reading and spelling success for each student.	$101,800.00	Yes
3.14	Technology Program	The technology program, students will be challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.	$388,055.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Innovative Horizons Charter School is committed to providing a positive school culture where all students feel safe and motivated to come to school and parents feel welcomed and encouraged to actively participate in their child's education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

IHCS will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education. Parents are encouraged to participate in events such as Coffee w/ the Principal meetings and CABE. In addition, multiple family nights are offered throughout the school year to promote family engagement. This goal and LCAP is reflective of information collected from educational partners, including the results from surveys below.

1. Suspension rates have returned to pre-pandemic numbers, which reflects the importance of continued implementation of the the Multi-tier System of Support (MTSS) framework which focuses on behavior and social-emotional support.

2. The district will continue to provide school counselors for the purposes of supporting all students, including English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.

Results from Title I Family Engagement Survey 2024-25.
78% Completed the survey in English and 22% completed the survey in Spanish.

Surveyed parents listed the trainings and educational opportunities that have been provided to help parents assist their child in learning at home and parents listed the following trainings and educational opportunities that they attended:
100% attended parent teacher conference
57.1 % attended opportunities to help their child with reading.
42.9% attended parent informational workshops
42.9% attended kindergarten parent orientation
57.1% attended opportunities to help their child with reading.
39% attended Title I meetings.
80% of parents state that parent trainings have been somewhat to most effective.

Surveyed parents stated how they receive information from their child's school to assist with your child in doing well a school or with home learning activities:
100% receive helpful information from teacher.
71.4% receive helpful information through home school connection newsletter, weekly family bulletin.
57% receive helpful information through flyers, handouts.
51.7% receive helpful information through Parent portal gradebook.
47.9%% receive helpful information through school website.

85.7%% find that home/school connection is effective to very effective.
14.3% find that home/school connection needs improvement.
95% of parents email regularly with teacher to communicate with their child's school.
40% of parents email to principal or assistant principal to communicate with their child's school.

Parents who have participated in school activities:
50% participated in the book fair.
66.7% participate in student performances.
100% participate in Parent/Teacher conferences.
83.3% participate in Back to school Night.
66.7% participate in Open House.
16% participate in field trips/chaperone.
42,9% participate in ELAC meetings, Coffee with the Principal meetings.
7% participate in LCAP meetings.
7% participate in SAC/SSC meetings.

Parents also reported in Title I Family Engagement Survey and ELAC, Coffee with the Principal meetings in 2024-25:
Parents would like to see more methods to increase parent participation.
Parents would like more opportunities to volunteer in school and in the classroom and at school events.
Parents would like more exposure to be in class learning from the teachers in order to better support their children at home with their learnin
Panorama Educational Student Survey Grades 3-5, Spring of 2024-25 school year.
SEL Fall Survey Panorama Data Grades 3-5
All results in all categories from the survey report land in the "favorable" area.
Supportive relationships area includes having a supportive relationship with teachers, other adults from school, other adults outside of school, friends at school, and feeling safe and cared for at school. Overall, 93% feel supported in this area. 98% feel that teachers and other grown-ups at school care about them. In the area of self-management, students have a 71% success rate. Following directions, being kind to others, paying attention and ignoring distractions, preparedness for class, getting work done on time, and working independently while staying focused. Self-Management area also includes remaining calm, keeping your temper, and allowing other s to speak without interruption.
Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

Sown to Grow Fall Survey Data - Grades 6-8
Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

IHCS LCAP 2024-25 Survey:
62% of parents and community members strongly agree they are treated with respect and are encouraged to participate in their child's education. And 38 % agree that they are treated with respect and are encouraged to participate in their child's education.
69% of parents and community members stongly agree and 23% agree that our school offers opportunities to engage in 2-way communication between families and educators using language that is understandable.
60% strongly agree and 23% agree that our school offers opportunities for teachers to meet with families and students to discuss student progress and ways to work together.
77% strongly agree and 15% agree that our school provides parent workshops on student educational priorities.
77% strongly agree and 23% agree that our prepares students academically for collega and career(AVID).
62% strongly agree and 23% agree that our school offers programs and services for struggling students.
46% strongly agree and 7% agree that our school offers an ELA/Math after school tutoring program (Alternative Supports)

Ideas from parents:
Increase cultural awareness and acceptance and tolerance and consequences for discrimination
Increase activities that will give them a great school environment.
Increase Dual immersion language for all school grades
Increase Tutoring program for students

