LCFF Budget Overview for Parents

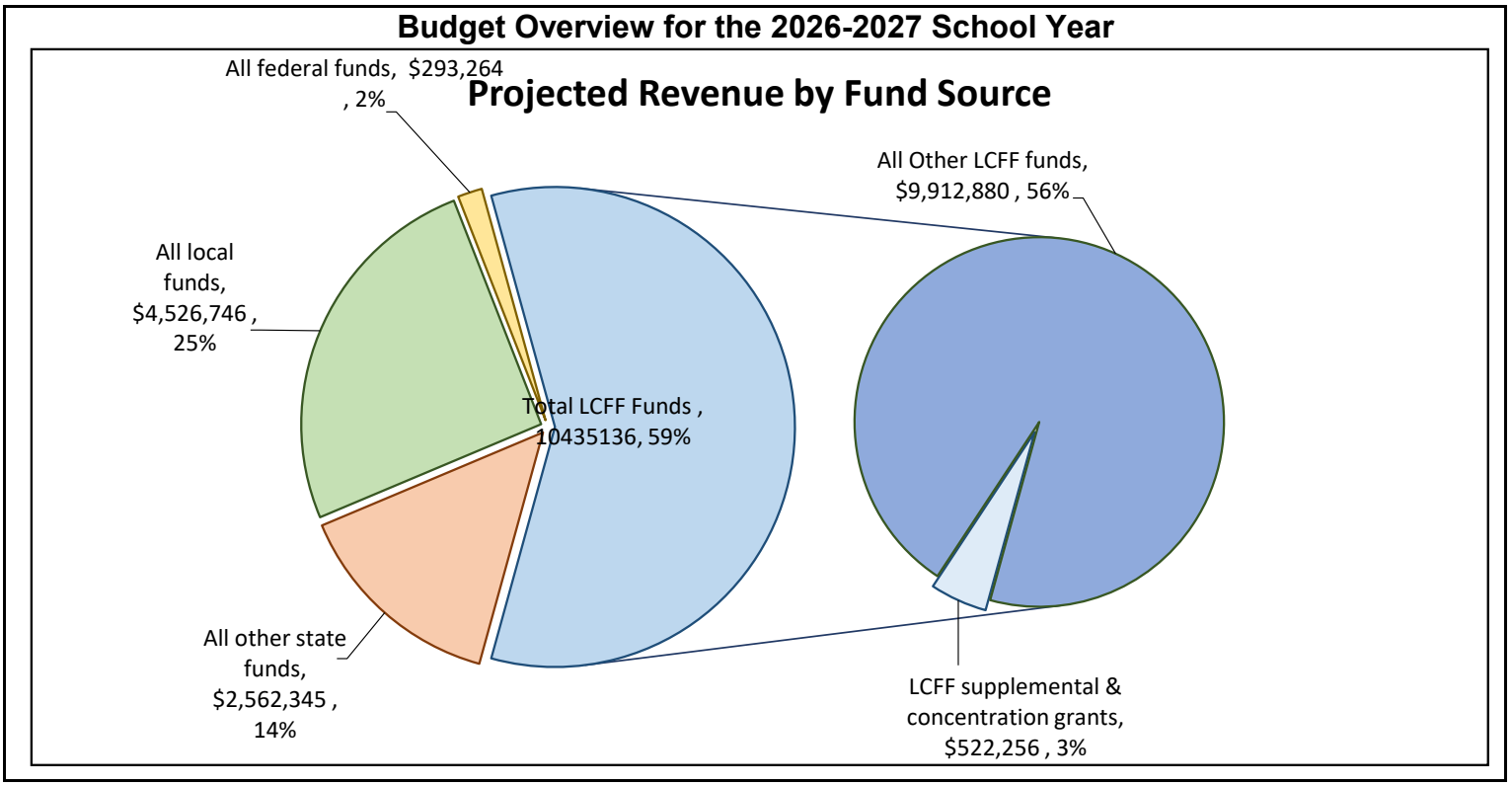
Local Educational Agency (LEA) Name: Irvine Chinese Immersion Academy

CDS Code: 30 73650 0142232

School Year: 2026-2027

LEA contact information: Benson Kwok, (949) 517-1610, bkwok@iciacademy.org

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).

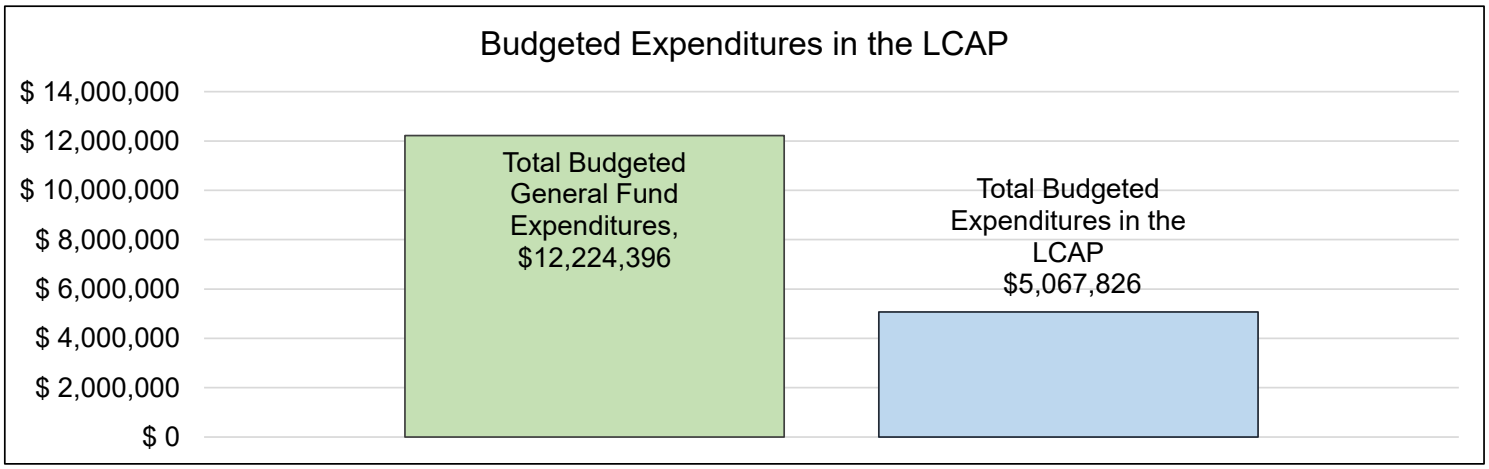


This chart shows the total general purpose revenue Irvine Chinese Immersion Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine Chinese Immersion Academy is $17,817,491.00, of which $10,435,136.00 is Local Control Funding Formula (LCFF), $2,562,345.00 is other state funds, $4,526,746.00 is local funds, and $293,264.00 is federal funds. Of the $10,435,136.00 in LCFF Funds, $522,256.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Irvine Chinese Immersion Academy plans to spend for 2026-2027. 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: Irvine Chinese Immersion Academy plans to spend $12,224,396.00 for the 2026-2027 school year. Of that amount, $5,067,825.58 is tied to actions/services in the LCAP and $7,156,570.42 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

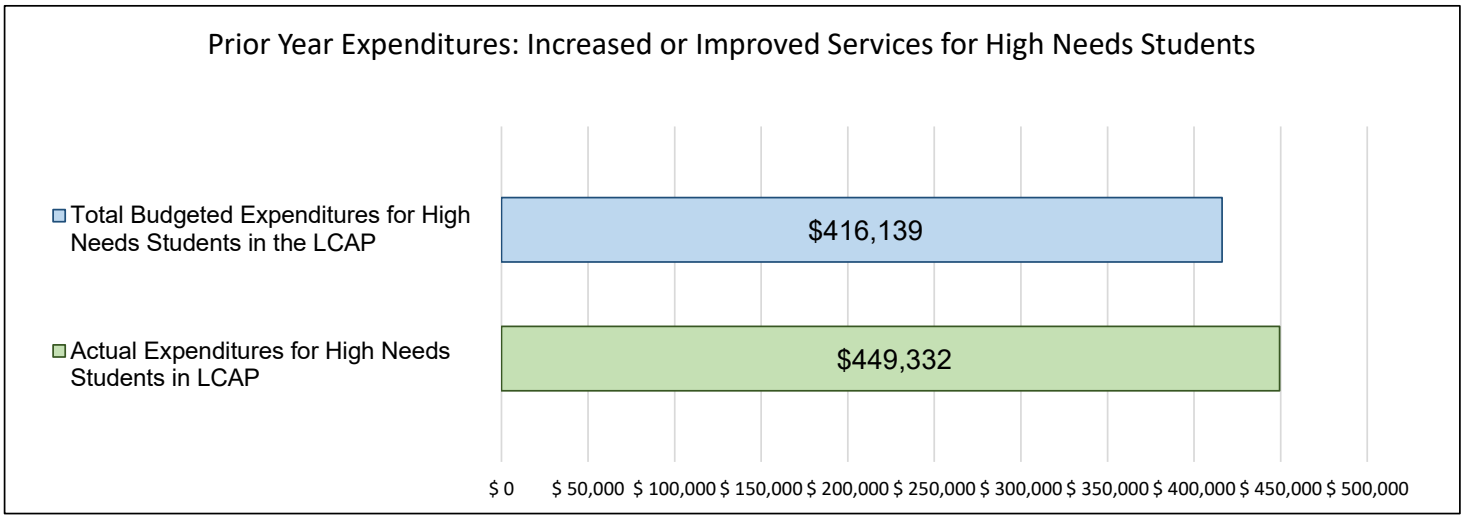
General fund budgeted expenditures that are not in the LCAP include some salaries, all benefits, uniforms, food, district oversight fees and operating expenditures including insurance, some professional services, back office support, accounting, bank charges, payroll fees, and legal fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Irvine Chinese Immersion Academy is projecting it will receive $522,256.00 based on the enrollment of foster youth, English learner, and low-income students. Irvine Chinese Immersion Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Chinese Immersion Academy plans to spend $572,534.81 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Irvine Chinese Immersion Academy's LCAP budgeted $416,139.00 for planned actions to increase or improve services for high needs students. Irvine Chinese Immersion Academy actually spent $449,332.00 for actions to increase or improve services for high needs students in 2025-2026.

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
Irvine Chinese Immersion Academy	Benson Kwok, Ed.D., Executive Director	bkwok@iciacademy.org, 949-517-1610

Plan Summary 2026-27

General Information

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

Irvine Chinese Immersion Academy (ICIA) is an independent public charter school authorized by the Irvine Unified School District to serve students in Transitional Kindergarten through 8th grade .

