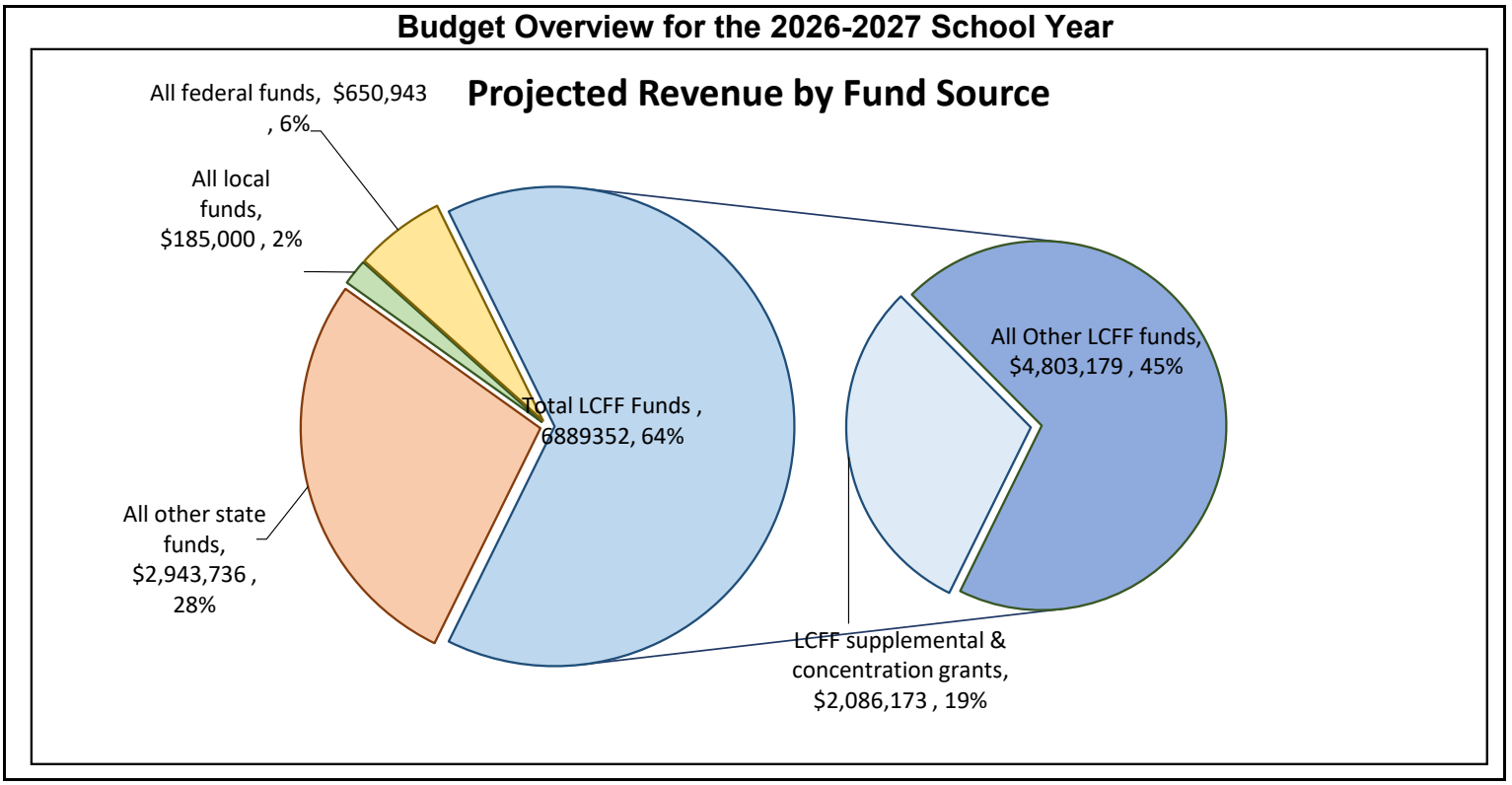
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ISANA Achernar Academy
CDS Code: 19 73437 0134338
School Year: 2026-2027
LEA contact information: Nadia Shaiq Tel:(323) 291-1211 Email: nshaiq@isana.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).

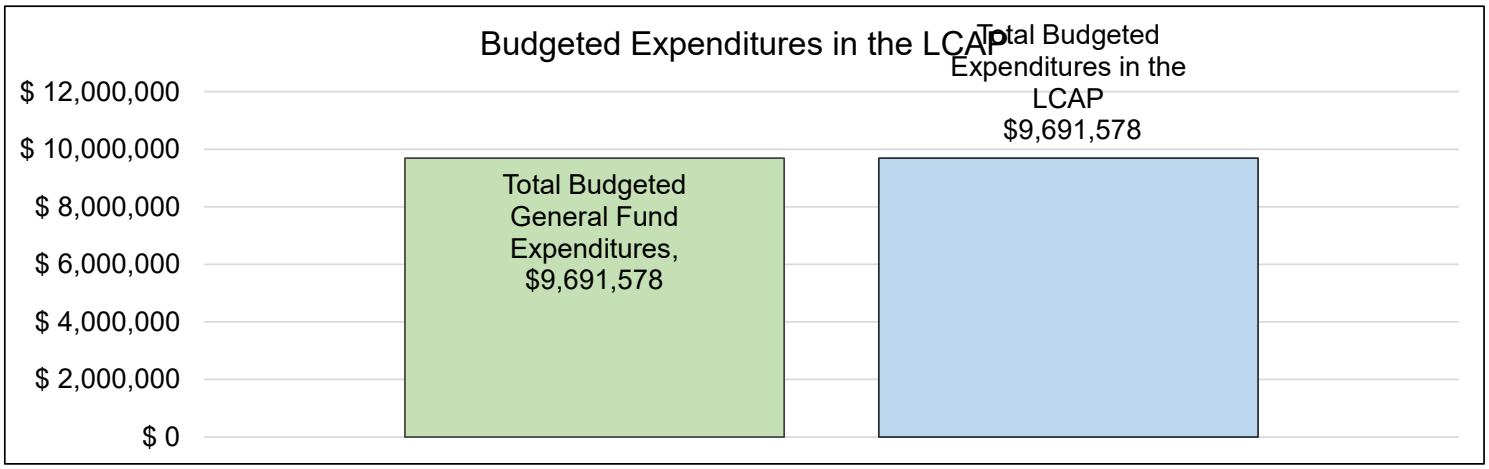


This chart shows the total general purpose revenue ISANA Achernar Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ISANA Achernar Academy is $10,669,030.44, of which $6,889,352.00 is Local Control Funding Formula (LCFF), $2,943,735.60 is other state funds, $185,000.00 is local funds, and $650,942.84 is federal funds. Of the $6,889,352.00 in LCFF Funds, $2,086,173.00 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 ISANA Achernar 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: ISANA Achernar Academy plans to spend $9,691,578.00 for the 2026-2027 school year. Of that amount, $9,691,578.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