Parents are the primary factor in student achievement and the overall well-being of their children. 2022-23 LCAP Teacher Survey provides opportunity to review feedback from staff in areas of a school that are most important to school success and student achievement. Teachers report that 94.4% believe that student engagement is of critical importance to student learning success. 100% believe that a positive school culture is most important to school success and student achievement.
2023-24 IHCS LCAP Student Survey. Top three items that students reported to be most important are: AVID College and Career readiness program (93.2%), daily attendance (90.9%), and safe school climate (95.5%)
2023-24 IHCS LCAP Parent Survey allows parents to provide feedback regarding the importance of items that are most important for student success. Parent survey responses include the following: 93.8% of parents believe that highly qualified and appropriately assigned teachers are highly important to their child's education. 81.3% rate technology in the classroom as highly important. 87.5% responded that

intervention teachers are highly important for student success. Over 80% of parents stressed the importance of student engagement, positive school culture and field trips/assemblies as highly important. 100% believe that a safe school is important and an anti-bullying strategies are needed to support students.
2022-23 IHCS K-8 Teacher Math Survey indicates that teachers believe it is important for students to think creatively, use multiple strategies and communicate their reasoning and solution methods.
2022-23 IHCS Title I Family Engagement Survey allow the parent to provide feedback to the school regarding communication of important school information to parents and parent engagement feedback that is useful in planning future parent engagement opportunities. In 2022-2023, more than 10% of parents participated in the annual book fair, back to school night, parent conferences, open house, student performances, home reading program, field trips, coffee with the principal, classroom volunteer, Friday Flag ceremonies, and family night events. Over 20% participated in field trips, home reading program, Friday Flag events, and family night events. Over 80% of parents stated that they participated in Back to School Night, Open House and Parent Conference Night.
2022-23 IHCS Student Panorama SEL Survey measures student competency and well-being, and allows the school, to provide support in areas of need, based on student reporting. In grades 3-5, 92% report that they have supportive relationships. Grades 6-8 survey indicates that 86% have supportive relationships.
2022-23 IHCS Teacher Panorama SEL Survey responses allow teachers to provide input on student social-emotional needs as part of the survey. Teacher responses are as follows: 47% of all students need continued support in the area of self management, 37% need continued support in the are of self-efficacy and social perspective-taking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A. Attendance Rate B. Chronic Absenteeism Rate-Dashboard	A. 96.6 % attendance rate. B. Chronic Absenteeism Rate (per 18-19 Dashboard) All students - 3.7% (Low) African American - 8% (Medium) Hispanic - 3.4% (Low) White - 7.1%	A. 94.8% Attendance Rate B. Chronic Absenteeism Rate 21/22 School year All students - 29.1% African American - 17.6 Hispanic - 29.7% White - 27.8% Foster Youth- 25%		ELA CAASPP Data 2023-24 All Students: 32.8 points below standard H: 80.3 points below standard AA: 102.7 points below standard EL: 96.8 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	C. Suspension Rate- Dashboard D. Expulsion Rate E. Course access: Art and P.E. staffing for all students including unduplicated and exceptional needs students. F. Parent (including parents of unduplicated and exceptional needs students) survey G. Sense of Safety and School Connectedness- Student LCAP Climate Survey	Foster Youth (Less than 10 students - data not reported) Students with Disabilities 1.7% C. Suspensions (per 18 - 19 Dashboard) All students 2.3% (medium) African American 9.8% (Very High) Hispanic 1.9% (Medium) White 4.1% Foster Youth (Less than 10 students - data not reported) Students with Disabilities 3.4% (High) D. No Students were expelled E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers.	Students with Disabilities 35.8% C. 21/22 Suspension Rate All students: 1.5% African American- 5.7% Hispanic- 1.5% White- 4.8% Students w/ Disabilities- 66% Foster Youth- 0 D. No Students were expelled E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers. F. LCAP Survey shows that 73% of		LTEL: 147.7 points below standard SED: 81.7points below standard SWD: 139.5 points below standard Math CAASPP Data 2023-24 All Students: 80.4 points below standard H: 80.3 points below standard AA: 102.7 points below standard EL: 96.8 points below standard SED: 81.7 points below standard SWD: 139.5 points below standard Reclassified English Learners scored 54.8 points below standard. 104 students total. Maintained progress from previous year overall.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	H. LCAP survey of parents including parents of unduplicated and exceptional needs students	F. LCAP Survey shows that 77% of parents feel that IHCS has a positive school culture. G. 64.5% of students that completed the LCAP survey felt it was important to maintain a safe school climate. H. 1. 63.3% of parents felt the that IHCS offers services to support English Learner Proficiency. 2. 73.4 % of parents felt AVID was an important component at IHCS in term preparing students for college and Career. 3. 67% of parents felt the school offers an effective ART and PE program.	parents feel that IHCS has a positive school culture. G. Several students completed the LCAP survey. In grades 3rd-5th, 86% of students feel there is a caring adult on campus. LCAP survey felt it was important to maintain a safe school climate. H. 1. 80% of parents felt the that IHCS offers services to support English Learner Proficiency. This number has increased from 63.3% to 80% 2. 83 % of parents felt AVID was an important component at IHCS in term preparing students for college and		Suspension Rate: 1.4% suspended at least one day. Declined 3.1% (951 students total). Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education. Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers. IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Career. This number has increased from 73.4% to 83% 3. 68% of parents felt the school offers an effective ART program and 88% of parents felt the school offers PE program.		IHCS will provide LETRS training, the science of teaching reading, with an emphasis on phonemic awareness and phonics, in order to support all students reading at grade level. IHCS will implement school wide intervention period to support academic, behavioral and attendance needs/concerns. IHCS will also hire an academic math and academic literacy coach to support teachers with best first instruction, planning, data analysis and next instructional steps, best intervention practices. Coaches will also work with students in need of reading and math support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CAASPP Data 2022-23 ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7points below standard EL: 61.8 points below standard SED: 42.8points below standard SWD: 123.7 points below standard Math CAASPP Data 2022-23 All Students: 94.5 points below standard H: 95.6 points below standard AA: 83.8 points below standard EL: 108.9 points below standard SED: 97.3 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 155 points below standard 2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency. 52.9% of our English Learners progressed at least 1 ELPI level. 1.4% maintained ELPI Level 4. 10% (35 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year. Consistent professional development opportunities for teachers continue	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to be offered to teachers in Math, by Riverside Office of Education. Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students. IHCS will provide LETRS training, the science of teaching reading, with an emphasis	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					on phonemic awareness and phonics, in order to support all students reading at grade level. IHCS will implement school wide intervention period to support academic, behavioral and attendance needs/concerns. IHCS will also hire an academic math and academic literacy coach to support teachers with best first instruction, planning, data analysis and next instructional steps, best intervention practices. Coaches will also work with students in need of reading and math support.	