ICIA is located in Irvine, California, and offers open enrollment to students from across Orange County and surrounding areas. The school has experienced significant growth since its founding and continues to expand toward full program capacity.

For the 2025-2026 school year, ICIA served approximately 680 students, with projected enrollment of 840 for 2026–2027. The student population includes approximately 18% English Learners, 11% socioeconomically disadvantaged students, and 4.6% students with disabilities, based on the most recent CALPADS data.

ICIA offers a Mandarin immersion program designed to develop bilingualism, biliteracy, and cross-cultural competency while maintaining high levels of academic achievement. Instruction is grounded in research-based practices, differentiated instruction, and a commitment to meeting the needs of all learners.

In addition to core academic subjects, ICIA provides integrated opportunities in visual and performing arts (VAPA), science, technology, engineering, and mathematics (STEAM), and project-based learning. The school emphasizes social-emotional learning, character development, and student well-being as essential components of the educational program.

ICIA is committed to preparing students to become globally competent, critical thinkers who are equipped for success in a diverse and interconnected world.

Reflections: Annual Performance

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

Academic Achievement

ICIA students demonstrated strong academic performance in both English Language Arts (ELA) and Mathematics based on the most recent available data. According to the Spring 2026 i-Ready Diagnostic administration, 71% of students in grades K–5 were performing at Mid Grade Level or Above Grade Level in Reading, with an additional 17% performing at Early On Grade Level, resulting in 88% of students performing at or near grade-level expectations. In Mathematics, 76% of students were performing at Mid Grade Level or Above Grade Level, with an additional 14% performing at Early On Grade Level, resulting in 90% of students performing at or near grade-level expectations.

At the time of development of the 2026–2027 LCAP, final Spring 2026 CAASPP and Level Learning Mandarin assessment results were not yet available. ICIA will review and incorporate these results as part of its ongoing data analysis and continuous improvement process once they become available.

These outcomes reflect the strength of ICIA's instructional program, including differentiated instruction, small group support, instructional aide support, and the effectiveness of the dual immersion model. Students also report positive academic experiences and strong growth in Mandarin language development.

While overall performance remains strong, ICIA continues to monitor subgroup outcomes, including English Learners, socioeconomically disadvantaged students, and students with disabilities, to ensure equitable access and outcomes for all student groups.

Student Engagement and School Climate

ICIA maintained high levels of student engagement during the 2025–2026 school year. As of May 1, 2026, the school reported an attendance rate of approximately 97%, with only two student suspensions and no expulsions. These outcomes reflect a positive and structured learning environment grounded in clear expectations, social-emotional learning, and student support systems.

Student feedback indicates that relationships with adults on campus are a significant strength. Eighty-seven percent of students reported that adults at school care about them, and 83% reported feeling safe at school. These findings suggest that students feel supported by teachers and staff, contributing to a strong sense of safety and academic confidence.

However, student survey data identified peer relationships and mutual respect among students as an area for growth. While 73% of students reported a sense of belonging at school, perceptions of peer respect were notably lower, with many students selecting neutral responses and approximately 20% indicating disagreement. This highlights the need to strengthen schoolwide systems that promote positive peer interactions, student connectedness, and a stronger sense of belonging across grade levels.

Family and Community Engagement

Family engagement remains a strong foundation of the ICIA community. Based on survey data, families continue to report high levels of satisfaction with the school environment. Ninety percent of families reported positive perceptions regarding school safety, 88% reported satisfaction with school communication, and 89% indicated trust in school leadership and decision-making. Additionally, approximately 54% of families participated in volunteer opportunities during the school year, while PTO membership remained strong at approximately 80%, reflecting a high level of community commitment and partnership.

As part of the LCAP development process, ICIA conducted a March 2026 Possip survey to gather feedback from families and students regarding academic outcomes, instructional quality, school climate, and communication. Out of approximately 665 families, 304 family responses were received. Additionally, 94 student responses were collected from students in grades 3–5, providing meaningful insight into the student experience.

Survey results confirmed that instructional quality is a clear strength. Families expressed strong trust in teachers and value the quality of classroom instruction, while students reported strong adult support and positive engagement in learning. Families also indicated that they feel welcomed as partners in the school community.

Areas for Growth

Despite these strengths, several areas for improvement were identified through data analysis and stakeholder feedback.

While instructional quality remains strong, families noted that feedback regarding student progress and academic performance is not always consistent. This indicates an opportunity to strengthen systems for academic feedback, progress monitoring, and communication of student learning.

Student climate emerged as a priority area. Although students report strong relationships with adults, peer relationships and mutual respect were identified as concerns. This highlights the need to prioritize school culture initiatives focused on belonging, peer interaction, and character development.

Family engagement data also indicates opportunities to deepen participation among certain groups. While families generally feel welcomed and connected, participation in workshops, advisory groups, and engagement opportunities varies. Additionally, participation in the English Learner Advisory Committee (ELAC) remains limited, indicating a need for more targeted outreach and engagement strategies for English Learner families.

Family survey feedback also identified facilities and campus capacity as areas of concern. As enrollment continues to grow, families expressed interest in expanded facilities, additional specialized learning spaces, and enhanced enrichment opportunities to support student learning and school growth.

Conclusion and Implications for Action

ICIA’s analysis of performance data and stakeholder feedback indicates a strong instructional foundation, a positive school environment, and high levels of family engagement, while also identifying key opportunities to improve systems that support student experience and family partnership.

These findings directly informed the development of the 2026–2027 LCAP, with a focus on:

• Maintaining strong instructional practices and high academic outcomes
• Strengthening feedback and intervention systems to support student learning
• Prioritizing student culture, belonging, and peer relationships

• Expanding STEM, enrichment, and advanced learning opportunities
• Deepening family engagement and participation
• Increasing transparency and communication regarding programs, facilities planning, and resource allocation

Through this reflective process, ICIA remains committed to continuous improvement and to ensuring that all students, families, and staff are supported in a high-quality, inclusive educational environment.

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
Parents/Guardians	**Process for Engagement** ICIA engaged parents and guardians through multiple structures designed to gather both broad and targeted feedback throughout the 2025–2026 school year. These included: ● **Possip Surveys:** Monthly and targeted surveys were administered, including a comprehensive survey in March 2026. A total of 304 responses were received out of approximately 665 families. Surveys gathered input on instructional quality, school climate, communication, and family engagement. ● **Parent-Teacher Organization (PTO):** The PTO provided ongoing feedback on school programs, family engagement strategies, and community-building efforts. ● **School Site Council (SSC):** Parent representatives participated in SSC meetings to review data, provide input on LCAP priorities, and advise on schoolwide goals and expenditures. ● **English Learner Advisory Committee (ELAC):** ELAC meetings were held to gather input from families of English Learners regarding programs and services. Feedback from this group informed strategies to improve outreach and support for English Learner families. ● **Coffee Chats with School Leadership:** Held bi-monthly, these meetings provided opportunities for open dialogue, questions, and direct feedback from families. ● **FACEwalk (Family and Community Engagement Walks):** Families participated in classroom observations and discussions with staff to better understand instructional practices and school culture. ● **Parent Workshops and Trainings:** Workshops were offered in partnership with staff and community organizations to support family understanding of academic expectations, student development, and school programs. (Chan Olutdade) These engagement opportunities ensured that parent perspectives were consistently incorporated into the LCAP development process.

Instructional Staff Teachers, Admin	Teachers and administrators were actively engaged in the LCAP development process through ongoing collaboration and structured opportunities for input: ● **Staff Meetings and Professional Learning Communities (PLCs):** Teachers reviewed student performance data, discussed instructional strategies, and provided feedback on academic programs and student support systems. ● **Instructional Leadership Team (ILT) and Committees:** Staff participated in leadership teams and committees focused on curriculum, assessment, school climate, and instructional improvement. ● **Ongoing Collaboration and Feedback:** Administrators and teachers engaged in regular dialogue regarding instructional practices, intervention systems, and professional development needs. ● **Goal and Program Reflection:** Staff contributed to the evaluation of current goals, actions, and program effectiveness, including areas such as small group instruction, SEL implementation, and curriculum development. This engagement ensured that the LCAP reflects classroom-level experience and instructional priorities.
Other School Personnel	Classified staff and support personnel were engaged through ongoing communication and participation in school structures: ● **Staff Meetings and Internal Communication:** Classified staff received updates and provided input through meetings, memos, and regular communication channels. ● **Committee Participation:** Support staff contributed to schoolwide committees, including those focused on school safety, PBIS, and student support systems. ● **Operational Feedback:** Staff provided insights related to school operations, student services, and campus climate, contributing to a comprehensive understanding of school needs. This input ensured that the perspectives of all staff members supporting students were included in the LCAP development process.

	Student voice was incorporated through developmentally appropriate methods to ensure that their perspectives informed school planning: ● **Student Surveys:** Surveys were administered to students in grades 3–5, with 94 responses collected out of approximately 180 students. These surveys focused on school climate, belonging, academic experience, and relationships. ● **Classroom Discussions:** Teachers facilitated discussions to gather student feedback on their learning experiences and school environment. ● **Student Leadership Opportunities:** Student input was also gathered through leadership structures and informal feedback opportunities, allowing students to share perspectives on school culture and engagement. Student feedback provided critical insight into areas such as peer relationships, sense of belonging, and overall school experience.

Insert or delete rows, as necessary.

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

Influence of Educational Partner Input

Feedback from parents, students, teachers, administrators, and staff played a critical role in shaping the development of the 2025–2026 LCAP. Input gathered through surveys, advisory groups, meetings, and ongoing collaboration was analyzed to identify strengths, areas for growth, and priorities for improvement. This feedback directly informed the development of goals, actions, and resource allocation.

Instructional Quality and Academic Program
Educational partner feedback consistently identified instructional quality as a strength. Families expressed strong trust in teachers and the quality of classroom instruction, and students reported positive relationships with staff and strong academic support, including growth in Mandarin language development. Teachers and administrators also affirmed the effectiveness of small group instruction and differentiated instructional practices.

As a result, the LCAP maintains a focus on sustaining high-quality instruction through continued investment in small group instructors, instructional materials, and professional development aligned to data-driven instruction and dual immersion best practices.

Academic Feedback and Intervention Systems
While instructional quality was identified as a strength, family feedback indicated that communication regarding student progress and feedback on learning is not always consistent. Staff input similarly highlighted the need for more structured progress monitoring and alignment in intervention practices.

In response, the LCAP includes actions to strengthen academic feedback systems, improve progress monitoring, and refine intervention structures to ensure that all students receive timely and consistent support.

