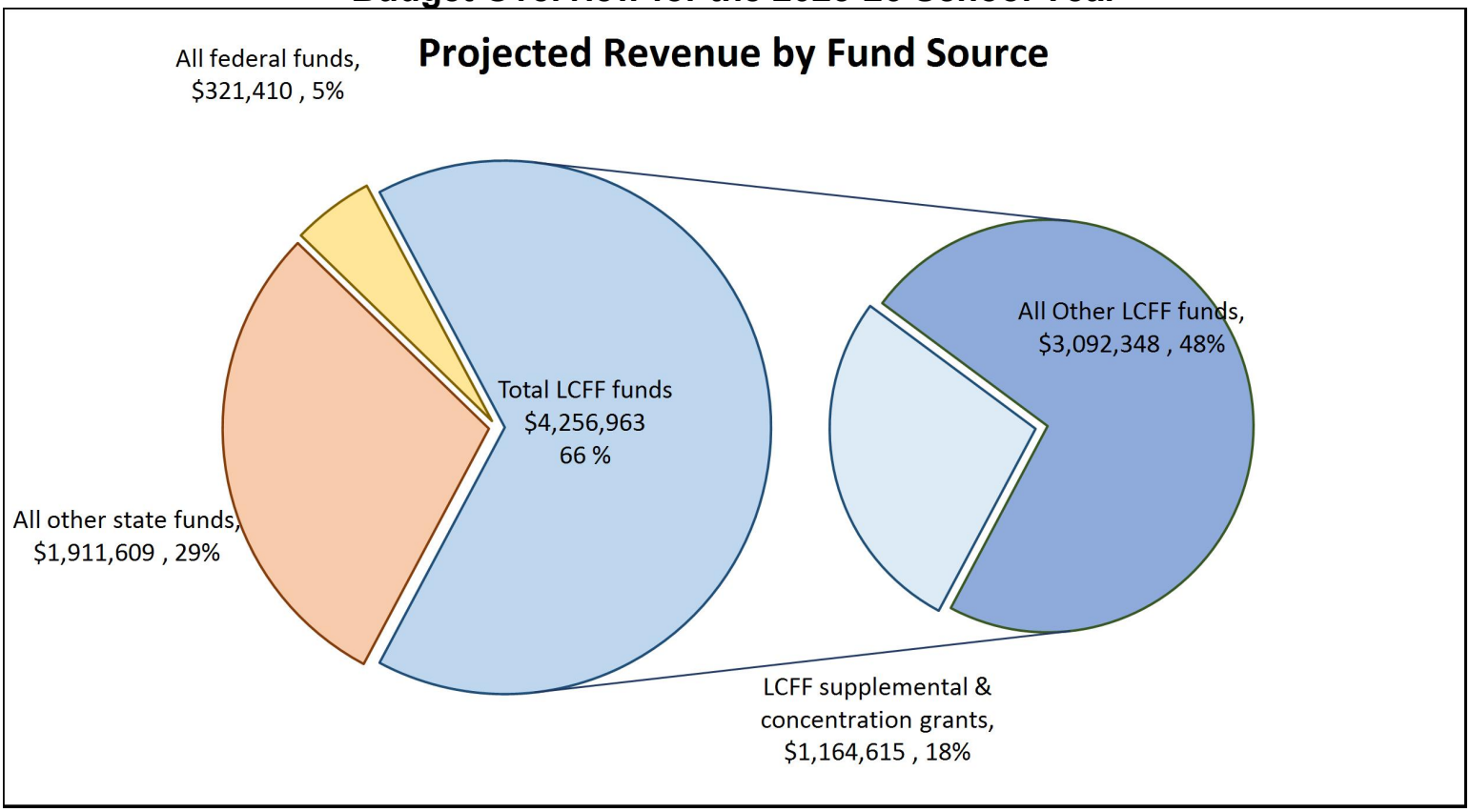
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenium Charter School
CDS Code: 19647330121137
School Year: 2025-26
LEA contact information:
Grace Kim
Principal

(818) 456-4590

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

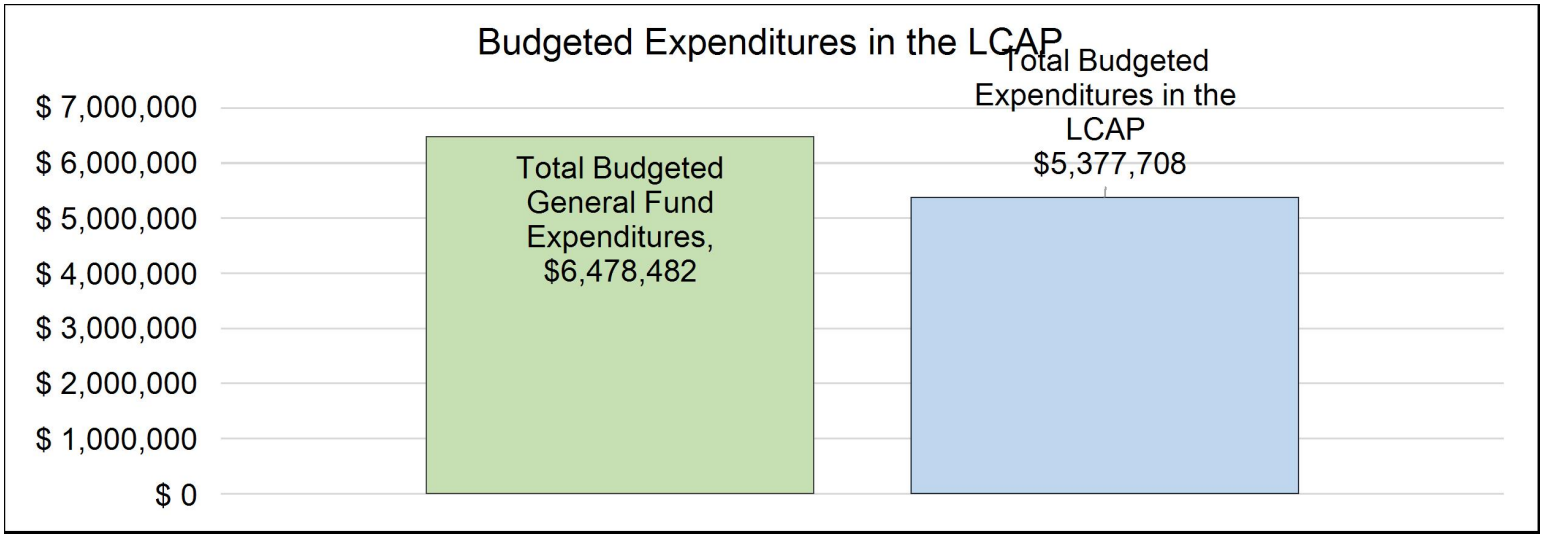



This chart shows the total general purpose revenue Ingenium Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenium Charter School is $6,489,982, of which $4,256,963 is Local Control Funding Formula (LCFF), $1,911,609 is other state funds, $0 is local funds, and $321,410 is federal funds.  Of the $4,256,963 in LCFF Funds, $1,164,615 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 Ingenium Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ingenium Charter School plans to spend $6,478,482 for the 2025-26 school year. Of that amount, $5,377,708. is tied to actions/services in the LCAP and $1,100,774 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

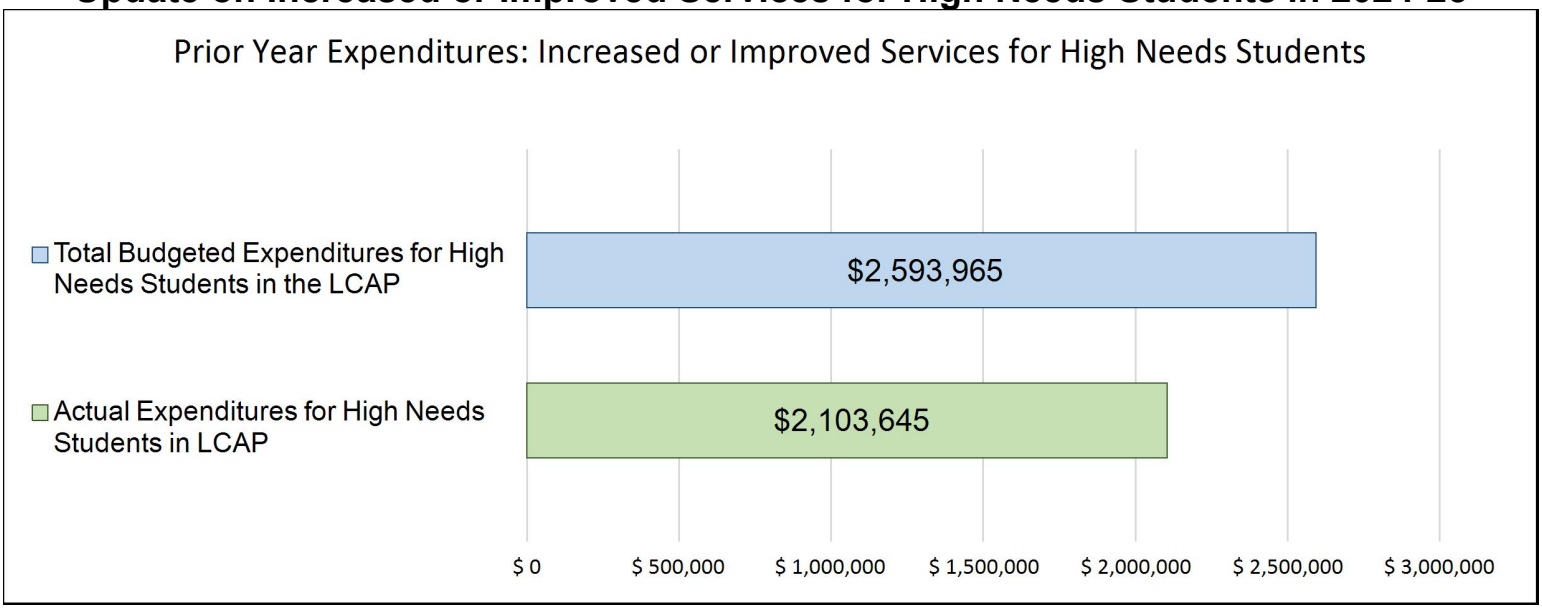
Expenditures not included in the LCAP primarily relate to the costs of the home office salaries and benefits, HR, IT and marketing costs

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

In 2025-26, Ingenium Charter School is projecting it will receive $1,164,615 based on the enrollment of foster youth, English learner, and low-income students. Ingenium Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Ingenium Charter School plans to spend $1,769,703. towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2024-25, Ingenium Charter School's LCAP budgeted $2,593,965 for planned actions to increase or improve services for high needs students. Ingenium Charter School actually spent $2,103,645 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $490,320 had the following impact on Ingenium Charter School’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2024–25 were less than the total budgeted amounts due to factors such as staffing vacancies, lower than-expected contracted service costs, and a decrease in revenue due to attendance. While some services were reduced in scope or implemented later than planned, the LEA remained committed to maintaining the integrity of the planned supports. Adjustments were made to prioritize the most impactful actions, ensuring that high-needs students continued to receive targeted assistance. As a result, the overall intent to increase or improve services was still achieved, though at a reduced scale or timeline in some areas.

# 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 |
|---|---|---|
| Ingenium Charter School | Grace Kim<br>Principal | gkim@ingeniumschools.org<br>(818) 456-4590 |

# 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.

Ingenium Charter School (ICS), located in Canoga Park, California, is a vibrant TK–5 public charter school serving approximately 285 students. ICS draws students not only from its immediate neighborhood but also from across the North San Fernando Valley. To ensure equitable access to high-quality education, the school provides transportation for students residing in communities such as Pacoima, North Hills, Panorama City, and Van Nuys.

ICS is proud of its richly diverse student population. Approximately 88 percent of students identify as Hispanic or Latino, 43 percent are English Language Learners, 19 percent qualify for special education services, and 91 percent are socioeconomically disadvantaged. The school embraces an inclusive model in which students with disabilities receive services within the general education classroom. This approach promotes equitable access to rigorous instruction and fosters a culture of belonging for all learners. In addition to core academic subjects, all students participate in enrichment opportunities such as art, further supporting whole-child development.

The school's instructional framework is grounded in a Multi-Tiered System of Supports (MTSS). Intervention and extension blocks are embedded within the daily schedule using a Response to Intervention (RTI) structure to ensure that all students receive the academic support or challenge they need. English Language Learners also benefit from designated English Language Development (ELD) time, which supports language acquisition through targeted instruction aligned with students' individual proficiency levels.

ICS cultivates a safe and positive learning environment through schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS). All students and staff follow the Code of Cooperation: “A.L.L. I.N.,” which promotes agency, lifelong learning, empathy, inclusivity, and a commitment to maintaining a kind and safe school culture.

As a member of the Ingenium Schools network, ICS aligns its practices and culture with the organization’s Noble Cause, Mission, and Vision. Ingenium Schools exist to create communities where everyone experiences joy and meaning in learning. The mission is to prepare students to be the best learners, leaders, and collaborators by empowering them with the capacity and tools to continually improve themselves and the world around them. The vision for 2027 is that all students achieve proficiency or above in all academic areas, experience joy in learning, and are meaningfully connected to their community.

ICS brings this vision to life by creating a student-centered learning environment that emphasizes continuous improvement, data-driven instruction, and a commitment to each child's academic and social success. Through inclusive practices, strong family and community engagement, and a joyful school culture, ICS ensures every child is seen, supported, and empowered to thrive.

## Reflections: Annual Performance

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

Across the school, fewer than half of students met their growth goals. Fifth grade was especially low, with only 33% of students meeting their targets and a low conditional growth percentile (CGP) of 31.

English Language Learners (ELL) and students from low-income backgrounds (FRL) showed limited progress. ELL students had achievement percentiles in the single digits, and only about a third met their growth goals in the upper grades. FRL students had similar outcomes, with growth slowing significantly by 5th grade.

Although most data for students with IEPs were not reported due to small sample sizes, available results showed slightly better growth, suggesting inclusion efforts may be helping.

To improve math outcomes, we are working on a stronger Tier 1 instruction, better use of data, and more support for language development in math for ELL students.

Reading growth was stronger in the lower grades. First and second graders showed solid gains, with over half meeting their goals and CGPs above 50. This points to strong early literacy instruction.

However, growth dropped in grades 3–5. In 3rd grade, only 38% of students met their growth goals. This suggests a need to support comprehension, vocabulary, and engagement with more complex texts.

FRL students did well in the early grades but struggled more in upper grades. ELL students also grew well early on, but growth slowed in grades 3–5, likely due to higher language demands.

Students with IEPs in 5th grade made promising gains, with 60% meeting growth goals and a CGP of 52.

Next steps include strengthening reading support in upper grades, increasing language scaffolds for ELLs, and continuing to build on strong practices in the primary grades.

CA Dashboard indicates that ICS decreased overall Math performance from 2023 to 2024 with 14.57% of all students meeting or exceeding the standards.

CA Dashboard indicates ICS decreased overall ELA performance from 2023 to 2024 with 17.45% of all students meeting or exceeding the standards.

CA Dashboard indicates ICS has 48.1% of English Learners making progress towards English language proficiency, which is an increase of 6.5% from the previous school year.

CA Dashboard indicates ICS has 33.6% of students that are chronically absent, decreasing 6.6% from the previous year. Data indicates that 34.1% of English Learners (7.8% decrease) and 39.4% of Students with Disabilities (10.6% decrease) are in the orange tier, and 34.2% of Hispanic students (7.6% decrease), and 34.7% of socioeconomically disadvantaged students (7.2% decrease) are in the yellow tier of chronically absent students. This area has been a focus for ICS, as indicated by the focus goal in this current LCAP cycle and improvement from 2023 to 2024, as it is important for ICS to ensure that students are present to receive high quality standards based instruction.

CA Dashboard indicates that the suspension rate at ICS has maintained 0% of students being suspended, with all subgroups performing in the blue tier.

While we have shown the ability to increase performance, data indicates that there is still work to do to improve student performance for these groups and has influenced the development of goals and actions for ICS.

# Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| School Leadership Team | Daily communication and engagement regarding goal and action progress |
| Senior Leadership Team | Weekly communication and engagement regarding goal and action progress |
| Teachers | Weekly meetings and engagement to review goal and action progress |
| School Support Staff | Weekly meetings and engagement to review goal and action progress |
| School Site Council | Monthly meetings and engagement to develop, review, and examine school activities and initiatives |
| Student Surveys | Bi-annual digital survey |
| Family Surveys | Bi-annual digital survey |
| English Learner Advisory Council | Quarterly meetings to develop, review, and examine English Learner initiatives, progress, and support |
| Parent Advisory Committee | Monthly meetings to review school activities and develop community engagement |
| Staff LCAP Input Session | Quarterly meetings to review LCAP goals, actions, and progress for development of plan |

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

The adopted Local Control and Accountability Plan (LCAP) was significantly influenced by the feedback provided by various educational partners, including:

School Leadership Team: The input from the School Leadership Team, composed of administrators, department heads, and key staff members, provided insights into school-wide priorities, instructional strategies, and areas needing improvement. Their feedback highlighted overarching goals and initiatives to enhance student learning and school climate.

Senior Leadership Team: Feedback from the Senior Leadership Team, which comprises administrators and representatives from various departments, contributed to aligning the LCAP with organization-wide goals and initiatives. Their input informed decisions regarding resource allocation, professional development opportunities, and strategies for improving organization-wide outcomes.

Teachers: Teachers play a crucial role in implementing educational programs and initiatives. Their feedback, gathered through surveys, input sessions, and collaboration meetings, influenced the LCAP by identifying instructional needs, professional development priorities, and strategies for improving student engagement and achievement.

School Support Staff: Input from school support staff, including counselors, librarians, and aides, provided valuable insights into student needs, social-emotional support services, and strategies for creating a positive school climate. Their feedback influenced goals related to student well-being, support services, and interventions.

School Site Council: The School Site Council, composed of parents, teachers, administrators, and community members, plays a critical role in developing and monitoring the effectiveness of the school plan. Feedback from the School Site Council informed the LCAP by highlighting priorities related to academic programs, budget allocations, and parent/community engagement strategies.

Student Surveys: Gathering feedback from student surveys provided valuable insights into student perspectives on their learning experiences, school climate, and support services. Student input influenced goals related to student engagement, social-emotional learning, and opportunities for student voice and leadership.

Family Surveys: Feedback from family surveys helped identify areas where parents/guardians perceive strengths and areas for improvement within the school community. This input influenced goals related to family engagement, communication strategies, and support services for families.

English Learner Advisory Council (ELAC): Input from the ELAC, composed of parents/guardians of English Learner students, informed goals and strategies to support English Learner students' academic achievement, language development, and access to support services.

Parent Advisory Committee: The Parent Advisory Committee, representing diverse parent perspectives, provided feedback on priorities related to parent engagement, communication strategies, and parent involvement in decision-making processes.

Staff LCAP Input Session: Holding dedicated input sessions for staff members allowed for open dialogue and collaboration on LCAP priorities, goals, and strategies. Staff input informed decisions regarding professional development needs, instructional priorities, and strategies for improving student outcomes.

Incorporating feedback from these educational partners ensured that the adopted LCAP reflects the diverse perspectives, priorities, and needs of stakeholders within the school community. By engaging in a collaborative decision-making process, the LCAP addresses key areas for improvement, promotes equity and inclusivity, and supports the success of all students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All students, including our English learners, students with disabilities, low-income, and foster students, will demonstrate one year's academic growth annually in ELA and Mathematics across all grade levels through access to a broad and comprehensive course of study. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student data indicates there is a need to continually improve academic outcomes for all students as well as for the school's significant student groups; including students with disabilities, African American students, Hispanic or Latino students, English learners, and students who are socioeconomically disadvantaged.

The goal is specifically developed to support the school's standards-based instructional program to meet the needs of all students, particularly our low-income, foster youth, English learners, and students with disabilities. Students have performed below the statewide proficiency scores on the CAASPP.

CA Dashboard indicates ICS decreased overall Math performance by 23.6 points and ELA performance by 17.5 points in 2024. Such underperformance in math and reading has compelled ICS to develop a goal to target the growth of all learners with respect to the critical competencies of math and literacy.

CA Dashboard indicates ICS has 48.1% of English Learners making progress towards English language proficiency, which is an increase of 6.5% from the previous school year. ICS is proud of the as the school has been working to improve supports for English Language Learners.

Analysis of our data has revealed several contributing factors with respect to the current achievement outcomes. In ICS, 43% of the student population are English Learners, which compels a unique prescription of support for language acquisition in order to master the CA state standards for math and reading in English. Both the action steps and metrics proposed in creating this goal are specifically to that end.

The metrics applied are the outcomes on the CAASPP/Smarter Balance Assessment Consortium (SBAC) for reading and math. It identifies the needs of the subgroups of students with disabilities, English learners, foster youth, and low-income students, as well as the general population of learners not otherwise classified. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this goal. There is a need to continue support for teachers to have a sustained professional learning plan that

addresses the pedagogy of standards-based instruction that emphasizes California Common Core State Standards, the Science of Reading, English Language Learner Standards, and math.