Goal Analysis [2024-25]

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

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

As a result of this goal, IHCS has seen notable successes in both student engagement and family involvement. Students report feeling more connected to school through engaging instruction and a supportive climate, with steady or improved attendance reflecting their motivation to attend. Family engagement has expanded through well-attended events such as Literacy Night, Math Night, and Cultural Heritage celebrations, all receiving positive feedback. Parent participation has grown, particularly in Coffee with the Principal meetings, where families express feeling more informed and welcomed. Additionally, IHCS parents took part in CABE events, gaining tools to support their children and deepen their connection to the school. Climate survey results further affirm that most students feel safe and most parents feel welcomed, highlighting the school's continued efforts to build a safe, inclusive, and engaging learning environment.The difference between planned expenditures and the actual amount spent is primarily due to the availability of multiple funding sources, which allowed some costs to be covered through alternate allocations, reducing the need to fully expend the originally budgeted amount.

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

The difference between planned expenditures and the actual amount spent is primarily due to the availability of multiple funding sources, which allowed some costs to be covered through alternate allocations, reducing the need to fully expend the originally budgeted amount.

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

As a result of this goal, IHCS has seen notable successes in both student engagement and family involvement. Students report feeling more connected to school through engaging instruction and a supportive climate, with steady or improved attendance reflecting their motivation to attend. Family engagement has expanded through well-attended events such as Literacy Night, Math Night, and Cultural Heritage celebrations, all receiving positive feedback. Parent participation has grown, particularly in Coffee with the Principal meetings, where families express feeling more informed and welcomed. Additionally, IHCS parents took part in CABE events, gaining tools to support their children and deepen their connection to the school. Climate survey results further affirm that most students feel safe and most parents feel welcomed, highlighting the school's continued efforts to build a safe, inclusive, and engaging learning environment.The difference between planned expenditures and the actual amount spent is primarily due to the availability of multiple funding sources, which allowed some costs to be covered through alternate allocations, reducing the need to fully expend the originally budgeted amount. IHCS has made significant progress in implementing the current plan and is proud to report that, due to the substantial growth and academic progress of our students, the school no longer qualifies for Additional Targeted Support and Improvement (ATSI) designation.