Student Climate and Sense of Belonging
Student survey results indicated that while relationships with adults are strong, peer relationships and mutual respect among students require improvement. Students identified peer interactions and sense of belonging as areas of concern. Staff also noted the need for more consistent implementation of schoolwide behavior and culture systems.

As a result, the LCAP prioritizes actions to strengthen school climate, including enhanced implementation of PBIS, expanded social-emotional learning supports, and a greater focus on building positive peer relationships and student belonging across the school.

Family Engagement and Participation
Family feedback indicated that while families feel welcomed and included in the school community, participation in engagement opportunities such as workshops, advisory groups, and meetings is inconsistent. Survey data also showed that some families were unaware of available parent education opportunities, and participation in ELAC remains limited.

In response, the LCAP includes actions to expand outreach, improve communication systems, and increase accessibility of family engagement opportunities. These efforts include strengthening parent education programming, increasing multilingual communication, and prioritizing engagement strategies for English Learner families.

Communication and Transparency
Educational partners expressed interest in clearer communication regarding school programs, student progress, and how resources support student outcomes. Families and staff both identified the need for increased transparency and clarity in communication.

As a result, the LCAP includes actions to enhance communication systems, improve visibility of program effectiveness, and provide clearer information regarding the use of resources and their impact on student learning.

Conclusion

Through this comprehensive engagement process, ICIA ensured that the voices of educational partners directly informed the development of the LCAP. The resulting goals and actions reflect a balanced approach that maintains strong instructional practices while addressing identified needs in student climate, academic systems, and family engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ICIA will cultivate a collaborative and positive educational environment by recruiting, training, supporting, and retaining highly effective teachers and staff, ensuring they have the resources needed to foster physical and emotional security, thereby empowering students to develop the skills necessary for a globally interconnected future.	Broad Goal

State Priorities addressed by this goal.

By addressing these state priorities through Goal #1, ICIA can ensure a holistic approach to improving the educational environment, ultimately leading to better outcomes for both students and staff.

Priority 1: Basic Services

Ensures that highly qualified teachers are recruited, trained, supported, and retained.

Provides necessary instructional materials and a safe learning environment.

Priority 2: Implementation of State Standards

Supports the ongoing professional development of teachers to effectively implement state standards.

Priority 3: Parent Involvement

Although not explicitly stated, fostering a positive educational environment often involves engaging parents as partners in the educational process.

Priority 5: Pupil Engagement

Promotes a positive and secure environment that encourages students to take academic risks and engage deeply in their learning.

Priority 6: School Climate

Focuses on creating a supportive and secure school climate that fosters emotional and physical safety for students.

Priority 8: Other Pupil Outcomes

Aims to develop students' skills necessary for success in a globally interconnected future, which aligns with broader pupil outcomes beyond academic achievement.

An explanation of why the LEA has developed this goal.

ICIA has developed this goal to ensure a comprehensive and supportive educational environment that prioritizes both the academic and personal development of its students. By focusing on recruiting, training, supporting, and retaining highly effective teachers and staff, the

school aims to provide high-quality education and resources. This goal also emphasizes the importance of physical and emotional security, creating a safe space where students feel confident to take risks and engage in learning. Ultimately, this approach prepares students with the necessary skills and knowledge to succeed in a globally interconnected future, aligning with ICIA's commitment to holistic student development and excellence in education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Evaluate new hires based on qualifications, certifications, and performance during the first year.	89% of staff meeting Performance Expectations	92% of Staff Exceeded or Met expectations on Evaluations	95% of Staff Met expectations on Evaluations	95% meeting Performance Expectations	+3%
Metric #2	Professional Development Participation Hours	Average of 16 hours per certificated Avg 8 hours all other staff	Average of 33 Hours per certificated 12 hours classified	Avg 28 hrs certificated 20 hrs classified	24+per certificated 12+ Average all other staff	+ Exceeded 8 hrs average certificated + Exceeded 12 hrs average Classified

Metric #3	Staff Surveys and Feedback	93%	**Staff Surveys** **86%** of teachers felt supported by ICIA leadership and administration. **86%** agreed that ICIA fosters a school culture grounded in respect, responsibility, and well-being. **86%** reported access to professional development that supports their teaching practice.	100% of survey responses indicated that teachers feel supported by ICIA Leadership 100% of survey responses indicate that there is a positive and respectful culture at ICIA 82% of teachers indicate that professional development has improved their instruction. 18% answered neutral	98% Often/Always for items	+7% +7% -11%-
Metric #4	Engagement: Attendance Rates	96%	96%	97%	98.5% Attendance	+ 1%
Metric #5	Suspension Rates, Behavior Records/ incident reports	0 Suspensions	0 Suspensions	2 suspensions	0 Suspensions	+ 2 differential

Metric #6	Student Surveys	90% Often/Always	**94%** of students reported feeling safe at school. **88%** agreed that adults at school care about them. **85%** felt a sense of belonging at ICIA.	56% responded that they agree 27% Strongly agree 83% Total 59% Agree 28% Strongly 87% Total 53% Agree 20% Strongly 73% Total	95% Often/Always for items	+7% Feeling Safe at school -3% Adults Care -15% Sense of Belonging
Metric #7	Counselor Session Logs / program participation / staff referrals	8% of students participating in Tier 2 Interventions/referred by staff	9.7%	15%	Less than 5% of student population referred/participating Tier 2 Behavior Intervention	+5.3
Metric #8	Maintenance Reports - Daily Cleaning Logs	90% facilities issues resolved in a timely manner	**93%** of maintenance requests completed within expected timeframe.”	95% of maintenance request completed within time frame	95% facilities issues resolved in a timely manner	at.

Insert or delete rows, as necessary.

Goal Analysis for 2026-27

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 2025–2026 school year, ICIA continued to implement key actions aligned to this goal, including the development and strengthening of schoolwide Positive Behavioral Interventions and Supports (PBIS), the provision of social-emotional learning (SEL) supports, and ongoing

staff professional development focused on student behavior, engagement, and classroom management. A certificated school counselor was also provided to support student well-being and targeted interventions.

Available data indicates that these actions were largely effective in maintaining a positive and structured school environment. ICIA maintained high levels of student engagement, with an attendance rate of approximately 96%, and reported no suspensions or expulsions during the school year. Student feedback and staff observations indicate that relationships between students and adults on campus are a significant strength, contributing to a safe and supportive learning environment.

Stakeholder feedback collected through the Spring 2026 Possip survey provided additional insight into school climate and student experience. While families and students affirmed the strength of instructional support and adult relationships, student responses identified peer relationships and student-to-student respect as areas for growth. This indicates that, while Tier 1 systems are effective in promoting structure and adult support, additional focus is needed to strengthen peer culture and student belonging.

Expenditures associated with this goal were implemented largely as planned, including investments in staffing, professional development, and student support systems.

Based on this analysis, ICIA will continue to implement PBIS and SEL systems while strengthening schoolwide culture initiatives. Future efforts will focus on improving peer relationships, increasing student sense of belonging, and ensuring consistent implementation of behavior and social-emotional supports across all classrooms.

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 notable differences between budgeted and actual expenditures under Goal 1. Actions 1 and 2 exceeded their planned budgets due to increased investments in schoolwide culture and student support initiatives. Additional resources were allocated to strengthen PBIS implementation, staff training, student recognition programs, and social-emotional learning supports. Action 2, in particular, reflected higher-than-anticipated costs associated with counseling services and expanded mental health supports to address increasing student needs. These expenditures aligned with ICIA’s commitment to maintaining a positive school climate and supporting student well-being.

In contrast, Action 3 expenditures were lower than originally budgeted. While professional development activities were implemented, some planned training opportunities, conferences, and related expenditures occurred at a lower cost than anticipated or were adjusted based on staff availability and scheduling considerations. As a result, actual expenditures for this action were below the original budget allocation.

Overall, the expenditure variances under Goal 1 reflect ICIA’s strategic prioritization of direct student supports and school climate initiatives while continuing to implement professional development opportunities in a cost-effective manner. These differences will help inform future budgeting and forecasting efforts.

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

Goal 1 focused on fostering a positive school culture, supporting student well-being, and attracting and retaining high-quality staff. The actions implemented under this goal produced meaningful impact, although effectiveness varied across initiatives.

The hiring and integration of a certificated school counselor was one of the most effective actions. The counselor supported the implementation of social-emotional learning (SEL) through Tier 1 classroom instruction and targeted Tier 2 interventions. As a result, approximately 90% of students reported that SEL practices were present “often” or “always” in their classroom environment, and 9.7% of students accessed additional counseling services. These supports contributed to a positive campus culture and were consistently identified in student and staff feedback as critical to student well-being.

The facilities and maintenance action was also effective. ICIA resolved approximately 93% of maintenance requests in a timely manner, contributing to a safe and well-maintained campus environment. This is reflected in high satisfaction ratings, with approximately 94% of students indicating that physical and emotional safety at school is a priority.

Progress was made in behavior support systems through the establishment of a PBIS committee and the introduction of foundational practices; however, implementation of PBIS was inconsistent across classrooms. Teacher feedback indicated that Tier 1 behavior systems lacked uniformity, and additional training and clearer structures are needed to ensure consistent application across the school. As a result, this action was only partially effective in improving peer interactions and schoolwide behavior systems.

Efforts to develop a comprehensive recruitment and retention plan were also partially implemented. While hiring occurred and some outreach efforts were conducted, the school experienced challenges related to a limited pool of Mandarin-proficient candidates and delays in recruitment timelines and posting platforms. As a result, this action had limited effectiveness in fully addressing long-term staffing stability.

Overall, actions under Goal 1 were effective in supporting student well-being and maintaining a safe and positive learning environment, while highlighting the need for continued refinement in behavior systems and staffing strategies.

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.

Reflecting on the implementation and outcomes of Goal 1 during the 2024–2025 school year, ICIA has made targeted adjustments to actions, metrics, and implementation strategies for the 2025–2026 LCAP to improve effectiveness and ensure stronger alignment with identified needs.

In response to inconsistencies in the implementation of Tier 1 behavior systems, ICIA has enhanced its PBIS framework to include clearly defined schoolwide expectations, dedicated professional development, and ongoing coaching and monitoring. As a result, a new metric has been added to track the percentage of classrooms demonstrating consistent Tier 1 implementation, based on classroom walkthroughs and staff self-assessments.

To strengthen data-driven decision-making related to school climate, ICIA will implement a system to track both major and minor behavioral incidents. This new metric will support more precise monitoring of student behavior trends and inform targeted interventions.

Based on challenges identified in recruiting qualified bilingual staff, particularly Mandarin-speaking teachers, ICIA has added a new action focused on developing a strategic recruitment pipeline. This includes forming partnerships with universities and credentialing programs, as well as implementing earlier and more targeted outreach efforts.