The actions aligned with these areas will promote increased student academic achievement for each student that attends ICS and are designed to close the achievement gap among our unduplicated and underrepresented students. Goal #1 actions and related metrics are intended to:
Improve implementation of ELD Standards
Increase ELA and Math proficiency
Increase Hispanic, English Learner, Foster Youth, and Homeless proficiency in Math and ELA
Improve school-level academic interventions and accelerations for all students
Improve school-level academic interventions and accelerations for Students with disabilities, English Learners,
Improve and monitor access to specialized programs for Students with disabilities and English Learners,

While we have continued to make progress in ELA and Math, the performance level for all students remains well below the state standards. During the data analysis process, the school's committee members and administrators communicated that CAASPP and ELPAC data for language proficiency demonstrates a lack of adequate progress for many of our English learners and the like for identified sub-groups for reading and math. Through the process of root cause analysis, the site leadership teams and committees have determined that the schools would benefit from further support for teachers focused on the linguistic and ELA needs of English learner students and underperforming subgroups.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | % of all students who meet or exceed standard in Math, as measured by the CAASPP | 24.57% meet or exceed standards 2023 CA Dashboard | 14.57% 2024 CA Dashboard | | Increase the percentage of students in grades 3–5 meeting or exceeding standard in Math to 40% | -10% |
| 1.2 | % of all students who meet or exceed standard in English, as measured by the CAASPP | 25.71% meet or exceed standard 2023 CA Dashboard | 17.45% 2024 CA Dashboard | | Increase the percentage of students in grades 3–5 meeting or exceeding | -8.26% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | standard in English to 40% | |
| 1.3 | % of EL students who meet or exceed standard in English, as measured by the CAASPP | 5.45% meet or exceed standards 2023 CA | 6.38% 2024 CA Dashboard | | Increase the percentage of EL students in grades 3–5 meeting or exceeding standard in ELA to __% | +.93% |
| 1.4 | % of EL students who meet or exceed standard in Math, as measured by the CAASPP | 16.36% who meet or exceed standard 2023 CA Dashboard | 2.04% 2024 CA Dashboard | | Increase the percentage of EL students in grades 3–5 meeting or exceeding standard in Math to __% | -14.32% |
| 1.5 | % of EL students making progress toward English proficiency as measured by the ELPAC (percentage progress) | 10.83% making progress 2023 CA Dashboard | 48.1% 2024 CA Dashboard | | __%% of EL students making progress toward English proficiency | +37.27% |
| 1.6 | % of EL students making progress toward proficiency as measured Reading NWEA*** | 1% who meet or exceed standard Spring 2024 | 6% Winter 2025 | | __% who meet or exceed standard | +5% |
| 1.7 | % of EL students making progress toward proficiency as measured by Math NWEA*** | 3% who meet or exceed standard Spring 2024 | 9% Winter 2025 | | __% who meet or exceed standard | +6% |
| 1.8 | % of Hispanic students who meet or exceed standard as measured by the CAASPP ELA | 21.62% who meet or exceed standard 2023 CA Dashboard | 15.15% 2024 CA Dashboard | | 30% who meet or exceed standard | -6.47% |
| 1.9 | % of Hispanic students who meet or exceed standard in Math, as | 22.98% who meet or exceed standard | 10.45% 2024 CA Dashboard | | 30% who meet or exceed standard | -12.53% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | measured by the CAASPP | | | | | |
| 1.10 | % of African American students who meet or exceed standard in English, as measured by the CAASPP | In order to protect student privacy, data is suppressed because fewer than 11 students tested. | In order to protect student privacy, data is suppressed because fewer than 11 students tested. | | 30% who meet or exceed standard | NA |
| 1.11 | % of African American students who meet or exceed standard in Math, as measured by the CAASPP | In order to protect student privacy, data is suppressed because fewer than 11 students tested. | In order to protect student privacy, data is suppressed because fewer than 11 students tested. | | 30% who meet or exceed standard | NA |
| 1.12 | % of socioeconomically disadvantaged students who meet or exceed standard as measured by the CAASPP ELA | 23.72% who meet or exceed standard 2023 CA Dashboard | 16.91% 2024 CA Dashboard | | __% who meet or exceed standard | -6.81% |
| 1.13 | % of socioeconomically disadvantaged students who meet or exceed standard in Math, as measured by the CAASPP | 23.72% who meet or exceed standard 2023 CA Dashboard | 13.04% 2024 CA Dashboard | | __% who meet or exceed standard | -10.68% |
| 1.14 | % of teachers who participate in professional development and who rate the training as having a positive impact | 51 % of teachers who participate in professional development will rate the training as having a positive impact on their | 68% of teachers who participate in professional development will rate the training as having a positive impact on their | | __% of teachers who participate in professional development will rate the training as having a positive impact on their | +17% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | on instructional practice, as measured by participant surveys, agendas and sign-in logs | instructional practice Spring 2024 Survey | instructional practice Fall 2024 Survey | | instructional practice | |
| 1.15 | Bi-weekly Walkthrough observation data, as reported by each site's Instructional Leadership team | 0% completed show positive growth | 100% completed show positive growth | | __% of Walkthrough feedback will reflect positive growth in various components of effective instruction. | +100% |

# 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.

In the 2024–2025 school year, ICS committed to ensuring that all students—particularly those from historically underserved groups—would demonstrate at least one year's academic growth in ELA and Math. This goal was supported by a standards-based instructional program aligned with the California Common Core State Standards (CCCSS), the ELD Standards, and inclusive of a broad and comprehensive course of study.

Student performance data, especially from the CA Dashboard, provided a sobering but necessary call to action. The school experienced a decline of 23.6 points in Math and 17.5 points in ELA. While disappointing, this data validated the importance of the goal and shaped the actions taken throughout the year.

The winter 2025 math MAP data shows that many students are not growing at the expected rate. Across the school, fewer than half of students met their growth goals. Fifth grade was especially low, with only 33% of students meeting their targets and a low conditional growth percentile (CGP) of 31.

English Language Learners (ELL) and students from low-income backgrounds (FRL) showed limited progress. ELL students had achievement percentiles in the single digits, and only about a third met their growth goals in the upper grades. FRL students had similar outcomes, with growth slowing significantly by 5th grade.

Although most data for students with IEPs were not reported due to small sample sizes, available results showed slightly better growth, suggesting inclusion efforts may be helping.

To improve math outcomes, we need stronger Tier 1 instruction, better use of data, and more support for language development in math for ELL students.

Reading growth was stronger in the lower grades. First and second graders showed solid gains, with over half meeting their goals and CGPs above 50. This points to strong early literacy instruction.

However, growth dropped in grades 3–5. In 3rd grade, only 38% of students met their growth goals. This suggests a need to support comprehension, vocabulary, and engagement with more complex texts.

FRL students did well in the early grades but struggled more in upper grades. ELL students also grew well early on, but growth slowed in grades 3–5, likely due to higher language demands.

Students with IEPs in 5th grade made promising gains, with 60% meeting growth goals and a CGP of 52.

Next steps include strengthening reading support in upper grades, increasing language scaffolds for ELLs, and continuing to build on strong practices in the primary grades.

One encouraging sign was the increase in the percentage of English Learners making progress toward English language proficiency. That number rose by 6.5%, bringing ICS to 48.1% of ELs making expected progress—an improvement from the previous year and a signal that targeted efforts for language development are beginning to pay off.

ICS took several key steps to implement this goal, including:

Providing ongoing professional development focused on standards-based instruction, the Science of Reading, and math instruction aligned to student need.

Expanding the use of data analysis cycles and academic intervention supports, including push-in and pull-out programs for targeted groups.

Focusing on the implementation of ELD standards and supporting designated and integrated ELD instruction.

Successes included: Improved ELPAC outcomes and increased EL growth metrics. Implementation of data teams and site leadership structures that allowed for deeper analysis and instructional planning tied to standards and subgroup data.
Sustained access to a broad course of study and standards-aligned curriculum for all students.

Challenges included:Persistent underperformance in SBAC scores for all subgroups. A need for more explicit and sustained support for general education teachers working with English learners and students with disabilities. Ongoing gaps in academic growth for students with disabilities, African American, Hispanic/Latino students, and low-income students, which remain priority focus areas.

Teachers expressed the need for more support in differentiation and scaffolding strategies, particularly to address language development within content areas. The root cause analysis revealed a lack of consistency in the delivery of interventions, and a need for increased coherence between core instruction and Tier II/III supports.

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.

During the 2024–25 school year, ICS experienced several material differences between budgeted and actual expenditures. These variances resulted from strategic staffing adjustments, operational efficiencies, and programmatic shifts that aligned with evolving school needs.

Action 1.2 – Intervention (Under Spent):
This action was under spent due to delays in hiring and a partial reliance on existing instructional staff to deliver intervention services. As a result, not all planned expenditures were incurred.

Action 1.10 – Instructional Coach (Under Spent):
Savings in this area occurred as the position was either filled later in the year or structured differently than initially budgeted. Some coaching responsibilities were absorbed by existing staff or leadership, leading to reduced costs.

Action 1.11 – Tutoring Contracted Services (Under Spent):
The school made a strategic decision to eliminate contracted tutoring services and bring these supports in-house. By reallocating duties to current staff, ICSE was able to maintain tutoring access for students while significantly reducing expenditures.

These spending differences reflect intentional adjustments to staffing and service delivery that allowed ICSE to meet student needs while exercising fiscal responsibility and maintaining alignment with LCAP goals.

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

While several action steps were implemented with fidelity, such as expanded ELD support and regular use of standards-aligned instructional materials, the data shows that these actions have not yet resulted in the desired academic outcomes across all subgroups. There was measurable progress in English Learner language acquisition, but the overall decline in SBAC performance suggests that these actions need to be enhanced and supported more consistently.

Professional learning in literacy and math practices has been positively received by teachers, especially when paired with coaching or collaborative planning time. However, ongoing support and more explicit coaching for inclusive practices—especially for students with disabilities—remains a key area for improvement.

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.

To better address the persistent achievement gaps and improve implementation:

Strengthen Differentiation and Scaffolding Supports:
Provide ongoing training and coaching on how to deliver scaffolded instruction aligned with both ELD and content standards, especially in reading and math.

Increase Coaching and Classroom Support:
Expand embedded coaching cycles that focus on inclusive instructional practices for English learners and students with disabilities, including co-teaching and model lessons.

Enhance Tiered Intervention Systems:
Develop and refine a multi-tiered system of supports (MTSS) to ensure interventions are targeted, consistent, and data-driven.

Create More Consistent Monitoring Structures:
Site-based instructional leadership teams will monitor subgroup data every six weeks to adjust supports and ensure implementation of high-leverage strategies.

Elevate Student Voice and Feedback:
Launch student focus groups to understand academic experiences of students in underperforming subgroups and use findings to inform PD and instructional practices.

Tighten Alignment Between PD and Data Cycles:
Ensure that all professional development sessions are aligned to student achievement data, and follow up with time for collaborative implementation planning.

**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** | Partnership with Education Consultants at Solution Tree | ICS will partner with education consultants from Solution Tree to enhance instructional practices and student outcomes. Solution Tree is renowned for its evidence-based strategies and professional development programs designed to support school improvement initiatives. Through this collaboration, we aim to achieve the following objectives: | $14,271.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Professional Development: Provide targeted professional development for teachers and staff, focusing on best practices in curriculum design, instructional strategies, and assessment techniques. This includes workshops, seminars, and ongoing coaching to ensure sustainable implementation.<br><br>Data-Driven Instruction: Utilize Solution Tree's expertise in data analysis to help our educators interpret student performance data effectively. This will enable the development of tailored instructional strategies to address the diverse learning needs of our students.<br><br>Collaborative Learning Communities: Establish and support Professional Learning Communities (PLCs) within our schools. These PLCs will foster a culture of continuous improvement through collaboration, reflection, and shared accountability among teachers.<br><br>School Improvement Plans: Work with Solution Tree consultants to develop and refine comprehensive school improvement plans. These plans will be grounded in the latest educational research and aligned with our district's goals for student achievement and equity.<br><br>Leadership Development: Equip school leaders with the tools and knowledge necessary to drive and sustain educational excellence. Leadership training will focus on instructional leadership, effective school management, and fostering a positive school culture.<br><br>Student Achievement: Ultimately, the partnership aims to elevate student achievement by implementing proven instructional strategies and fostering an environment conducive to learning. Continuous monitoring and assessment will be conducted to measure the impact of these initiatives on student outcomes.<br><br>By leveraging Solution Tree's expertise, our district is committed to creating an educational environment where every student has the opportunity to succeed and thrive. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.2** | Interventionist Salaries | This action allocates funds for the salaries of interventionists who are dedicated to providing targeted academic support and enrichment for students who are struggling or at risk of falling behind. Interventionists play a crucial role in the educational ecosystem by delivering specialized instruction, conducting assessments, and collaborating with teachers to develop and implement individualized learning plans. Their primary objective is to address academic gaps and enhance student achievement through evidence-based interventions and personalized attention.<br><br>Key Responsibilities of Interventionists:<br><br>Individual and Small Group Instruction: Provide intensive, focused instruction to students in need of academic support, either one-on-one or in small groups, to address specific learning challenges and ensure progress.<br><br>Assessment and Monitoring: Conduct regular assessments to identify students' academic strengths and weaknesses, monitor their progress, and adjust instructional strategies accordingly to meet their evolving needs.<br><br>Collaboration with Educators: Work closely with classroom teachers, special education staff, and administrators to coordinate efforts, share insights, and ensure a cohesive approach to student learning.<br><br>Development of Learning Plans: Design and implement individualized learning plans that are tailored to the unique needs of each student, incorporating research-based strategies and interventions.<br><br>Family Engagement: Communicate with families to inform them of their child's progress, discuss intervention strategies, and provide resources to support learning at home.<br><br>This action is integral to our commitment to fostering an inclusive and supportive learning environment where every student has the opportunity to thrive academically. | $113,915.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Supplemental Curricular Resources | This action involves the procurement and implementation of supplemental curricular resources to enhance and enrich the core curriculum, providing students with additional opportunities to engage with diverse and comprehensive educational materials. These resources are designed to support differentiated instruction, address varied learning styles, and ensure that all students, including those who are struggling or excelling, have access to high-quality learning tools, including adaptive computer software programs Dreambox and Lexia<br><br>Components of Supplemental Curricular Resources:<br><br>Variety of Learning Materials: Acquisition of a wide range of resources, including textbooks, workbooks, digital tools, manipulatives, and multimedia content, to support different subjects and grade levels.<br><br>Differentiated Instruction: Materials tailored to meet the diverse needs of students, enabling teachers to provide more personalized and effective instruction that caters to varying academic abilities and learning preferences.<br><br>Enhanced Engagement: Interactive and engaging resources, such as educational software, games, and hands-on activities, that make learning more enjoyable and accessible for students.<br><br>Support for Core Curriculum: Resources that complement and reinforce the core curriculum, providing additional practice, enrichment activities, and deeper exploration of key concepts.<br><br>Professional Development: Training for teachers on how to effectively integrate these supplemental resources into their instruction to maximize their impact on student learning.<br><br>This action underscores our commitment to providing a comprehensive and equitable educational experience that supports the diverse learning needs of our student population. By investing in supplemental curricular resources, we aim to create a richer, more engaging learning environment that promotes academic success for all students. | $94,700.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.4** | After School Program | This action allocates resources to develop and sustain an after-school program designed to provide students with additional academic support, enrichment activities, and a safe, structured environment beyond regular school hours. The after-school program aims to enhance student learning, foster social-emotional development, and offer opportunities for exploration and growth in various areas of interest.<br><br>Components of the After School Program:<br><br>Academic Support: Provide homework help, tutoring, and study sessions to assist students with their schoolwork and reinforce learning from the school day. This includes targeted support in core subjects such as math, reading, and science.<br><br>Enrichment Activities: Offer a variety of activities that promote creativity, critical thinking, and physical health. These can include arts and crafts, music, drama, sports, and STEM (Science, Technology, Engineering, and Mathematics) projects.<br><br>Social-Emotional Development: Implement programs and activities that support the development of social skills, emotional regulation, and positive relationships among peers. This may include group projects, team-building exercises, and mindfulness practices.<br><br>Cultural and Recreational Activities: Provide opportunities for students to engage in cultural experiences and recreational activities that broaden their horizons and enhance their overall well-being. This could include field trips, guest speakers, and cultural celebrations.<br><br>Safe and Nurturing Environment: Ensure that the after-school program provides a safe, supportive, and inclusive space where students feel valued and respected. This includes supervision by trained staff and adherence to safety protocols.<br><br>Family Engagement: Involve families in the after-school program through regular communication, events, and opportunities for them to participate in | $434,658.90 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | or observe activities. This helps to build a stronger school-community connection and supports student success.<br><br>This action reflects our commitment to providing a holistic educational experience that supports the academic, social, and emotional growth of our students. By investing in a comprehensive after-school program, we aim to create a nurturing environment that promotes lifelong learning and success. | | |
| **1.5** | Summer School Programming | This action involves the development and implementation of a comprehensive summer school program designed to provide students with extended learning opportunities, address learning loss, and prepare them for the upcoming academic year. The summer school program aims to offer both academic support and enrichment activities to ensure continuous student engagement and progress during the summer months.<br><br>Components of Summer School Programming:<br><br>Academic Support: Focused instruction in core subjects such as math, reading, writing, and science to help students catch up on missed content, reinforce foundational skills, and prevent summer learning loss. This includes personalized and small-group tutoring sessions.<br><br>Enrichment Activities: A variety of activities that promote creativity, critical thinking, and physical activity. These can include arts and crafts, music, drama, sports, and STEM (Science, Technology, Engineering, and Mathematics) projects.<br><br>Project-Based Learning: Hands-on, project-based learning experiences that encourage students to explore topics of interest, develop problem-solving skills, and work collaboratively with peers.<br><br>Social-Emotional Learning: Programs and activities that support the development of social and emotional skills, such as teamwork, resilience, and self-regulation. This includes group discussions, team-building exercises, and mindfulness practices. | $50,155.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Transition Programs: Specialized sessions for students transitioning between key educational stages, such as entering kindergarten, moving from elementary to middle school, or preparing for high school. These programs aim to ease transitions and build confidence.<br><br>Family Engagement: Opportunities for families to be involved in the summer school experience through regular communication, workshops, and events. This helps to support student learning and strengthen the home-school connection.<br><br>This action emphasizes our commitment to providing year-round educational opportunities that support the academic, social, and emotional development of our students. By investing in comprehensive summer school programming, we aim to ensure that all students have the resources and support they need to thrive. | | |
| **1.6** | Purchase and Implementation of Core Curricular Resources for Tier 1 Instruction | This action focuses on the acquisition and integration of high-quality core curricular resources to support Tier 1 instruction, which is the foundational level of teaching that all students receive. These resources are essential for delivering consistent, rigorous, and standards-aligned instruction across all classrooms. The goal is to ensure that every student has access to a robust curriculum that promotes academic success and prepares them for future learning.<br><br>Components of Core Curricular Resources for Tier 1 Instruction:<br><br>Standards-Aligned Curriculum: Purchase textbooks, digital resources, and supplementary materials that align with state and national educational standards. These resources ensure that instruction meets the required benchmarks for student learning.<br><br>Comprehensive Subject Coverage: Ensure the curriculum covers all core subjects, including English Language Arts, Mathematics, Science, and Social Studies, providing a well-rounded educational experience. | $75,400.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Instructional Materials: Provide teachers with a range of instructional materials, including lesson plans, assessment tools, and interactive resources that support effective teaching practices and enhance student engagement.<br><br>Professional Development: Offer training and professional development opportunities for teachers to effectively implement the new curricular resources. This includes workshops, coaching, and collaborative planning sessions to build teacher capacity and confidence.<br><br>Technology Integration: Incorporate digital tools and resources to support blended and technology-enhanced learning. This includes access to online textbooks, educational software, and interactive learning platforms.<br><br>Continuous Improvement: Establish a system for ongoing evaluation and feedback to assess the effectiveness of the curricular resources and make necessary adjustments. This ensures the curriculum remains relevant and effective in meeting student needs.<br><br>This action reflects our commitment to providing a strong educational foundation for all students through the use of high-quality core curricular resources. By investing in the purchase and implementation of these materials, we aim to enhance instructional practices, support teacher development, and ultimately improve student outcomes | | |
| **1.7** | Purchase and Implementation of Assessment Software and Supplies | Purchase and Implementation of Assessment Software and Supplies | $7,800.00 | No |
| **1.8** | Special Education Services | This action is focused on providing high-quality, individualized special education services that enhance access to a broad and comprehensive course of study. By addressing the unique needs of students with disabilities, this action aims to ensure equitable opportunities for academic achievement and growth. | $658,380.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Components of Special Education Services:<br><br>Individualized Education Plans (IEPs): Develop and implement IEPs tailored to the specific academic and developmental needs of each student with disabilities. These plans outline personalized goals, instructional strategies, and necessary accommodations to support one year's academic growth in ELA and Mathematics.<br><br>Targeted Instructional Support: Provide specialized instruction and interventions in ELA and Mathematics that are aligned with each student's IEP. This includes small-group or one-on-one tutoring, differentiated lessons, and evidence-based teaching strategies.<br><br>Collaboration with General Education Teachers: Foster strong collaboration between special education and general education teachers to ensure that instructional practices are inclusive and supportive of students with disabilities. Regularly coordinate efforts to align goals and strategies across all classroom settings.<br><br>Professional Development: Offer ongoing training for teachers and support staff on effective instructional methods and interventions for students with disabilities. Focus areas include differentiation, inclusive practices, and the integration of special education strategies into general education curriculum.<br><br>Data-Driven Instruction: Utilize assessment data to monitor student progress and adjust instructional approaches accordingly. Implement formative and summative assessments to track academic growth in ELA and Mathematics and inform individualized support plans.<br><br>Assistive Technology and Resources: Provide access to assistive technologies and specialized resources that support learning in ELA and Mathematics. This includes adaptive software, communication devices, and other tools that enhance students' ability to engage with the curriculum.<br><br>Extended Learning Opportunities: Offer additional learning opportunities such as after-school tutoring, summer school programs, and enrichment | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | activities that focus on ELA and Mathematics. These programs provide extra time and support for students to achieve academic growth.<br><br>Family and Community Engagement: Engage families and the community in the educational process through regular communication, workshops, and resources that help them support their children's learning at home. Foster a collaborative approach to achieving academic goals.<br><br>This action underscores our commitment to ensuring that all students, particularly those with disabilities, receive the necessary support to achieve significant academic growth in ELA and Mathematics. By investing in specialized services and fostering an inclusive educational environment, we aim to create equitable opportunities for success across all grade levels. | | |
| **1.9** | Additional Educational Consultant Work | This action involves securing the services of additional educational consultants to complement existing staff expertise and provide specialized support in key areas of educational development. The consultants will collaborate with district stakeholders to assess needs, develop strategies, and implement initiatives aimed at improving student outcomes and advancing the district's educational goals.<br><br>Components of Additional Educational Consultant Work:<br><br>Needs Assessment: Conduct thorough assessments to identify specific areas for improvement within the district, considering factors such as student performance data, curriculum effectiveness, and instructional practices.<br><br>Strategic Planning: Work with district leadership to develop strategic plans that outline clear objectives, action steps, and timelines for implementing initiatives that support student success. Ensure alignment with the district's vision, mission, and goals.<br><br>Professional Development: Design and deliver targeted professional development sessions for teachers, administrators, and support staff. | $60,750.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | These sessions will focus on enhancing instructional practices, curriculum alignment, data analysis, and strategies for meeting the needs of diverse learners.<br><br>Curriculum Development: Provide expertise in curriculum design and alignment with state standards, ensuring that instructional materials and resources are relevant, rigorous, and culturally responsive. Collaborate with curriculum committees and subject matter experts to develop comprehensive curriculum frameworks.<br><br>Assessment and Data Analysis: Support the development and implementation of assessment strategies to measure student progress and inform instructional decision-making. Assist in analyzing assessment data to identify trends, areas for improvement, and effective instructional interventions.<br><br>Inclusion and Equity: Provide guidance on creating inclusive learning environments that promote equity and access for all students, including English learners, students with disabilities, and historically underserved populations. Recommend strategies for addressing achievement gaps and promoting cultural responsiveness.<br><br>Family and Community Engagement: Develop strategies to enhance family and community engagement in support of student learning. Provide resources, workshops, and communication tools to foster strong partnerships between schools, families, and community organizations.<br><br>Program Evaluation: Establish protocols for evaluating the effectiveness of educational initiatives and programs. Collect feedback from stakeholders, analyze outcomes, and make data-informed adjustments to ensure continuous improvement.<br><br>By leveraging the expertise of additional educational consultants, the district aims to build capacity, foster innovation, and create a learning environment where all students can thrive academically, socially, and emotionally. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.10** | Instructional Coach | This action entails the hiring and deployment of instructional coaches to provide targeted support and professional development for teachers. Instructional coaches are experienced educators who work collaboratively with teachers to improve instructional practices, enhance student learning outcomes, and foster a culture of continuous improvement within the district.<br><br>Components of Instructional Coach Support:<br><br>One-on-One Coaching: Instructional coaches work directly with teachers in one-on-one coaching sessions to provide personalized support and guidance. They observe classroom instruction, provide feedback, and collaborate with teachers to set goals and develop action plans for improvement.<br><br>Modeling Best Practices: Coaches demonstrate effective teaching strategies and instructional techniques through modeling and co-teaching with teachers. This hands-on approach allows teachers to observe new methods in action and apply them in their own classrooms.<br><br>Professional Development Workshops: Instructional coaches organize and facilitate workshops, seminars, and training sessions on topics related to pedagogy, curriculum, assessment, and classroom management. These sessions are designed to build teachers' capacity and confidence in implementing research-based practices.<br><br>Data Analysis and Assessment Support: Coaches assist teachers in analyzing student data and assessment results to identify areas of strength and areas for improvement. They help teachers use data to inform instructional decision-making and differentiate instruction to meet the diverse needs of students.<br><br>Curriculum Alignment: Coaches support teachers in aligning curriculum resources and instructional materials with state standards and district expectations. They provide guidance on selecting and adapting curriculum materials to ensure they are rigorous, relevant, and engaging for all students. | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Peer Collaboration: Coaches facilitate collaboration among teachers by organizing grade-level or subject-area meetings, professional learning communities, and lesson study groups. These collaborative structures allow teachers to share ideas, resources, and best practices.<br><br>Progress Monitoring: Coaches monitor the progress of teachers and students over time, tracking implementation of instructional strategies and assessing the impact on student learning outcomes. They provide ongoing feedback and support to ensure continuous improvement.<br><br>By investing in instructional coaching support, the district aims to empower teachers to deliver high-quality instruction, meet the diverse needs of all students, and achieve the district's academic goals. | | |
| **1.11** | Tutoring | This action involves providing tutoring support to students during both regular school hours and after-school hours to enhance their academic performance and support their learning needs. The tutoring sessions may be conducted by teachers, instructional aides, or trained volunteers and are designed to provide additional instruction, remediation, and enrichment to students who may need extra support to succeed academically.<br><br>Components of Tutoring Support:<br><br>In-Class Tutoring: During regular school hours, designated time slots are allocated within the school day for tutoring sessions. These sessions may take place in small groups or on a one-on-one basis and are integrated into the daily instructional schedule to provide targeted support within the classroom setting.<br><br>After-School Tutoring: After-school tutoring sessions are offered to students who may benefit from additional academic assistance beyond regular school hours. These sessions may be held on school premises or at designated off-site locations and are typically led by teachers, instructional aides, or trained volunteers. | | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Individualized Instruction: Tutoring sessions are tailored to meet the individual learning needs of each student. Whether students require help with homework, remediation of specific academic concepts, or enrichment activities to challenge their learning, tutors provide personalized instruction to address their unique needs.<br><br>Subject-Specific Support: Tutoring sessions cover a wide range of subjects, including mathematics, English Language Arts, science, social studies, and foreign languages. Students receive targeted support in areas where they may be struggling or seeking to deepen their understanding.<br><br>Assessment and Progress Monitoring: Tutors assess students' academic progress regularly and adjust instruction accordingly. They may use formative assessments, progress monitoring tools, and feedback from classroom teachers to track students' growth and identify areas for further focus.<br><br>Homework Assistance: Tutors provide assistance with homework assignments, ensuring that students understand the material covered in class and are able to complete assignments accurately and independently.<br><br>Enrichment Activities: In addition to remedial support, tutoring sessions may include enrichment activities designed to challenge and engage students in advanced or extension-level learning opportunities.<br><br>By offering tutoring support during both regular school hours and after-school hours, the district aims to provide equitable access to additional academic assistance for all students, regardless of their individual learning needs or circumstances. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | To improve student learning outcomes, we will enhance student achievement by increasing the number and effectiveness of fully-credentialed teachers and instructional leaders. This initiative aims to strengthen teaching capacity and optimize the master schedule, ensuring students master California Common Core State Standards in math, reading, and other enrichment subjects, with access to standards-aligned instructional materials. | 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)