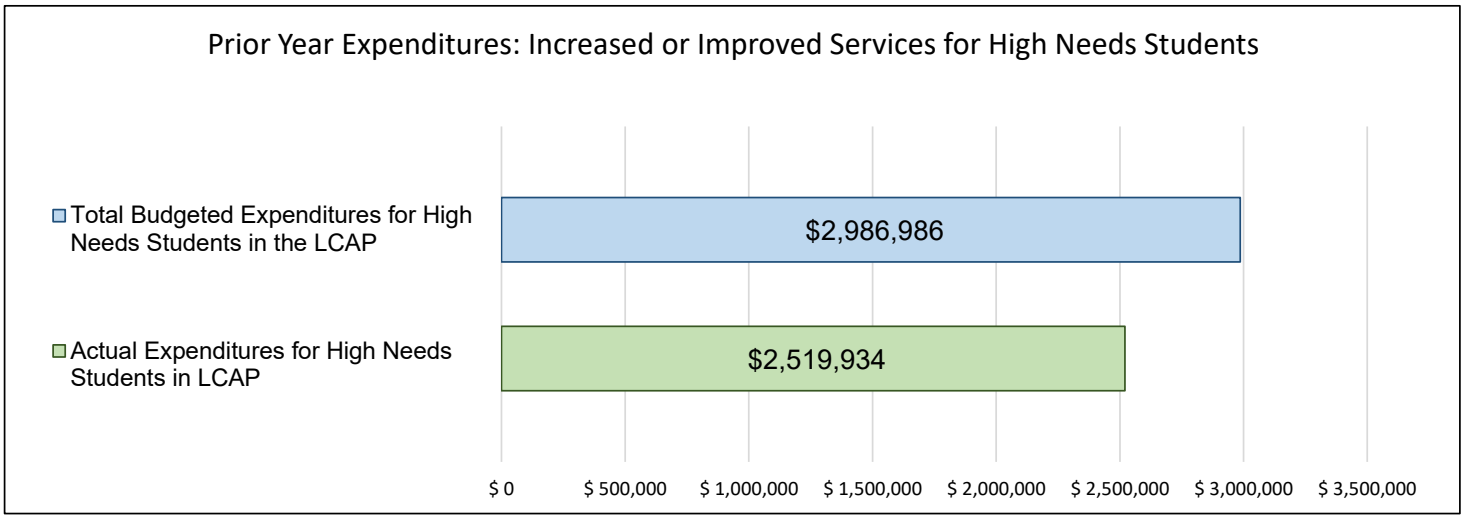
All general fund budget expenditures are included in this year's LCAP.

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

In 2026-2027, ISANA Achernar Academy is projecting it will receive $2,086,173.00 based on the enrollment of foster youth, English learner, and low-income students. ISANA Achernar Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ISANA Achernar Academy plans to spend $2,737,127.00 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 ISANA Achernar Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ISANA Achernar 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, ISANA Achernar Academy's LCAP budgeted $2,986,986.00 for planned actions to increase or improve services for high needs students. ISANA Achernar Academy actually spent $2,519,934.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $467,052.00 had the following impact on ISANA Achernar Academy's ability to increase or improve services for high needs students:

In the 2025-26 Budgeted Expenditures, we included employee "benefits" in addition to the "salary" within each respective high need action and service for high needs students. However, for the actual, we separated the "benefits" and reported them within Goal 5 Action 4, which isn't identified as contributing. Actual Actions and Services for high needs students were not impacted.

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
ISANA Achernar Academy	Nadia Shaiq, CEO	nshaiq@isana.org (323) 291-1211

Plan Summary 2026-2027

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.

ISANA Achernar Academy, a public charter school, provides high-quality education to students in the historically underserved Compton community. The mission of Isana Achernar is to provide college-preparatory education focused on academic achievement, character development, and equitable opportunities for all students. Isana Achernar Academy partners with families and the surrounding community to create a safe, inclusive, and culturally responsive learning environment that supports the whole child.

ISANA Achernar Academy opened in August 2016 with 493 students from transitional kindergarten through eighth grade. We currently serve 426 students across these grade levels. All students qualify for the free or reduced lunch program, and 25% of our population are English Learners. The community is predominantly Hispanic/Latino (67%) and African-American (30%), (1%) Native American/Other Pacific Islander, (1%) Multi-race, and (1%) Asian.

The school employs certificated teachers, instructional aides, intervention staff, counselors, and support personnel who work collaboratively to meet the academic and social-emotional needs of students. ISANA Achernar Academy emphasizes data-driven instruction, targeted interventions, and strong family engagement practices to support continuous student growth and achievement.

ISANA Achernar Academy remains committed to preparing all students to become lifelong learners, critical thinkers, and responsible community members

Reflections: Annual Performance

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

ELA Student Achievement

For the 2024-25 school year, ISANA Achernar earned an Orange designation on the CA Dashboard for English Language Arts (ELA), one level below the state's Yellow designation. While Latino/Hispanic students maintained their Orange designation, all other student groups — Students with Disabilities, African American, English Learners, and Socioeconomically Disadvantaged students — declined in performance level, with Students with Disabilities landing in Red.

In response to these results, Achernar implemented and strengthened several systems and instructional supports to accelerate student learning and close achievement gaps.

Data-Driven Instruction Through IRLA and i-Ready

Achernar uses multiple data tools to identify student needs and drive targeted instruction. Teachers analyze IRLA data weekly to determine reading levels, identify skill gaps, and set individualized Power Goals, which inform small-group instruction and individual reading conferences. i-Ready Diagnostic results are used alongside the Teacher Toolbox to address specific skill gaps and target students requiring additional intervention. Data Chats are held regularly with students, staff, and families to ensure transparency and shared ownership of progress.

School-wide Focus on Students with Disabilities

Given that Students with Disabilities landed in Red on the CA Dashboard, supporting this population in ELA is an urgent priority. This year, we worked as a school community to improve the consistency of accommodations across all spaces of the school. Through a structured PDSA process, educators reflected on current practice, leadership developed an equity-focused Problem of Practice framing the challenge as a systems-level issue, and all staff aligned on next steps — including building capacity across all departments to implement student accommodations through SPED Passports. Writing goals within IEPs were also incorporated directly into school-wide writing professional development.

English Learner Action Plan

To improve outcomes for our English Learner population, all teachers participated in a targeted ELD-focused professional development series covering academic language development, scaffolding complex texts, and formative assessment. These sessions built teacher

capacity to implement research-based strategies that promote language development and ensure equitable access to grade-level content for students at all stages of English language development.

Writing Instruction

To address writing as an area of need, we conducted weekly professional development sessions in which teachers collaboratively reviewed student work against grade-level rubrics and identified targeted mini lessons. This process built writing skills and stamina across grade levels, with a particular focus on ensuring that Students with Disabilities and English Learners received the scaffolded writing support needed to access grade-level expectations.

Our i-Ready diagnostic data shows meaningful progress when measured against our 2023-24 baseline. Overall Annual Typical Growth rose from 84% to 95%, reflecting genuine momentum across the school. By demographic student group:

- African American students: 69% → 102%
- English Learners: 77% → 86%
- Latino students: 86% → 92%
- Socioeconomically Disadvantaged students: 84% → 94%
- Students with Disabilities: 128% → 117%

The growth among African American students is particularly notable, rising from 69% to 102% — crossing the typical growth threshold and reflecting the impact of targeted instructional supports for this population. English Learners, Latino, and Socioeconomically Disadvantaged students also showed meaningful gains, though all remain below the 100% typical growth threshold, signaling that accelerating growth for these groups remains a priority. Students with Disabilities showed a slight decline from their strong baseline but remain well above typical growth at 117%.

Moving forward, our focus will be on accelerating growth for the student groups still below the 100% typical growth threshold — particularly English Learners, Latino, and Socioeconomically Disadvantaged students — while sustaining the gains made by African American students and Students with Disabilities. We will continue strengthening Tier 1 instruction, refining our data cycles to respond more precisely to student needs, and ensuring that our writing and ELD practices are translating into measurable growth across all student groups. Beginning in the 2026-27 school year, we will also implement a co-teaching model pairing general education teachers with special education colleagues to increase access to grade-level standards, targeted differentiation, and language supports — particularly for Students with Disabilities and English Learners. In preparation, teachers are participating in co-teaching training and dedicated co-planning time to build the collaborative structures needed for strong implementation from the outset. With meaningful progress evident in our baseline comparison,

we are committed to building on this momentum and ensuring that every student at Achernar is on a path toward grade-level proficiency.