In response to increased demand for student support services, the role of the school counselor will be expanded to include SEL curriculum mapping and the development of peer support structures. Additional metrics will be used to monitor counseling services, including counselor caseload and the percentage of students receiving Tier 1 and Tier 2 supports.

To maintain and improve campus safety and responsiveness, ICIA has also added a formal metric to track facilities response times, ensuring continued accountability in maintaining a safe and well-supported learning environment.

These changes reflect ICIA's commitment to continuous improvement and are directly informed by data analysis and stakeholder feedback. Through these refinements, the LEA aims to strengthen implementation fidelity, improve student outcomes, and ensure that all students experience a safe, supportive, and inclusive school environment.

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
Action #1	School-wide PBIS System to promote attendance and foster a positive school culture/climate	A PBIS committee will be formed to support and refine the schoolwide PBIS system which focuses on rewarding and recognizing our scholars for displaying/acts of good character. All staff will be trained on the tracking systems, PBIS, MTSS and character education to ensure the program will be implemented with fidelity. Purchase of Character Strong curriculum, PBIS system, incentives and professional learning.	$11,131	Y
Action #2	Student Mental Health and Social Emotional Learning	Certificated school-based counselor to work with child development in the areas of self-management strategies, social skills, and learning strategies. Will work in collaboration with teachers and administrators as part of a proactive total education program. Implementation of programs to support students through an important development period of their lives. The programs will provide education, prevention and intervention activities as part of MTSS for behavior (Second Step SEL program) Connect with local community services providers as a resource for the ICIA community.	$79,234	Y
Action #3	Quality School Facilities and maintenance	Establish innovative collaborative spaces, media centers, classrooms, and labs to ensure equity of instructional environment and materials for all students. Custodial supplies, staff and furniture to maintain a clean and safe environment for learning	$1,676,381	N
Action #4	Staff Recruitment Retention	Develop a comprehensive recruitment plan that includes marketing,a strong online presence. Create recognition programs for staff. competitive salaries and benefits.	$9,249	N
Action #5	Staff Support Systems	Offer career advancement, mentorship opportunities, customized training, wellness programs, work life balance support. Organize team-building activities and retreats for staff to foster a sense of community and collaboration. Teacher Induction H1-B Visa Support: Legal Fees	$27,120	N

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will experience a rigorous Dual Immersion, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.	Maintenance of a Progress Goal

State Priorities addressed by this goal.

Priority 1 Basic Services Description: Ensuring all students have access to fully credentialed teachers, instructional materials that align with state standards, and safe, properly maintained school facilities.

Alignment: Providing a rigorous Dual Immersion, standards-based curriculum delivered by highly qualified staff ensures that students have access to quality instructional materials and fully credentialed teachers.

Priority 2: Implementation of State Standard Description: Implementation of academic content and performance standards adopted by the state board for all students, including English Learners.

Alignment: Delivering a standards-based curriculum ensures that academic content and performance standards are effectively implemented for all students, including those in the Dual Immersion program.

Priority 4: Pupil Achievement Description: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career readiness.

Alignment: A rigorous curriculum delivered by highly qualified staff is designed to improve student achievement and demonstrate growth in site, state, and federal assessments.

Priority 7: Course Access Description: Ensuring students have access to a broad course of study that includes all of the subject areas described in Education Code section 51210 and 51220(a)(i), as applicable.

Alignment: Providing a comprehensive Dual Immersion curriculum ensures that students have access to a broad course of study that meets or exceeds state requirements.

Priority 8 Pupil Outcomes Description: Measuring student outcomes in various state and local assessments.

Alignment: The goal explicitly focuses on demonstrated growth as measured by site, state, and federal assessments, directly aligning with the priority of measuring and improving pupil outcomes.

An explanation of why the LEA has developed this goal.

In alignment with IUSD, our certifying entity, Goal #2 of ICIA is to ensure all students attain proficiency in state standards by providing them with access to rigorous and relevant learning tools, and by ensuring staff have access to the resources and skills they need to provide the

highest quality educational experience we can envision. We share the belief of preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students; therefore, we must leverage their talent and empower personnel to develop essential capacities within our students.

We will accomplish this goal by utilizing Data and Coaching teams as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. Technology is a transformative tool that can elevate student learning and leverage a teacher's ability to enhance the educational process. Technology allows us to personalize learning, expand opportunities, and promote creativity. By doing so, students will have access to relevant, rigorous and engaging material and interactions. We will use technology to connect our staff, students and community to our vision and goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	I-ready reading and Math diagnostics level Learning	93% ELA 89% MAth 70% CLA	K-4 Reading 89% K-4 Math 93% LL Reading 77%	K-5 Reading 88% (550) K-5 Math 90% LL CLA Reading 85%	97%ELA 95%Math 85%CLA	-1% -3% +7%

Metric #2	CAASPP for Math and ELA	NA	3rd Math 96% met or exceeded 3rd ELA 75% met or exceeded 4th Math 97% met or exceeded 4th ELA 97% met	3rd Math 88% 3rd ELA Not Avail 4th Math 81% 4th ELA Not Avail 5th Sci 89% 5th Math 94% 5th ELA 92%	92% ELA 90%Math	NA
Metric #3	Student progress reports and formative assessments	85% at or above grade level core subjects	Adjust / Remove Metric - Data collection Issues	Answer	90% at or above grade level core subjects	NA
Metric #4	IEP progress reports	NA	93% with IEP met goals	80% Met IEP Goals	95%	NA
Metric #5	Gate Participation	0%	Identification and assessment complete for 25-26 Rollout. 48% of third and fourth graders identified.	50% 5th Grade 37% 4th Grade 25% 3rd Grade	15% of 4th and 5th Grade	N A
Metric #6	Materials Inventory	100% student Access	100% Student access digital access and traditional access	100%	100%student access	100%

Metric #7	Student Survey	None	NA - Student Survey was not given out in the 24-25 SY	Grades for grades 3rd-5th My teachers make learning interesting and engaging. Agree+ Strongly Agree 60% My teachers explain Lessons Clearly: Agree+Strongly Agree 73% Report of positive Engagement in classroom Learning: Agree+Strongly Agree 89%	90% Often/Always	NA
Metric #8	Employee Evaluations	89% of staff meeting Performance Expectations	93% of staff meeting performance expectations	Removed - Already in Goal #1	95% meeting Performance Expectations	+4%

Insert or delete rows, as necessary.

Goal Analysis for 2026-27

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 2025–2026 school year, ICIA largely implemented the actions and services outlined in Goal 2 as planned in support of academic achievement and access to a well-rounded educational program. Major actions implemented included small group instruction and intervention support, instructional aide support within classrooms, standards-aligned instructional materials, professional development for teachers, expansion of the Visual and Performing Arts (VAPA) program, initial implementation of STEM and Project-Based Learning (PBL), and continued development of systems to support Gifted and Talented Education (GATE).

One of the most successfully implemented actions was the use of small group instruction and instructional aides to provide targeted academic support and differentiation. These supports were consistently utilized across grade levels and allowed teachers to provide more responsive instruction aligned to student needs in both English and Mandarin instruction. The school also successfully expanded enrichment opportunities through implementation of VAPA programming and increased access to STEM and project-based learning experiences.

ICIA additionally strengthened its academic systems through professional development focused on instructional strategies, Mandarin curriculum alignment, and data-informed instructional practices. Teacher participation and implementation were generally strong, and survey results indicated that the majority of teachers found professional development beneficial to instructional practice.

While most planned actions were implemented successfully, several initiatives were implemented in phases rather than at full scale. The GATE program was expanded during the year through teacher certification efforts and the introduction of CogAT assessment processes; however, full implementation of formalized GATE structures and programming will continue into the 2026–2027 school year. Similarly, STEM and Project-Based Learning initiatives demonstrated promising early implementation, though consistency across grade levels varied as teachers and staff continued developing instructional capacity and resources.

The school also experienced some implementation challenges related to staffing capacity, scheduling, and balancing rapid organizational growth with increasing program demands. Family feedback additionally highlighted a need for more consistent academic communication and clearer systems for sharing student progress and intervention information. In response, the school began reviewing systems for progress monitoring and family communication to strengthen consistency moving forward.

Overall, implementation of Goal 2 actions during the 2025–2026 school year was successful and resulted in expanded academic supports, enrichment opportunities, and instructional capacity. ICIA will continue refining and strengthening these systems during the 2026–2027 school year to support continued academic growth and equitable outcomes for all students.

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

There were notable differences between budgeted and actual expenditures under Goal 2. Actions 1, 2, 4, and 6 exceeded their planned budgets due to increased investments in instructional programs, student supports, and resources necessary to meet student learning needs and academic achievement goals. Additional expenditures were associated with expanded instructional materials, professional learning opportunities, intervention supports, and staffing-related costs that were identified during implementation as necessary to effectively support student progress and program quality.

In contrast, Actions 5 and 8 were implemented at lower-than-budgeted levels. Actual expenditures for these actions were reduced due to cost savings, adjustments in implementation timelines, and lower-than-anticipated expenses for planned activities and services. In some cases, services were provided more efficiently than originally projected, while certain purchases or program components were deferred or scaled based on actual student participation and operational needs.

Overall, the expenditure variances under Goal 2 reflect ICIA's commitment to prioritizing resources that directly support student achievement and instructional effectiveness while responsibly managing expenditures in areas where costs were lower than anticipated. These differences will help inform future budget development and improve the accuracy of expenditure forecasting.

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

The actions implemented under Goal 2 were generally effective in advancing ICIA's goal of delivering a rigorous, well-rounded academic program aligned with student needs. This effectiveness is reflected in strong academic outcomes, access to enrichment opportunities, and expanded instructional supports.

One of the most impactful and well-executed actions was the implementation of small group instruction through the use of instructional aides and support staff. These staff members provided both in-class and targeted pull-out support, allowing for increased differentiation and timely feedback. This action was strongly correlated with high levels of student performance. Based on the most recent available data, approximately 97% of students were performing at or above grade level in English Language Arts and 95% in Mathematics on i-Ready assessments. CAASPP results also reflected strong outcomes, with over 95% of students in grades 3 and 4 meeting or exceeding standards in both ELA and Mathematics. Teachers reported that this support significantly enhanced their ability to differentiate instruction, particularly in Mandarin Language Arts.

The Visual and Performing Arts (VAPA) program was also highly effective. The addition of a dedicated VAPA specialist ensured that all students received structured, standards-aligned instruction in music, visual arts, or performing arts. This program enriched the overall educational experience and provided meaningful opportunities for student expression and engagement, particularly for students who benefit from alternative modes of learning.