An explanation of why the LEA has developed this goal.

ICS has developed the goal of increasing student achievement by enhancing the number and effectiveness of fully-credentialed teachers and instructional leaders as we have identified the following areas as essential to our success and the success of our students:

Quality of Instruction: Fully-credentialed teachers and instructional leaders typically possess the necessary training, qualifications, and expertise to deliver high-quality instruction. By increasing their numbers and effectiveness, we aim to ensure that students receive rigorous, standards-aligned instruction that is conducive to learning and academic growth.

Building Capacity: Investing in the professional development and support of teachers and instructional leaders helps build capacity within the education system. By providing opportunities for ongoing training, mentorship, and collaboration, we can empower educators to enhance their teaching practices, implement research-based instructional strategies, and effectively address the diverse needs of students.

Comprehensive Master Schedule: A well-designed master schedule is crucial for optimizing instructional time, maximizing student learning opportunities, and facilitating effective teacher collaboration. By developing a comprehensive master schedule, we aim to ensure that students have access to a balanced curriculum that addresses core academic subjects, enrichment content, and intervention/support services, all aligned with the California Common Core State Standards.

Moving Students to Mastery: The ultimate goal of education is to ensure that all students achieve mastery of essential academic standards. By aligning instructional practices with state standards and providing access to standards-aligned instructional materials, we aim to create a learning environment where students are supported in reaching mastery levels in math, reading, and additional enrichment content areas.

Equity and Access: Increasing the number and efficacy of fully-credentialed teachers and instructional leaders, along with optimizing the master schedule and providing access to instructional materials, helps promote equity and access to high-quality education for all students.

By ensuring that every student receives instruction from qualified educators and has access to resources aligned with state standards, we are working to close achievement gaps and support the success of all learners.

The development of this goal reflects ICS's commitment to enhancing the quality of teaching and learning, maximizing student achievement, and promoting equity in education. By investing in the professional development of educators, optimizing instructional practices and resources, and ensuring access to rigorous, standards-aligned instruction, we aim to create a supportive learning environment where all students have the opportunity to thrive academically and reach their full potential.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percent of teachers who are appropriately credentialed (include breakdown of number of teachers with provisional permits, intern teachers, and fully credentialed teachers) | 94.4% | 94.4% | | 100% of staff is fully credentialed | 0 |
| 2.2 | Percent of teachers with a clear credential | 72% | 72% | | | 0 |
| 2.3 | Teacher retention percentage | 77% | 77% | | 90% Teacher retention percentage | 0 |
| 2.4 | % of students will have access to standards-aligned materials | 100% | 100% | | 100% of students will have access to standards-aligned materials | 0 |
| 2.5 | % of English learners will have access to ELD curriculum and ELD instruction | 100% | 100% | | 100% of English learners will have access to ELD curriculum and ELD instruction | 0 |
| 2.6 | % of teachers who participate in professional | 51% 2024 Spring Survey | 68% Fall 2024 Survey | | 95% of teachers who participate in professional | +17% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | development and who rate the training as having a positive impact on instructional practice, as measured by participant surveys, agendas and sign-in logs | | | | development and who rate the training as having a positive impact on instructional practice, as measured by participant surveys, agendas and sign-in logs | |
| 2.7 | % of our students will have access to a broad course of study | 100% | 100% | | 100% of our students will have access to a broad course of study | 0 |
| 2.8 | % of students enrolled in courses described under CA Ed Code Section 51210 | 100% | 100% | | 100% of students enrolled in courses described under CA Ed Code Section 51210 | 0 |
| 2.9 | % of students enrolled in courses described under CA Ed Code Section 51220(a)-(i) | 100% | 100% | | 100%% of students enrolled in courses described under CA Ed Code Section 51220(a)-(i) | 0 |
| 2.10 | Bi-weekly Lesson Plan feedback to determine standards alignment as collected by the site's Instructional Leadership Team | 0% | 100% | | 100% of Lesson Plans are standards alignment as collected by the site's Instructional Leadership Team | +100% |

# 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.

Over the past year, ICS made significant strides toward improving student learning outcomes by focusing on teacher credentialing, instructional leadership, and standards-aligned instruction. The core intent of Goal 2 was to increase the number and effectiveness of fully credentialed teachers and strengthen instructional leadership to ensure all students master the California Common Core State Standards (CCCSS) across core and enrichment subjects.The school maintained high levels of access to standards-aligned materials (100%) and ensured all students, including English learners, had access to ELD curriculum and instruction. Additionally, access to a broad course of study per California Education Code Sections 51210 and 51220(a)-(i) remained at 100%.

A notable success was the implementation of bi-weekly lesson plan feedback, which grew from 0% at baseline to 100% implementation. This shift reflects strong progress in monitoring and supporting instructional alignment with standards.

However, challenges arose in improving the percentage of fully credentialed and retained teachers. The percentage of teachers who were fully credentialed remained at 94.4%, below the 100% target. While consistent, this indicates a plateau and a need to reassess recruitment and credentialing support strategies. Further, only 72% of teachers held a clear credential, which did not improve from baseline. This suggests that support systems for teachers in preliminary or intern stages require additional focus.

Teacher retention dropped from 77% to 70%, reflecting a concerning decline. This metric fell short of the Year 3 target of 90%, underscoring the need for stronger teacher support, mentorship, and perhaps improved working conditions or compensation strategies. Despite these challenges, the school maintained access to quality curriculum and instructional materials for all students.

Professional development showed improvement, increasing from 51% (Spring 2024) to 68% (Fall 2024) of teachers reporting a positive impact on instructional practice. While this is encouraging, it still falls short of the 95% target. This suggests a need to increase the relevance, differentiation, and follow-through of PD offerings to ensure greater instructional impact.

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.

During the 2024–25 school year, ICS experienced several material differences between budgeted and actual expenditures. These variances resulted from strategic staffing adjustments, operational efficiencies, and programmatic shifts that aligned with evolving school needs.

Action 2.2 – Facility Rent, Maintenance, and Supplies (Under Spent):
Actual expenses in this area were below budget due to effective cost controls, renegotiated vendor agreements, and postponed or minimized non-essential maintenance and supply purchases.

These spending differences reflect intentional adjustments to staffing and service delivery that allowed ICSE to meet student needs while exercising fiscal responsibility and maintaining alignment with LCAP goals.

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

Hiring and Credentialing: While the percentage of fully credentialed teachers remained steady, the inability to reach 100% and the stagnation at 72% for clear credentials suggest current hiring practices and credentialing pathways may be insufficiently supported. Future strategies may need to focus more on long-term recruitment pipelines, partnerships with credentialing programs, and clearer pathways for intern/provisional teachers to earn their clear credentials.

Instructional Leadership and Standards Alignment: The implementation of bi-weekly lesson plan reviews marked a significant improvement. This action increased accountability for standards-based instruction and allowed for more targeted feedback. This process helped ensure a consistent instructional focus across classrooms and subjects.

Professional Development: There was progress in teacher perception of the impact of PD, but continued improvement is needed. Ensuring that PD is job-embedded, aligned to teacher needs, and followed by coaching cycles may help increase its perceived and actual impact.

Retention: Declining retention suggests the need to better understand the root causes—whether compensation, workload, leadership support, or other climate factors—and take targeted action to address them.

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.

Based on the analysis, the following actions are being considered;

Targeted Teacher Support Programs:
A new teacher induction and mentorship structure will be introduced to support intern and preliminary credential holders, with clear milestones toward earning a clear credential.

Revised Retention Strategies:
A staff climate survey will be implemented to better understand retention challenges, followed by the development of a teacher wellness and retention task force. Exit interviews will also be formalized.

Refined Professional Development Approach:
PD will become more teacher-driven, with needs assessments guiding offerings. More cycles of coaching and follow-up observations will be integrated to ensure application of learning.

Data Transparency and Leadership Development:

Instructional leadership capacity will be expanded through coaching and development for teacher leaders, especially in PLC facilitation, to support deeper instructional coherence.

Adjusted Credentialing Goals:
While the 100% target remains, intermediate milestones will be established (e.g., 80% clear credentialed by mid-year) to monitor progress and adjust supports accordingly.