Math Student Achievement

In Math, ISANA Achernar also received an Orange rating on the CA Dashboard for 2024-25, performing below the state's Orange designation. African American students, English Learners, and Students with Disabilities all landed in Red — and notably, this marks the second consecutive year that these three student groups have been in the Red designation, underscoring the urgency of our response for these populations.

In response to these results, and with particular urgency given the two consecutive years of Red designations for African American students, English Learners, and Students with Disabilities, Achernar implemented and strengthened several systems and instructional supports to accelerate mathematics achievement.

Strengthening Tier 1 Mathematics Instruction

To ensure all students have consistent access to grade-level content, Achernar prioritized a shift away from purely procedural instruction toward conceptual understanding and mathematical reasoning. Instruction was delivered through the i-Ready Try–Discuss–Connect (TDC) model, with the Standards for Mathematical Practice embedded in daily lessons. Classrooms were equipped with math manipulatives used consistently during the "Try-It" portion of lessons, encouraging students to model problems, represent their thinking, and justify their reasoning. Lessons were designed with integrated ELD scaffolds for multilingual learners and UDL-aligned supports to ensure access for all students, including those with disabilities.

Weekly Data Cycles and PLCs

Every week, teachers and instructional coaches met in structured Professional Learning Communities to review formative assessment data and student work, identify students needing re-teaching or additional support, and align upcoming lessons to priority standards. These meetings concluded with clear action steps and shared accountability for implementation in the following week. Given the stagnant growth among English Learners and the decline among African American students, these data cycles placed particular emphasis on identifying and responding to the specific barriers facing these populations.

Content Knowledge Professional Development

To support high-quality implementation of mathematics instruction, teachers participated in ongoing professional development focused on high-impact instructional strategies, including the effective use of visual models, development of academic math vocabulary, structured

student discourse routines, and formative assessment practices. Instructional leaders provided ongoing coaching, classroom walkthroughs, and feedback aligned to school-wide math instructional priorities to support consistent implementation.

Targeted Intervention and Small-Group Support

Students identified through formative and benchmark assessments received targeted small-group intervention during the school day, with progress monitored regularly to adjust support as needed. Given the severity of gaps among African American students, English Learners, and Students with Disabilities, small-group instruction was prioritized for these populations, with tutoring and extended learning opportunities providing additional reinforcement of prerequisite skills and grade-level content.

Expansion of Co-Teaching Model

As noted in our ELA section, Achernar will implement a co-teaching model beginning in the 2026-27 school year, pairing general education teachers with special education colleagues to strengthen Tier 1 math instruction and ensure diverse learning needs are addressed within the classroom. In preparation, teachers are participating in co-teaching training to build the collaborative structures needed for strong implementation from the outset.

Our i-Ready diagnostic data shows minimal but uneven progress when measured against our 2023-24 baseline. Schoolwide, Annual Typical Growth rose only slightly from 90% to 92%. By demographic student group:

- English Learners: 85% → 85%
- Latino students: 93% → 92%
- Socioeconomically Disadvantaged students: 93% → 92%
- African American students: 89% → 75%
- Students with Disabilities: 83% → 100%

The results are mixed. Students with Disabilities showed the most significant growth, crossing the 100% typical growth threshold — an encouraging sign given their Red Dashboard designation. However, African American students declined from 89% to 75%, a result that demands immediate and targeted attention. English Learners showed no growth from baseline, and Latino and Socioeconomically Disadvantaged students saw slight declines. With most subgroups still below the 100% typical growth threshold, accelerating math achievement across the board remains a critical priority.

Moving forward, the urgency of this moment — particularly for African American students, English Learners, and Students with Disabilities

— demands that we move beyond incremental improvement. We will continue strengthening Tier 1 math instruction and refining our weekly data cycles to respond more precisely and quickly to student needs. We will also examine with greater specificity what instructional and structural factors are contributing to the stagnation and decline among our highest-need subgroups, and adjust our approach accordingly. With Students with Disabilities showing meaningful growth this year, we have evidence that our supports can work — our goal is to replicate and accelerate that progress across all student groups.

English Learner Reclassification and English Learner Progress Indicator

The CA Dashboard reports an Orange designation on the English Learner Progress Indicator (ELPI), below the state's Yellow designation. Our reclassification rate increased from 11.6% to 13.4% at the end of the 2024-25 school year, a move in the right direction though still short of our internal target of 15%. This signals a need to examine the quality and consistency of both Designated ELD (D-ELD) and Integrated ELD (I-ELD) instruction across classrooms, as well as the coherence between ELD instruction and core content delivery. While we have invested in ELD programs, staffing, and professional development, we recognize that accelerating progress toward English proficiency and reclassification requires a more focused and systematic approach to ELD instruction school-wide.

Our plan moving forward is centered on the following actions:

- Strengthening Designated ELD instruction — ensuring teachers are delivering explicit, standards-aligned ELD instruction during protected D-ELD time, with a focus on developing students' listening, speaking, reading, and writing at their proficiency level
- Deepening Integrated ELD across content areas — supporting teachers in intentionally building language development opportunities into every subject area so students are developing academic language in meaningful contexts throughout the school day
- Evidence-based instructional strategies — embedding practices such as strategic use of home language as a scaffold, structured academic discourse (e.g., sentence frames, sentence starters, language routines), and vocabulary development tied to content
- Monitoring progress toward reclassification — implementing more frequent data reviews of ELPAC progress, reclassification criteria checkpoints, and individual student tracking to identify and support students who are close to reclassification thresholds
- Professional development and coaching — providing targeted PD and instructional coaching to ensure all teachers serving English Learners are equipped to deliver both I-ELD and D-ELD with fidelity
- Family engagement — strengthening communication with families of English Learners about reclassification criteria, student progress, and how they can support language development at home

We are committed to ensuring every English Learner has access to the high-quality instruction they need to achieve English proficiency, succeed academically, and reach reclassification at a developmentally appropriate rate.

School Climate: Suspension

ISANA Achernar Academy received an Orange rating on the CA Dashboard for suspensions. While 1.4% of students were suspended for at least one day, this remains below the state average of 2.9%. We continue to address student behavior through restorative and proactive supports:

- PBIS/Restorative Practices: All staff receive training on proactive behavior management, restorative conferencing, and de-escalation techniques.
- Individualized Behavior Plans: Students with repeated behavioral challenges receive customized behavior support plans with clear expectations, positive reinforcement strategies, and regular progress monitoring.
- Tiered Supports: Tier 1 includes school-wide positive behavior reinforcement and classroom management strategies. Tier 2 provides small-group social skills and self-regulation interventions. Tier 3 offers one-on-one counseling, mentoring, and conflict resolution for students at higher risk.
- Data Monitoring: The principal and counselor team conduct monthly reviews of office discipline referrals and suspension trends to adjust supports and provide staff coaching.

The goal is to continue reducing suspensions for all students, maintain a safe school climate, and ensure uninterrupted access to instruction, supporting both social-emotional growth and academic achievement.

School Climate: Chronic Absenteeism (CA Dashboard)

The CA Dashboard shows a Red performance level for Chronic Absenteeism at ISANA Achernar, and current YTD data reflects a rate of 26.42% — an increase from 2024-25 and a continued upward trend that represents our most urgent climate challenge.

Achernar addresses chronic absenteeism through a Multi-Tiered System of Supports (MTSS) framework that recognizes attendance as both an academic and equity issue. Attendance Improvement Meetings bring together school leaders, counselors, Student and Family Services staff, and other support personnel to review data, identify trends, and develop targeted interventions. Current strategies include school-wide attendance challenges, re-engagement meetings, individualized attendance plans, family outreach, and connections to community-based resources. Through ISANA's partnership with LACOE and the GENIUS Initiative, the school has also begun utilizing improvement science methodologies to better understand attendance challenges and test promising strategies.