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

No significant changes to be made to this goal at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Promote family involvement for foster youth, EL, and African American students through activities such as workshops, GATE informational meetings, and home visits.	$25,000.00	Yes
4.2	Multi-Tiered System of Supports Framework- Behavior and SEL	Continue to implement a Multi-Tiered System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure behavioral and social success for all students. Provide professional development days for the needs of low-income, foster youth, and EL students.	$329,308.00	Yes
4.3	Counselor Program	Retain the counselor to ensure all students' social and emotional needs are met for grades k-5 and 6-8th grade. Continue to implement positive interventions and supports and continue daily social skills instruction in the classrooms. Some of the interventions will include utilizing the Second Step curriculum. Additional counselor to support students K-8th.	$355,770.00	Yes
4.4	Music, Art and P.E. Program	Retain full-time Music, Art and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide.	$666,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Enhanced After School Program-	Support continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component.	$10,000.00	Yes
4.6	Enrichment Opportunities	Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics.	$50,063.00	Yes
4.7	21st Century Multi-Media Learning Centers	Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers.	$111,978.00	Yes
4.8	Technology Program	The technology program, students will be challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,851,454	$500,825

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
41.804%	33.832%	$2,973,671.35	75.636%

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
1.4	**Action:** Minimize Combination Classrooms **Need:** Dashboard data to explain the need include: Students with Disabilities/Math are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.	IHCS will maintain this goal because it allows teachers to focus on teaching standards for one grade level and better target the instructional needs of students. When EL, SWD, and SD student populations are in classrooms with one teacher teaching to one grade-level, the conditions are improved for every student to achieve higher levels of learning.	IHCS SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.

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
	English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged/ELA: "Orange/Low" 42.8 points below standard **Scope:** LEA-wide		
1.5	**Action:** Increase Staff Retention Rates **Need:** Recruit and retain highly qualified teachers. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged: "Orange/Low" 42.8 points below standard **Scope:** LEA-wide	Increased salaries to all employees increase retention rates and provide greater stability in staff serving unduplicated low-income, foster youth, and English Learners. When highly qualified staff are consistently teaching and refining their knowledge at their grade-level, the conditions are improved for every student to achieve higher levels of learning.	IHCS SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.
2.2	**Action:** Increased and Improved Access to Technology **Need:**	IHCS will maintain this goal because increased and improved access to technology is vital to properly serving and supporting students. Technology will provide access to student populations in need. Technology will also provide	Inventory reports, requisitions, purchases of technology.

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
	To maintain technology for student learning. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	increased student engagement. When students have access to technology the are more likely to be engaged land when they are engaged they are more likely to be in attendance. When they are engaged and in attendance the conditions are improved for every student to achieve higher levels of learning.	
3.3	**Action:** Foster Youth and Low Income School Site Support Allocation **Need:** To provide additional services to low-income, and foster youth. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency	IHCS will maintained this goal in order to support AVID program, after school tutoring and additional collaboration opportunities to support foster youth and low-income students. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving at risk students, low-income and foster youth students. When AVID strategies are implemented through our K-8 program, students are more likely to be engaged and in attendance and the conditions are improved for every student to achieve higher levels of learning. Collaboration opportunities around student learning, student progress and next steps in instruction will also improve student engagement, student attendance	AVID expenditure reports, after school tutoring expenses, and substitute teachers provided for collaboration opportunities. CAASPP state test scores and Common Formative Assessment data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	and improve learning conditions to allow higher levels of learning.	
3.4	**Action:** English Learner Site Support-Bilingual Paraprofessional **Need:** Support academic needs of English Learners. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	IHCS continued to provide support with bilingual aides to support students who have not moved beyond the intermediate levels of proficiency. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners. Bilingual aide support will provide additional support to students in the classroom and increase student engagement, student attendance, and improve the learning conditions to impact higher levels of learning. When English Learners have access to an additional support person to provide learning assistance, students are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	ELPAC state test scores and reclassification percentages for the school year. Common formative assessment data.