**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** | Purchase of necessary supplies and materials | This action involves the procurement of essential supplies and materials to support teaching and learning at Ingenium Charter School (ICS). These supplies and materials encompass a diverse range of items necessary for classroom instruction, student engagement, and academic success across all grade levels and subject areas within the school.<br><br>Components of Supply Procurement:<br><br>Needs Assessment: ICS administrators, teachers, and staff collaborate to assess the specific supply and material needs of each classroom and instructional program within the school. This assessment process considers curriculum requirements, student enrollment, instructional goals, and feedback from educators to determine the necessary resources.<br><br>Budget Allocation: The ICS budget allocates funds for the purchase of necessary supplies and materials based on identified needs, available funding, and school priorities. Budget decisions are made in consultation with school leadership, faculty, and stakeholders to ensure that resources are allocated effectively and in alignment with the school's educational objectives.<br><br>Vendor Selection: ICS procurement officials select vendors or suppliers through a competitive bidding process to obtain high-quality supplies and materials at competitive prices. Considerations for vendor selection include | $172,800.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | product quality, pricing, delivery timelines, and adherence to procurement policies and regulations.<br><br>Order Processing: Once vendors are selected, orders are placed for the required supplies and materials according to established procurement procedures. ICS staff may negotiate pricing, finalize product specifications, and coordinate delivery logistics to ensure timely receipt of ordered items.<br><br>Distribution to Classrooms: Upon delivery, ICS staff coordinate the distribution of supplies and materials to individual classrooms and instructional programs throughout the school. Distribution plans are organized based on grade levels, subject areas, and specific instructional needs to ensure that resources are distributed equitably and efficiently.<br><br>Inventory Management: ICS personnel are responsible for maintaining accurate records of inventory levels, tracking supply usage, and replenishing stock as needed. Inventory management systems may be implemented to monitor expenditures, track inventory movements, and optimize supply utilization to support teaching and learning activities.<br><br>Through the purchase of necessary supplies and materials, ICS demonstrates its commitment to providing a supportive learning environment that fosters academic achievement, innovation, and equitable access to educational resources for all students within the school community. | | |
| **2.2** | Facilities lease/rent and maintenance supply fees | This action involves the leasing or renting of facilities and the allocation of funds for maintenance supply fees at Ingenium Charter School (ICS). These facilities serve as the physical environment where teaching and learning take place, providing students and educators with safe, functional, and conducive spaces for academic activities.<br><br>Components of Facilities Lease/Rent and Maintenance Supply Fees:<br><br>Facilities Lease/Rent: ICS secures the necessary facilities through leasing or renting agreements with property owners or leasing agencies. The lease | $202,694.20 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | or rental agreements outline the terms and conditions for the use of the facilities, including rental fees, lease duration, maintenance responsibilities, and facility amenities.<br><br>Maintenance Supply Fees: Funds are allocated to cover maintenance supply fees associated with the upkeep and maintenance of school facilities. These fees may include expenses related to janitorial services, landscaping, utilities, repairs, and general maintenance supplies needed to ensure the cleanliness, safety, and functionality of the school environment.<br><br>Budget Allocation: ICS allocates funds from its budget to cover facilities lease/rent payments and maintenance supply fees. Budget decisions are made based on the school's financial resources, operational needs, and facility requirements, with input from school leadership, facilities management staff, and stakeholders.<br><br>Vendor Contracts: ICS may enter into contracts with vendors or service providers to secure facilities maintenance services, janitorial services, and supply deliveries. Contractual agreements outline the scope of services, service levels, pricing structures, and performance expectations to ensure that facilities maintenance needs are met effectively and efficiently.<br><br>Regular Maintenance: ICS implements regular maintenance schedules and procedures to address routine upkeep and repair needs within school facilities. Maintenance activities may include cleaning, painting, plumbing repairs, electrical maintenance, HVAC servicing, and grounds maintenance to maintain a safe and functional learning environment for students and staff.<br><br>Emergency Repairs: ICS responds promptly to emergency repair requests and unforeseen maintenance issues that arise within school facilities. Emergency repairs are prioritized to address safety concerns, mitigate property damage, and minimize disruptions to teaching and learning activities.<br><br>Through the leasing of facilities and allocation of funds for maintenance supply fees, ICS demonstrates its commitment to providing a high-quality learning environment that prioritizes student safety, well-being, and | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | academic success. These investments in facilities management and maintenance contribute to the overall mission and goals of ICS by supporting a positive school climate, effective teaching and learning practices, and equitable access to educational opportunities for all students within the school community. | | |
| **2.3** | IT and communication services and equipment | This action involves the provision of IT (Information Technology) and communication services and equipment at Ingenium Charter School (ICS). These services and equipment support the integration of technology into teaching and learning practices, facilitate communication within the school community, and enhance administrative operations to promote efficiency and effectiveness.<br><br>Components of IT and Communication Services and Equipment:<br><br>Network Infrastructure: ICS invests in the development and maintenance of robust network infrastructure to support reliable and high-speed internet connectivity throughout the school campus. This includes network switches, routers, wireless access points, and other networking equipment necessary to ensure seamless access to digital resources and online learning platforms for students and staff.<br><br>Hardware Procurement: ICS procures IT hardware equipment such as computers, laptops, tablets, interactive whiteboards, projectors, printers, and other digital devices to support instructional delivery, student engagement, and administrative tasks. The procurement process considers factors such as device specifications, compatibility with educational software, and adherence to budgetary constraints.<br><br>Software Applications: ICS invests in educational software applications, learning management systems (LMS), productivity tools, and communication platforms to support teaching and learning activities, curriculum delivery, assessment administration, and student collaboration. Software applications may include digital textbooks, multimedia resources, assessment tools, and educational apps tailored to the school's instructional needs and objectives. | $74,900.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Technical Support: ICS provides technical support services to address IT-related issues, troubleshoot hardware and software problems, and assist students and staff with using technology effectively. Technical support staff may offer help desk services, conduct training sessions, and provide resources and tutorials to promote digital literacy and proficiency among users.<br><br>Data Security and Privacy: ICS implements measures to ensure the security and privacy of sensitive data and information stored on school IT systems and devices. This includes data encryption, firewall protection, antivirus software, user authentication protocols, and adherence to data privacy regulations and policies to safeguard student records and personal information.<br><br>Communication Tools: ICS utilizes communication tools and platforms such as email, messaging apps, school websites, and digital newsletters to facilitate communication and collaboration among students, parents, teachers, administrators, and stakeholders. These communication tools promote transparency, engagement, and community involvement in school-related activities and initiatives.<br><br>Through the provision of IT and communication services and equipment, ICS demonstrates its commitment to leveraging technology to support teaching and learning, enhance administrative operations, and promote student success in a digital age. These investments in IT infrastructure, hardware, software, and communication tools contribute to the overall mission and goals of ICS by fostering innovation, equity, and excellence in education for all students within the school community. | | |
| **2.4** | Health and safety supplies and security fees | This action involves the procurement of health and safety supplies and the allocation of funds for security fees at Ingenium Charter School (ICS). These resources are essential for maintaining a safe and secure learning environment that prioritizes the well-being and security of students, staff, and visitors within the school community. | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Components of Health and Safety Supplies and Security Fees:<br><br>Health Supplies: ICS procures health supplies such as personal protective equipment (PPE), including face masks, gloves, hand sanitizers, and disinfectant wipes, to promote hygiene practices and prevent the spread of infectious diseases within the school environment. These supplies are distributed to classrooms, common areas, and administrative offices to support daily operations and ensure compliance with health and safety protocols.<br><br>Safety Supplies: ICS invests in safety supplies and equipment to address emergency preparedness, accident prevention, and injury mitigation within the school premises. Safety supplies may include first aid kits, emergency response kits, fire extinguishers, evacuation maps, safety signage, and other resources necessary to respond to emergencies and ensure the physical safety of students, staff, and visitors.<br><br>Cleaning and Sanitation Services: ICS allocates funds for cleaning and sanitation services to maintain a clean and hygienic learning environment that promotes health and well-being. Cleaning services may include routine janitorial services, deep cleaning procedures, and sanitation protocols implemented to disinfect high-touch surfaces, restrooms, classrooms, and common areas in accordance with public health guidelines and recommendations.<br><br>Security Fees: ICS allocates funds for security fees to support the implementation of security measures and protocols designed to safeguard the school community against potential threats, intrusions, and unauthorized access. Security fees may be used to hire security personnel, install surveillance cameras, implement access control systems, and enhance perimeter security to protect students, staff, and school property from harm.<br><br>Emergency Response Planning: ICS develops and implements emergency response plans and procedures in collaboration with local emergency services, law enforcement agencies, and community stakeholders. These plans outline protocols for responding to various emergency scenarios, including natural disasters, medical emergencies, intruders, and other | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | critical incidents, to ensure a coordinated and effective response to emergencies within the school environment.<br><br>Through the procurement of health and safety supplies and allocation of security fees, ICS demonstrates its commitment to providing a safe, secure, and healthy learning environment that supports student success, well-being, and academic achievement. These investments in health, safety, and security contribute to the overall mission and goals of ICS by fostering a supportive and nurturing school climate where students can thrive and reach their full potential in a safe and conducive learning environment. | | |
| **2.5** | Food services and student meals | This action involves the provision of food services and student meals at Ingenium Charter School (ICS) through a partnership with Revolution Foods, in collaboration with the school's food service coordinator. The objective is to ensure that all students have access to nutritious and balanced meals that support their health, well-being, and academic success.<br><br>Components of Food Services and Student Meals:<br><br>Partnership with Revolution Foods: ICS collaborates with Revolution Foods, a provider of healthy and freshly prepared meals, to supply nutritious and high-quality meals to students. Revolution Foods specializes in offering meals that meet federal nutrition standards, incorporate fresh and wholesome ingredients, and cater to diverse dietary preferences and restrictions.<br><br>Menu Planning and Meal Preparation: ICS, in conjunction with Revolution Foods and the school's food service coordinator, develops a menu plan that aligns with federal nutrition guidelines, state regulations, and student preferences. The menu includes a variety of options for breakfast, lunch, and snacks, ensuring that students receive balanced and appetizing meals that contribute to their overall health and well-being. | $190,986.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Meal Distribution: Meals prepared by Revolution Foods are distributed to students through various distribution points within the school, such as the cafeteria, grab-and-go stations, or classroom delivery services. Distribution methods are designed to maximize convenience and accessibility for students while ensuring compliance with food safety and sanitation standards.<br><br>Promotion of Healthy Eating Habits: ICS promotes healthy eating habits and nutrition education initiatives to encourage students to make nutritious food choices and develop lifelong habits that support their health and well-being. Nutrition education activities may include classroom lessons, cooking demonstrations, taste tests, and wellness workshops that empower students to make informed decisions about their dietary intake.<br><br>Special Dietary Accommodations: ICS ensures that students with special dietary needs or restrictions, such as food allergies, intolerances, or religious dietary requirements, receive appropriate accommodations and meal options that meet their individual needs. Revolution Foods and the food service coordinator work together to accommodate diverse dietary preferences and ensure inclusivity in meal provision.<br><br>Monitoring and Evaluation: ICS monitors the quality and satisfaction of student meals through feedback mechanisms, surveys, and ongoing evaluation processes. Feedback from students, parents, and staff is collected and used to make continuous improvements to the menu, meal offerings, and overall food service program.<br><br>Through the partnership with Revolution Foods and collaboration with the food service coordinator, ICS demonstrates its commitment to providing students with access to nutritious meals that support their health, well-being, and academic success. This action aligns with the school's mission to create a nurturing and supportive learning environment where all students can thrive and reach their full potential. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | Insurance, authorizer oversight, and government fees | This action encompasses the allocation of resources for insurance coverage, oversight fees to the charter school authorizer, and government fees at Ingenium Charter School (ICS). These resources are essential for ensuring compliance with legal and regulatory requirements, maintaining operational integrity, and mitigating risks associated with school operations.<br><br>Components of Insurance, Authorizer Oversight, and Government Fees:<br><br>Insurance Coverage: ICS procures insurance policies to protect against various risks and liabilities associated with school operations. Insurance coverage may include property insurance to safeguard school facilities and assets, liability insurance to protect against legal claims and lawsuits, workers' compensation insurance to provide coverage for employee injuries, and other types of insurance as required by law or recommended by insurance advisors.<br><br>Authorizer Oversight Fees: ICS pays oversight fees to its charter school authorizer, which is typically a local school district, county office of education, or state education agency responsible for overseeing charter school compliance with legal, financial, and academic requirements. Authorizer oversight fees support the cost of regulatory compliance, oversight activities, and administrative functions performed by the authorizing entity.<br><br>Government Fees: ICS allocates funds for various government fees associated with school operations, including licensing fees, permit fees, regulatory compliance costs, and other fees imposed by government agencies at the local, state, or federal levels. These fees cover administrative expenses, regulatory compliance obligations, and statutory requirements necessary for maintaining school licensure and accreditation.<br><br>Risk Management: ICS implements risk management strategies and practices to identify, assess, and mitigate potential risks and liabilities associated with school operations. This includes conducting risk assessments, implementing internal controls and safeguards, and maintaining documentation to ensure compliance with legal and regulatory requirements. | $152,377.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Legal Compliance: ICS ensures compliance with relevant laws, regulations, and statutory requirements governing charter school operations, financial management, governance, and accountability. Legal compliance efforts are supported by insurance coverage, oversight from the charter school authorizer, and adherence to government regulations and guidelines.<br><br>Through the allocation of resources for insurance, authorizer oversight, and government fees, ICS demonstrates its commitment to maintaining operational integrity, mitigating risks, and ensuring compliance with legal and regulatory requirements. These efforts contribute to the overall mission and goals of ICS by supporting the school's financial stability, accountability, and commitment to providing a safe, secure, and high-quality educational experience for all students. | | |
| **2.7** | Partnership with vendor for substitute teachers | This action involves establishing a partnership with a vendor to provide substitute teachers for Ingenium Charter School (ICS). The objective is to ensure continuity of instruction and maintain a supportive learning environment for students when regular classroom teachers are unavailable due to illness, professional development, or other reasons.<br><br>Components of Partnership with Vendor for Substitute Teachers:<br><br>Vendor Selection: ICS identifies and selects a reputable vendor specializing in providing substitute teacher services. The selection process may involve evaluating vendor qualifications, experience, track record, pricing, and responsiveness to ensure alignment with the school's needs and priorities.<br><br>Contract Negotiation: ICS negotiates a contract with the selected vendor to outline the terms and conditions of the partnership, including service level agreements, pricing structures, staffing requirements, performance expectations, and compliance with legal and regulatory standards. | $136,988.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Substitute Teacher Placement: The vendor coordinates the placement of substitute teachers at ICS based on the school's staffing needs and requirements. Substitute teachers may be assigned to cover short-term absences, long-term leaves, or specialized instructional needs across various grade levels and subject areas.<br><br>Quality Assurance: ICS monitors the performance and effectiveness of substitute teachers provided by the vendor to ensure high-quality instruction and adherence to school policies and procedures. Feedback mechanisms, classroom observations, and performance evaluations may be used to assess substitute teacher performance and address any concerns or issues as needed.<br><br>Professional Development: The vendor may offer professional development opportunities and training programs for substitute teachers to enhance their skills, knowledge, and effectiveness in the classroom. Training topics may include classroom management techniques, instructional strategies, curriculum alignment, and school policies and procedures.<br><br>Communication and Coordination: ICS maintains open communication and coordination with the vendor to facilitate seamless integration of substitute teachers into the school community. Clear communication channels, regular updates, and collaboration between school administrators and vendor representatives ensure smooth operations and effective support for students and staff.<br><br>Through the partnership with a vendor for substitute teachers, ICS demonstrates its commitment to maintaining instructional continuity, supporting teacher professional development, and providing a supportive learning environment that promotes student success and well-being. This action aligns with the school's mission to deliver high-quality education and ensure positive learning experiences for all students within the school community. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.8** | Certificated teacher salaries and benefits | This action involves allocating resources for certificated teacher salaries and benefits at Ingenium Charter School (ICS). Certificated teachers play a crucial role in delivering high-quality instruction, supporting student learning, and fostering academic success within the school community.<br><br>Components of Certificated Teacher Salaries and Benefits:<br><br>Salary Allocation: ICS allocates funds from its budget to provide competitive salaries for certificated teachers based on qualifications, experience, and expertise. Salary levels are determined through collective bargaining agreements, salary schedules, or administrative policies that reflect market rates, teacher credentials, and performance evaluations.<br><br>Benefits Package: ICS offers a comprehensive benefits package to certificated teachers, including health insurance, retirement plans, professional development opportunities, sick leave, and other fringe benefits. The benefits package is designed to attract and retain qualified educators, promote employee well-being, and support long-term career growth and satisfaction.<br><br>Performance Evaluation: ICS conducts performance evaluations and assessments to monitor certificated teacher effectiveness, professionalism, and adherence to professional standards. Performance evaluations may include classroom observations, student assessments, peer reviews, and self-assessments to provide feedback, identify areas for improvement, and recognize exemplary teaching practices.<br><br>Professional Development: ICS invests in professional development opportunities and resources to support the continuous growth and development of certificated teachers. Professional development activities may include workshops, seminars, conferences, mentorship programs, and graduate coursework designed to enhance teaching skills, content knowledge, and instructional strategies.<br><br>Retention Strategies: ICS implements retention strategies to attract and retain high-quality certificated teachers, reduce turnover rates, and promote job satisfaction and morale. Retention strategies may include mentorship programs, recognition initiatives, career advancement | $1,489,467.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities, and supportive work environments that value teacher contributions and professional growth.<br><br>Through the allocation of resources for certificated teacher salaries and benefits, ICS demonstrates its commitment to recruiting, retaining, and supporting highly qualified educators who are dedicated to student success and academic excellence. This action aligns with the school's mission to provide a rigorous and engaging educational experience that prepares students for success in college, career, and life. | | |
| **2.9** | Certificated administrative salaries and benefits | This action entails the allocation of resources for certificated administrative salaries and benefits who oversee human resources, operations, technology, and communications at Ingenium Charter School (ICS). Certificated administrators play a pivotal role in providing leadership, vision, and strategic direction to ensure effective school management and support student success.<br><br>Components of Certificated Administrative Salaries and Benefits:<br><br>Salary Allocation: ICS allocates funds from its budget to provide competitive salaries for certificated administrators, including principals, assistant principals, and other administrative staff. Salary levels are determined based on factors such as job responsibilities, experience, credentials, and performance evaluations.<br><br>Benefits Package: ICS offers a comprehensive benefits package to certificated administrators, which may include health insurance, retirement plans, professional development opportunities, sick leave, vacation time, and other fringe benefits. The benefits package is designed to attract and retain talented administrators, promote employee well-being, and support long-term career growth and satisfaction.<br><br>Performance Evaluation: ICS conducts performance evaluations and assessments to evaluate the effectiveness, leadership qualities, and administrative competencies of certificated administrators. Performance evaluations may include feedback from stakeholders, observations, goal | $301,719.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | setting, and professional development plans to support continuous improvement and accountability.<br><br>Professional Development: ICS invests in professional development opportunities and resources to support the growth and development of certificated administrators. Professional development activities may include workshops, seminars, conferences, leadership training programs, and networking opportunities designed to enhance leadership skills, management capabilities, and organizational effectiveness.<br><br>Retention Strategies: ICS implements retention strategies to attract and retain talented certificated administrators, reduce turnover rates, and foster a positive work environment. Retention strategies may include recognition programs, career advancement opportunities, mentorship initiatives, and supportive leadership practices that value and empower administrators.<br><br>Through the allocation of resources for certificated administrative salaries and benefits, ICS demonstrates its commitment to recruiting, retaining, and supporting highly qualified administrators who are dedicated to advancing the school's mission and goals. This action aligns with the school's vision for educational excellence, leadership, and continuous improvement in serving the needs of its students and community. | | |
| **2.10** | Dues and Membership | This action involves allocating resources for dues and membership fees at Ingenium Charter School (ICS) to maintain membership with the California Charter Schools Development Center (CSDC) and the California Charter Schools Association (CCSA). Membership with these organizations provides ICS with access to resources, advocacy, professional development, and networking opportunities that support the school's mission and goals.<br><br>Components of Dues and Membership:<br><br>California Charter Schools Development Center (CSDC): ICS pays dues to maintain membership with CSDC, a statewide organization dedicated to supporting charter schools in California. Membership with CSDC provides | $4,300.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | BOCS with access to resources, training, technical assistance, and legal support tailored to the unique needs and challenges of charter schools.<br><br>California Charter Schools Association (CCSA): ICS pays dues to maintain membership with CCSA, a membership organization representing charter schools statewide. Membership with CCSA offers ICS access to advocacy efforts, policy updates, professional development opportunities, legal resources, and networking events that promote the growth and success of charter schools in California.<br><br>By allocating resources for dues and membership with CSDC and CCSA, ICS demonstrates its commitment to leveraging the collective strength and expertise of the charter school community to advance its mission, goals, and priorities. Membership with these organizations enhances ICS's capacity to deliver high-quality education, advocate for charter school interests, and foster innovation and excellence in education for all students served by the school. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | The school climate will support improvement in student learning outcomes by fostering a supportive and inclusive school climate where every student feels safe, valued, and empowered to thrive academically and socially. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A positive school climate is necessary in order to establish the appropriate setting for learning and to achieve the ultimate goal of improved student learning outcomes. This goal represents school culture work that is being done to promote a supportive and safe learning environment; including social emotional supports, mental health resources, PBIS initiatives, and more.

ICS has developed the goal of fostering a supportive and inclusive school climate to address the fundamental importance of creating an environment conducive to student success. Here's why:

Safety: A safe environment is essential for effective learning. Students cannot focus on their studies if they feel threatened or unsafe. By prioritizing safety, ICS aims to create a foundation where students feel secure and can fully engage in their education without fear of harm.

Value and Belonging: When students feel valued and included, they are more likely to participate actively in classroom activities and school events. By fostering a sense of belonging, ICS ensures that every student feels respected, accepted, and appreciated for who they are. This not only enhances their overall well-being but also contributes to a positive school culture where diversity is celebrated.

Empowerment: Empowering students involves providing them with the necessary tools, resources, and support to succeed academically and socially. When students feel empowered, they are more likely to take ownership of their learning, set higher goals, and persevere in the face of challenges. By fostering empowerment, ICS aims to instill confidence and self-efficacy in students, enabling them to thrive both inside and outside the classroom.

Academic and Social Growth: A supportive and inclusive school climate is conducive to both academic and social growth. When students feel safe, valued, and empowered, they are more likely to engage in meaningful learning experiences, collaborate with their peers, and develop essential skills for success in school and beyond. By prioritizing school climate, ICS recognizes the interconnectedness between academic achievement and social-emotional well-being, ultimately aiming to create a nurturing environment where every student can reach their full potential.

ICS’s development of this goal reflects a comprehensive understanding of the multifaceted nature of student success. It recognizes that creating a positive school climate goes beyond merely ensuring physical safety; it encompasses fostering a sense of belonging, empowerment, and support for all students, and by doing so, ICS aims to address the high number of English Learners, Hispanic, and socioeconomically disadvantaged students that are chronically absent. By focusing on these aspects, ICS aims to create a holistic learning environment where students feel valued, respected, and motivated to excel academically and socially.

Moreover, by explicitly stating the goal of fostering a supportive and inclusive school climate, ICS demonstrates its commitment to equity and inclusion. It acknowledges the diverse backgrounds, experiences, and needs of its student population and seeks to create a learning environment where every student, regardless of background or identity, can thrive.

Overall, the development of this goal underscores ICS's dedication to promoting student well-being, academic achievement, and social-emotional development. It serves as a guiding principle for the implementation of strategies and initiatives aimed at cultivating a positive school culture where every student feels safe, valued, and empowered to succeed.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Suspension rate on Suspension 5x5 Placement Report on CA School Dashboard | Blue 2023 CA Dashboard | Blue 2024 CA Dashboard | | 5% Suspension rate on Suspension 5x5 Placement Report on CA School Dashboard | No difference |
| 3.2 | Chronic absenteeism on 5x5 Placement Report on CA School Dashboard | Yellow on 5x5 Grid 2023 CA Dashboard | Yellow on 5x5 Grid 2024 CA Dashboard | | 15% Chronic absenteeism on 5x5 Placement Report on CA School Dashboard | No difference |
| 3.3 | Number of office discipline referrals | Mean .35 | .21 | | 50% decrease in office referrals | -.14 |
| 3.4 | Student perception of safety on student survey | 64% Spring 2024 Survey | 64% Fall 2024 Survey | | 90/% of student feel their school is safe | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | Family perception of safety on family survey | 83% | 84% | | 90% of families feel their school is safe | +1% |
| 3.6 | Expulsion rate | 0% | 0% | | Zero percent expulsion rate | 0 |
| 3.7 | Suspension Rate | 0% | 0% | | 5% suspension rate | 0 |
| 3.8 | Facility Inspection Tool - Number of facilities meeting “Good Repair” status | 8/8 | 7/8 | | 8/8 facilities in "Good Repair" | -1 |

# 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, Ingenium Charter School continued to prioritize building a safe, inclusive, and engaging school environment. We maintained our “Blue” status on the California School Dashboard’s 5x5 matrix for school climate and remained in the “Yellow” for chronic absenteeism, signaling that while overall student behavior and engagement remain strong, attendance is still an area for improvement.

Key actions implemented included consistent use of PBIS systems, weekly community circles, restorative practices, and SEL-focused classroom activities. Teachers participated in professional development around trauma-informed instruction, inclusion, and behavior de-escalation strategies. These efforts were aimed at ensuring all students—particularly those with IEPs, English Learners (ELLs), and students from low-income households—felt connected and supported at school.

Most planned actions were carried out, though some adjustments were made. For example, while we had intended to build out a full MTSS behavior support team earlier in the year, staffing delays meant this work didn’t gain momentum. Still, Tier 1 strategies, like PBIS and community circles, were implemented consistently across classrooms.

One challenge involved the tracking and follow-up of Tier 2 supports, which were inconsistently documented due to limitations in our existing system. Despite this, the school maintained a 0% suspension and expulsion rate, which reflects our commitment to restorative approaches and keeping students in the learning environment.

Our facilities inspection score decreased slightly from 8/8 to 7/8 in “Good” condition, due to one classroom requiring a fire alarm installation. As a Prop 39 site, we are reliant on LAUSD for facilities upgrades, and are currently awaiting their timeline to complete this safety measure.

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.

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

Actions taken this year were generally effective in supporting a positive school climate. Key outcomes include:

- Student perception of safety remained steady at 64%, according to Panorama survey data.
- Family perception of student safety increased by 1%, rising to 84%.
- Behavior incidents and referrals declined by 18%, compared to the prior year.
- No suspensions or expulsions were issued during the entire school year.

However, continued work is needed to improve students' experience of safety and connectedness.

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.

Based on reflection and data trends, the goal statement will remain the same, but the implementation plan will be refined:

- Metrics will now include expanded tracking using PowerSchool's MTSS tools, allowing staff to monitor SEL progress and Tier 2 behavior interventions more reliably.
- New actions include training on culturally responsive teaching school leadership team

In summary, while we maintained a stable and safe environment as shown by our dashboard performance and zero suspensions/expulsions, we are committed to deepening the quality of student support and ensuring every student not only feels physically safe but also emotionally and socially connected at school.