While these efforts reflect genuine commitment, the school acknowledges that a more formalized and coordinated school-wide approach is needed. In the year ahead, school leaders will build upon existing practices by creating more intentional structures for family partnership, increasing opportunities for parent voice, and more fully integrating attendance improvement into the daily work of all staff.

Persistent barriers include economic hardship, housing instability, transportation challenges, and health-related concerns. Achernar also recognizes that some students are choosing absence over participation in environments where they do not yet feel a strong sense of belonging or connection — a reality that directly connects attendance improvement efforts to the broader work of strengthening school culture, relationships, and student voice. The school views this as ongoing work requiring continuous learning and partnership with students, families, and staff.

LREBG FUNDED GOALS

Goal 1, Action 2
LREBG Funds Supporting this Action: $17,737

Action Description: LREBG funds are used to support the salary of the Curriculum and Assessment Coordinator, a network-wide position that provides critical support to all ISANA schools in the areas of curriculum implementation, assessment administration, and data analysis. The Coordinator supports school leaders, instructional coaches, and teachers in using assessment data to drive instructional decision-making, ensures consistent and effective implementation of state-adopted, standards-aligned curricular programs, and provides training on both local and state assessment systems. This use aligns with LREBG's allowable uses for professional development, educator support, and the implementation of evidence-based instructional materials and practices to accelerate learning recovery for unduplicated student groups.

Rationale Based on Needs Assessment: Our needs assessment identified a need for stronger and more consistent curriculum implementation and data-driven instructional practices across all schools, particularly to address persistent academic gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Assessment data — including i-Ready Diagnostics, CAASPP results, and DFS scores — consistently shows that these student groups remain significantly below grade-level standards in both ELA and math. Feedback from school leaders and instructional coaches further confirmed the need for dedicated network-level support in navigating assessment systems, analyzing data, and ensuring fidelity of curriculum implementation across all classrooms. The Curriculum and Assessment Coordinator directly addresses these needs by building educator capacity to use data effectively and ensuring that all students have consistent access to high-quality, standards-aligned instruction.

Research Basis: Research from the Learning Policy Institute and the Institute of Education Sciences (IES) demonstrates that consistent implementation of high-quality, standards-aligned curricula is one of the most effective strategies for improving student outcomes, particularly for historically underserved student groups. Studies also show that educators who receive ongoing support in data analysis and curriculum implementation are better equipped to identify and respond to student needs in a timely and targeted manner, leading to improved academic outcomes across student groups.

Metrics to Monitor Impact:

- State Assessments: Smarter Balanced — percentage of students meeting or exceeding standards
- CAST: California Science Test proficiency
- Local Assessments: i-Ready Diagnostics — Annual Typical Growth
- Distance from Standard (DFS) — ELA, Math, and Science per CA Dashboard
- English Learner Reclassification Rate as measured by CALPADS/DataQuest
- ELPI Progress per CA Dashboard
- Implementation of State Standards — instructional observations and walkthroughs

Goal 1, Action 4:
LREBG Funds Supporting this Action: $40,689

Action Description: LREBG funds are used to support the salaries of General Education Paraprofessionals who provide Tier 2 and Tier 3 academic interventions within the school's Multi-Tiered System of Supports (MTSS) framework. These paraprofessionals work closely with classroom teachers and interventionists to deliver small-group, scaffolded instruction throughout the school day to students requiring additional academic support. Instruction is differentiated and aligned with grade-level standards to accelerate learning recovery in both English Language Arts and Mathematics.

Rationale Based on Needs Assessment: Our needs assessment identified persistent academic performance gaps for Students with Disabilities, English Learners, Latino students, and Socioeconomically Disadvantaged students, as reflected in CA Dashboard designations, DFS data, and local assessment results. Multiple student groups remain designated Orange or Red on the CA Dashboard in both ELA and math, and DFS data confirms that these groups continue to perform significantly below grade-level standards. At Achernar in particular, African American students, English Learners, and Students with Disabilities have been designated Red for two consecutive years in math, underscoring the urgency of targeted intervention. Targeted, high-dosage interventions delivered by paraprofessionals provide the individualized attention and support these students need to make accelerated progress toward grade-level proficiency.

Research Basis: Research from the National Center for Education Evaluation (NCEE) and the Institute of Education Sciences (IES) shows that paraprofessionals, when trained and strategically deployed, can effectively deliver small-group interventions that improve reading and math outcomes for struggling students. The MTSS model, supported by research from the Center on Response to Intervention and AIR (American Institutes for Research), is evidence-based in its use of tiered interventions to meet diverse learner needs and reduce achievement gaps.

Metrics to Monitor Impact:

- State Assessments: Smarter Balanced State Assessments (ELA and Math) — percentage of students meeting or exceeding standards

- CAST: California Science Test proficiency
- Local Assessments: i-Ready Diagnostic Growth Reports (K–8) — Annual Typical Growth
- Distance from Standard (DFS) — ELA, Math, and Science per CA Dashboard
- English Learner Progress Indicator (ELPI) per CA Dashboard
- English Learner Reclassification Rate as measured by CALPADS/DataQuest

Goal 2, Actions 1–3:
LREBG Funds Supporting this Action: $126,653

Action Description: LREBG funds are used to support the salaries of school counselors and the Director of Pupil Services. These staff members are instrumental in delivering professional development on culturally responsive teaching, implementing restorative practices, supporting students' social-emotional learning (SEL), and leading re-engagement efforts for chronically absent students. Actions include training staff on implicit bias and inclusive practices, facilitating school-wide SEL programs with culturally relevant materials, conducting targeted outreach to families, and coordinating mentorship and attendance initiatives as part of a multi-tiered re-engagement strategy. These actions align with the LREBG's allowable uses, including the provision of mental health and wellness services, professional development for teachers and staff, and strategies to re-engage students who became disengaged during the COVID-19 pandemic.

Rationale Based on Needs Assessment: Our needs assessment identified chronic absenteeism as the most urgent climate challenge at Achernar, with a CA Dashboard rate of 23% — an increase of 1.9% from the prior year — and a current YTD rate of 26.42%, reflecting a consistent and worsening upward trend. Socioeconomically Disadvantaged students, English Learners, and Latino/Hispanic students are disproportionately represented among chronically absent students. Student survey data further highlights the need for stronger SEL and adult-student relational supports, with the School section scoring 60% favorable — among the lowest across the network and well below our 80% target — and consistent low ratings on items related to representation and comfort seeking adult support. Given the compounding academic and social-emotional challenges facing many of Achernar's students, school counselors and the Director of Pupil Services play a particularly critical role in addressing these needs through direct student support, staff capacity-building, and family engagement.

Research Basis: Research from CASEL (Collaborative for Academic, Social, and Emotional Learning) and the Learning Policy Institute indicates that culturally responsive SEL and restorative practices contribute to improved student behavior, academic performance, and school climate. Studies also show that strong school–family partnerships and re-engagement strategies are effective in improving attendance and reducing disengagement among historically underserved student groups.

Metrics to Monitor Impact:

- Average Daily Attendance Rate (ADA)
- Chronic Absenteeism Rate per CA Dashboard and YTD data
- Middle School Dropout Rate
- Suspension and Expulsion Rate per CA Dashboard

- LCAP School Experience Survey — percentage of students responding favorably to key culture and climate items

Goal 3, Action 4:
LREBG Funds Supporting this Action: $114,356

Action Description: LREBG funds are used to support the salaries of Assistant Principals (APs) at ISANA schools. APs play a critical role in providing instructional leadership, teacher coaching and support, and day-to-day school management that directly impacts the quality of instruction and the school environment. This use aligns with LREBG's allowable uses for professional development, educator support, and strengthening instructional leadership capacity. It responds to staff survey data and instructional observations that identified a need for more consistent, site-based coaching and leadership support to strengthen instructional quality and improve outcomes for all student groups.