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
3.5	**Action:** English Language Learner-Site Allocation Support **Need:** Support academic needs of English Learners Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	IHCS continued to provide support with bilingual aides to support students who have not moved beyond the intermediate levels of proficiency. EL Professional development provided to staff, additional collaboration time provided to focus on EL student instructional lessons, family involvement activities such as CABE and family engagement nights. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners. Bilingual aide support and the ongoing professional development of bilingual aides will provide additional support to students in the classroom and increase student engagement, student attendance, and improve the learning conditions to impact higher levels of learning. Parent involvement will also increase the level of student engagement, student ownership of learning and mastery of essential learning.	ELPAC state test scores and reclassification percentages. Common formative assessment data. Sign in sheets for family engagement nights, CABE agenda and sign in sheets.
3.6	**Action:** Second Language Acquisition **Need:** To provide a rigorous second language acquisition program. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard.	As part of our charter, the second language acquisition program is provided daily in K-5 classrooms. It is also provided as an elective course in grades 6-8. This action is principally directed at serving English Learners, foster youth and low-income students. Brain research supports the cognitive, academic, and professional benefits of bilingualism. Encouraging students to develop proficiency in more than one language enhances their intelligence and set the conditions for higher levels of learning. When students have access to	Usage reports, instructional schedules will be used to monitor the second language acquisition program. Additionally, progress reports from the program itself will be used to monitor student progress.

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 with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	learning and developing a second language, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	
3.7	**Action:** AVID Schoolwide Program **Need:** To prepare students for college and career readiness. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.	IHCS continues to provide a K-8 AVID program to prepare students for high school, college and career readiness. Students continue to learn how to take ownership of their learning by learning organizational skills, seeking support through TRF process, and having access to college tutors, and access to colleges and universities. This action is principally directed at serving English Learners, foster youth and low-income students. Evidence supports the effectiveness of AVID strategies in improving student learning outcomes. By fostering critical academic skills, promoting college readiness, and supporting underrepresented students, AVID plays a crucial role in enhancing educational equity and excellence. When students, staff and parents have access to AVID learning opportunities, all educational partners are more	Grades 6-8 report cards, GPA, Honor Roll list, Common Formative Assessment data, CAASPP state test scores and ELPAC state test scores.

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
	English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	
3.10	**Action:** Academic-Multi-Tiered System of Supports Framework **Need:** Multi tiered levels of support to meet academic needs of all students. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard	IHCS continues to provide multi tiered levels of support to meet academic needs of all students. This MTSS model will expand to a school-wide intervention block to increase staff ability to meet tier I,II,and III needs academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to tiered levels of learning suppport opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Report cards, Common Formative Assessments, IAB's, CAASPP, and ELPAC data.

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 with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide		
3.11	**Action:** Literacy TOSA/Academic Coach **Need:** To support self efficacy by supporting academic needs in the area of reading and writing. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:**	Academic Literacy Coach will provide modeling for teachers of small group instruction, small group instruction, best first instruction, planning with teachers and using student data to model/provide best intervention practices. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to an additional resource/academic coach who will focus on literacy strategies to support student learning in the area of reading, spelling and writing, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Report cards, Common Formative Assessments, IAB's, CAASPP, and ELPAC data.

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		
3.12	**Action:** Math TOSA/Academic Coach **Need:** To support self efficacy by supporting academic needs in the area of math. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	Academic math Coach will provide modeling for teachers of small group instruction, small group instruction, best first instruction, planning with teachers and using student data to model/provide best intervention practices. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to an additional resource/academic coach who will focus on math strategies to support students in the area of math, all educational partners are more likely to benefit and be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be monitored by: Report cards, Common Formative Assessments, IAB's, CAASPP, data.
3.13	**Action:** LETRS. Language Essentials for Teachers of Reading and Spelling.	IHCS will provide teachers with the (LETRS) Language Essentials for Teachers of Reading and Spelling training for teachers. It is the science of teaching reading. Teachers will develop essential	Progress will be monitored by: Weekly student data talks, essential standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: To support self efficacy by supporting academic needs in the area reading and writing. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	training and will be able to diagnose the reading level of the student and design a path that will increase high levels of reading and spelling success for each student. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to additional opportunities to teach/learn the science of teaching a student/person how to read, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	data. Common Formative Assessment data.
3.14	**Action:** Technology Program **Need:** Building computer science skills and readiness for high school, college and career. The technology/computer science program will allow students will be challenged with computational thinking and instructed in	This action serves K-8 students and provides computer science skills and readiness for high school, college and career. Students are challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications and algorithmic thinking. This action is	Progress will be monitored by: Computer Science Assessments. PBL assessments and presentations.