**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** | Partnership with TREC | The action involves establishing a partnership with TREC (Trauma Resilient Educational Communities) at Ingenium Charter School (ICS). TREC is an organization dedicated to providing resources, training, and support to educational institutions to build trauma-resilient communities within schools.<br><br>Components of the Partnership:<br><br>Trauma-Informed Training: TREC offers trauma-informed training sessions and workshops for ICS staff, including teachers, administrators, counselors, and support personnel. These sessions aim to increase awareness and understanding of trauma's impact on student learning and behavior, as well as strategies for creating a supportive and healing school environment.<br><br>Supportive Interventions: TREC provides guidance and resources to help ICS staff implement trauma-sensitive practices and interventions in classrooms and throughout the school community. This may include strategies for fostering a sense of safety, promoting emotional regulation, and building positive relationships with students who have experienced trauma.<br><br>Community Engagement: The partnership with TREC extends beyond the school to engage parents, families, and community members in trauma-informed initiatives and activities. TREC facilitates workshops, support groups, and community events that promote resilience, healing, and collaboration among stakeholders.<br><br>Resource Sharing: TREC shares evidence-based resources, curriculum materials, and best practices with BOCS to support trauma-informed instruction, counseling services, and student support programs. This includes access to online platforms, toolkits, and peer networks for sharing ideas and resources related to trauma-informed education.<br><br>Evaluation and Continuous Improvement: TREC collaborates with ICS to assess the effectiveness of trauma-informed practices and interventions, gather feedback from stakeholders, and identify areas for improvement. | $89,050.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | This ongoing evaluation process helps ICS refine its approach to trauma-sensitive education and ensure that the needs of all students are being met.<br><br>Overall, the partnership with TREC at ICS aims to build a trauma-resilient educational community that supports the holistic development and well-being of all students, particularly those who have experienced trauma or adversity. Through collaborative efforts between educators, students, families, and community partners, ICS endeavors to create a nurturing and empowering school environment where every student can thrive academically, socially, and emotionally. | | |
| **3.2** | Mental health services | This action involves the provision of mental health and counseling services at Ingenium Charter School (ICS) to address the social-emotional needs of students and promote their overall well-being. Recognizing the importance of mental health in academic success, ICS prioritizes the availability of comprehensive counseling services to support students' emotional health and development.<br><br>Components of Mental Health and Counseling Services:<br><br>Licensed Counselors and Therapists: ICS employs licensed counselors and therapists who are trained to provide individual and group counseling sessions to students. These professionals offer support for a wide range of issues, including stress, anxiety, depression, trauma, grief, and interpersonal conflicts.<br><br>Crisis Intervention: ICS maintains procedures and protocols for crisis intervention to address urgent mental health needs among students. In the event of a crisis or emergency, counselors are available to provide immediate support, assessment, and referral to appropriate resources.<br><br>Preventive Education and Awareness: ICS conducts preventive education and awareness campaigns to promote mental health literacy among students, staff, and parents. These initiatives may include workshops, | $112,135.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | presentations, and informational materials on topics such as stress management, coping skills, and suicide prevention.<br><br>Collaboration with Community Partners: ICS collaborates with community mental health agencies, organizations, and professionals to expand access to mental health services and resources for students and families. These partnerships may involve referrals, co-located services, or joint programming to meet the diverse needs of the school community.<br><br>Parent and Family Support: ICS offers support and resources for parents and families to address mental health concerns and build resilience at home. This may include parent workshops, support groups, and referrals to community resources for additional support and intervention.<br><br>In summary, the provision of mental health and counseling services at ICS reflects the school's commitment to supporting the holistic development and well-being of students. By prioritizing mental health and offering comprehensive services, ICS aims to create a nurturing and empowering school environment where every student can thrive academically, socially, and emotionally. | | |
| **3.3** | Surveys to students, families, and staff | This action involves administering surveys to students, families, and staff at Ingenium Charter School (ICS) to gather feedback, perceptions, and insights on various aspects of the school's educational environment, programs, and services. Surveys serve as valuable tools for assessing satisfaction levels, identifying areas for improvement, and informing decision-making processes at ICS.<br><br>Components of Surveys:<br><br>Student Surveys: ICS administers surveys to students to gather feedback on their academic experiences, social interactions, extracurricular activities, and overall satisfaction with the school environment. These surveys may include questions related to classroom instruction, school climate, safety, and support services. | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Family Surveys: Surveys are sent to families of ICS students to solicit feedback on their perceptions of the school, communication with staff, involvement in school activities, and satisfaction with academic and support services. Family surveys may also inquire about areas of concern or suggestions for improvement.<br><br>Staff Surveys: ICS conducts surveys among staff members to assess their experiences, perceptions, and satisfaction levels related to teaching, professional development opportunities, school leadership, and organizational culture. Staff surveys may include questions on workload, collaboration, job satisfaction, and opportunities for growth.<br><br>Data Analysis and Reporting: Responses from surveys are collected, analyzed, and synthesized to identify trends, patterns, and areas of strength and improvement. ICS utilizes survey data to generate reports, presentations, and action plans that guide strategic initiatives, program development, and resource allocation efforts.<br><br>Panorama is a reputable provider of survey and data analysis services tailored to the needs of educational institutions. The contract with Panorama includes the development, administration, and analysis of surveys tailored to ICS's unique context and priorities. Additionally, Panorama's platform offers robust data visualization tools, reporting capabilities, and actionable insights that support ICS in making informed decisions and driving positive change within the school community.<br><br>By partnering with Panorama, ICS demonstrates its dedication to promoting stakeholder engagement, fostering a supportive school climate, and continuously improving the educational experiences of its students, families, and staff. The investment in survey services reflects ICS's commitment to data-driven decision-making and ongoing efforts to enhance the overall well-being and success of the school community. | | |
| **3.4** | Classified instructional support | This action involves the hiring or designation of classified instructional support staff, specifically Student Support Specialists, at Ingenium Charter School (ICS). These specialists play a vital role in providing targeted | $329,903.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | (student support specialist) | assistance and intervention to students who require additional support to succeed academically, socially, or emotionally.<br><br>Roles and Responsibilities of Student Support Specialists:<br><br>Individualized Support: Student Support Specialists work closely with students, teachers, and families to identify individual needs, strengths, and challenges. They provide personalized support and interventions tailored to each student's unique circumstances and learning goals.<br><br>Academic Assistance: Student Support Specialists offer academic assistance and enrichment activities to help students improve their skills, overcome learning barriers, and achieve academic success. They may provide tutoring, homework help, study skills training, and academic interventions as needed.<br><br>Social-Emotional Support: In addition to academic support, Student Support Specialists address students' social-emotional needs by providing counseling, guidance, and crisis intervention services. They promote positive relationships, emotional well-being, and conflict resolution skills among students.<br><br>Behavioral Intervention: Student Support Specialists assist in managing challenging behaviors and promoting positive behavior management strategies in classrooms and school settings. They collaborate with teachers and administrators to develop behavior plans, interventions, and supports for students with behavioral concerns.<br><br>Collaboration and Coordination: Student Support Specialists collaborate with teachers, administrators, counselors, and other support staff to ensure coordinated efforts in meeting the diverse needs of students. They participate in multidisciplinary team meetings, case conferences, and individualized education plan (IEP) meetings to address student needs comprehensively.<br><br>In summary, the hiring or designation of classified instructional support staff, specifically Student Support Specialists, at ICS reflects the school's commitment to providing comprehensive support services that address the | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | academic, social, and emotional needs of all students. Through their specialized roles and responsibilities, Student Support Specialists contribute to a positive and inclusive school environment where every student has the opportunity to thrive and succeed. | | |
| **3.5** | Social Emotional Learning Curriculum | This action involves the implementation of a comprehensive Social Emotional Learning (SEL) curriculum at Ingenium Charter School (ICS). The SEL curriculum is designed to promote the development of essential social-emotional skills and competencies among students, equipping them with the tools they need to succeed academically, thrive in relationships, and navigate life's challenges effectively.<br><br>Components of the SEL Curriculum:<br><br>Core Competencies: The SEL curriculum at ICS addresses five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies serve as the foundation for promoting students' social-emotional development.<br><br>Explicit Instruction: The SEL curriculum incorporates explicit instruction on social-emotional skills and concepts through structured lessons, activities, and discussions. Teachers integrate SEL instruction into daily routines, academic subjects, and extracurricular activities to reinforce learning and promote skill application in real-life situations.<br><br>Developmentally Appropriate Practices: The SEL curriculum is tailored to the developmental needs, interests, and cultural backgrounds of ICS students. Lessons are designed to be age-appropriate, engaging, and relevant to students' lived experiences, ensuring maximum impact and relevance.<br><br>Integration with Academic Content: SEL instruction is integrated with academic content areas such as English language arts, math, science, and social studies to create meaningful connections between social-emotional | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learning and academic achievement. Teachers leverage interdisciplinary approaches to reinforce SEL concepts and skills across the curriculum.<br><br>Assessment and Monitoring: ICS utilizes assessment tools and measures to assess students' social-emotional competencies, track progress over time, and inform instructional decision-making. Assessment data helps identify areas of strength and growth for individual students and inform targeted interventions as needed.<br><br>In summary, the implementation of a comprehensive Social Emotional Learning (SEL) curriculum at ICS reflects the school's commitment to fostering the holistic development and well-being of students. By integrating SEL instruction into the academic curriculum, ICS aims to cultivate a generation of socially and emotionally competent individuals who are prepared to thrive in school and beyond. | | |
| **3.6** | Mental health support through counselors and school psychologists | This action involves providing mental health support services through counselors and school psychologists at Ingenium Charter School (ICS). Recognizing the importance of addressing students' social-emotional well-being, ICS ensures access to trained professionals who offer counseling, assessment, intervention, and advocacy services to support students' mental health needs.<br><br>Roles and Responsibilities of Counselors and School Psychologists:<br><br>Individual Counseling: Counselors and school psychologists offer individual counseling sessions to students who may be experiencing emotional distress, behavioral challenges, or mental health issues. These sessions provide a safe and confidential space for students to express their feelings, explore coping strategies, and receive support.<br><br>Group Counseling: In addition to individual counseling, counselors and school psychologists facilitate group counseling sessions on topics such as stress management, social skills development, conflict resolution, and grief support. Group counseling provides opportunities for peer support, skill-building, and interpersonal growth. | $151,610.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Crisis Intervention: Counselors and school psychologists are trained to provide crisis intervention services to students experiencing acute mental health crises or emergencies. They assess risk, provide immediate support and intervention, and coordinate with appropriate resources, including emergency services and mental health professionals.<br><br>Assessment and Evaluation: School psychologists conduct psychological assessments and evaluations to identify students' strengths, needs, and areas of concern related to mental health, learning disabilities, and behavioral disorders. These assessments inform intervention planning, academic accommodations, and specialized services for students.<br><br>Consultation and Collaboration: Counselors and school psychologists collaborate with teachers, administrators, parents, and community agencies to address students' mental health needs effectively. They provide consultation, training, and resources to support educators in promoting positive mental health practices and creating a supportive school environment.<br><br>In summary, providing mental health support through counselors and school psychologists at ICS reflects the school's commitment to promoting the social-emotional well-being and academic success of all students. By offering comprehensive services that address students' mental health needs, ICS creates a supportive and inclusive school environment where students can thrive personally, socially, and academically. | | |
| **3.7** | Certificated administrative salaries and benefits | This action involves allocating resources for certificated administrators who provide support for student services at Ingenium Charter School (ICS). Certificated administrators in these roles play crucial leadership roles in overseeing and facilitating various student support programs, initiatives, and services aimed at meeting the diverse needs of students and promoting their academic, social, and emotional well-being.<br><br>Roles and Responsibilities of Certificated Administrators Supporting Student Services: | $58,939.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Counseling and Guidance Leadership: Administrators responsible for counseling and guidance services provide leadership and direction for school counseling programs that address students' academic, career, and personal/social development needs. They support counselors in providing individual and group counseling, crisis intervention, and college and career planning services.<br><br>English Learner (EL) Program Coordination: Certificated administrators overseeing English learner programs coordinate language acquisition support, instructional strategies, and resources for students learning English as a second language. They ensure equitable access to academic content and language development opportunities for EL students.<br><br>Behavioral Intervention and Support: Administrators in behavioral intervention roles provide leadership for positive behavior support initiatives, intervention programs, and disciplinary procedures aimed at promoting a positive school climate, preventing behavior problems, and supporting students' social-emotional development.<br><br>Health and Wellness Coordination: Certificated administrators in health and wellness roles oversee school health services, wellness initiatives, and partnerships with community agencies to promote students' physical and mental health. They advocate for policies and practices that support student well-being and address health-related barriers to learning.<br><br>In summary, allocating resources for certificated administrators supporting student services at ICS reflects the school's commitment to providing comprehensive, coordinated, and equitable support for all students to thrive academically, socially, and emotionally. These administrators play integral roles in ensuring the delivery of high-quality student services that promote student success and well-being within the school community. | | |
| **3.8** | Classified support staff salaries and benefits | This action involves allocating resources for classified support staff salaries and benefits, specifically targeting those individuals who work directly with students to support their behavioral and social-emotional health at | $193,720.80 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Ingenium Charter School (ICS). These staff members, including Behavior Interventionists (BIIs), special education aides, and other support personnel, play crucial roles in providing targeted assistance and intervention to students who require additional support in these areas.<br><br>Roles and Responsibilities of Classified Support Staff Working with Students on Behavior and Social-Emotional Health:<br><br>Behavior Interventionists (BIIs): Behavior Interventionists work with students who exhibit challenging behaviors by implementing behavior management strategies, positive reinforcement techniques, and individualized intervention plans. They provide support to help students develop appropriate social skills, self-regulation strategies, and coping mechanisms.<br><br>Special Education Aides: Special Education Aides assist students with disabilities in accessing the curriculum, participating in classroom activities, and achieving their academic and social-emotional goals. They may provide one-on-one or small-group support, assist with accommodations and modifications, and facilitate communication between students and teachers.<br><br>Social-Emotional Support Personnel: Classified support staff members dedicated to social-emotional support provide guidance, counseling, and mentoring to students experiencing social or emotional challenges. They offer emotional support, crisis intervention, and skill-building activities to help students develop resilience, self-esteem, and healthy coping strategies.<br><br>Behavioral Coaches or Mentors: Some classified support staff members serve as behavioral coaches or mentors, working closely with students to address specific behavioral issues, develop behavior plans, and reinforce positive behavior choices. They provide ongoing support and encouragement to promote behavior change and skill development.<br><br>In summary, allocating resources for classified support staff salaries and benefits, specifically targeting those working with students on behavior and social-emotional health, demonstrates ICS's commitment to providing | | |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | comprehensive and individualized support to meet the diverse needs of all students. These support personnel play crucial roles in promoting positive behavioral outcomes, enhancing social-emotional well-being, and fostering a positive and inclusive school climate where every student can thrive. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Family engagement will support improvement in student learning outcomes by improving student engagement and community/ family involvement through better collaboration, character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Family Survey Responses - % of families that are satisfied with ICS as School Fit for their child | 79% 2024 Spring Survey | 91% 2024 Fall Survey | | 95% | +12% |
| 4.2 | Family Survey Engagement - % of families that complete the survey | 31% 2024 Spring Survey | 17% 2024 Fall Survey | | 50% | -14% |
| 4.3 | Percentage of family participation in school events | 40% | 54% | | 75% | -14% |
| 4.4 | Volunteer Hours | 0% | 4% | | 15% | +4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.5 | Parent-Teacher Conference Attendance Percentage | 76% | 65% | | 90% | -11% |
| 4.6 | Family Workshop Participation Percentage | 0% | 54% | | 70% | +54% |
| 4.7 | Parent Education Program Participation | 0% | 54% | | 70% | +54% |

# 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, Ingenium Charter School took intentional steps to increase family engagement and build stronger school-home partnerships. The school focused on increasing two-way communication, expanding access to family learning opportunities, and involving families in school culture through events and workshops tied to character education and our core values.

These efforts directly aligned with the goal of improving student learning outcomes by strengthening the sense of partnership and belonging among families, which supports student identity and academic motivation.

Planned actions around family engagement were implemented with much stronger consistency than in prior years. This included structured monthly workshops, the launch of a parent education series, and a focus on making volunteer opportunities more accessible.

In practice, some actions exceeded expectations. For example, while family workshop participation was at 0% the previous year, it grew to 54% this year. Similarly, parent education participation also grew from 0% to 54%, thanks to increased outreach and flexible scheduling options.

One challenge was volunteerism, which remains low despite an increase—from 0% to 4%. The school will need to explore new, low-barrier ways for families to contribute that reflect the diverse schedules and experiences of the school community.

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.

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

Actions taken this year proved highly effective in moving toward this goal. Measurable progress was seen in several areas:

- The percentage of families who reported that ICS is a good fit for their child increased from 79% to 91%, showing a significant improvement in school satisfaction.
- Family workshop and parent education attendance both increased from 0% to 54%, highlighting successful implementation of accessible learning opportunities for parents and caregivers.

These improvements point to a growing sense of trust and shared responsibility between the school and its families, which in turn supports students' sense of identity and belonging.

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.

Building on this year's success, the school will maintain the current goal and refine the approach to deepen family involvement and its direct connection to student success.

Key actions for 2025–2026 will include:

- Expanding the volunteer program with more flexible, short-term options and clearer pathways for involvement.
- Tracking family engagement by student group to ensure equitable access and participation, especially among families of English Learners and students with IEPs.
- Setting a new target of 60% participation in family surveys and workshops.
- Adding a focus on student-led family events, giving students the opportunity to showcase their learning and character development, while building pride and connection with families.

In summary, ICS saw meaningful growth in family engagement this year, with strong momentum moving into next year. By continuing to elevate family voice and strengthen community partnerships, we are actively supporting student learning, identity development, and overall well-being.

**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 Specialists, salary and benefits | The family engagement specialists act as an immediate connection at their site in developing programs and working with families. The role of Family Engagement Specialists is critical in fostering a supportive and inclusive | $18,292.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school community where families are actively engaged in their children's education. This action item involves allocating funds for the salary and benefits of Family Engagement Specialists as part of the Local Control and Accountability Plan (LCAP) for the Ingenium Charter School (ICS).<br><br>Responsibilities of Family Engagement Specialists:<br><br>Develop and implement family engagement strategies and programs that promote active and meaningful participation of families in the educational process.<br><br>Serve as a liaison between the school, families, and the community to build strong, collaborative relationships that support student achievement and well-being.<br><br>Organize and facilitate workshops, meetings, and events that provide families with the resources, knowledge, and skills needed to support their children's academic and social-emotional development.<br><br>Collaborate with teachers, administrators, and support staff to create a welcoming and inclusive school environment that respects and values diverse family backgrounds and perspectives.<br><br>Conduct outreach efforts to engage underrepresented and underserved families, ensuring equitable access to school programs and services.<br><br>Provide one-on-one support and guidance to families, helping them navigate school systems, understand academic expectations, and access community resources.<br><br>By investing in Family Engagement Specialists, we are prioritizing the vital role of families in the educational journey of our students and fostering a strong, collaborative school community that supports student success. | | |
| **4.2** | Family events and workshops | The "Family Events and Workshops" initiative is designed to enhance family engagement and build a strong, supportive school community. This | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | action item involves organizing a variety of events and workshops throughout the school year to provide families with opportunities to engage in their children's education, access valuable resources, and foster connections with other families and school staff. This initiative is a key component of the Local Control and Accountability Plan (LCAP) for the Ingenium Charter School (ICS).<br><br>Objectives:<br><br>To create a welcoming and inclusive environment where families feel valued and supported.<br><br>To provide families with information and resources that empower them to support their children's academic and social-emotional development.<br><br>To foster a sense of community and collaboration among families, students, and school staff.<br><br>To address specific needs and interests of families through targeted workshops and events.<br><br>Types of Events and Workshops:<br><br>Academic Support Workshops: Sessions focused on helping families understand curriculum standards, homework help strategies, literacy and numeracy support, and preparing for standardized tests.<br><br>Parenting Workshops: Programs covering topics such as positive parenting techniques, managing screen time, promoting healthy behaviors, and supporting children's mental health.<br><br>Cultural Celebrations: Events that celebrate the diverse cultures represented in our school community, promoting inclusivity and cultural awareness.<br><br>Community Resource Fairs: Opportunities for families to connect with local organizations and services that provide support in areas such as healthcare, housing, employment, and social services. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Technology Training: Workshops to help families become proficient in using school-related technology platforms, such as the parent portal, educational apps, and online learning tools.<br><br>Student Showcases: Events where students can present their projects, performances, and achievements, allowing families to celebrate their children's successes and talents.<br><br>By organizing and funding family events and workshops, we are committed to fostering a collaborative, informed, and supportive school community that empowers families to play an active role in their children's education and well-being. | | |
| **4.3** | Communication software | This initiative aims to enhance and streamline communication between the school, families, and the community. This action item involves investing in a robust communication platform that facilitates efficient and effective information sharing, engagement, and collaboration. The implementation of this software is a critical component of the Local Control and Accountability Plan (LCAP) for Ingenium Charter School (ICS).<br><br>Objectives:<br><br>To improve the frequency, clarity, and effectiveness of communication between the school and families.<br><br>To provide a centralized platform for all school-related communications, reducing confusion and ensuring that important information is accessible to all stakeholders.<br><br>To support two-way communication, enabling families to provide feedback, ask questions, and engage more deeply with the school.<br><br>To ensure that communication is inclusive and accessible, accommodating the diverse linguistic and technological needs of the school community. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Features of the Communication Software:<br><br>Multi-Channel Communication: The software will support multiple channels, including email, SMS, push notifications, and voice messages, ensuring that families receive information in their preferred format.<br><br>Language Translation: Built-in translation capabilities will allow messages to be automatically translated into multiple languages, ensuring that non-English speaking families can fully participate in school communications.<br><br>Mobile App: A user-friendly mobile app will provide easy access to school updates, event calendars, newsletters, and other important information.<br><br>Feedback and Surveys: Tools for conducting surveys and collecting feedback will help the school gather input from families and make data-informed decisions.<br><br>Calendar Integration: A centralized calendar will display all school events, deadlines, and important dates, helping families stay informed and organized.<br><br>Emergency Alerts: Rapid alert features will ensure that critical information, such as school closures or emergency situations, is communicated promptly and effectively.<br><br>Effective communication is fundamental to building strong relationships between the school and families, fostering engagement, and ensuring that everyone is informed and involved in the educational process. By investing in advanced communication software, we can overcome common barriers to communication, such as language differences and inconsistent information dissemination. This initiative aligns with LCAP goals by enhancing parent involvement, improving school-home connections, and supporting a collaborative school environment.<br><br>By implementing a comprehensive communication software platform, we are committed to fostering transparent, inclusive, and effective communication that strengthens the partnership between the school and families, ultimately supporting student success and well-being. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Certificated Administrative salaries and benefits | Site and home office administrator salaries and benefits for those that support directly with family engagement and communication, and this action item is a vital component of the Local Control and Accountability Plan (LCAP) for the Ingenium Charter School (ICS). This initiative focuses on funding the salaries and benefits of certificated administrative staff who are dedicated to enhancing family engagement and improving communication within the school community. By investing in these roles, we aim to strengthen the partnership between families and the school, fostering a collaborative and supportive educational environment.<br><br>Objectives:<br><br>To attract and retain highly qualified certificated administrative staff who specialize in family engagement and communication.<br><br>To ensure that these staff members are compensated fairly and have access to comprehensive benefits, promoting job satisfaction and retention.<br><br>To enhance the school’s capacity to engage families in meaningful ways, improving their involvement in their children's education.<br><br>To facilitate effective and inclusive communication strategies that keep families informed and involved.<br><br>Roles and Responsibilities:<br>Certificated administrative staff supporting family engagement and communication will:<br><br>Develop and implement family engagement programs and initiatives that encourage active participation from all families.<br><br>Coordinate workshops, meetings, and events designed to provide families with valuable resources and information to support their children's academic and social-emotional development. | $107,442.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | Serve as liaisons between the school and families, ensuring open lines of communication and fostering strong, trusting relationships.<br><br>Utilize communication software and other tools to disseminate information effectively, including translating communications to accommodate non-English speaking families.<br><br>Collect and analyze feedback from families to inform school policies and practices, ensuring that family voices are heard and considered in decision-making processes.<br><br>By investing in the salaries and benefits of certificated administrative staff focused on family engagement and communication, we are committed to building a strong, collaborative school community that supports the success and well-being of every student. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Ingenium Charter School (ICS) will decrease the number of English Learners, Hispanic students, Socioeconomically disadvantaged students, African American students, and students with disabilities that are chronically absent by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups. | Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism can significantly impact a student's academic success. Students who are consistently absent miss out on crucial instruction time, leading to gaps in learning and potentially lower academic achievement. By targeting specific student groups—English Learners, Hispanic students, African American students, Socioeconomically disadvantaged students, and students with disabilities—the goal is to address the factors contributing to absenteeism within these populations.

Educational equity is about ensuring that all students have access to the resources and support they need to succeed. Unfortunately, certain student groups, such as English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities, may face additional barriers to regular attendance. These barriers could include language barriers, economic challenges, or lack of support systems. By focusing on these groups, the goal is to address disparities in attendance and ensure that every student has an equal opportunity to succeed.

The goal emphasizes the provision and improvement of targeted services. ICS recognizes the need for tailored interventions and support systems that specifically address the unique needs of each student group. These services will include language support for English Learners and their families and socio-emotional support for students with disabilities and other underperforming student subgroups.

Actively engaging students in their learning and creating a positive school culture can help improve attendance rates. When students feel connected to their school community and are actively engaged in their learning, they are more likely to attend school regularly. By focusing on increasing student activity, engagement, and culture, the goal aims to create an environment where students feel motivated to attend school and participate in their education.