Rationale Based on Needs Assessment: Our needs assessment identified an urgent need for strengthened instructional leadership and coaching at Achernar, where academic performance data shows stagnation or regression across most student groups in both ELA and math, and where SWD math DFS declined dramatically from -100 to -166.5 — the most alarming data point across the network. Staff survey data shows favorable response rates on feedback and coaching questions of 62% for certificated staff and 74% for classified staff — both among the lowest across the network and well below our 80% target. Given the academic urgency at Achernar and the complexity of challenges facing its students, strong and consistent site-based instructional leadership through AP support is particularly critical to ensuring that all educators receive the coaching and feedback needed to deliver high-quality, targeted instruction for English Learners, Students with Disabilities, African American students, and Socioeconomically Disadvantaged students.

Research Basis: Research from the Wallace Foundation and the Learning Policy Institute demonstrates that strong instructional leadership at the school site level is one of the most significant factors in improving teacher effectiveness and student outcomes. Studies show that when school leaders — including assistant principals — focus their time on instructional coaching, classroom observation, and teacher development, schools see measurable improvements in teaching quality and student achievement, particularly in schools serving high concentrations of unduplicated students. Effective site-based leadership is also consistently linked to improved teacher retention and a stronger school culture.

Metrics to Monitor Impact:

- Teacher Retention Rate
- School Experience Survey — staff favorable response rates on feedback and coaching questions
- Local Assessments: i-Ready Diagnostics — Annual Typical Growth
- State Assessments: Smarter Balanced — percentage of students meeting or exceeding standards
- Distance from Standard (DFS) — ELA, Math, and Science per CA Dashboard
- Implementation of State Standards — instructional observations and walkthroughs

Goal 4, Action 1:
LREBG Funds Supporting this Action: $72,022

Action Description: LREBG funds are used to support the salaries of Student Family Services Coordinators (SFSCs) and the Director of Pupil Services. These roles are critical to improving student recruitment and retention, increasing family engagement, and supporting historically underserved student groups. SFSCs organize workshops, facilitate advisory councils, and connect families — especially those with Foster Youth, English Learners, Socioeconomically Disadvantaged students, and African American students — to community resources and services. This use aligns with LREBG's allowable uses related to student re-engagement and community partnerships, and addresses identified needs for stronger family-school partnerships and equitable access to services.

Rationale Based on Needs Assessment: Our needs assessment identified chronic absenteeism as the most urgent family engagement challenge at Achernar, with a CA Dashboard rate of 23% and a current YTD rate of 26.42% — a consistent and worsening upward trend. Socioeconomically Disadvantaged students, English Learners, Latino/Hispanic students, and African American students are disproportionately represented among chronically absent students. While parent survey results meet our 80% target at 83% and 82% favorable on key engagement metrics, they represent the lowest scores across the network, indicating that family engagement efforts have not yet fully reached all families. The SFSC and Director of Pupil Services roles are particularly critical at Achernar in addressing the complex barriers — including economic hardship, housing instability, and social-emotional challenges — that are contributing to the persistent and worsening attendance trend, and in building the deeper family partnerships needed to support every student in returning to and remaining in school.

Research Basis: Research by the RAND Corporation and the U.S. Department of Education confirms that meaningful family-school partnerships are correlated with improved academic outcomes, better attendance, and stronger student well-being. Re-engagement strategies and culturally responsive family outreach are key to building trust, particularly in historically underserved communities. Additionally, studies show that a strong sense of school connectedness is a factor that supports long-term academic and social-emotional success.

Metrics to Monitor Impact:

- Average Daily Attendance Rate
- Chronic Absenteeism Rate per CA Dashboard and YTD data
- Middle School Dropout Rate
- School Experience Survey — parent and student favorable response rates
- Number of workshops offered annually

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
All Educational Partners	An annual survey was administered to all staff, select grade levels of students, and offered to all parents. An analysis of the results was conducted and results were shared with all Educational Partners during engagement sessions.
Students	The school held school-site level sessions with student focus groups focusing on goals 1 and 2. During these sessions, school leaders discussed progress and data for each goal and sought input by asking questions meant to elicit reflection and feedback. Some questions asked were: *What do you appreciate about your experiences at school? What else can your school/teacher do to help you be successful?* Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. **Engagement Sessions were held on:** 2/25, 3/19, 5/22
Parents/Families	The school held school-site level sessions with families during Parent Advisory Council, School Site Council and District English Learner Advisory Committees focusing on goals 1,2 and 4. During these sessions, school leaders discussed progress and data for each goal and sought by asking questions meant to elicit reflection and feedback. Some questions asked were: *How else might our school continue to create a safe and healthy learning environment? How else might we help more students to attend school regularly?* Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. **Engagement Sessions were held on:** 2/24, 3/17, 5/19

Staff- Certificated and Classified	The school held school-site level sessions with all staff focusing on goals 1, 2 and 3. During these sessions, school leaders discussed progress and data for each goal and sought by asking questions meant to elicit reflection and feedback. Some questions asked were: *How can our school help more students to be successful in school? What do you appreciate about your school that you feel contributes to your success?* Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. **Engagement Sessions were held on:** 2/17, 3/24, 5/12
Administrative Leadership	ISANA led network-wide engagement sessions with principals as well as network-level leadership such as directors, coordinators and specialists. In these sessions, leadership examined data and progress toward LCAP goals, reviewed and discussed the effectiveness/ineffectiveness of all actions and provided input on possible changes/enhancements to actions, metrics and desired outcomes. A session was also held to review and analyze LCAP survey results. **Engagement Sessions were held on:** 1/21, 2/4, 3/4, 4/22
Board Members	Progress toward LCAP goals was shared with the board at all regular board meetings throughout the school year: 10/28, 12/09, 2/10, and 4/28. The February 10th board meeting included mid-year outcome data, implementation status of all actions and expenditures to date as related to the metrics identified in the 2025-2026 LCAP.
SELPA	ISANA consulted with the SELPA on June 2, 2026 to review SPED related actions and services.

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

ISANA believes that educational partner input drives the development of the LCAP. To guide the development of goals, actions, and metrics for Year 3 of the 2024-2027 Local Control and Accountability Plan, we drew on educational partner input from discussions held with parents, students, and all school personnel including administrative leadership, teachers, and classified staff. These discussions included meetings with the Parent Advisory Council (PAC), District English Learner Advisory Council (DELAC), and School Site Council (SSC); facilitated LCAP Focused Educational Partner Sessions for all staff; and updates on progress toward LCAP goals and new LCAP development at ISANA Board Meetings. In addition to providing progress on goals and metrics, we presented on the progress of all actions outlined in the LCAP at the October, December, February, and April Board meetings, reporting which goals were "completed," "on-track," or "not yet started." At the February Board meeting, we also reported midyear budgeted and actual expenditures for each action. These presentations provided opportunities for board member input and public comment. Surveys were also sent to all families in November/December 2025 and to staff in January 2026. Select grade levels of students completed the student survey in the Fall 2025 and Spring 2026 — Spring results are reported in the LCAP. Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input. The following summary outlines the overarching themes that emerged across various input opportunities,

specific recommendations and priorities that emerged within LCAP goal areas, as well as adjustments and next steps.

Overarching Themes

Academic Achievement and Professional Development (Goals 1 and 3)

The actions within Goals 1 and 3 remain unchanged, as they are broad enough to continue driving our priorities. However, the specific strategies and supports within each action are being refined based on educational partner feedback and student outcome data.