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
	foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	principally directed at serving English Learners, foster youth and low-income students. When students have access to technology and computer science opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	
4.1	**Action:** Family Engagement **Need:** Provide a school environment where parents are encouraged to work together with school staff to support each child. Dashboard data to explain the need include:	This action will continue to promote family involvement through activities such as parent/teacher workshops, school family nights, home visits, parent informational meetings including GATE informational meetings. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to	Progress will be monitored by parent sign-in sheets and parent feedback surveys.

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
	All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	additional family engagement workshop opportunities, home visits, parent forums/meetings, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	
4.2	**Action:** Multi-Tiered System of Supports Framework-Behavior and SEL **Need:** To support self efficacy by supporting behavioral needs of each student. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard.	IHCS will continue to implement a MTSS support system to ensure support for all tier I,II, II behavioral needs. IHCS will implement a school-wide MTSS model to support students academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students have access to additional support to meet them at their tiered level of need, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher	Progress will be monitored by check in check out system, discipline records, student surveys (Panorama Survey).

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 with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	levels of learning, student ownership of their learning, and mastery of essential standards.	
4.3	**Action:** Counselor Program **Need:** Social Emotional Support including self efficacy support. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.	IHCS will continue to ensure all students have support in the are of social and emotional needs in grades K-8. We will continue to implement positive interventions and supports and continue daily social skills instruction i the classrooms. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to school counselor opportunities, all educational partners are more likely to benefit from counseling services and be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be monitored by counselor records, check in check out system, discipline records, empathy interviews, student feedback surveys (Panorama Survey), report cards, CFA data, and state testing data.

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
	English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide		
4.4	**Action:** Music, Art and P.E. Program **Need:** Visual and Performing arts and PE program for all k-8 students. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%	IHCS will continue to provide visual and performing arts program and PE program to all K-8 students. VAPA and PE contribute to a well-rounded education by supporting the mental, emotional, and physical development of students, ultimately enhancing their overall academic success. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students have access to visual and performing arts, computer science and physical education, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be monitored by projects and student performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	**Action:** Enhanced After School Program- **Need:** Support continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%	Enhanced After School Program-continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional after school extended learning opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	After school program will be measured by student attendance, student essential standards reading results, including progress on common formative assessments each semester.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.6	**Action:** Enrichment Opportunities **Need:** Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional enrichment opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Enrichment opportunities will be measured by student rosters, student participation, parent and student feedback surveys.

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
4.7	**Action:** 21st Century Multi-Media Learning Centers **Need:** Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4% **Scope:** LEA-wide	Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional reading material, students, staff and family are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be measured by ration of library books per number of students, media center schedule ensuring consistent student access to media center. Media center schedule ensuring parent access to media center.
4.8	**Action:** Technology Program **Need:** (This goal has been moved to Goal 3 section. 4.14.). Technology program, students will be	This action is addressed in goal 3.14	This action is addressed in goal 3.14

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
	challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

The site will be hiring a Technology Teacher that will be principally directed for low-income, foster youth, and English learners. Due to the high-population of these students, all students will have access to instruction from the Technology teacher. An additional counselor will be hired to support foster youth, English learners and low-income students. If applicable the 15% of the LCFF monies will be utilized.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,213,123	3,851,454	41.804%	33.832%	75.636%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,808,067.00	$458,783.00	$0.00	$29,086.00	$10,295,936.00	$8,165,365.00	$2,130,571.00

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	Appropriately Credentialed and Assigned Certificated Staff	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		$4,209,671.00	$0.00	$4,209,671.00				$4,209,671.00	
1	1.2	Hire and Retain Classified Staff	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		$858,762.00	$0.00	$858,762.00	$0.00			$858,762.00	
1	1.3	Non Categorically Funded Professional Development	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		$0.00	$2,600.00		$2,600.00			$2,600.00	
1	1.4	Minimize Combination Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		$0.00	$0.00	$0.00				$0.00	