Instructional materials and curriculum resources were effectively implemented, ensuring that all students had access to standards-aligned content across subject areas. This contributed to consistency across classrooms and supported the integrity of the dual immersion program.

Professional development was partially implemented and had a more limited impact. While some training sessions were completed, including work on Mandarin curriculum mapping and instructional strategies, fewer sessions occurred than originally planned, and follow-up structures such as coaching and ongoing support were limited. As a result, the long-term impact on classroom practice was not fully realized, indicating a need for more sustained and embedded professional learning systems.

Similarly, STEAM and project-based learning initiatives showed early promise but were inconsistently implemented. While teacher interest and engagement were strong, the absence of dedicated staffing, materials, and structured programming limited the overall impact during the year.

In response to these findings, ICIA has taken steps in the 2025–2026 school year to strengthen these areas. The GATE program has been expanded through the implementation of CogAT assessments and the certification of upper-grade teachers in GATE strategies. Additionally, ICIA has hired a dedicated STEM teacher and continued partnerships with external providers to strengthen STEAM and project-based learning opportunities.

Overall, the most effective actions under Goal 2 were small group instruction, VAPA programming, and access to standards-aligned curriculum. Actions related to professional development, GATE implementation, and STEAM integration demonstrated potential but require continued development and support to reach full effectiveness.

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.

Reflecting on implementation and outcomes from the 2025–2026 school year, ICIA has made several refinements to Goal 2 for the 2026–2027 LCAP cycle to strengthen instructional consistency, expand enrichment opportunities, and improve systems supporting academic growth for all students.

One significant change includes the expansion and formalization of the GATE program. Based on reflections that advanced learner supports were not fully implemented during the prior year, ICIA added CogAT assessment processes during the 2025–2026 school year and increased teacher certification in GATE instructional strategies. For 2026–2027, the school will implement more structured systems for GATE identification, progress monitoring, and differentiated instruction to better support advanced learners.

ICIA also refined its approach to STEM and Project-Based Learning (PBL). In response to the inconsistent implementation observed during the prior year, the school hired a dedicated STEM teacher and continued partnerships with external enrichment providers to strengthen programming and instructional coherence. For 2026–2027, expanded implementation of STEM and PBL will occur across additional grade levels with clearer instructional expectations and increased access to hands-on learning opportunities.

To further strengthen instructional quality and consistency, ICIA established schoolwide instructional priorities for 2026–2027, including the implementation of Thinking Maps, GLAD instructional strategies, and increased integration of project-based learning in grades K–5. These instructional initiatives were added based on reflections regarding the need for more consistent instructional practices, increased academic engagement, and stronger language development supports for multilingual learners.

Professional development structures were also revised for the coming year. While professional development during 2025–2026 was beneficial, staff feedback indicated the need for more sustained implementation support. As a result, ICIA will increase embedded coaching, collaboration opportunities, and follow-up support connected to professional learning initiatives to improve classroom implementation and long-term instructional impact.

Additional changes were made to strengthen academic communication and progress monitoring systems. Family survey feedback indicated a desire for clearer and more consistent communication regarding student progress and academic expectations. In response, ICIA will refine systems for progress reporting, intervention communication, and academic feedback to families during the 2026–2027 school year.

Finally, Goal 2 was expanded to include implementation planning for the International Baccalaureate Middle Years Programme (IB MYP) for upper grades. This addition reflects ICIA’s continued commitment to rigorous, globally focused instruction and increased access to high-quality enrichment opportunities aligned with student interests and future readiness.

These refinements are intended to strengthen instructional consistency, expand opportunities for enrichment and advanced learning, and ensure that all students continue to have access to a rigorous and engaging educational program.

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
Action 1	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting EL's, Low-Income and Foster Youth	Ensure that teachers and staff have access to necessary teaching materials, technology, and classroom resources. ICIA will research, pilot, and provide supplemental resources and instructional programs that ensure access and equity for ELL, LI, and FY to all learning opportunities. Materials and supplemental programs provide 1) culturally responsive teaching and learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home. This action will be linked to Metric 6 and 7	$312,926	Y

Action 2	Professional Learning	The school will provide schoolwide professional development to build instructional capacity in research-based strategies that promote academic success for all students, including unduplicated pupils. This includes training in differentiated instruction, project-based learning, common formative assessments, data-driven practices, and social-emotional learning integration. These efforts aim to improve instructional quality, student engagement, and academic achievement across all content areas. The school will implement targeted professional development to strengthen instructional strategies that address the unique needs of English Learners, low-income students, and other at-risk or academically vulnerable students. Training will focus on integrated and designated English Language Development (ELD), sheltered instruction methodologies (e.g., SDAIE, GLAD), academic language development, and the effective use of formative assessments to monitor student progress. Teachers will also engage in collaborative planning to align instructional supports with ELD standards, reclassification criteria, and differentiated strategies that support access to core content. This professional learning aims to build staff capacity in providing inclusive, language-rich, and culturally responsive instruction that fosters both academic growth and student engagement for those most in need of targeted support.	$156,900	Y
Action #3	Small Group Instructors/Aides	Small Group Instructors will be assigned to classrooms with a focus on students who are English Learners, Foster Youth, and Socioeconomically Disadvantaged. These paraprofessionals will provide support through academic assistance, mechanics of the classroom and differentiate instruction, small groups, support in native language, and social emotional support and receive training. This action will be linked to Metric #8.	$893,833	Y

Action #4	Visual and performing Arts	Visual and Performing Arts (VAPA) specialist to develop a Mandarin VAPA program and the purchasing of necessary materials. This initiative ensures that students experience a rigorous, standards-based curriculum that integrates the arts into the Dual Immersion program. By having a highly qualified VAPA specialist, students will receive high-quality instruction that promotes creativity and cultural understanding, which will be reflected in their academic growth as measured by site, state, and federal assessments. This comprehensive approach enriches the learning environment, fostering both artistic and academic excellence.	$218,146	Y
Action #5	STEAM and PBL	The school will implement a comprehensive STEM and Project-Based Learning (PBL) program using research-based strategies and age-appropriate resources to build 21st-century competencies in all students. This includes full-grade level participation in Project Lead The Way (PLTW), a standards-aligned program that supports student inquiry, critical thinking, and collaboration through handson learning. Instruction will be differentiated by grade level, with students engaging in platforms such as LEGO Robotics, Scratch coding, and other tools that support computer science and robotics integration. Costs will include curriculum materials, technology supplies, and professional development for staff to ensure effective implementation.	$87,984	Y
Action #6	Library	Staffing a library technician and investing in the school library support Goal #2 by enhancing the Dual Immersion, standards-based curriculum. The library technician ensures access to high-quality resources that align with state standards and the Dual Immersion program, promoting literacy and bilingualism through a diverse collection of books in English and Mandarin. By teaching essential research skills and integrating resources into classroom instruction, the library technician supports both teachers and students. This investment fosters personalized learning, improves literacy, and prepares students for site, state, and federal assessments, leading to demonstrated academic growth.	$35,651	N

Action #7	SPED Program	Hiring a Special Education Coordinator as ICIA transitions to the El Dorado Charter SELPA supports Goal #2 by ensuring all students, including those with special needs, receive a rigorous Dual Immersion, standards-based curriculum. The coordinator will oversee the development and implementation of Individualized Education Plans (IEPs), ensuring compliance with state and federal regulations and SELPA guidelines. They will provide professional development for staff on inclusive education practices, monitor student progress, and adjust strategies as needed. Additionally, the coordinator will facilitate effective communication with parents and involve them in program development. By offering direct support and allocating resources, the coordinator ensures that special education students have the necessary accommodations to thrive, contributing to their academic growth and success in assessments.	$916,290	N
Action #8	Gate Program	A GATE (Gifted and Talented Education) program and coordinator will provide specialized instruction and resources for high-achieving students within the Dual Immersion, standards-based curriculum. The coordinator identifies gifted students and develops advanced learning opportunities that challenge and engage them, ensuring their academic growth. By offering differentiated instruction and enrichment activities, the GATE program helps these students excel on site, state, and federal assessments, thus contributing to the overall demonstrated academic growth at ICIA.	$29,154	N

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Irvine Chinese Immersion Academy will operate with strong parent and community involvement, including effective communication and opportunities for parents to participate in their own educational development.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parent Involvement Description: Efforts to seek parent input in decision-making at the district and school site and promotion of parent participation in programs for unduplicated pupils and special need subgroups.

Alignment: Strong parent and community involvement, effective communication, and opportunities for parent education directly address the need for robust parent engagement in school decision-making and activities.

Priority 5: Pupil Engagement Description: Measuring pupil engagement through factors such as school attendance rates, chronic absenteeism rates, middle school dropout rates, and high school graduation rates.

Alignment: Increased parent involvement and effective communication can positively impact student engagement by creating a supportive home environment and ensuring parents are actively involved in their children's education.

Priority 6: School Climate Description: Assessing school safety and school connectedness using factors such as pupil suspension rates, expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Alignment: Strong parent and community involvement contributes to a positive school climate, fostering a sense of safety and connectedness among students, parents, and staff.

Priority 8: Pupil Outcomes Description: Measuring student outcomes in various state and local assessments.

Alignment: Effective communication and parent involvement can lead to better pupil outcomes by ensuring parents are well-informed and able to support their children's academic progress

An explanation of why the LEA has developed this goal.