In general, the majority of educators report receiving feedback and support that helps them enhance their skills and knowledge, and feel that they are provided with the materials, resources, and professional development needed to deliver a high-quality educational program for all students. At the same time, in both staff surveys and engagement sessions, staff communicated a need for training and increased resources to better meet the needs of students exceeding grade-level standards, students below grade-level standards, and student groups such as Students with Disabilities and English Learners. While professional learning opportunities in both areas have been provided throughout the past two years, survey responses indicate that a different level of support is needed, one that could include modeling, co-planning, or observing educators who implement effective practices in these areas. We are building this into our professional development plan for 2026-27 **(Goal 1, Actions 1, 7, 8; Goal 3, Action 3)**. Select educators in general education, special education, and visual and performing arts will continue to participate in co-teaching and receive training throughout the year, while others will enter co-teaching for the first time.

Families shared similar sentiments through the LCAP survey. Many expressed a desire for students to be challenged academically more often, as well as a need for tutoring services and additional supports for students who need more help to succeed academically. As part of our professional development plan for 2026-27, we will explore topics around creating learning environments in which all students, regardless of where they are performing, feel successful and challenged, including creating opportunities for authentic learning, increasing rigor, and fostering student agency and ownership of learning.

During engagement with school leaders, a need emerged to clarify expectations around the Coordination of Student Services and to increase support for academic interventionists. This includes establishing an organization-wide system for tracking students in CoST in order to monitor growth, providing additional training on the curriculum used in intervention, and ensuring the quality of Tier 1 instruction in classrooms so that academic interventionists' caseloads remain manageable. The ISANA Academic Department is working with school leadership to streamline intervention and increase support for academic interventionists **(Goal 1, Action 4)**.

Our network-wide Multilingual Coordinator **(Goal 1, Action 8, 9; Goal 3, Action 3)** will continue to collaborate with school leadership teams to determine English Learner professional development needs for returning and experienced teachers. Feedback and survey data confirmed the value of this year's EL-focused PD series, and a new series is planned for 2026-27.

Social Emotional Wellness (Goal 2)

The overall goal and actions for Goal 2 remain the same, as they continue to reflect our core commitment to student social-emotional wellness. As noted in last year's LCAP, we expanded our use of the School Experience Survey to two administrations (Fall and Spring) to allow for more timely monitoring of student experience and more responsive adjustments throughout the year.

High points on the student survey included "My school creates a welcoming environment" and "My school creates a safe environment," affirming that our sustained focus on classroom culture and relationship-building is resonating with students. However, results were largely flat or showed modest declines from Fall to Spring, suggesting that there is still work to do to improve student experience in these areas.

Low points were "My school helps me when I feel stressed, worried, or upset" and "I feel comfortable talking to an adult at school if something is bothering me." These results signal that while students feel welcome and safe in our schools, they may not yet feel sufficiently supported in moments of emotional need, nor connected enough to trusted adults to seek help when they need it. Safety and belonging are foundational, but students also need to feel that the adults around them are approachable and genuinely equipped to support their emotional well-being.

In response, our focus for 2026-27 will include strengthening adult-student relational practices, with an emphasis on ensuring every student has at least one trusted adult they can turn to on campus. We will also refine our mentorship models to provide deeper relational support, expand root-cause analysis to include family voices and student narratives, and continue professional learning focused on culturally responsive practices that reflect students' lived experiences. Our target remains that at least 80% of students will respond favorably to key culture and climate items, and we are committed to making measurable progress toward that goal in the year ahead.

Parent and Family Engagement and Involvement (Goal 4)

The overall goal and actions for Goal 4 remain the same, reflecting our continued commitment to meaningful family engagement. This year, parent and family feedback regarding engagement and involvement was very positive. Survey results indicated that families feel the school communicates in ways that are easy to understand, and that communication from both teachers and staff is consistent and adequate. We are encouraged by these results and remain committed to building on this foundation.

Workshops for families continued throughout the year on topics including academics, wellness, and available community resources. This year, the Media and Technology Team collaborated with school leaders to develop and co-facilitate sessions designed to help families navigate key digital platforms and access important school information. We will continue and expand this collaboration in 2026-27. Recording workshops and housing them in a centralized location for families to access on demand remains a priority, particularly for families who are unable to attend live sessions. While we made progress in some areas this year, this action was not fully realized and will continue to be a focus in the year ahead.

Through engagement with school and network leadership, three areas for growth emerged that will shape our approach in 2026-27. First, we will strengthen and systematize our approach to community partnerships by creating shared systems for documenting and tracking partnerships across schools, ensuring resources and contacts are shared consistently, and increasing ISANA's presence and visibility in the broader community. Second, we will increase support and capacity for our School Family Services Coordinators through targeted professional development, stronger cross-school collaboration, and more structured opportunities to share promising practices. Third, we will work to broaden family participation beyond the core group of families who currently attend workshops and meetings, by diversifying engagement formats, partnering with parent outreach organizations, and more systematically tracking attendance and involvement to identify gaps and tailor our outreach accordingly.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal, first developed in a prior LCAP cycle, remains central to ISANA's mission of providing equitable, high-quality education. It reflects our commitment to ensuring that all students, including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students, have access to culturally affirming instruction that supports mastery of state standards.

ISANA Achernar recognizes that academic success is deeply connected to students seeing themselves reflected in the curriculum and having opportunities to engage with learning both inside and beyond the classroom. We continue to implement instructional materials and practices that elevate diverse cultural perspectives and affirm students' identities. This goal is grounded in data that reflects both the challenges and the emerging momentum at Achernar. CA Dashboard designations declined across most student groups in both ELA and math, with African American students, English Learners, and Students with Disabilities landing in Red for the second consecutive year in math. At the same time, when measured against our 2023-24 baseline, i-Ready data shows meaningful progress in ELA, with African American students crossing the 100% typical growth threshold and all student groups showing gains. In math, progress was minimal, with African American students declining further. These results reinforce the importance of this goal and the need to move beyond incremental improvement toward the deeper instructional and systemic changes that will accelerate achievement for our most underserved students. Informed by assessment data and input from educational partners, this goal continues to guide our targeted supports and actions to address the education debt impacting our students and to ensure all students meet grade-level expectations.

The outlined actions are designed to sustain and accelerate student progress as measured by growth and proficiency metrics, including i-Ready Diagnostics and state assessments. Now in the third year of this LCAP cycle, many of these systems and supports are being