In summary, the goal of decreasing absenteeism among English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities by providing targeted services and improving student activity, engagement, and culture is rooted in principles of equity, inclusion, and a commitment to ensuring that all students have the support they need to succeed academically.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | ELL student chronically absent percentage | 2023 CA Dashboard 41.9% | 2024 CA Dashboard 34.1% | | 15% | Reduced by 7.8% |
| 5.2 | Hispanic student chronically absent percentage | 2023 CA Dashboard 41.8% | 2024 CA Dashboard 34.2% | | 15% | Reduced by 7.6% |
| 5.3 | Socioeconomically disadvantaged student chronically absent percentage | 2023 CA Dashboard 41.8% | 2024 CA Dashboard 34.7% | | 15% | Reduced by 7.1 |
| 5.4 | Students with disabilities chronically absent percentage | 2023 CA Dashboard 50% | 2024 CA Dashboard 39.4% | | 15% | Reduced by 10.6% |
| 5.5 | Increase in average daily attendance (ADA) with aim of 96% or higher | June 2024 90% | June 2025 93% | | 96% | Increased 3% |
| 5.6 | Student engagement and participation in schools activities, clubs, extracurricular programs, and academic support services | | 43% | | 50% | +43% |

## 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, ICS made chronic absenteeism a key priority by implementing targeted outreach, improving student engagement opportunities, and strengthening early attendance interventions. Key strategies included personalized family outreach, monthly attendance recognitions, attendance contracts for students at risk, and increased after-school and enrichment programming to foster a stronger sense of belonging.

The majority of planned actions were implemented, including consistent tracking of attendance data, improved communication with families, and coordination of support for at-risk students. A new tracking system allowed administrators and staff to identify patterns earlier and follow up with targeted interventions. While planned student incentives were successful, some challenges included inconsistent follow-up for Tier 2 cases due to staffing gaps and the high mobility of some families.

A success was the launch of new clubs and student leadership opportunities, which contributed to increased engagement. Participation in student activities rose to 43%, marking significant growth in student involvement in extracurricular and support services.

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.

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

Overall, the strategies employed proved effective in reducing chronic absenteeism among targeted student groups. Notable year-over-year reductions were seen across all reported subgroups based on the California Dashboard:

- English Learners: Decreased from 41.9% to 34.1%
- Hispanic students: Decreased from 41.8% to 34.2%
- Socioeconomically disadvantaged students: Decreased from 41.8% to 34.7%
- Students with disabilities: Decreased from 50% to 39.4%

In addition, average daily attendance improved from 90% to 93%, a clear indicator that efforts to create a more engaging and supportive environment made a positive impact.

While African American subgroup data is not shown in the metrics screenshot, ongoing monitoring was conducted throughout the year for this student group as well, using site-based reports.

Despite improvements, chronic absenteeism remains a significant challenge, particularly for students with disabilities and socioeconomically disadvantaged students. The gains made indicate the interventions are working, but more intensive and personalized strategies will be needed to maintain and accelerate this progress.

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.

Based on this year's outcomes and reflection, ICS will retain the existing goal while refining its approach. Planned actions include:

- Increasing home-school connection through a new family attendance liaison role
- Launching a peer attendance mentoring program for students with frequent absences
- Expanding student-led engagement opportunities to increase connection to school culture
- Additionally, school-wide attendance campaigns will be redesigned to include student voice and identity-building activities, supporting both attendance and student belonging.

**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 |
|---|---|---|---|---|
| **5.1** | Attendance Incentive Program | Ingenium Charter School (ICS) will institute an attendance incentive program to promote daily attendance and improve chronic absenteeism and will include the following initiatives:<br><br>Incentive Points or Tokens: Students may earn points or tokens for each day of attendance, which can be redeemed for rewards such as school supplies, books, or special privileges.<br><br>Attendance Challenges or Contests: The program may include attendance challenges or contests where students compete individually or in teams to achieve specific attendance goals, with prizes awarded to the winners.<br><br>Special Events or Activities: Periodic special events or activities may be organized exclusively for students with outstanding attendance records, such as field trips, movie days, or themed celebrations.<br><br>Partnerships with Local Businesses or Organizations: BOCS may collaborate with local businesses or organizations to provide additional incentives, such as coupons, discounts, or freebies, for students with good attendance.<br><br>The Attendance Incentive Program is implemented in collaboration with teachers, administrators, and support staff who monitor and track student attendance regularly. It is aligned with the school's broader efforts to promote student success, academic achievement, and overall well-being. | $1,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | By fostering a culture of regular attendance, the Attendance Incentive Program at ICS aims to maximize student learning opportunities, minimize disruptions to instruction, and cultivate a sense of responsibility and commitment to education among students. | | |
| **5.2** | Attendance Platform and System | The Attendance Platform and System implemented at Ingenium Charter School (ICS) is a comprehensive digital tool designed to streamline and enhance the process of monitoring, recording, and managing student attendance data. This platform serves as a central hub for tracking student attendance in real-time, facilitating communication between school staff, students, and parents, and analyzing attendance trends to identify areas for improvement.<br><br>Key features of the Attendance Platform and System include:<br><br>Real-Time Attendance Tracking: The system allows teachers to record student attendance quickly and accurately using digital devices such as computers, tablets, or smartphones. This real-time tracking enables administrators to monitor attendance patterns throughout the day and take immediate action as needed.<br><br>Automated Notifications: The platform sends automated notifications to parents or guardians in cases of student absences or tardiness. These notifications provide timely updates on their child's attendance status and may include reminders of the importance of regular attendance.<br><br>Data Analysis and Reporting: The system generates comprehensive reports and analytics on student attendance data, allowing administrators to identify trends, patterns, and areas of concern. This data-driven approach enables informed decision-making and targeted interventions to improve overall attendance rates.<br><br>Intervention and Support: The platform facilitates communication between school staff and students' support networks, such as counselors, social workers, or attendance intervention teams. This collaboration allows for early identification of attendance issues and the implementation of | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | appropriate interventions to support students in overcoming barriers to attendance.<br><br>Customization and Flexibility: The system can be customized to meet the unique needs and requirements of ICS, allowing for the adaptation of attendance policies, tracking methods, and communication protocols. This flexibility ensures that the platform aligns with the school's specific goals and objectives related to attendance improvement.<br><br>Integration with Other Systems: The Attendance Platform and System may be integrated with other school management systems, such as student information systems (SIS) or learning management systems (LMS). This integration streamlines data management processes and ensures consistency and accuracy across different school functions.<br><br>Overall, the Attendance Platform and System at ICS serves as a valuable tool for promoting and monitoring student attendance, facilitating communication and collaboration among stakeholders, and supporting targeted interventions to improve overall attendance rates and student success. | | |
| **5.3** | Device and textbook availability and maintenance | The Device and Textbook Availability and Maintenance action in the LCAP outlines Ingenium Charter Schools (ICS) commitment to ensuring that students have access to essential learning materials, including digital devices and textbooks, and maintaining them in optimal condition to support their academic needs.<br><br>Key components of this action include:<br><br>Device Provision: ICS aims to provide students with access to digital devices such as laptops, tablets, or Chromebooks to support their learning both in the classroom and at home. These devices may be used for various purposes, including research, online assignments, virtual learning platforms, and educational apps. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Textbook Provision: In addition to digital resources, ICS ensures that students have access to traditional textbooks and instructional materials necessary for their coursework. These materials cover a range of subjects and grade levels, aligning with the school's curriculum standards and instructional goals.<br><br>Equitable Distribution: The distribution of devices and textbooks is conducted in an equitable manner to ensure that all students, regardless of their background or circumstances, have access to the resources they need to succeed academically. Special consideration may be given to students with specific needs, such as English language learners or students with disabilities.<br><br>Maintenance and Repair: ICS is responsible for maintaining and repairing devices and textbooks to ensure their functionality and longevity. This includes routine maintenance tasks such as software updates, hardware inspections, and minor repairs, as well as addressing any issues or damages reported by students or teachers promptly.<br><br>Replacement and Upgrades: When devices or textbooks become outdated or no longer meet the needs of students, ICS initiates replacement or upgrade processes to ensure that students have access to the latest technology and instructional materials. This may involve purchasing new devices, updating software licenses, or procuring updated editions of textbooks.<br><br>Inventory Management: The school maintains detailed records of devices and textbooks, including information on distribution, usage, and condition. This inventory management system helps track the availability of resources, identify areas of need, and make informed decisions regarding procurement and allocation.<br><br>Community Partnerships: ICS may collaborate with community organizations, businesses, or government agencies to supplement resources or provide additional support for device and textbook availability and maintenance initiatives. These partnerships enhance the school's capacity to meet the diverse needs of its student population. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Overall, the Device and Textbook Availability and Maintenance action at ICS underscores the school's commitment to providing students with the necessary tools and resources to support their academic success, promote digital literacy, and ensure equitable access to learning opportunities. | | |
| **5.4** | Attendance Clerk | The role of the Attendance Clerk within Ingenium Charter School (ICS) is crucial in maintaining accurate records of student attendance, supporting the implementation of attendance policies and procedures, and facilitating communication between school staff, students, and parents regarding attendance matters.<br><br>Key responsibilities of the Attendance Clerk include:<br><br>Attendance Monitoring: The Attendance Clerk is responsible for daily monitoring and recording of student attendance using the school's attendance tracking system. They ensure that accurate attendance records are maintained for each student, including noting absences, tardiness, and early dismissals.<br><br>Data Entry and Reporting: The Attendance Clerk enters attendance data into the school's student information system (SIS) or attendance management software, ensuring that records are up-to-date and accessible to authorized personnel. They generate attendance reports as needed for administrative purposes, compliance reporting, or data analysis.<br><br>Communication with Parents: The Attendance Clerk communicates with parents or guardians regarding student absences, tardiness, or other attendance-related issues. They may send automated notifications, make phone calls, or send written correspondence to inform parents of their child's attendance status and remind them of the importance of regular attendance.<br><br>Attendance Incentive Programs: The Attendance Clerk may assist in the implementation of attendance incentive programs designed to promote and reward regular attendance among students. They track student | $29,356.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | participation in incentive programs, distribute rewards or incentives, and communicate program details to students and families.<br><br>Attendance Interventions: In collaboration with school administrators and support staff, the Attendance Clerk identifies students with patterns of chronic absenteeism or truancy and coordinates interventions to support improved attendance. This may involve contacting parents to discuss attendance concerns, scheduling meetings with students to address barriers to attendance, or referring students to appropriate support services.<br><br>Attendance Policy Enforcement: The Attendance Clerk ensures compliance with ICS's attendance policies and procedures, including documenting excused and unexcused absences, following up on unverified absences, and enforcing consequences for excessive absenteeism or truancy in accordance with school and district guidelines.<br><br>Recordkeeping and Documentation: The Attendance Clerk maintains accurate and confidential records of attendance-related correspondence, interventions, and actions taken to address attendance issues. They ensure that all attendance records are kept in compliance with state and federal regulations.<br><br>Overall, the Attendance Clerk plays a vital role in promoting student success by monitoring and addressing attendance-related concerns, fostering a culture of regular attendance, and facilitating communication between the school and families to support students' educational progress and well-being. | | |
| **5.5** | Parent Outreach and Support | The Parent Outreach and Support action at Ingenium Charter School (ICS) is designed to engage parents and guardians in efforts to improve student attendance through targeted outreach, communication, and support initiatives.<br><br>Key components of this action include: | $2,600.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Communication Strategies: ICS utilizes various communication channels to reach out to parents and guardians regarding the importance of regular attendance and the school's attendance policies and procedures. This may include emails, phone calls, text messages, newsletters, and social media platforms.<br><br>Attendance Workshops and Trainings: The school organizes workshops and trainings for parents and guardians to educate them about the impact of attendance on student success, strategies for promoting regular attendance at home, and resources available to support families in addressing attendance barriers.<br><br>One-on-One Support: ICS offers individualized support to families experiencing attendance challenges, including meeting with parents or guardians to discuss attendance concerns, identify underlying issues contributing to absenteeism, and develop personalized attendance improvement plans.<br><br>Community Resources Referral: The school connects families with community resources and support services that can address underlying factors impacting student attendance, such as transportation assistance, childcare services, health and wellness resources, and social services.<br><br>Attendance Incentive Programs: ICS implements attendance incentive programs that involve parents and guardians, such as family attendance challenges or rewards for families with high levels of student attendance. These programs encourage parental involvement in promoting regular attendance habits.<br><br>Cultural Competency and Linguistic Support: Recognizing the diverse cultural and linguistic backgrounds of its parent community, ICS provides outreach and support materials in multiple languages and ensures that staff members are culturally competent in their interactions with families.<br><br>Parent Engagement Events: The school hosts parent engagement events and activities designed to strengthen the relationship between the school and families, create a sense of belonging within the school community, and | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | foster collaborative efforts to support student attendance and academic success.<br><br>Follow-Up and Monitoring: ICS conducts regular follow-up with families to monitor progress, provide ongoing support, and address any ongoing attendance concerns. This may involve additional meetings, check-ins, or adjustments to attendance improvement plans as needed.<br><br>Overall, the Parent Outreach and Support action at ICS reflects the school's commitment to partnering with families to address attendance challenges and create a supportive environment where all students can thrive academically, socially, and emotionally. Through proactive outreach, targeted support services, and collaborative efforts, ICS works to ensure that every student has the opportunity to achieve their full potential through consistent attendance. | | |

# 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 |
|---|---|
| $1,164,615 | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.358% | 0.000% | $0.00 | 27.358% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Partnership with Education Consultants at Solution Tree<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:** | Specialized Expertise: Solution Tree bring specialized expertise in research-based instructional strategies, curriculum design, assessment practices, and school improvement initiatives. Their knowledge and experience enable them to develop targeted interventions and support systems that address the unique needs of unduplicated pupils, including English learners, students with disabilities, low-income students, and foster youth at BOCS. | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 | Professional Development: Solution Tree offers professional development opportunities for educators that focus on best practices for meeting the needs of diverse student populations. Training sessions, workshops, and seminars provide educators with practical strategies and tools for differentiating instruction, supporting English language development, implementing inclusive practices, and fostering family and community engagement.<br><br>Data-Driven Decision Making: Solution Tree emphasizes the use of data to inform instructional decisions and monitor student progress. They will assist BOCS in analyzing assessment data, identifying trends and patterns, and using evidence-based strategies to address areas of need. By leveraging data-driven approaches, BOCS can tailor instruction to meet the individual learning needs of unduplicated pupils and track their academic growth over time.<br><br>Collaborative Problem-Solving: Solution Tree promotes collaborative problem-solving and shared responsibility for student success among educators, administrators, and support staff. They will assist with the facilitation of collaborative team meetings, data review sessions, and action planning workshops that involve stakeholders in identifying barriers to student achievement, developing action plans, and implementing targeted interventions to address areas of need.<br><br>Comprehensive Support: Solution Tree provides comprehensive support that addresses multiple aspects of student learning and development, | |

| 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 |
|---|---|---|---|
| | | including academic achievement, social-emotional well-being, and college and career readiness. They will work with BOCS to create a supportive, inclusive learning environment where unduplicated pupils feel valued, respected, and empowered to succeed academically and personally.<br><br>The partnership with education consultants at Solution Tree is provided on an LEA-wide basis to ensure that all educators have access to high-quality professional development and support services that address the needs of unduplicated pupils across the district. By adopting a comprehensive, district-wide approach to partnership with Solution Tree, educators can collaborate effectively, share resources and expertise, and implement evidence-based practices that promote equity, excellence, and innovation in education for all students. | |
| **1.2** | **Action:**<br>Interventionist Salaries<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Targeted Support: Interventionists are tasked with providing targeted academic support to students who may be struggling academically, including unduplicated pupils such as English learners, students with disabilities, low-income students, and foster youth. These students often require additional assistance to overcome academic challenges and achieve academic success.<br><br>Individualized Instruction: Interventionists work closely with students to provide individualized instruction that meets their specific learning needs and addresses areas of academic weakness. They offer small-group instruction, one-on-one tutoring, or differentiated lessons tailored to the unique | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 |
|---|---|---|---|
| | | strengths, interests, and challenges of each student.<br><br>Differentiated Support: Unduplicated pupils may have diverse learning needs that require differentiated support to ensure equitable access to education. Interventionists can adapt instructional strategies, materials, and resources to meet the linguistic, cultural, and academic needs of English learners, students with disabilities, and other underserved student populations.<br><br>Early Intervention: Interventionists play a crucial role in identifying and addressing academic challenges early on, before they escalate into larger academic problems or achievement gaps. By providing early intervention and targeted support, interventionists help prevent students from falling behind academically and support their progress toward grade-level proficiency.<br><br>Data-Driven Decision Making: Interventionists use assessment data and student performance data to inform instructional decisions and track student progress over time. They analyze assessment results, identify areas of academic need, and adjust instructional strategies accordingly to ensure that unduplicated pupils are making meaningful academic gains.<br><br>Collaboration with Teachers and Support Staff: Interventionists collaborate with classroom teachers, special education staff, and other support personnel to coordinate efforts and provide cohesive support for unduplicated pupils. | |

| 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 |
|---|---|---|---|
| | | They share information, resources, and strategies to ensure that all students receive the support they need to succeed academically.<br><br>Providing interventionist salaries on an LEA-wide basis ensures that all students, particularly unduplicated pupils, have access to the targeted academic support they need to succeed. By investing in interventionist salaries across the district, ICS can effectively address the diverse learning needs of unduplicated pupils and promote equitable access to high-quality education for all students. | |
| **1.3** | **Action:**<br>Supplemental Curricular Resources<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Differentiated Instruction: Unduplicated pupils, such as English learners, students with disabilities, low-income students, and foster youth, often require differentiated instruction to meet their diverse learning needs. Supplemental curricular resources will provide alternative instructional materials, activities, and assessments that are tailored to the specific needs, interests, and abilities of these students, ensuring equitable access to the curriculum.<br><br>Language Development: English learners may benefit from supplemental curricular resources that support language development and academic vocabulary acquisition. These resources can include bilingual materials, language support tools, and culturally relevant texts that help English learners build language proficiency while mastering academic content.<br><br>Enrichment Opportunities: Low-income students and foster youth may have limited access to | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 |
|---|---|---|---|
| | | enrichment opportunities outside of school. Supplemental curricular resources can include enrichment materials, extension activities, and project-based learning resources that provide additional learning opportunities and foster creativity, critical thinking, and problem-solving skills among underserved student populations.<br><br>Cultural Relevance: Supplemental curricular resources can incorporate diverse perspectives, cultures, and experiences to ensure that instructional materials are culturally relevant and reflective of the backgrounds and identities of unduplicated pupils. By providing culturally responsive materials, ICS can create inclusive learning environments where all students feel valued, respected, and engaged in their learning.<br><br>Alignment with Standards: Supplemental curricular resources should align with state standards and curriculum frameworks to ensure that all students, including unduplicated pupils, have access to high-quality instructional materials that support academic achievement and mastery of grade-level standards. These resources will supplement core instructional materials and provide additional support for students who may need extra practice or reinforcement in specific content areas.<br><br>Providing supplemental curricular resources on an LEA-wide basis ensures that all schools within the district have access to high-quality instructional materials and resources that support the diverse learning needs of unduplicated pupils. By providing resources district-wide, ICS educators can collaborate, share best practices, and ensure | |

| 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 |
|---|---|---|---|
| | | consistency and coherence in curriculum implementation across schools, maximizing the impact of supplemental resources on student learning and achievement. Additionally, providing resources on a district-wide basis allows for centralized procurement, resource allocation, and professional development support, ensuring equitable access to resources for all students, regardless of school or geographic location. | |
| **1.9** | **Action:**<br>Additional Educational Consultant Work<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Specialized Expertise: Educational consultants bring specialized expertise in areas such as curriculum development, instructional practices, assessment strategies, and student support services. This expertise can be particularly valuable in addressing the diverse learning needs of unduplicated pupils, including English learners, students with disabilities, low-income students, and foster youth.<br><br>Data Analysis and Decision Making: Educational consultants will assist ICS in analyzing student data to identify trends, patterns, and areas of need among unduplicated pupil populations. By utilizing data-informed decision-making processes, consultants can help educators identify effective interventions and allocate resources strategically to support the academic success of unduplicated pupils.<br><br>Professional Development: Consultants will provide professional development and training opportunities for ICS on topics such as culturally responsive teaching, differentiated instruction, English language development, and inclusive practices. These professional development | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 |
|---|---|---|---|
| | | opportunities help educators build their capacity to meet the diverse learning needs of unduplicated pupils and implement evidence-based strategies that support their academic success.<br><br>Curriculum and Instructional Support: Consultants offer guidance and support in developing and implementing rigorous, standards-aligned curriculum and instructional materials that meet the needs of unduplicated pupils. They will assist ICS educators in adapting curriculum resources, designing instructional units, and incorporating research-based instructional strategies that promote equity, access, and academic achievement for all students.<br><br>Family and Community Engagement: Consultants provide guidance on strategies for engaging families and communities in supporting the academic success of unduplicated pupils. They will assist ICS in developing outreach programs, communication strategies, and family engagement initiatives that foster positive relationships between schools, families, and communities and promote the involvement of all stakeholders in students' education.<br><br>Providing additional educational consultant work on an LEA-wide basis ensures that all schools within the district have access to the expertise, resources, and support needed to address the needs of unduplicated pupils effectively. By leveraging consultants' specialized knowledge and experience, ICS will develop comprehensive, district-wide initiatives and strategies that promote equity, inclusion, and academic success for all | |