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	1.5	Increase Staff Retention Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		$643,501.00	$0.00	$643,501.00				$643,501.00	
2	2.1	Site Maintenance, Repair, and Landscaping	All	No			Specific Schools: Innovative Horizons Charter School		$0.00	$461,000.00	$461,000.00				$461,000.00	
2	2.2	Increased and Improved Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School		$0.00	$155,000.00	$155,000.00				$155,000.00	
3	3.1	Science Adoption, Replacement Text, Consumables, and Supplemental materials to support student learning.	All	No			Specific Schools: Innovative Horizons Charter School		$232,985.00	$88,198.00		$321,183.00			$321,183.00	
3	3.2	Maintain Site Based Discretionary Budget	All	No					$0.00	$135,000.00		$135,000.00			$135,000.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Foster Youth Low Income At Risk	No Yes	LEA-wide	Foster Youth Low Income			$56,505.00	$376,100.00	$432,605.00				$432,605.00	
3	3.4	English Learner Site Support-Bilingual Paraprofessional	English Learners	Yes	LEA-wide	English Learners			$114,320.00	$0.00	$85,234.00			$29,086.00	$114,320.00	
3	3.5	English Language Learner-Site Allocation Support	English Learners	Yes	LEA-wide	English Learners			$0.00	$122,922.00	$122,922.00				$122,922.00	
3	3.6	Second Language Acquisition	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$72,450.00	$72,450.00				$72,450.00	
3	3.7	AVID Schoolwide Program	All English Learners Foster Youth	No Yes	LEA-wide	English Learners Foster Youth	All Schools		$166,243.00	$91,312.00	$257,555.00				$257,555.00	

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			Low Income										
3	3.8	GATE Program	All	No					$91,028.00	$10,000.00	$101,028.00				$101,028.00	
3	3.10	Academic-Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$34,563.00	$34,563.00				$34,563.00	
3	3.11	Literacy TOSA/Academic Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$186,242.00	$0.00	$186,242.00				$186,242.00	
3	3.12	Math TOSA/Academic Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$149,387.00	$0.00	$149,387.00				$149,387.00	
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$101,800.00	$101,800.00				$101,800.00	
3	3.14	Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$188,055.00	$200,000.00	$388,055.00				$388,055.00	
4	4.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School		$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.2	Multi-Tiered System of Supports Framework-Behavior and SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		$294,745.00	$34,563.00	$329,308.00				$329,308.00	
4	4.3	Counselor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan		$215,770.00	$140,000.00	$355,770.00				$355,770.00	

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
							Sanders									
4	**4.4**	Music, Art and P.E. Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		$666,173.00	$0.00	$666,173.00				$666,173.00	
4	**4.5**	Enhanced After School Program-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
4	**4.6**	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$50,063.00	$50,063.00				$50,063.00	
4	**4.7**	21st Century Multi-Media Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$91,978.00	$20,000.00	$111,978.00				$111,978.00	
4	**4.8**	Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,213,123	3,851,454	41.804%	33.832%	75.636%	$4,177,606.00	0.000%	45.344 %	**Total:**	$4,177,606.00
								LEA-wide Total:	$4,177,606.00
								Limited Total:	$0.00
								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	1.4	Minimize Combination Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	
1	1.5	Increase Staff Retention Rates	Yes	LEA-wide	English Learners Foster Youth Low Income		$643,501.00	
2	2.2	Increased and Improved Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$155,000.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	LEA-wide	Foster Youth Low Income		$432,605.00	
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	LEA-wide	English Learners		$85,234.00	
3	3.5	English Language Learner-Site Allocation Support	Yes	LEA-wide	English Learners		$122,922.00	
3	3.6	Second Language Acquisition	Yes	LEA-wide	English Learners Foster Youth Low Income		$72,450.00	

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 (%)
3	3.7	AVID Schoolwide Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$257,555.00	
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income		$34,563.00	
3	3.11	Literacy TOSA/Academic Coach	Yes	LEA-wide	English Learners Foster Youth Low Income		$186,242.00	
3	3.12	Math TOSA/Academic Coach	Yes	LEA-wide	English Learners Foster Youth Low Income		$149,387.00	
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Yes	LEA-wide	English Learners Foster Youth Low Income		$101,800.00	
3	3.14	Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$388,055.00	
4	4.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
4	4.2	Multi-Tiered System of Supports Framework-Behavior and SEL	Yes	LEA-wide	English Learners Foster Youth Low Income		$329,308.00	
4	4.3	Counselor Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$355,770.00	
4	4.4	Music, Art and P.E. Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$666,173.00	
4	4.5	Enhanced After School Program-	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
4	4.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,063.00	
4	4.7	21st Century Multi-Media Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income		$111,978.00	