ICIA has developed Goal #3 to strengthen parent and community involvement for several key reasons. Active parent and community involvement is known to boost student performance and academic outcomes. By involving parents in school activities, ICIA fosters a strong sense of community and trust. Transparent communication ensures parents are well-informed and engaged in their children's education. Inclusive engagement helps ICIA respond to the unique cultural, linguistic, and socio-economic backgrounds of its students. Educational workshops for parents equip them with skills to support their children's learning at home. Strengthening partnerships between the school and its stakeholders enhances volunteerism and community support. A strong home-school connection provides consistent support for students' academic, social, and emotional needs. Additionally, aligning with state priorities like parent involvement, pupil engagement, and school climate ensures compliance and continuous improvement. Goal #3 demonstrates ICIA's commitment to creating a collaborative, inclusive environment that actively involves parents and the community in supporting student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Event Log Volunteer Applications PTO membership	65% families have volunteered at an event or in the classroom 30% of families complete a volunteer application. 50% PTO membership	59% 31% 41%	54% families have volunteered at an event or in the classroom. 30% of families completed a volunteer application 80% PTO membership	75% of families have volunteered in the classroom or part of an event 50% have completed a volunteer app 75% PTO membership	-7%
Metric #2	Parent Education Workshops/ Trainings	2 workshops/trainings offered	3 48% workshop Attendance	3 workshops offered	6 or more trainings/ workshops offered annually	+3

Metric #3	Survey Responses Communication Effectiveness, Event Feedback and,Satisfaction	80% Positive Feedback	88%	Positive Feedback areas: Safety: 90% Communication: 88% Staffing 82% Enrichment 82% Facilities 66% Academic 65% 89% Trust Leadership to make decisions in students best interest	90% Positive Feedback	+8%
Metric #4	parent Advisory Committees	SSC and PTO Formed,	SSC increased, PTO, ELAC, FACEwalk	SSC, PTO, ELAC complete. Foundation Established	Addition of ELAC, School Safety Committee, Foundation	ELAC, FACEwalk
Metric #5	Parent Resource Utilization: Powerschool SIS Parent Square,Finalsite Smore	Apollo 98% Parentsquare 95% Finalsite (Analytics NA) Smore Analytics Avg 80% views within 3 days of release	100% on apollo 98% contactable on PS Edit: Adjusting/Removing smore/Finalsite metrics to frequency (monthly) and total views 6096 as of 6/13	100% in Apollo 100% contactable on Paren Square	Apollo SIS 100%, parentsquare 100% Finalsite (Analytics) Smore 90% - 3 days	+2% Apollo +3% Parent Square NA - Final site NA - Smore

Insert or delete rows, as necessary.

Goal Analysis for 2026-27

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 2025–2026 academic year, ICIA continued to strengthen parent and community engagement through expanded communication systems, increased opportunities for family participation, and the development of additional structures for parent leadership and input. Overall, implementation of Goal 3 closely aligned with the planned actions and demonstrated strong community engagement and satisfaction across multiple areas.

ICIA successfully maintained and expanded schoolwide communication systems through ParentSquare, Apollo (PowerSchool), Smore newsletters, Finalsite, and ongoing family outreach efforts. ParentSquare and Apollo usage remained near universal across the school community, ensuring that families had consistent access to school updates, academic information, event communication, and emergency notifications. Family survey results reflected strong satisfaction with communication systems, with 88% of families reporting positive perceptions regarding school communication and 89% indicating trust in school leadership and decision-making.

Volunteerism and family participation remained major strengths for the ICIA community during the 2025–2026 school year. Approximately 54% of families participated in school events, classroom support, or volunteer activities throughout the year, while approximately 30% of families completed formal volunteer applications. Although participation rates did not fully meet long-term aspirational goals, family involvement remained significantly strong and demonstrated sustained community investment in the school. PTO membership also remained exceptionally high, with approximately 80% family participation, reflecting continued parent engagement and support for school programs and events.

ICIA also implemented multiple family engagement opportunities throughout the year, including Coffee Chats, FACEwalk events, parent workshops, SSC participation, PTO collaboration, ELAC meetings, and schoolwide community-building activities. Three parent workshops were offered during the school year to support families in areas such as student learning, school programs, and child development. These workshops helped strengthen school-family partnerships and provided additional resources to families to support student success at home.

One of the most successful areas of implementation under Goal 3 was the continued expansion of family voice and advisory structures. ICIA strengthened the role of SSC, PTO, ELAC, and additional family engagement opportunities to increase stakeholder participation and ensure broader representation in school decision-making processes. The school also increased efforts to gather and respond to family feedback through LCAP surveys, Possip feedback systems, and community outreach initiatives.

While overall implementation was successful, several challenges emerged during the year. Participation levels among some family subgroups, particularly English Learner families, remained inconsistent and highlighted the need for continued targeted outreach and engagement strategies. Additionally, while communication systems were highly utilized, family feedback indicated ongoing interest in receiving clearer academic progress updates and more structured opportunities to understand instructional programs and student expectations.

ICIA also experienced challenges related to facilities capacity and organizational growth as enrollment continued to increase. Family feedback identified facilities as one of the primary areas of concern, particularly regarding space limitations and the school’s ability to expand enrichment opportunities and specialized programming within the current campus footprint.

Overall, implementation of Goal 3 during the 2025–2026 school year demonstrated a strong commitment to cultivating meaningful school-family partnerships and maintaining high levels of family engagement. Most planned actions were implemented successfully, and the school continued to refine its systems for communication, outreach, and community involvement in response to stakeholder feedback and evolving school needs.

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 was a minor difference between budgeted and actual expenditures for Action 1: Regular Parent Meetings. Actual expenditures were slightly lower than originally budgeted due to the use of existing school resources, staff-led facilitation, and virtual meeting formats that reduced anticipated costs associated with meeting materials, guest presenters, and family engagement events. While expenditures were lower than projected, the action was fully implemented and ICIA continued to provide regular opportunities for family engagement through Coffee Chats, SSC meetings, ELAC meetings, PTO meetings, FACEwalk activities, and other parent outreach efforts. As a result, the reduction in expenditures did not negatively impact implementation or progress toward the goal of strengthening family and community engagement

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

The actions implemented under Goal 3 during the 2025–2026 school year proved largely effective in advancing ICIA's commitment to building a welcoming, informed, and engaged school community. Overall, communication systems, family participation, and school-community trust remained strong, while several areas revealed opportunities for deeper outreach, greater consistency, and stronger feedback systems.

One of the most effective actions continued to be the deployment of bilingual front office staff, which significantly enhanced accessibility and communication for Mandarin- and Spanish-speaking families. Families consistently reported feeling more comfortable communicating with the school, and bilingual staff played an important role in translation support, enrollment assistance, and maintaining responsive two-way communication with families throughout the year.

The school also experienced strong success through continued investment in communication platforms such as ParentSquare, Apollo (PowerSchool), Finalsite, Smore newsletters, and Possip. These tools streamlined school communication, increased transparency, and ensured families had timely access to schoolwide updates and academic information. Family survey data reflected this effectiveness, with 88% of families reporting positive perceptions regarding school communication and 89% indicating trust in school leadership and decision-making. The integration of Possip continued to strengthen ICIA's ability to gather and respond to family feedback in a more timely and responsive manner.

Family engagement initiatives also proved effective overall. Approximately 54% of families participated in volunteer opportunities, school events, or classroom support activities during the school year, while PTO membership remained exceptionally strong at approximately 80%. These efforts helped strengthen school-family partnerships and contributed positively to overall school culture and community connectedness.

Family education workshops, while limited in number, were impactful for participating families. Workshops focused on student learning, child development, and school programs provided families with practical tools to support students at home and increased opportunities for meaningful parent involvement. Feedback from participants remained positive, though attendance levels varied depending on scheduling and family availability.

ICIA's welcoming environment initiatives—including FACEwalk, Coffee Chats, SSC, PTO, ELAC, and other family engagement opportunities—helped cultivate a stronger sense of connection and partnership within the school community. FACEwalk in particular continued to demonstrate value as a family-led engagement initiative that increased opportunities for parent voice and participation. Adjustments made to Coffee Chat scheduling during the year also improved consistency in attendance and participation.

However, several actions demonstrated implementation limitations or areas requiring continued refinement. Participation among some underrepresented family groups, particularly English Learner families, remained inconsistent despite increased outreach efforts. While ELAC structures continued to strengthen during the year, sustaining long-term engagement among multilingual families remains an ongoing area of focus.

Additionally, while communication systems were highly utilized and generally effective, family survey feedback indicated continued interest in receiving clearer and more consistent academic communication regarding student progress, instructional expectations, and academic support systems. Facilities and campus capacity also emerged as notable concerns through family feedback, particularly as continued enrollment growth increased demand for expanded enrichment opportunities and additional learning space.

Overall, the actions implemented under Goal 3 contributed meaningfully to strengthening family engagement, school communication, and community trust during the 2025–2026 school year. ICIA successfully expanded opportunities for family involvement, strengthened communication systems, and maintained strong levels of parent satisfaction while also identifying important next steps related to inclusivity, academic communication, and future growth planning.

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 reflections from the 2025–2026 school year, ICIA has made several refinements to Goal 3 to strengthen family engagement systems, improve communication practices, increase inclusivity, and better align actions and metrics with the evolving needs of the school community.

One significant change involves the refinement and expansion of family engagement metrics. While prior metrics broadly measured volunteerism and participation, the updated approach for 2026–2027 will more intentionally disaggregate family engagement data into categories such as volunteer participation, workshop attendance, advisory committee participation (SSC, PTO, ELAC), family survey participation, and engagement through school communication platforms. This adjustment will provide a more accurate understanding of how families engage with the school and help identify areas where additional outreach and support may be needed.

In response to family feedback requesting clearer academic communication and more opportunities to understand instructional programs, ICIA will expand its Parent Education Series during the 2026–2027 school year. Workshops will be more strategically aligned to the academic calendar and will include topics such as IB Middle Years Programme (MYP) implementation, academic supports, student mental

health, digital citizenship, and strategies to support learning at home. Sessions will continue to be co-facilitated by school staff and community partners to increase accessibility and relevance for families.

To strengthen communication responsiveness and transparency, ICIA will formally implement a “You Said, We Did” communication loop through newsletters, surveys, and family outreach systems. This structure is intended to improve visibility into how family feedback influences school decisions and actions, particularly regarding survey feedback, Possip responses, and school improvement initiatives.

Based on participation trends and parent feedback, Coffee Chats and family engagement opportunities will continue using a more intentional scheduling structure designed to maximize participation and value for families. ICIA will also continue expanding FACEwalk and other family leadership opportunities to increase parent voice and strengthen representation from historically underrepresented groups within the school community.

Additional actions for 2026–2027 include increased outreach efforts to multilingual and underrepresented families, particularly through ELAC and bilingual communication systems. ICIA recognized through prior practice that participation among some family groups remained inconsistent despite strong overall engagement, and future actions will focus on reducing participation barriers and increasing inclusivity across school programs and leadership opportunities.

Finally, family survey feedback identified facilities and campus growth as major areas of concern. As a result, Goal 3 actions for 2026–2027 now include increased communication and community engagement related to long-term facilities planning, future campus growth discussions, and expansion planning to better support enrichment opportunities, specialized programming, and student learning environments.

These refinements reflect ICIA’s commitment to continuous improvement, responsiveness to stakeholder feedback, and the ongoing development of strong school-family partnerships that support student success and community trust.