| 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, regardless of background or circumstance. Additionally, providing consultant support on an LEA-wide basis allows for collaboration, coordination, and sharing of best practices across schools, maximizing the impact of consultant interventions on student learning and achievement district-wide. | |
| **1.10** | **Action:**<br>Instructional Coach<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Differentiated Instructional Support: Instructional coaches work directly with teachers to provide differentiated instructional support that meets the diverse learning needs of unduplicated pupils. They offer personalized coaching, modeling, and feedback to help teachers implement evidence-based instructional strategies, differentiate instruction, and address the individual learning needs of all students, including English learners, students with disabilities, low-income students, and foster youth.<br><br>Professional Development: Instructional coaches provide ongoing professional development and training opportunities for teachers on topics such as culturally responsive teaching, differentiation, English language development, and inclusive practices. These professional learning opportunities help educators build their capacity to meet the needs of unduplicated pupils and implement research-based strategies that support their academic success.<br><br>Data-Driven Decision Making: Coaches assist teachers in analyzing student data and assessment results to identify areas of need, monitor student progress, and make data-informed instructional decisions. By using data to drive | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 |
|---|---|---|---|
| | | instruction, teachers can tailor their teaching to meet the individual learning needs of unduplicated pupils and ensure equitable access to high-quality education for all students.<br><br>Collaborative Problem-Solving: Instructional coaches facilitate collaborative problem-solving and professional learning communities where educators can share best practices, collaborate on instructional strategies, and support one another in meeting the diverse needs of unduplicated pupils. By fostering a culture of collaboration and shared responsibility for student success, coaches help create supportive learning environments where all students can thrive academically and socially.<br><br>Inclusive Practices: Coaches support teachers in implementing inclusive practices that promote equity, access, and academic achievement for unduplicated pupils. They provide guidance on creating inclusive learning environments, differentiating instruction, and addressing barriers to learning to ensure that all students have the opportunity to succeed academically, regardless of background or circumstance.<br><br>Providing instructional coaches on an LEA-wide basis ensures that ICS has access to the support, resources, and expertise needed to address the diverse learning needs of unduplicated pupils effectively. By offering coaching support district-wide, educators can collaborate, share best practices, and receive consistent, high-quality support that promotes equity, excellence, and innovation in education for all students. Additionally, providing coaching support on an | |

| 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 basis allows for centralized coordination, resource allocation, and professional development support, ensuring equitable access to coaching services for all teachers and schools within the network. | |
| **1.11** | **Action:**<br>Tutoring<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Targeted Academic Support: Unduplicated pupils, including English learners, students with disabilities, low-income students, and foster youth, often require additional academic support to succeed in school. Tutoring programs offer targeted support tailored to the specific learning needs of unduplicated pupils, providing them with personalized instruction and assistance to address academic challenges and achieve academic success.<br><br>Individualized Instruction: Tutoring sessions will involve small-group or one-on-one instruction, allowing tutors to provide individualized support that meets the unique learning needs of unduplicated pupils. Tutors can adapt instruction, differentiate materials, and provide additional explanations and practice opportunities to help students grasp challenging concepts and make academic progress.<br><br>Homework Assistance: Many unduplicated pupils face challenges with completing homework assignments independently due to factors such as language barriers, learning differences, or lack of academic support at home. Tutoring programs offer homework assistance and support to ensure that unduplicated pupils can successfully complete assignments, reinforce learning from the classroom, and develop essential academic skills. | CAASPP ELA and Math Performance, EL Reclassification Rate |

| 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 |
|---|---|---|---|
| | | Language Development: For English learners, tutoring sessions can provide valuable opportunities for language development and English language acquisition. Tutors can incorporate language support strategies, vocabulary development activities, and language-rich materials to help English learners build language proficiency and academic vocabulary while mastering academic content.<br><br>Cultural Relevance: Tutoring programs can incorporate culturally relevant materials, examples, and experiences that resonate with the backgrounds and identities of unduplicated pupils. By providing culturally responsive tutoring experiences, tutors can create inclusive learning environments where all students feel valued, respected, and engaged in their learning.<br><br>Social-Emotional Support: Tutoring sessions offer opportunities for mentors to build positive relationships with unduplicated pupils, providing emotional support, encouragement, and mentorship. Tutors can help students develop confidence, self-esteem, and resilience, fostering positive social-emotional development and academic motivation among unduplicated pupils.<br><br>Providing tutoring on an LEA-wide basis ensures that all schools within the district have access to high-quality academic support services that address the diverse learning needs of unduplicated pupils. By offering tutoring programs district-wide, educators can reach a larger number of students, provide consistent support across | |

| 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 |
|---|---|---|---|
| | | schools, and maximize the impact of tutoring interventions on student learning and achievement. Additionally, providing tutoring on an LEA-wide basis allows for centralized coordination, resource allocation, and program oversight, ensuring equitable access to tutoring services for all unduplicated pupils within the network. | |
| **2.8** | **Action:**<br>Certificated teacher salaries and benefits<br><br>**Need:**<br>Academic Achievement in Math and ELA; English Learner Progress<br><br>**Scope:**<br>LEA-wide | Equitable Access to Quality Instruction: Unduplicated pupils at ICS, including English learners, students with disabilities, low-income students, and foster youth, often require additional support to succeed academically. By offering competitive salaries and benefits to all certificated teachers across the LEA, ICS ensures that unduplicated pupils have equitable access to high-quality instruction from experienced and dedicated educators who can address their diverse learning needs effectively.<br><br>Recruitment and Retention of Qualified Teachers: ICS aims to recruit and retain qualified certificated teachers who are committed to serving the diverse student population, including unduplicated pupils. Competitive salaries and benefits help attract talented educators to ICS and encourage them to stay, fostering stability and continuity in teaching staff, which is crucial for providing consistent and effective support to unduplicated pupils.<br><br>Addressing Achievement Gaps: Unduplicated pupils may face achievement gaps compared to their peers due to various factors such as socioeconomic status, language barriers, or learning disabilities. By compensating certificated teachers competitively, ICS supports efforts to | % of Fully Credentialed Staff; % of "Clear" Teachers; Teacher retention percentage; % of teachers who participate in professional development and who rate the training as having a positive impact on instructional practice |

| 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 |
|---|---|---|---|
| | | narrow these gaps by ensuring that all students receive high-quality instruction and support tailored to their individual needs, thus improving academic outcomes for unduplicated pupils.<br><br>Promoting a Positive Learning Environment: When certificated teachers feel valued and supported through competitive salaries and benefits, they are more likely to create a positive and inclusive learning environment at ICS. This environment benefits unduplicated pupils by fostering a sense of belonging, safety, and support, which are essential for their academic and social-emotional development.<br><br>Compliance with Equity Requirements: Providing competitive salaries and benefits for certificated teachers aligns with equity requirements outlined in ICS's Local Control and Accountability Plan (LCAP) and ensures compliance with state and federal education laws. By investing in teacher compensation on an LEA-wide basis, ICS demonstrates its commitment to addressing the needs of unduplicated pupils and promoting educational equity and opportunity for all students.<br><br>In summary, providing competitive salaries and benefits for certificated teachers at ICS addresses the needs of unduplicated pupils by ensuring equitable access to quality instruction, supporting teacher recruitment and retention efforts, addressing achievement gaps, promoting a positive learning environment, and ensuring compliance with equity requirements. By investing in the professional growth and well-being of certificated teachers, ICS demonstrates its | |

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| | | commitment to meeting the diverse needs of all students, including those who are historically underserved or marginalized. | |
| **3.1** | **Action:**<br>Partnership with TREC<br><br>**Need:**<br>Barriers to Engagement and Participation; Equitable Access to Support Services; Higher Risk of Trauma Exposure<br><br>**Scope:**<br>LEA-wide | Trauma-Informed Practices: Unduplicated pupils, which may include students from low-income families, English learners, and foster youth, often experience higher rates of trauma due to various socio-economic factors. By partnering with TREC, ICS can implement trauma-informed practices across the entire LEA, ensuring that all students receive the support they need to succeed despite their challenging circumstances.<br><br>Resilience Building: TREC specializes in providing training and resources to schools to help build resilience in students who have experienced trauma. Unduplicated pupils may face numerous stressors outside of the classroom, which can impact their academic performance and overall well-being. TREC's programs help equip educators with the tools to support these students effectively, fostering resilience and promoting positive outcomes.<br><br>Equity and Inclusion: By providing TREC's services on an LEA-wide basis, ICS ensures that all students, including unduplicated pupils, have equal access to trauma-informed support. This approach promotes equity and inclusion by recognizing the diverse needs of students and prioritizing resources to address those needs across the entire school community.<br><br>Collaborative Approach: TREC's model emphasizes collaboration among educators, | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

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| | | administrators, families, and community partners to create a supportive environment for students affected by trauma. By implementing TREC's strategies on an LEA-wide basis, ICS fosters a collaborative approach to addressing the needs of unduplicated pupils, leveraging the expertise and resources of various stakeholders.<br><br>Positive School Climate: Trauma-informed practices not only benefit students who have experienced trauma directly but also contribute to creating a positive school climate for all students. By promoting understanding, empathy, and supportive relationships, TREC's approach helps create a school environment where all students feel safe, valued, and supported in their learning journey.<br><br>Overall, the partnership with TREC addresses the needs of unduplicated pupils at ICS by providing trauma-informed support, building resilience, promoting equity and inclusion, fostering collaboration, and creating a positive school climate. By implementing these strategies on an LEA-wide basis, ICS ensures that all students, regardless of their background or circumstances, have the opportunity to thrive academically, socially, and emotionally. | |
| **3.2** | **Action:**<br>Mental health services<br><br>**Need:**<br>Barriers to Engagement and Participation; Equitable Access to Support Services; Higher Risk of Trauma Exposure | Equity and Inclusion: Unduplicated pupils, including those from low-income families, English learners, and foster youth, face additional barriers to accessing mental health support due to systemic inequities. | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

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| | **Scope:**<br>LEA-wide | Trauma-Informed Care: Many unduplicated pupils have experienced trauma or adverse childhood experiences, impacting their mental health and well-being.<br><br>Academic Success and Well-being: Mental health concerns, such as anxiety and behavioral challenges, can hinder unduplicated pupils' academic performance and overall well-being.<br><br>Holistic Support: Unduplicated pupils require comprehensive support that addresses their academic, social, emotional, and psychological needs.<br><br>Stigma Reduction and Accessibility: Stigma surrounding mental health issues and limited access to services can prevent unduplicated pupils from seeking help when needed.<br><br>How Mental Health Services Address These Needs:<br><br>Equity and Inclusion: By providing mental health services on an LEA-wide basis, ICS ensures equitable access to support services for all students, regardless of their background or circumstances.<br><br>Trauma-Informed Care: Offering trauma-informed mental health services acknowledges and addresses the unique needs of unduplicated pupils who have experienced trauma, fostering a supportive school environment that promotes healing and resilience. | |

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| | | Academic Success and Well-being: Proactively addressing unduplicated pupils' mental health needs through LEA-wide mental health services helps mitigate barriers to learning, supporting their academic success and overall well-being.<br><br>Holistic Support: Integrating mental health services into the overall framework of student support ensures that unduplicated pupils receive comprehensive care that addresses their diverse needs, promoting academic and personal success.<br><br>Stigma Reduction and Accessibility: Normalizing discussions around mental health and making services more accessible reduces stigma and encourages unduplicated pupils to seek help when needed, fostering a culture of acceptance and support within the school community.<br><br>In summary, providing mental health services on an LEA-wide basis at ICS addresses the diverse needs of unduplicated pupils by promoting equity, trauma-informed care, academic success, holistic support, stigma reduction, and accessibility. This approach reflects ICS's commitment to creating a supportive and inclusive school environment where all students have the opportunity to thrive. | |
| **3.4** | **Action:**<br>Classified instructional support (student support specialist)<br><br>**Need:**<br>Academic Support; Social-Emotional Support; Individualized Attention; Equitable Access to Support | Academic Support: Student support specialists offer targeted academic support to unduplicated pupils, such as small-group instruction, tutoring, and intervention programs, to address learning gaps and enhance academic achievement.<br><br>Social-Emotional Support: These specialists provide social-emotional support to unduplicated | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>LEA-wide | pupils through counseling, mentoring, and skill-building activities aimed at promoting resilience, self-esteem, and positive coping strategies.<br><br>Individualized Attention: Classified instructional support personnel offer individualized attention and intervention to unduplicated pupils, assessing their needs, strengths, and challenges to develop personalized plans for academic and social-emotional growth.<br><br>Equitable Access to Support: Providing classified instructional support on an LEA-wide basis ensures that all unduplicated pupils have equitable access to specialized support services, regardless of their background or circumstances. This approach promotes inclusion and recognizes the diverse needs of the student population at ICS.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Equity and Inclusion: Offering classified instructional support on an LEA-wide basis ensures that all unduplicated pupils have equitable access to specialized support services, promoting equity and inclusion within the school community.<br><br>Comprehensive Support: Providing instructional support on an LEA-wide basis allows ICS to offer comprehensive support that addresses the diverse needs of all students, including unduplicated pupils, ensuring that they receive the necessary resources and interventions to succeed academically and personally. | |

| 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 |
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| | | Collaborative Approach: Implementing classified instructional support on an LEA-wide basis fosters collaboration among educators, administrators, and support personnel, enabling them to work together to address the complex needs of unduplicated pupils effectively.<br><br>Maximizing Resources: Providing instructional support on an LEA-wide basis allows ICS to maximize resources and expertise, ensuring that all unduplicated pupils receive the support they need to thrive academically and personally, regardless of their background or circumstances.<br><br>In summary, offering classified instructional support (student support specialist) on an LEA-wide basis at ICS addresses the diverse needs of unduplicated pupils by providing targeted academic and social-emotional support, promoting equity, inclusion, and collaboration within the school community. This approach reflects ICS's commitment to ensuring that all students have the opportunity to succeed academically and personally, regardless of their background or circumstances. | |
| **3.6** | **Action:**<br>Mental health support through counselors and school psychologists<br><br>**Need:**<br>Higher Exposure to Stress and Trauma; Academic and Behavioral Challenges; Social-Emotional Development; Access to Comprehensive Support | Higher Exposure to Stress and Trauma: Counselors and school psychologists provide trauma-informed care, addressing the specific needs of students who have experienced adverse childhood experiences. This includes individual counseling, group therapy, and crisis intervention to help students process trauma and develop coping strategies. | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

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| | **Scope:**<br>LEA-wide | Academic and Behavioral Challenges: Mental health professionals work with unduplicated pupils to identify and address underlying mental health issues that may be contributing to academic and behavioral challenges. This can involve developing personalized support plans, providing behavioral interventions, and collaborating with teachers to create supportive classroom environments.<br><br>Social-Emotional Development: Counselors and school psychologists support the social-emotional development of unduplicated pupils through programs that teach skills such as emotional regulation, resilience, and conflict resolution. These professionals also facilitate peer support groups and social skills training to help students build healthy relationships and self-esteem.<br><br>Access to Comprehensive Support: Providing mental health support on an LEA-wide basis ensures that all unduplicated pupils have access to necessary services, regardless of their background or circumstances. This approach promotes equity and inclusion, ensuring that mental health support is an integral part of the school environment.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Equity and Inclusion: Offering mental health support on an LEA-wide basis ensures that all students, including unduplicated pupils, have equitable access to vital services. This approach acknowledges the diverse needs of the student population and aims to provide comprehensive support to every student. | |

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| | | Comprehensive Support System: Implementing mental health services across the entire LEA creates a robust support system that can address a wide range of needs. This ensures that unduplicated pupils receive consistent and holistic support that includes academic, social, and emotional aspects.<br><br>Collaborative and Integrated Approach: Providing mental health services on an LEA-wide basis fosters collaboration between counselors, school psychologists, teachers, administrators, and families. This integrated approach helps create a cohesive support network that can more effectively address the needs of unduplicated pupils.<br><br>Maximizing Resources and Expertise: An LEA-wide approach allows ICS to maximize the use of resources and expertise available within the district. By centralizing services, the school can ensure that all students benefit from the specialized skills and knowledge of mental health professionals, leading to more effective and efficient support.<br><br>In summary, providing mental health support through counselors and school psychologists on an LEA-wide basis at ICS addresses the needs of unduplicated pupils by offering trauma-informed care, addressing academic and behavioral challenges, supporting social-emotional development, and ensuring equitable access to services. This comprehensive approach reflects ICS's commitment to fostering a supportive and | |

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| | | inclusive school environment where all students can thrive academically, socially, and emotionally. | |
| **3.7** | **Action:**<br>Certificated administrative salaries and benefits<br><br>**Need:**<br>Coordinated Student Support; Access to Resources; Monitoring and Accountability; Equitable Support Systems<br><br>**Scope:**<br>LEA-wide | Coordinated Student Support: Certificated administrators oversee and coordinate various student support services, ensuring that unduplicated pupils receive integrated and comprehensive support. This includes aligning academic interventions, mental health services, and social-emotional programs to address the holistic needs of students.<br><br>Access to Resources: Administrators work to identify and allocate resources effectively, ensuring that unduplicated pupils have access to tutoring, counseling, special education services, and other necessary supports. They also facilitate partnerships with external organizations to expand the range of available resources.<br><br>Monitoring and Accountability: Certificated administrators establish systems for monitoring the progress of unduplicated pupils, using data to inform decision-making and adjust interventions as needed. They ensure that support services are evidence-based and effective in meeting students' needs.<br><br>Equitable Support Systems: Administrators advocate for and implement equitable support systems that prioritize the needs of unduplicated pupils. This includes developing policies and practices that reduce barriers to access and promote inclusivity within the school environment.<br><br>Why it is Provided on an LEA-wide Basis at ICS: | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

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| | | Consistency and Equity: Providing support from certificated administrators on an LEA-wide basis ensures consistency in the implementation of support services across all schools within the district. This approach promotes equity, ensuring that all unduplicated pupils receive the same level of support regardless of their specific school.<br><br>Comprehensive and Holistic Support: An LEA-wide approach allows administrators to develop and oversee comprehensive support systems that address the full spectrum of needs for unduplicated pupils. This holistic perspective ensures that academic, social, and emotional needs are met in a coordinated manner.<br><br>Resource Optimization: By managing support services on an LEA-wide basis, ICS can optimize the use of resources, ensuring that funding, staff, and programs are allocated effectively to benefit all unduplicated pupils. This centralized approach helps avoid duplication of efforts and ensures that resources are directed where they are most needed.<br><br>Systematic Improvement: LEA-wide oversight by certificated administrators facilitates systematic improvements in student services. Administrators can identify trends, share best practices, and implement district-wide initiatives that enhance the quality and effectiveness of support services for unduplicated pupils.<br><br>In summary, providing support from certificated administrators who oversee student services on an | |

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| | | LEA-wide basis at ICS addresses the needs of unduplicated pupils by ensuring coordinated support, access to resources, effective monitoring, and equitable support systems. This approach reflects ICS's commitment to fostering a supportive and inclusive environment where all students have the opportunity to succeed academically, socially, and emotionally. | |
| **3.8** | **Action:**<br>Classified support staff salaries and benefits<br><br>**Need:**<br>Behavioral Challenges; Social-Emotional Health; Personalized Interventions; Accessible and Equitable Support<br><br>**Scope:**<br>LEA-wide | Behavioral Challenges: Classified support staff, such as Behavior Interventionists (BIIs) and special education aides, provide targeted interventions to manage and improve student behavior. They work directly with students to implement behavior plans, monitor progress, and reinforce positive behaviors.<br><br>Social-Emotional Health: These staff members offer social-emotional support through mentoring, counseling, and social skills training. They help students develop coping strategies, resilience, and emotional regulation skills, fostering a positive and supportive school climate.<br><br>Personalized Interventions: Classified support staff work closely with individual students to provide personalized interventions that address their specific needs. This includes one-on-one support, small group sessions, and collaboration with teachers and other support staff to create a consistent support system.<br><br>Accessible and Equitable Support: Providing classified support on an LEA-wide basis ensures that all unduplicated pupils have equitable access to necessary services. This approach ensures that | Suspension Rate; Expulsion Rate; Chronic Absenteeism |

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| | | support is not limited to specific schools or programs, promoting inclusivity and fairness across the district.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Consistency and Equity: Offering classified support services on an LEA-wide basis ensures consistent access to high-quality behavioral and social-emotional support across all schools within the district. This promotes equity, ensuring that all unduplicated pupils receive the same level of support regardless of their specific school.<br><br>Comprehensive Support System: An LEA-wide approach allows ICS to develop a comprehensive support system that addresses the diverse needs of unduplicated pupils. This holistic perspective ensures that behavioral and social-emotional support is integrated into the broader framework of student services.<br><br>Resource Optimization: By managing support services on an LEA-wide basis, ICS can optimize the use of resources, ensuring that funding, staff, and programs are allocated effectively to benefit all unduplicated pupils. This centralized approach helps avoid duplication of efforts and ensures that resources are directed where they are most needed.<br><br>Systematic Improvement: LEA-wide oversight facilitates systematic improvements in student support services. Administrators can identify trends, share best practices, and implement district-wide initiatives that enhance the quality and | |

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| | | effectiveness of behavioral and social-emotional support for unduplicated pupils.<br><br>In summary, providing classified support staff who work directly with students to support their behavioral and social-emotional health on an LEA-wide basis at ICS addresses the needs of unduplicated pupils by ensuring consistent, personalized, and equitable support. This approach reflects ICS's commitment to fostering a supportive and inclusive environment where all students can thrive academically, socially, and emotionally. | |
| **4.1** | **Action:**<br>Family Engagement Specialists, salary and benefits<br><br>**Need:**<br>Parental Involvement and Support; Communication Barriers; Access to Resources and Information; Building Trust and Relationships<br><br>**Scope:**<br>LEA-wide | Parental Involvement and Support: Family Engagement Specialists facilitate parent workshops, meetings, and events designed to empower parents and guardians to become active participants in their children's education. They provide training on how parents can support learning at home and advocate for their children's needs.<br><br>Communication Barriers: These specialists work to overcome language and cultural barriers by providing translation services, culturally responsive communication, and creating inclusive opportunities for non-English-speaking families to engage with the school. They ensure that important information is accessible to all families.<br><br>Access to Resources and Information: Family Engagement Specialists connect families with school resources, community services, and support programs that can assist with academic, social, and emotional needs. They act as a bridge | Family Survey Responses; Family Survey Engagement; Volunteer Involvement; Parent Teacher Conference Attendance |

| 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 |
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| | | between the school and external agencies to provide comprehensive support for unduplicated pupils and their families.<br><br>Building Trust and Relationships: By building trust and fostering strong relationships between the school and families, these specialists create a welcoming and inclusive school community. They work to understand the unique needs and concerns of each family, ensuring they feel valued and supported.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Consistency and Equity: Providing Family Engagement Specialists on an LEA-wide basis ensures that all unduplicated pupils and their families receive consistent and equitable support, regardless of which school they attend within the district. This approach promotes fairness and inclusivity.<br><br>Comprehensive Support System: An LEA-wide approach allows BOCS to develop a comprehensive family engagement strategy that addresses the diverse needs of all unduplicated pupils. This holistic perspective ensures that family engagement is integrated into the broader framework of student services and support.<br><br>Resource Optimization: Managing family engagement services on an LEA-wide basis optimizes the use of resources, ensuring that funding, staff, and programs are allocated effectively. This centralized approach helps avoid | |