strengthened and expanded, with a particular focus on ensuring that Tier 1 instruction is consistently high quality and that targeted interventions are reaching the students who need them most. High-quality, ongoing professional learning ensures that teachers have what they need to implement effective, culturally responsive and standards-aligned instructional strategies. Regular data analysis allows educators to monitor student progress closely and provide timely, targeted interventions. Our extended learning programs and MTSS framework offer structured academic and social-emotional supports, especially for students performing below grade level. Technology access, arts integration, and a growing special education infrastructure, including the co-teaching model launching in 2026-27, ensure all students can fully engage with rigorous content. Together, these comprehensive supports form a foundation for the accelerated improvement Achernar is committed to achieving.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>1</td>
<td>Performance on statewide CAASPP/Smarter Balanced Summative ELA and Math Assessments: Percentage of students meeting/ exceeding standards</td>
<td>
<u>CAASPP ELA (22-23):</u>
<table>
<tr><td>Schoolwide</td><td>30.14%</td></tr>
<tr><td>ELLs</td><td>8.14%</td></tr>
<tr><td>Low SES</td><td>29.90%</td></tr>
<tr><td>Latino/ Hispanic</td><td>33.33%</td></tr>
<tr><td>African American/ Black</td><td>21.97%</td></tr>
<tr><td>SWD</td><td>7.89%</td></tr>
<tr><td>Foster Youth</td><td>NA</td></tr>
</table>
<u>CAASPP MATH (22-23):</u>
<table>
<tr><td>Schoolwide</td><td>16.44%</td></tr>
<tr><td>ELLs</td><td>6.98%</td></tr>
<tr><td>Low SES</td><td>16.01%</td></tr>
<tr><td>Latino/ Hispanic</td><td>19.70%</td></tr>
<tr><td>African American/ Black</td><td>8.79%</td></tr>
<tr><td>SWD</td><td>13.16%</td></tr>
<tr><td>Foster Youth</td><td>NA</td></tr>
</table>
*LTEL baseline will be from Year 1 Outcome
</td>
<td>
<u>CAASPP ELA (23-24):</u>
<table>
<tr><td>Schoolwide</td><td>33.71%</td></tr>
<tr><td>ELLs</td><td>7.58%</td></tr>
<tr><td>LTELs</td><td>9.09%</td></tr>
<tr><td>Low SES</td><td>33.46%</td></tr>
<tr><td>Latino/ Hispanic</td><td>36.26%</td></tr>
<tr><td>African American/ Black</td><td>25.61%</td></tr>
<tr><td>SWD</td><td>16.66%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
<u>CAASPP MATH (23-24):</u>
<table>
<tr><td>Schoolwide</td><td>20.74%</td></tr>
<tr><td>ELLs</td><td>9.10%</td></tr>
<tr><td>LTELs</td><td>18.18%</td></tr>
<tr><td>Low SES</td><td>20.62%</td></tr>
<tr><td>Latino/ Hispanic</td><td>25.27%</td></tr>
<tr><td>African American/ Black</td><td>10.98%</td></tr>
<tr><td>SWD</td><td>11.90%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
</td>
<td>
<u>CAASPP ELA (24-25):</u>
<table>
<tr><td>Schoolwide</td><td>33.46%</td></tr>
<tr><td>ELLs</td><td>3.45%</td></tr>
<tr><td>LTELs</td><td>*</td></tr>
<tr><td>Low SES</td><td>33.20%</td></tr>
<tr><td>Latino/ Hispanic</td><td>32.95%</td></tr>
<tr><td>African American/ Black</td><td>32.00%</td></tr>
<tr><td>SWD</td><td>14.71%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
<u>CAASPP MATH (24-25):</u>
<table>
<tr><td>Schoolwide</td><td>21.54%</td></tr>
<tr><td>ELLs</td><td>3.45%</td></tr>
<tr><td>LTELs</td><td>*</td></tr>
<tr><td>Low SES</td><td>22.00%</td></tr>
<tr><td>Latino/ Hispanic</td><td>25.57%</td></tr>
<tr><td>African American/ Black</td><td>13.24%</td></tr>
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</table>
</td>
<td>
<u>CAASPP ELA (26-27):</u>
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<tr><td>Schoolwide</td><td>47%</td></tr>
<tr><td>ELLs</td><td>21%</td></tr>
<tr><td>LTELs</td><td>21%</td></tr>
<tr><td>Low SES</td><td>47%</td></tr>
<tr><td>Latino/ Hispanic</td><td>49%</td></tr>
<tr><td>African American/ Black</td><td>46%</td></tr>
<tr><td>SWD</td><td>15%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
<u>CAASPP MATH (26-27):</u>
<table>
<tr><td>Schoolwide</td><td>41%</td></tr>
<tr><td>ELLs</td><td>25%</td></tr>
<tr><td>LTELs</td><td>25%</td></tr>
<tr><td>Low SES</td><td>38%</td></tr>
<tr><td>Latino/ Hispanic</td><td>43%</td></tr>
<tr><td>African American/ Black</td><td>40%</td></tr>
<tr><td>SWD</td><td>20%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
</td>
<td>
<u>CAASPP ELA:</u>
<table>
<tr><td>Schoolwide</td><td>+3.32%</td></tr>
<tr><td>ELLs</td><td>-4.69%</td></tr>
<tr><td>LTELs</td><td>*</td></tr>
<tr><td>Low SES</td><td>+3.30%</td></tr>
<tr><td>Latino/ Hispanic</td><td>-0.38%</td></tr>
<tr><td>African American/ Black</td><td>+10.03%</td></tr>
<tr><td>SWD</td><td>+6.82%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
<u>CAASPP MATH:</u>
<table>
<tr><td>Schoolwide</td><td>+5.10%</td></tr>
<tr><td>ELLs</td><td>-3.53%</td></tr>
<tr><td>LTELs</td><td>*</td></tr>
<tr><td>Low SES</td><td>+5.99%</td></tr>
<tr><td>Latino/ Hispanic</td><td>+5.87%</td></tr>
<tr><td>African American/ Black</td><td>+4.45%</td></tr>
<tr><td>SWD</td><td>-10.22%</td></tr>
<tr><td>Foster Youth</td><td>N/A</td></tr>
</table>
*LTEL difference will be determined Spring 2026
</td>
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<table>
<tr>
<td>2</td>
<td>Performance on statewide CAST Assessments: Percentage of students meeting/ exceeding standards</td>
<td>CAST (Science) (22-23):<table><tr><td>Schoolwide</td><td>10.99%</td></tr><tr><td>ELLs</td><td>0%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>11.36%</td></tr><tr><td>Latino/ Hispanic</td><td>12.12%</td></tr><tr><td>African American/ Black</td><td>8.33%</td></tr><tr><td>SWD</td><td>9.09%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>*LTEL baseline will be from Year 1 Outcome if numerically significant</td>
<td>CAST (Science) (23-24):<table><tr><td>Schoolwide</td><td>11.00%</td></tr><tr><td>ELLs</td><td>0%</td></tr><tr><td>LTELs</td><td>N/A</td></tr><tr><td>Low SES</td><td>11.70%</td></tr><tr><td>Latino/ Hispanic</td><td>12.31%</td></tr><tr><td>African American/ Black</td><td>9.38%</td></tr><tr><td>SWD</td><td>6.25%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td>CAST (Science) (24-25):<table><tr><td>Schoolwide</td><td>16.67%</td></tr><tr><td>ELLs</td><td>0%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>17.05%</td></tr><tr><td>Latino/ Hispanic</td><td>19.29%</td></tr><tr><td>African American/ Black</td><td>9.38%</td></tr><tr><td>SWD</td><td>8.33%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td><u>CAST(Science) (26-27):</u><table><tr><td>Schoolwide</td><td>40%</td></tr><tr><td>ELLs</td><td>30%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>40%</td></tr><tr><td>Latino/ Hispanic</td><td>20%</td></tr><tr><td>African American/ Black</td><td>30%</td></tr><tr><td>SWD</td><td>20%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td><u>CAST(Science):</u><table><tr><td>Schoolwide</td><td>+5.68%</td></tr><tr><td>ELLs</td><td>0%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>+5.69%</td></tr><tr><td>Latino/ Hispanic</td><td>+7.17%</td></tr><tr><td>African American/ Black</td><td>+1.05%</td></tr><tr><td>SWD</td><td>-0.76%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>*LTEL difference will be determined Spring 2026</td>
</tr>
<tr>
<td>3</td>
<td>Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</td>
<td>i-Ready Annual Typical Growth K-8 ELA- (MAY 2024):<table><tr><td>Schoolwide</td><td>44%</td></tr><tr><td>ELLs</td><td>42%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>44%</td></tr><tr><td>Latino/ Hispanic</td><td>47%</td></tr><tr><td>African American/ Black</td><td>36%</td></tr><tr><td>SWD</td><td>58%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>i-Ready Annual Typical Growth K-8 Math- (MAY 2024):<table><tr><td>Schoolwide</td><td>46%</td></tr><tr><td>ELLs</td><td>45%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>47%</td></tr><tr><td>Latino/ Hispanic</td><td>48%</td></tr><tr><td>African American/ Black</td><td>50%</td></tr><tr><td>SWD</td><td>46%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>*LTEL baseline will be from Year 1 Outcome if numerically significant</td>
<td>i-Ready Annual Typical Growth K-8 ELA - (MAY 2025):<table><tr><td>Schoolwide</td><td>53%</td></tr><tr><td>ELLs</td><td>45%</td></tr><tr><td>LTELs</td><td>53%</td></tr><tr><td>Low SES</td><td>53%</td></tr><tr><td>Latino/ Hispanic</td><td>52%</td></tr><tr><td>African American/ Black</td><td>52%</td></tr><tr><td>SWD</td><td>51%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>i-Ready Annual Typical Growth K-8 Math - (MAY 2025):<table><tr><td>Schoolwide</td><td>54%</td></tr><tr><td>ELLs</td><td>54%</td></tr><tr><td>LTELs</td><td>68%</td></tr><tr><td>Low SES</td><td>55%</td></tr><tr><td>Latino/ Hispanic</td><td>55%</td></tr><tr><td>African American/ Black</td><td>55%</td></tr><tr><td>SWD</td><td>38%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td>i-Ready Annual Typical Growth K-8 ELA - (MAY 2026):<table><tr><td>Schoolwide</td><td>49%</td></tr><tr><td>ELLs</td><td>45%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>49%</td></tr><tr><td>Latino/ Hispanic</td><td>48%</td></tr><tr><td>African American/ Black</td><td>50%</td></tr><tr><td>SWD</td><td>55%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>i-Ready Annual Typical Growth K-8 Math - (MAY 2026):<table><tr><td>Schoolwide</td><td>46%</td></tr><tr><td>ELLs</td><td>44%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>47%</td></tr><tr><td>Latino/ Hispanic</td><td>48%</td></tr><tr><td>African American/ Black</td><td>43%</td></tr><tr><td>SWD</td><td>50%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td>80% or more of all students and student groups achieving Annual Typical Growth on the end of year i-Ready Diagnostic in math and ELA</td>
<td>i-Ready Annual Typical Growth K-8 ELA:<table><tr><td>Schoolwide</td><td>+5%</td></tr><tr><td>ELLs</td><td>+3%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>+5%</td></tr><tr><td>Latino/ Hispanic</td><td>+1%</td></tr><tr><td>African American/ Black</td><td>+14%</td></tr><tr><td>SWD</td><td>-3%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>i-Ready Annual Typical Growth K-8 Math:<table><tr><td>Schoolwide</td><td>0%</td></tr><tr><td>ELLs</td><td>-1%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>0%</td></tr><tr><td>Latino/ Hispanic</td><td>0%</td></tr><tr><td>African American/ Black</td><td>-7%</td></tr><tr><td>SWD</td><td>+4%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>*LTEL difference will be determined Spring 2026</td>
</tr>
</table>