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

Action #1	Regular parent meetings	ICIA will implement regular parent meetings, such as "Coffee with the Principal" and other committee meetings that include families. These gatherings provide a platform for open communication between school leadership and parents, allowing families to stay informed about school initiatives, share feedback, and address concerns. By fostering regular interaction and collaboration, these meetings help build a sense of community, ensure that parents are actively engaged in the decision-making process, and provide opportunities for parents to participate in their own educational development. This consistent engagement promotes transparency, strengthens relationships, and enhances the overall school climate. Materials, Supplies, Refreshments,	$3,300	N
Action #2	Leveraging Technology	ICIA will leverage technology to enhance communication and engagement with families. This includes implementing digital platforms such as parent portals, communication apps, and social media channels to keep parents informed about school activities, student progress, and important announcements. By utilizing these technologies, ICIA ensures that information is accessible and timely, allowing parents to stay connected and engaged with the school community. Additionally, virtual meetings and webinars will be offered to accommodate parents' schedules, providing flexible opportunities for involvement and participation in their own educational development. Leveraging technology in this way fosters a more inclusive and responsive environment, strengthening the connection between the school and families. Enhancing resources on the website, improving communication systems, conducting some meetings and training via zoom. Communication Platforms: Smore, Parentsquare, Finalsite Apollo and Powerschool SIS - Canva, Adobe, Slidesgo	$149,660	N
Action #3	Facilitating parent education training	ICIA will facilitate parent education training. These sessions will provide parents with the knowledge and skills to support their children's education effectively. Topics will include academic support strategies, child development, and effective communication techniques.	$3,210	Y

Action #4	Fostering a welcoming school environment	Create a Welcoming Committee: Form a committee dedicated to welcoming new families and helping them integrate into the school community. Inclusive School Events: Plan events that celebrate the diverse cultures and backgrounds of the school community, fostering inclusivity and respect.	$42,275	N
Action #5	Promote Student Outcomes and Attendance	Encourage parents to actively participate in academic support activities, such as reading with their children, providing homework assistance, and attending parent-teacher conferences. Regularly share student progress reports and equip families with practical strategies for supporting academic growth at home. Promote awareness of the importance of regular attendance and its connection to student achievement through newsletters, parent workshops, and individual outreach. Expand opportunities for parent involvement by encouraging participation in academic field trips and enrichment events. These experiences foster stronger school-family bonds, reinforce classroom learning, and improve student engagement—positively influencing both academic outcomes and daily attendance.	$3,400	N
Action #6	Collect and Act on Feedback:	Conduct Annual Surveys: Regularly survey parents to gather feedback on school initiatives, communication effectiveness, and areas for improvement. Implement Feedback: Actively use the feedback to make data-driven decisions and improvements in school practices.	$4,100	N
Action #7	Bilingual Office Staff	The office staff will consist of a full-time lead office manager and two part-time office clerks. At least one staff member will be bilingual in order to support coordination with families and the community.	$222,595	Y

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$522,256	$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
5.27%	0%	$0	5.27%

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 #(s)	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
Goal 1, Action 1: School-wide PBIS System	Need for improved attendance and positive school culture	PBIS promotes positive behavior and attendance through recognition and rewards, fostering a supportive environment for all students, especially beneficial for unduplicated students	Attendance rates, student behavior records, PBIS survey results

Goal 1, Action 2: Student Mental Health and SEL	Support for social-emotional well-being	School-based counselor provides SEL programs, critical for addressing the emotional and social needs of all students, particularly those at risk	Student surveys, counselor session logs, SEL program participation rates
Goal 2. Action 1 Resources Allocation	Unduplicated student groups, including English learners, low-income, and foster youth, require equitable access to high-quality instructional materials. These groups often need additional support to achieve academic proficiency.	The allocation ensures all students have access to state-approved, standards-aligned textbooks and resources. Supplemental programs and culturally responsive materials specifically address the diverse needs of unduplicated student groups. Focused on integrating academic language, providing differentiation, and fostering parental engagement.	Improvement in standardized test scores (e.g., CAASPP) and diagnostics (e.g., iReady) for English learners and low-income students. Increased engagement and performance metrics from unduplicated student groups. Positive feedback from students and parents regarding access to and use of these materials.

Goal 2, Action 2A – Professional Learning	There is a need to strengthen the consistency and quality of instruction across grade levels to improve academic outcomes for all students, particularly unduplicated pupils (English Learners, low-income students, and foster youth). Site-level data shows variability in instructional practices, limited use of common formative assessments, and uneven implementation of differentiation strategies. Professional development is needed to build teacher capacity in effective, research-based practices—such as project-based learning, data-driven instruction, and classroom-based formative assessment—to ensure every student has equitable access to rigorous, engaging instruction. In particular, unduplicated students benefit when teachers are equipped to address diverse academic needs, use real-time data to adjust instruction, and provide access to curriculum through culturally responsive and inclusive strategies.	Unduplicated students are served in all classrooms, and a schoolwide approach ensures equitable access to rigorous, differentiated instruction. By building collective staff capacity, the school ensures that low-income, foster youth, and other unduplicated students benefit from improved Tier 1 instruction that supports both academic and social-emotional development.	% of Teachers Participating in Professional Development (schoolwide and topic-specific) Walkthrough/Observation Data (implementation of differentiation, PBL, SEL, etc.) SBAC ELA & Math Proficiency Rates (disaggregated for unduplicated students) Local Benchmark/Assessment Data (e.g., iReady) showing academic growth Student Engagement Survey Results (e.g., California Healthy Kids Survey) Attendance Rates (chronic absenteeism can indicate disengagement)

Goal 2 Action 2 B: Professional Development	English Learners (ELs) and immigrant students require greater instructional support to achieve English language proficiency and academic success. Data shows a need for improved growth on the ELPAC, reclassification rates, and standardized assessments. Teachers need targeted professional development in integrated ELD, sheltered instruction, and strategies that support language development within content areas.	This action is contributing because it directly addresses the instructional needs of unduplicated students—particularly English Learners and low-income students—by improving educator effectiveness in delivering equitable, differentiated, and responsive instruction. By enhancing access to grade-level content and language development supports, this action helps close achievement gaps and improves outcomes for students who are historically underserved.	ELPAC Growth (annual progress in proficiency levels) Reclassification Rate (RFEP) SBAC ELA/Math Scores (disaggregated for ELs) Teacher PD Participation Rates Classroom Observations (use of EL strategies) Staff/Student Survey Feedback
Goal 2, Action 3: Small Group Instructors /Aides	Additional academic support for ELs, Foster Youth, and Socioeconomically Disadvantaged students	Providing targeted support through small group instruction to address specific learning needs of students	Student progress reports, formative assessment scores

Goal 2, Action 4: VAPA	Unduplicated students, particularly English Learners and low-income students, benefit from access to arts-integrated instruction that supports language development, cultural identity, and academic engagement. Many lack equitable opportunities for high-quality VAPA experiences that build confidence, expression, and content understanding through multiple modalities.	The school will employ a VAPA specialist to develop and deliver a standards-aligned Mandarin VAPA program, integrating arts instruction into the dual immersion curriculum. This action is implemented schoolwide to provide all students—including unduplicated pupils—access to creative, culturally responsive instruction that supports both language and academic development. A schoolwide approach ensures consistent integration of the arts as a tool for engagement, self-expression, and cross-disciplinary learning.	ELPAC & Reclassification Rates (impact of language-rich instruction) Student Engagement Survey Results Participation in VAPA Activities Observation/Walkthrough Data (integration of VAPA strategies) SBAC ELA/Math Performance (disaggregated for unduplicated students)

Goal 2 Action 5 STEAM and PBL	Unduplicated students, including English Learners and low-income students, need greater access to hands-on, engaging, and language-rich instructional experiences. Data shows a need to improve academic achievement and engagement through real-world learning that supports content mastery and language development, especially in science and math.	The school will implement a schoolwide STEAM and PBL initiative, including Project Lead The Way, Lego Robotics, Scratch, and Swift coding, to support NGSS-aligned, inquiry-based learning. This action is provided schoolwide to ensure equitable access to high-quality, engaging instruction that builds academic vocabulary, critical thinking, and problem-solving—benefiting all students and particularly supporting the needs of unduplicated pupils.	BAC Math & ELA Scores (disaggregated for unduplicated students) ELPAC Growth and Reclassification Rates Student Participation in STEAM Projects Student Engagement or STEM Interest Survey Results
Goal 3 Action 3 Facilitating parent Education/ training	Unduplicated student groups often benefit from increased parental involvement in education. Parents of these students may need additional knowledge and skills to effectively support their children's academic and social-emotional development.	Providing parent education training equips parents with strategies to support their children's learning and development at home. These sessions can include topics such as academic support strategies, child development, and effective communication techniques, which are crucial for improving student outcomes.	Parent Workshops/ Trainings Opportunities Survey Responses of Communication Effectiveness, Event Feedback, satisfaction
Goal 3 Action 7 Bilingual office Staff	Unduplicated student groups often come from non-English-speaking households. Families may face barriers in communication with the school, affecting engagement and support.	Bilingual office staff facilitate communication between the school and non-English-speaking families. This role supports better coordination, understanding, and involvement of families in their children's education.	Survey Responses Communication Effectiveness, Event Feedback and,Satisfaction

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA ICIA is a single School LEA	NA ICIA is a single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA ICIA is a single School LEA	NA ICIA is a single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$9,912,880	$522,256	5.268%	0.000%	5.268%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,930,127	$ 1,094,145	$ -	$ 43,554	$ 5,067,825.58	$ 2,309,728	$ 2,758,098

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel
1	1	School-wide PBIS System to promote attendance and foster a positive school culture/climate	All	No	LEA-wide	N/A	All	Ongoing	$ 3,918
1	1 (cont)	School-wide PBIS System to promote attendance and foster a positive school culture/climate	UPP	Yes	LEA-wide	All	All	Ongoing	$ 1,614
1	2	Student Mental Health and Social Emotional Learning	All	No	LEA-wide	N/A	All	Ongoing	$ 56,113
1	2 (cont)	Student Mental Health and Social Emotional Learning	UPP	Yes	LEA-wide	All	All	Ongoing	$ 22,187
1	3	Quality School Facilities and maintenance	All	No	LEA-wide	N/A	All	Ongoing	$ 377,142
1	4	Staff Recruitment Retention	All	No	LEA-wide	N/A	All	Ongoing	$ -
1	5	Staff Support Systems	All	No	LEA-wide	N/A	All	Ongoing	$ 10,800
2	1	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting	All	No	LEA-wide	N/A	All	Ongoing	$ -
2	1 (cont)	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting	UPP	Yes	LEA-wide	All	All	Ongoing	$ -
2	2	Professional Learning Opportunities	All	No	LEA-wide	N/A	All	Ongoing	$ -
2	2 (cont)	Professional Learning Opportunities	UPP	Yes	LEA-wide	All	All	Ongoing	$ -
2	3	Small Group Instructors/Aides	All	No	LEA-wide	N/A	All	Ongoing	$ 628,083
2	3 (cont)	Small Group Instructors/Aides	UPP	Yes	LEA-wide	All	All	Ongoing	$ 260,820
2	4	Visual and performing Arts	All	No	LEA-wide	N/A	All	Ongoing	$ 141,673
2	4 (cont)	Visual and performing Arts	UPP	Yes	LEA-wide	All	All	Ongoing	$ 58,373