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| | | duplication of efforts and ensures that resources are directed where they are most needed.<br><br>Systematic Improvement: LEA-wide oversight facilitates systematic improvements in family engagement practices. Administrators can identify trends, share best practices, and implement district-wide initiatives that enhance the quality and effectiveness of family engagement efforts for unduplicated pupils.<br><br>In summary, providing Family Engagement Specialists on an LEA-wide basis at ICS addresses the needs of unduplicated pupils by promoting parental involvement, overcoming communication barriers, connecting families with resources, and building trust and strong relationships. This comprehensive and equitable approach reflects ICS's commitment to fostering a supportive and inclusive educational environment where all students can succeed academically, socially, and emotionally. | |
| **4.2** | **Action:**<br>Family events and workshops<br><br>**Need:**<br>Parental Involvement and Support; Educational and Developmental Support; Community and Relationship Building; Access to Information and Resources<br><br>**Scope:**<br>LEA-wide | Parental Involvement and Support: Family events and workshops encourage and facilitate active parental involvement in the educational process. These events provide parents with opportunities to engage with the school, understand the curriculum, and participate in their children's learning experiences.<br><br>Educational and Developmental Support: Workshops provide parents with valuable information and training on how to support their children's academic achievement and social-emotional well-being. Topics may include literacy | Family Survey Responses; Family Survey Engagement; Volunteer Involvement; Parent Teacher Conference Attendance |

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| | | development, homework strategies, behavior management, and fostering resilience.<br><br>Community and Relationship Building: Family events create a sense of community and belonging among families, students, and school staff. These events help build strong relationships, promote mutual understanding, and create a supportive network for unduplicated pupils and their families.<br><br>Access to Information and Resources: Workshops and events serve as platforms to disseminate important information about school policies, programs, and available resources. They connect families with community services and support networks, ensuring they have the tools needed to support their children's education.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Consistency and Equity: Providing family events and workshops on an LEA-wide basis ensures that all unduplicated pupils and their families have equitable access to these opportunities, regardless of which school they attend within the district. This approach promotes fairness and inclusivity.<br><br>Comprehensive Support System: An LEA-wide approach allows BOCS to develop a comprehensive family engagement strategy that addresses the diverse needs of all unduplicated pupils. This holistic perspective ensures that family engagement is integrated into the broader framework of student services and support. | |

| 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 |
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| | | Resource Optimization: Managing family engagement services on an LEA-wide basis optimizes the use of resources, ensuring that funding, staff, and programs are allocated effectively. This centralized approach helps avoid duplication of efforts and ensures that resources are directed where they are most needed.<br><br>Systematic Improvement: LEA-wide oversight facilitates systematic improvements in family engagement practices. Administrators can identify trends, share best practices, and implement district-wide initiatives that enhance the quality and effectiveness of family engagement efforts for unduplicated pupils.<br><br>In summary, providing family events and workshops on an LEA-wide basis at ICS addresses the needs of unduplicated pupils by promoting parental involvement, offering educational and developmental support, building community and relationships, and providing access to information and resources. This comprehensive and equitable approach reflects ICS's commitment to fostering a supportive and inclusive educational environment where all students can succeed academically, socially, and emotionally. | |
| **5.1** | **Action:**<br>Attendance Incentive Program<br><br>**Need:**<br>Improved Attendance Rates; Academic Success; Engagement and Motivation | Promoting Regular Attendance: The Attendance Incentive Program provides tangible rewards and recognition to students who demonstrate consistent attendance. By offering incentives such as certificates, awards, or privileges, the program encourages unduplicated pupils to prioritize attendance and reduce absenteeism. | Chronic Absenteeism; Student Participation |

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| | **Scope:**<br>LEA-wide | Fostering Academic Success: Regular attendance is strongly correlated with academic achievement. By incentivizing attendance, the program supports unduplicated pupils in staying on track with their coursework, participating in classroom activities, and maximizing their learning opportunities, ultimately enhancing their academic success.<br><br>Increasing Engagement and Motivation: The Attendance Incentive Program increases student engagement by creating a positive reinforcement system that rewards desirable behavior (regular attendance). Unduplicated pupils are motivated to attend school regularly to earn incentives, fostering a sense of achievement and belonging within the school community.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Equity and Inclusivity: Providing the Attendance Incentive Program on an LEA-wide basis ensures that all unduplicated pupils, regardless of their background or circumstances, have equal access to incentives and support for regular attendance. This promotes equity and inclusivity within the school district.<br><br>Consistency and Standardization: Implementing the program district-wide ensures consistency and standardization in attendance policies and incentive structures across all schools within ICS. This ensures fairness and transparency in how attendance is incentivized and reinforces the importance of attendance as a district-wide priority. | |

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| | | Maximizing Impact: By implementing the program on an LEA-wide basis, ICS can maximize its impact on improving attendance rates among unduplicated pupils. The collective effort of all schools within the district strengthens the effectiveness of the program and enhances its ability to address attendance-related challenges comprehensively.<br><br>Resource Allocation: Providing the Attendance Incentive Program district-wide allows for efficient resource allocation, ensuring that funding, staff, and other resources are distributed equitably to support the program's implementation and sustain its effectiveness across all schools within ICS.<br><br>In summary, the Attendance Incentive Program at ICS addresses the needs of unduplicated pupils by promoting regular attendance, fostering academic success, increasing engagement and motivation, and providing equitable support for all students. Implementing the program on an LEA-wide basis reflects ICS's commitment to supporting the educational success and well-being of all students, regardless of their background or circumstances. | |
| **5.5** | **Action:**<br>Parent Outreach and Support<br><br>**Need:**<br>Engagement and Communication; Awareness and Understanding; Resource Access<br><br>**Scope:** | Engagement and Communication Strategies: Parent Outreach and Support initiatives at ICS employ various strategies to engage families in conversations about attendance, including workshops, informational sessions, and one-on-one meetings. These initiatives aim to empower parents to play an active role in promoting regular attendance and fostering a supportive home environment. | Chronic Absenteeism; Student Participation |

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| | LEA-wide | Education and Awareness: The program provides families with information and resources on the importance of regular attendance, attendance policies and procedures, and strategies for overcoming attendance barriers. By raising awareness and providing education, ICS helps families understand the impact of attendance on student success and equips them with tools to support their children effectively.<br><br>Support and Assistance: Parent Outreach and Support offers individualized support to families experiencing attendance challenges, such as helping them identify underlying issues contributing to absenteeism and connecting them with appropriate resources and services. By providing personalized assistance, ICS addresses attendance-related barriers and supports families in fostering regular attendance habits.<br><br>Why it is Provided on an LEA-wide Basis at ICS:<br><br>Equity and Consistency: Providing Parent Outreach and Support for Attendance on an LEA-wide basis ensures that all unduplicated pupils and their families have equitable access to resources and assistance, regardless of their school or neighborhood. This promotes fairness and consistency in addressing attendance-related challenges across the district.<br><br>Collaboration and Coordination: Implementing attendance-focused parent outreach initiatives district-wide allows for collaboration and coordination between schools, administrators, and | |

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| | | community partners. By sharing best practices and resources, ICS can enhance the effectiveness of its attendance support efforts and ensure a cohesive approach to addressing attendance barriers.<br><br>Resource Optimization: Providing parent outreach and support on an LEA-wide basis allows ICS to optimize resources, including staff, funding, and materials. Centralized coordination and oversight enable efficient allocation of resources to reach the greatest number of families in need and maximize the impact of attendance support initiatives.<br><br>Systemic Impact: LEA-wide parent outreach initiatives for attendance have a systemic impact on improving attendance rates and fostering a culture of regular attendance across the district. By engaging families in conversations about attendance and providing support and resources, ICS creates a supportive environment that promotes student success for all students, including unduplicated pupils.<br><br>In summary, Parent Outreach and Support for Attendance at ICS address the needs of unduplicated pupils by promoting family engagement, raising awareness about attendance, providing support and assistance, and fostering a culture of regular attendance. Providing these services on an LEA-wide basis reflects ICS's commitment to equity, collaboration, and systemic improvement in supporting the success of all students. | |

### *Limited Actions*

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

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

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 additional funding is going to budgeting for interventionists and learning facilitators to support schoolwide Response to Intervention programming, which will directly impact foster youth, English learners, and low-income students.

| **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 | 14:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 13:1 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 4,256,963 | 1,164,615 | 27.358% | 0.000% | 27.358% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,733,593.00 | $2,345,602.90 | $0.00 | $298,513.00 | $5,377,708.90 | $3,938,644.70 | $1,439,064.20 |

| 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 | Partnership with Education Consultants at Solution Tree | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $0.00 | $14,271.00 | | $14,271.00 | | | $14,271.00 | |
| 1 | 1.2 | Interventionist Salaries | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $113,915.00 | $0.00 | | $113,915.00 | | | $113,915.00 | |
| 1 | 1.3 | Supplemental Curricular Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $0.00 | $94,700.00 | | $94,700.00 | | | $94,700.00 | |
| 1 | 1.4 | After School Program | All | No | | | All Schools | 2024-2027 | $239,261.90 | $195,397.00 | | $434,658.90 | | | $434,658.90 | |
| 1 | 1.5 | Summer School Programming | All | No | | | All Schools | 2024-2027 | $50,155.00 | $0.00 | | $50,155.00 | | | $50,155.00 | |
| 1 | 1.6 | Purchase and Implementation of Core Curricular Resources for Tier 1 Instruction | All | No | | | All Schools | 2024-2027 | $0.00 | $75,400.00 | | $75,400.00 | | | $75,400.00 | |
| 1 | 1.7 | Purchase and Implementation of Assessment Software and Supplies | All | No | | | All Schools | 2024-2027 | $0.00 | $7,800.00 | | $7,800.00 | | | $7,800.00 | |
| 1 | 1.8 | Special Education Services | Students with Disabilities | No | | | All Schools | 2024-2027 | $496,880.00 | $161,500.00 | $134,458.00 | $523,922.00 | | | $658,380.00 | |
| 1 | 1.9 | Additional Educational Consultant Work | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $0.00 | $60,750.00 | | $60,750.00 | | | $60,750.00 | |
| 1 | 1.10 | Instructional Coach | English Learners Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | 2024-2027 | | | | | | | | |

| 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 | | | | | | | | | | |
| 1 | 1.11 | Tutoring | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | | | | | | | | |
| 2 | 2.1 | Purchase of necessary supplies and materials | All | No | | | All Schools | 2024-2027 | $0.00 | $172,800.00 | | $172,800.00 | | | $172,800.00 | |
| 2 | 2.2 | Facilities lease/rent and maintenance supply fees | All | No | | | All Schools | 2024-2027 | $0.00 | $202,694.20 | $202,694.20 | | | | $202,694.20 | |
| 2 | 2.3 | IT and communication services and equipment | All | No | | | All Schools | 2024-2027 | $0.00 | $74,900.00 | $20,300.00 | $39,600.00 | | $15,000.00 | $74,900.00 | |
| 2 | 2.4 | Health and safety supplies and security fees | All | No | | | All Schools | 2024-2027 | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |
| 2 | 2.5 | Food services and student meals | All | No | | | All Schools | 2024-2027 | $84,954.00 | $106,032.00 | $84,954.00 | $9,168.00 | | $96,864.00 | $190,986.00 | |
| 2 | 2.6 | Insurance, authorizer oversight, and government fees | All | No | | | All Schools | 2024-2027 | $69,607.00 | $82,770.00 | $152,377.00 | | | | $152,377.00 | |
| 2 | 2.7 | Partnership with vendor for substitute teachers | All | No | | | All Schools | 2024-2027 | $91,288.00 | $45,700.00 | $91,288.00 | $45,700.00 | | | $136,988.00 | |
| 2 | 2.8 | Certificated teacher salaries and benefits | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $1,489,467.00 | $0.00 | $1,179,753.00 | $309,714.00 | | | $1,489,467.00 | |
| 2 | 2.9 | Certificated administrative salaries and benefits | All | No | | | All Schools | 2024-2027 | $301,719.00 | $0.00 | $136,720.00 | $164,999.00 | | | $301,719.00 | |
| 2 | 2.10 | Dues and Membership | All | No | | | All Schools | 2024-2027 | $0.00 | $4,300.00 | $4,300.00 | | | | $4,300.00 | |
| 3 | 3.1 | Partnership with TREC | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $89,050.00 | | $79,050.00 | | $10,000.00 | $89,050.00 | |
| 3 | 3.2 | Mental health services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $112,135.00 | $0.00 | $90,264.00 | $21,871.00 | | | $112,135.00 | |
| 3 | 3.3 | Surveys to students, families, and staff | All | No | | | All Schools | 2024-2027 | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Classified instructional support (student support specialist) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $329,903.00 | $0.00 | $172,604.00 | $82,129.00 | | $75,170.00 | $329,903.00 | |
| 3 | 3.5 | Social Emotional Learning Curriculum | All | No | | | All Schools | 2024-2027 | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |
| 3 | 3.6 | Mental health support through counselors and school psychologists | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $151,610.00 | $0.00 | $151,610.00 | | | | $151,610.00 | |
| 3 | 3.7 | Certificated administrative salaries and benefits | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $58,939.00 | $0.00 | $58,939.00 | | | | $58,939.00 | |
| 3 | 3.8 | Classified support staff salaries and benefits | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $193,720.80 | $0.00 | $92,241.80 | | | $101,479.00 | $193,720.80 | |
| 4 | 4.1 | Family Engagement Specialists, salary and benefits | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $18,292.00 | $0.00 | $18,292.00 | | | | $18,292.00 | |
| 4 | 4.2 | Family events and workshops | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 4 | 4.3 | Communication software | All | No | | | All Schools | 2024-2027 | $0.00 | $10,000.00 | | $10,000.00 | | | $10,000.00 | |
| 4 | 4.4 | Certificated Administrative salaries and benefits | All | No | | | All Schools | 2024-2027 | $107,442.00 | $0.00 | $107,442.00 | | | | $107,442.00 | |
| 5 | 5.1 | Attendance Incentive Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $1,400.00 | $1,400.00 | | | | $1,400.00 | |
| 5 | 5.2 | Attendance Platform and System | All | No | | | All Schools | 2024-2027 | $0.00 | $10,000.00 | | $10,000.00 | | | $10,000.00 | |
| 5 | 5.3 | Device and textbook availability and maintenance | All | No | | | All Schools | 2024-2027 | $0.00 | $10,000.00 | | $10,000.00 | | | $10,000.00 | |
| 5 | 5.4 | Attendance Clerk | All | No | | | All Schools | 2024-2027 | $29,356.00 | $0.00 | $29,356.00 | | | | $29,356.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **5** | **5.5** | Parent Outreach and Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $2,600.00 | $2,600.00 | | | | $2,600.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 4,256,963 | 1,164,615 | 27.358% | 0.000% | 27.358% | $1,769,703.80 | 0.000% | 41.572 % | **Total:** | $1,769,703.80 |
| | | | | | | | | **LEA-wide Total:** | $1,769,703.80 |
| | | | | | | | | **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** | **1.1** | Partnership with Education Consultants at Solution Tree | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.2** | Interventionist Salaries | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.3** | Supplemental Curricular Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.9** | Additional Educational Consultant Work | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.10** | Instructional Coach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **1** | **1.11** | Tutoring | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **2** | **2.8** | Certificated teacher salaries and benefits | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $1,179,753.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 3 | 3.1 | Partnership with TREC | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| 3 | 3.2 | Mental health services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $90,264.00 | |
| 3 | 3.4 | Classified instructional support (student support specialist) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $172,604.00 | |
| 3 | 3.6 | Mental health support through counselors and school psychologists | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $151,610.00 | |
| 3 | 3.7 | Certificated administrative salaries and benefits | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $58,939.00 | |
| 3 | 3.8 | Classified support staff salaries and benefits | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $92,241.80 | |
| 4 | 4.1 | Family Engagement Specialists, salary and benefits | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $18,292.00 | |
| 4 | 4.2 | Family events and workshops | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,000.00 | |
| 5 | 5.1 | Attendance Incentive Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,400.00 | |
| 5 | 5.5 | Parent Outreach and Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,600.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $6,042,472.00 | $5,117,770.34 |

| 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** | Partnership with Education Consultants at Solution Tree | Yes | $8,000.00 | 13731.82 |
| **1** | **1.2** | Interventionist Salaries | Yes | $334,711.00 | 113549.53 |
| **1** | **1.3** | Supplemental Curricular Resources | Yes | $146,577.00 | 40498.60 |
| **1** | **1.4** | After School Program | No | $130,000.00 | 366502.90 |
| **1** | **1.5** | Summer School Programming | No | $22,612.00 | 205377.53 |
| **1** | **1.6** | Purchase and Implementation of Core Curricular Resources for Tier 1 Instruction | No | $38,000.00 | 64551.73 |
| **1** | **1.7** | Purchase and Implementation of Assessment Software and Supplies | No | $10,000.00 | 6245.45 |
| **1** | **1.8** | Special Education Services | No | $111,700.00 | 266643.82 |
| **1** | **1.9** | Additional Educational Consultant Work | Yes | $320,332.00 | 470561.34 |
| **1** | **1.10** | Instructional Coach | Yes | $424,456.00 | |
| **1** | **1.11** | Tutoring | Yes | $300,000.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.1 | Purchase of necessary supplies and materials | No | $82,291.00 | 151888.30 |
| 2 | 2.2 | Facilities lease/rent and maintenance supply fees | No | $459,832.00 | 128748.14 |
| 2 | 2.3 | IT and communication services and equipment | No | $128,400.00 | 75519.08 |
| 2 | 2.4 | Health and safety supplies and security fees | No | $9,600.00 | 70846.73 |
| 2 | 2.5 | Food services and student meals | No | $119,260.00 | 87072.89 |
| 2 | 2.6 | Insurance, authorizer oversight, and government fees | No | $78,600.00 | 3813.36 |
| 2 | 2.7 | Partnership with vendor for substitute teachers | No | $79,000.00 | 76476.33 |
| 2 | 2.8 | Certificated teacher salaries and benefits | Yes | $1,595,663.00 | 1536882.42 |
| 2 | 2.9 | Certificated administrative salaries and benefits | No | $465,922.00 | 382310.01 |
| 2 | 2.10 | Dues and Membership | No | $4,400.00 | 8256.25 |
| 3 | 3.1 | Partnership with TREC | Yes | $42,700.00 | 1420.45 |
| 3 | 3.2 | Mental health services | Yes | $49,000.00 | 100673.39 |
| 3 | 3.3 | Surveys to students, families, and staff | No | $5,000.00 | 2744.32 |

| 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 | Classified instructional support (student support specialist) | Yes | $119,248.00 | 208524.66 |
| 3 | 3.5 | Social Emotional Learning Curriculum | No | $5,000.00 | 8393.50 |
| 3 | 3.6 | Mental health support through counselors and school psychologists | Yes | $184,094.00 | 78139.49 |
| 3 | 3.7 | Certificated administrative salaries and benefits | Yes | $72,656.00 | 120530.69 |
| 3 | 3.8 | Classified support staff salaries and benefits | Yes | $516,027.00 | 359364.69 |
| 4 | 4.1 | Family Engagement Specialists, salary and benefits | Yes | $55,740.00 | 12677.14 |
| 4 | 4.2 | Family events and workshops | Yes | $2,000.00 | 477.59 |
| 4 | 4.3 | Communication software | No | $10,000.00 | 11633.69 |
| 4 | 4.4 | Certificated Administrative salaries and benefits | No | $84,251.00 | 103789.83 |
| 5 | 5.1 | Attendance Incentive Program | Yes | $2,800.00 | 5382.68 |
| 5 | 5.2 | Attendance Platform and System | No | $10,000.00 | 2336.11 |
| 5 | 5.3 | Device and textbook availability and maintenance | No | $10,000.00 | 5074.56 |
| 5 | 5.4 | Attendance Clerk | No | $2,600.00 | 23727.48 |
| 5 | 5.5 | Parent Outreach and Support | Yes | $2,000.00 | 3403.84 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |

# 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) |
|---|---|---|---|---|---|---|
| 1131906 | $2,593,965.00 | $2,103,645.83 | $490,319.17 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Partnership with Education Consultants at Solution Tree | Yes | $8,000.00 | 13731.82 | | |
| 1 | 1.2 | Interventionist Salaries | Yes | $109,700.00 | | | |
| 1 | 1.3 | Supplemental Curricular Resources | Yes | | 58.22 | | |
| 1 | 1.9 | Additional Educational Consultant Work | Yes | | 470561.34 | | |
| 1 | 1.10 | Instructional Coach | Yes | $387,341.00 | | | |
| 1 | 1.11 | Tutoring | Yes | | | | |
| 2 | 2.8 | Certificated teacher salaries and benefits | Yes | $1,277,795.00 | 1099982.87 | | |
| 3 | 3.1 | Partnership with TREC | Yes | | | | |
| 3 | 3.2 | Mental health services | Yes | $49,000.00 | | | |
| 3 | 3.4 | Classified instructional support (student support specialist) | Yes | $48,971.00 | 102122.03 | | |
| 3 | 3.6 | Mental health support through counselors and school psychologists | Yes | $108,000.00 | | | |
| 3 | 3.7 | Certificated administrative salaries and benefits | Yes | $72,656.00 | 120530.69 | | |
| 3 | 3.8 | Classified support staff salaries and benefits | Yes | $471,962.00 | 274717.61 | | |

| 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 Specialists, salary and benefits | Yes | $55,740.00 | 12677.14 | | |
| **4** | **4.2** | Family events and workshops | Yes | | 477.59 | | |
| **5** | **5.1** | Attendance Incentive Program | Yes | $2,800.00 | 5382.68 | | |
| **5** | **5.5** | Parent Outreach and Support | Yes | $2,000.00 | 3403.84 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 4,165,577 | 1131906 | 0.00 | 27.173% | $2,103,645.83 | 0.000% | 50.501% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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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