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 (%)
4	4.8	Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,253,996.00	$8,834,782.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Credentialed and Assigned Certificated Staff	No	$4,544,279.00	4,064,752
1	**1.2**	Hire and Retain Classified Staff	No	$825,611.00	961,438
1	**1.3**	Non Categorically Funded Professional Development	No	$2,600.00	0.00
1	**1.4**	Minimize Combination Classrooms	Yes	$0.00	0.00
1	**1.5**	Increase Staff Retention Rates	Yes	$643,500.00	643,501
2	**2.1**	Site Maintenance, Repair, and Landscaping	No	$425,250.00	342,361
2	**2.2**	Increased and Improved Access to Technology	Yes	$155,000.00	0
3	**3.1**	Science Adoption, Replacement Text, and Consumables	No	$42,205.00	52,901
3	**3.2**	Maintain Site Based Discretionary Budget	No	$132,400.00	116,473
3	**3.3**	Foster Youth and Low Income School Site Support Allocation	No Yes	$437,473.00	49,473

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)
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	$119,945.00	110,506
3	3.5	English Language Learner-Site Allocation Support	Yes	$122,922.00	22,265
3	3.6	Second Language Acquisition	No Yes	$72,450.00	0
3	3.7	AVID Schoolwide Program	No Yes	$255,095.00	251,255
3	3.8	GATE Program	No	$91,139.00	91,280
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	$76,868.00	7,559
3	3.11	Literacy TOSA/Academic Coach	Yes	$184,881.00	184,885
3	3.12	Math TOSA/Academic Coach	Yes	$144,267.00	142,420
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Yes	$101,800.00	0
3	3.14	Technology Program	Yes	$183,456.00	375,854
4	4.1	Family Engagement	Yes	$25,000.00	900
4	4.2	Multi-Tiered System of Supports Framework- Behavior and SEL	Yes	$319,068.00	330,109
4	4.3	Counselor Program	Yes	$351,376.00	222,830

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)
4	**4.4**	Music, Art and P.E. Program	Yes	$835,981.00	657,099
4	**4.5**	Enhanced After School Program-	Yes	$10,000.00	0
4	**4.6**	Enrichment Opportunities	Yes	$40,069.00	116,057
4	**4.7**	21st Century Multi-Media Learning Centers	Yes	$111,361.00	90,864
4	**4.8**	Technology Program	Yes	$0.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,616,115	$4,304,992.00	$3,178,232.00	$1,126,760.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Minimize Combination Classrooms	Yes	$0.00	0.00		
1	1.5	Increase Staff Retention Rates	Yes	$643,500.00	643,501		
2	2.2	Increased and Improved Access to Technology	Yes	$155,000.00	0.00		
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	$437,473.00	49,473		
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	$89,471.00	83,161		
3	3.5	English Language Learner-Site Allocation Support	Yes	$122,922.00	22,265		
3	3.6	Second Language Acquisition	Yes	$72,450.00	0.00		
3	3.7	AVID Schoolwide Program	Yes	$255,095.00	251,255		
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	$34,563.00	7,559		
3	3.11	Literacy TOSA/Academic Coach	Yes	$159,106.00	184,885		
3	3.12	Math TOSA/Academic Coach	Yes	$159,106.00	142,420		
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Yes	$101,800.00	0.00		
3	3.14	Technology Program	Yes	$381,651.00	375,854		

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)
4	**4.1**	Family Engagement	Yes	$25,000.00	900		
4	**4.2**	Multi-Tiered System of Supports Framework- Behavior and SEL	Yes	$319,068.00	330,109		
4	**4.3**	Counselor Program	Yes	$351,376.00	222,830		
4	**4.4**	Music, Art and P.E. Program	Yes	$835,981.00	657,099		
4	**4.5**	Enhanced After School Program-	Yes	$10,000.00	0		
4	**4.6**	Enrichment Opportunities	Yes	$40,069.00	116,057		
4	**4.7**	21st Century Multi-Media Learning Centers	Yes	$111,361.00	90,864		
4	**4.8**	Technology Program	Yes	$0.00	0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,789,561	3,616,115	28.850%	69.991%	$3,178,232.00	0.000%	36.159%	$2,973,671.35	33.832%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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