2	5	STEAM and PBL	All	No	LEA-wide	N/A	All	Ongoing	$	54,520
2	5 (cont)	STEAM and PBL	UPP	Yes	LEA-wide	All	All	Ongoing	$	22,464
2	6	Library	All	No	LEA-wide	N/A	All	Ongoing	$	33,651
2	7	SPED Program	SWD	No	LEA-wide	N/A	All	Ongoing	$	548,429
2	8	Gate Program	GATE	No	LEA-wide	N/A	All	Ongoing	$	29,154
3	1	Regular parent meetings	All	No	LEA-wide	N/A	All	Ongoing	$	-
3	2	Leveraging Technology	All	No	LEA-wide	N/A	All	Ongoing	$	27,419
3	3	Facilitating parent education training	All	No	LEA-wide	N/A	All	Ongoing	$	1,565
3	3 (cont)	Facilitating parent education training	All	Yes	LEA-wide	All	All	Ongoing	$	645
3	4	Fostering a welcoming school environment	All	No	LEA-wide	N/A	All	Ongoing	$	31,158
3	5	Promote Student Outcomes and Attendance	All	No	LEA-wide	N/A	All	Ongoing	$	-
3	6	Collect and Act on Feedback	All	No	LEA-wide	N/A	All	Ongoing	$	-
3	7	Bilingual Office Staff	All	No	LEA-wide	N/A	All	Ongoing	$	-
3	7 (cont)	Bilingual Office Staff	All	Yes	LEA-wide	All	All	Ongoing	$	-

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 9,912,880	$ 522,256	5.268%	0.000%	5.268%	$ 572,535	0.000%	5.776%	**Total:**	$ 572,535
								LEA-wide Total:	$ 572,535
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	School-wide PBIS System to promote attend	No	LEA-wide		All	$ -	0.000%
1	1 (cont)	School-wide PBIS System to promote attend	Yes	LEA-wide	All	All	$ 3,248	0.000%
1	2	Student Mental Health and Social Emotiona	No	LEA-wide		All	$ -	0.000%
1	2 (cont)	Student Mental Health and Social Emotiona	Yes	LEA-wide	All	All	$ 23,120	0.000%
1	3	Quality School Facilities and maintenance	No	LEA-wide		All	$ -	0.000%
1	4	Staff Recruitment Retention	No	LEA-wide		All	$ -	0.000%
1	5	Staff Support Systems	No	LEA-wide		All	$ -	0.000%
2	1	Resource Allocation: State Approved Text a	No	LEA-wide		All	$ -	0.000%
2	1 (cont)	Resource Allocation: State Approved Text a	Yes	LEA-wide	All	All	$ 91,312	0.000%
2	2	Professional Learning Opportunities	No	LEA-wide		All	$ -	0.000%
2	2 (cont)	Professional Learning Opportunities	Yes	LEA-wide	All	All	$ 45,783	0.000%
2	3	Small Group Instructors/Aides	No	LEA-wide		All	$ -	0.000%
2	3 (cont)	Small Group Instructors/Aides	Yes	LEA-wide	All	All	$ 253,853	0.000%
2	4	Visual and performing Arts	No	LEA-wide		All	$ -	0.000%
2	4 (cont)	Visual and performing Arts	Yes	LEA-wide	All	All	$ 63,655	0.000%
2	5	STEAM and PBL	No	LEA-wide		All	$ -	0.000%
2	5 (cont)	STEAM and PBL	Yes	LEA-wide	All	All	$ 25,674	0.000%
2	6	Library	No	LEA-wide		All	$ -	0.000%
2	7	SPED Program	No	LEA-wide		All	$ -	0.000%
2	8	Gate Program	No	LEA-wide		All	$ -	0.000%
3	1	Regular parent meetings	No	LEA-wide		All	$ -	0.000%
3	2	Leveraging Technology	No	LEA-wide		All	$ -	0.000%
3	3	Facilitating parent education training	No	LEA-wide		All	$ -	0.000%
3	3 (cont)	Facilitating parent education training	Yes	LEA-wide	All	All	$ 937	0.000%
3	4	Fostering a welcoming school environment	No	LEA-wide		All	$ -	0.000%
3	5	Promote Student Outcomes and Attendance	No	LEA-wide		All	$ -	0.000%
3	6	Collect and Act on Feedback	No	LEA-wide		All	$ -	0.000%
3	7	Bilingual Office Staff	No	LEA-wide		All	$ -	0.000%
3	7 (cont)	Bilingual Office Staff	Yes	LEA-wide	All	All	$ 64,953	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,691,515.52	$ 2,527,184.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	School-wide PBIS System to promote attendance and foster a positive school culture/climate	No	$ 5,485	$ 11,391
1	1 (cont)	School-wide PBIS System to promote attendance and foster a positive school culture/climate	Yes	$ 2,015	$ 3,345
1	2	Student Mental Health and Social Emotional Learning	No	$ 56,968	$ 66,263
1	2 (cont)	Student Mental Health and Social Emotional Learning	Yes	$ 20,932	$ 19,459
1	3	Quality School Facilities and maintenance	No	$ 364,896	$ 300,516
1	4	Staff Recruitment Retention	No	$ 2,000	$ 1,980
1	5	Staff Support Systems	No	$ 31,000	$ 33,916
2	1	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting EL's, Low-Income and Foster Youth	No	$ 116,025	$ 131,374
2	1 (cont)	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting EL's, Low-Income and Foster Youth	Yes	$ 42,631	$ 86,990
2	2	Professional Learning Opportunities	No	$ 43,985	$ 44,942
2	2 (cont)	Professional Learning Opportunities	Yes	$ 9,332	$ 13,198
2	3	Small Group Instructors/Aides	No	$ 513,528	$ 574,154
2	3 (cont)	Small Group Instructors/Aides	Yes	$ 232,030	$ 226,725
2	4	Visual and performing Arts	No	$ 134,194	$ 180,586
2	4 (cont)	Visual and performing Arts	Yes	$ 49,306	$ 53,031
2	5	STEAM and PBL	No	$ 79,934	$ 67,586
2	5 (cont)	STEAM and PBL	Yes	$ 29,370	$ 19,847
2	6	Library	No	$ 24,063	$ 32,966
2	7	SPED Program	No	$ 637,971	$ 390,866
2	8	Gate Program	No	$ 10,000	$ 6,800
3	1	Regular parent meetings	No	$ 5,000	$ 2,857

3	2	Leveraging Technology	No	$ 99,302	$ 95,277
3	3	Facilitating parent education training	No	$ 1,828	$ 911
3	3 (cont)	Facilitating parent education training	Yes	$ 672	$ 268
3	4	Fostering a welcoming school environment	No	$ 48,755	$ 52,179
3	5	Promote Student Outcomes and Attendance	No	$ 9,416	$ 8,772
3	6	Collect and Act on Feedback	No	$ -	$ -
3	7	Bilingual Office Staff	No	$ 89,045	$ 78,061
3	7 (cont)	Bilingual Office Staff	Yes	$ 31,832	$ 22,924

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$417,955	$ 411,031	$ 449,333	$ (38,302)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	School-wide PBIS System to promote attendance and foster a positive school culture/climate	No	$ -	$ -	0.000%	0.000%
1	1 (cont)	School-wide PBIS System to promote attendance and foster a positive school culture/climate	Yes	$ 2,015	$3,345	0.000%	0.000%
1	2	Student Mental Health and Social Emotional Learning	No	$ -	$ -	0.000%	0.000%
1	2 (cont)	Student Mental Health and Social Emotional Learning	Yes	$ 20,932	$19,459	0.000%	0.000%
1	3	Quality School Facilities and maintenance	No	$ -	$ -	0.000%	0.000%
1	4	Staff Recruitment Retention	No	$ -	$ -	0.000%	0.000%
1	5	Staff Support Systems	No	$ -	$ -	0.000%	0.000%
2	1	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting EL's, Low-Income and Foster Youth	No	$ -	$ -	0.000%	0.000%
2	1 (cont)	Resource Allocation: State Approved Text and Core Curricular Materials that include programs targeting EL's, Low-Income and Foster Youth	Yes	$ 42,631	$86,990	0.000%	0.000%
2	2	Professional Learning Opportunities	No	$ -	$ -	0.000%	0.000%
2	2 (cont)	Professional Learning Opportunities	Yes	$ 7,351	$13,198	0.000%	0.000%
2	3	Small Group Instructors/Aides	No	$ -	$ -	0.000%	0.000%
2	3 (cont)	Small Group Instructors/Aides	Yes	$ 226,922	$226,725	0.000%	0.000%
2	4	Visual and performing Arts	No	$ -	$ -	0.000%	0.000%
2	4 (cont)	Visual and performing Arts	Yes	$ 49,306	$53,031	0.000%	0.000%
2	5	STEAM and PBL	No	$ -	$ -	0.000%	0.000%
2	5 (cont)	STEAM and PBL	Yes	$ 29,370	$19,847	0.000%	0.000%
2	6	Library	No	$ -	$ -	0.000%	0.000%
2	7	SPED Program	No	$ -	$ -	0.000%	0.000%
2	8	Gate Program	No	$ -	$ -	0.000%	0.000%
3	1	Regular parent meetings	No	$ -	$ -	0.000%	0.000%
3	2	Leveraging Technology	No	$ -	$ -	0.000%	0.000%
3	3	Facilitating parent education training	No	$ -	$ -	0.000%	0.000%
3	3 (cont)	Facilitating parent education training	Yes	$ 672	$268	0.000%	0.000%
3	4	Fostering a welcoming school environment	No	$ -	$ -	0.000%	0.000%
3	5	Promote Student Outcomes and Attendance	No	$ -	$ -	0.000%	0.000%
3	6	Collect and Act on Feedback	No	$ -	$ -	0.000%	0.000%
3	7	Bilingual Office Staff	No	$ -	$ -	0.000%	0.000%
3	7 (cont)	Bilingual Office Staff	Yes	$ 31,832	$26,470	0.000%	0.000%

2025-2026 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)
$7,957,414	$ 417,955	0.000%	5.252%	$ 449,333	0.000%	5.647%	$0.00 - No Carryover

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

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).