<table>
<tr><td>4</td><td>English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest</td><td>Reclassification rate:
2022-2023: 8.41%</td><td>Reclassification rate:
2023-2024: 11.6%</td><td>Reclassification rate:
2024-2025: 13.40%</td><td>Increase to 15% or Exceeding the District/State (Whichever is higher)</td><td>Increased by 1.8%</td></tr>
<tr><td>5</td><td>ELP Progress Per Dashboard</td><td>2022-2023: 64.7%</td><td>2023-2024: 47.1%</td><td>2024-2025: 44.8%</td><td>75% of students making progress towards EL proficiency</td><td>Decreased by 2.3%</td></tr>
<tr><td>6</td><td>Performance on statewide CAASPP/Smarter Balanced Summative ELA Assessments: Distance from Standard
Metric added for 2026-2027</td><td>Baseline 2024-2025<table><tr><td>Schoolwide</td><td>-45</td></tr><tr><td>ELLs</td><td>-62.5</td></tr><tr><td>LTELs</td><td>-72.9</td></tr><tr><td>Low SES</td><td>-44.9</td></tr><tr><td>Latino/ Hispanic</td><td>-40.6</td></tr><tr><td>African American/ Black</td><td>-61.4</td></tr><tr><td>SWD</td><td>-105.4</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td><td>(This metric was added during the development of the 2026-27 LCAP Year 3)</td><td>(DFS scores will be added post CAASPP 2026 score release)</td><td><table><tr><td>Schoolwide</td><td>-35 or better</td></tr><tr><td>ELLs</td><td>-50 or better</td></tr><tr><td>LTELs</td><td>-55 or better</td></tr><tr><td>Low SES</td><td>-34 or better</td></tr><tr><td>Latino/ Hispanic</td><td>-30 or better</td></tr><tr><td>African American/ Black</td><td>-49 or better</td></tr><tr><td>SWD</td><td>-88 or better</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td><td><table><tr><td>Schoolwide</td><td></td></tr><tr><td>ELLs</td><td></td></tr><tr><td>LTELs</td><td></td></tr><tr><td>Low SES</td><td></td></tr><tr><td>Latino/ Hispanic</td><td></td></tr><tr><td>African American/ Black</td><td></td></tr><tr><td>SWD</td><td></td></tr><tr><td>Foster Youth</td><td></td></tr></table>*DFS difference will be added post CAASPP 2026 score release</td></tr>
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<td>7</td>
<td>Performance on statewide CAASPP/Smarter Balanced Summative MATH Assessments: Distance from Standard
Metric added for 2026-2027</td>
<td>Baseline 2024-2025<table><tr><td>Schoolwide</td><td>-84.5</td></tr><tr><td>ELLs</td><td>-101</td></tr><tr><td>LTELs</td><td>-126.6</td></tr><tr><td>Low SES</td><td>-85.6</td></tr><tr><td>Latino/ Hispanic</td><td>-76.7</td></tr><tr><td>African American/ Black</td><td>-106.6</td></tr><tr><td>SWD</td><td>-166.5</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td>(This metric was added during the development of the 2026-27 LCAP Year 3)</td>
<td>(DFS scores will be added post CAASPP 2026 score release)</td>
<td><table><tr><td>Schoolwide</td><td>-72 or better</td></tr><tr><td>ELLs</td><td>-88 or better</td></tr><tr><td>LTELs</td><td>-108 or better</td></tr><tr><td>Low SES</td><td>-73 or better</td></tr><tr><td>Latino/ Hispanic</td><td>-73 or better</td></tr><tr><td>African American/ Black</td><td>-94 or better</td></tr><tr><td>SWD</td><td>-145 or better</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table></td>
<td><table><tr><td>Schoolwide</td><td></td></tr><tr><td>ELLs</td><td></td></tr><tr><td>LTELs</td><td></td></tr><tr><td>Low SES</td><td></td></tr><tr><td>Latino/ Hispanic</td><td></td></tr><tr><td>African American/ Black</td><td></td></tr><tr><td>SWD</td><td></td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>*DFS difference will be added post CAASPP 2026 score release</td>
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8	Performance on statewide CAASPP/CAST Summative **SCIENCE** Assessments: Science Points **Metric added for 2026-2027**	**Baseline 2024-2025** Schoolwide **46.7** ELLs **45.2** LTELs **N/A** Low SES **46.8** Latino/ Hispanic **48.8** African American/ Black **42.3** SWD **N/A** Foster Youth **N/A**	(This metric was added during the development of the 2026-27 LCAP Year 3)	(DFS scores will be added post CAASPP 2026 score release)	Schoolwide **54 or better** ELLs **52 or better** LTELs **N/A** Low SES **54 or better** Latino/ Hispanic **56 or better** African American/ Black **50 or better** SWD **N/A** Foster Youth **N/A**	Schoolwide ELLs LTELs Low SES Latino/ Hispanic African American/ Black SWD Foster Youth **N/A** * difference will be added post CAASPP 2026 score release

Goal Analysis for 2025-2026

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.

All actions for Goal 1 were implemented as planned, without any substantive differences. Successes and Challenges are described below:

Action 1: Professional Learning

Professional learning continued to be grounded in ISANA's commitment to Universal Design for Learning (UDL), our Objectives for Equity and Justice, and the core principles of our educational model, offered through a combination of virtual, in-person, and embedded weekly collaboration time.

Key successes included co-teaching implementation and targeted professional learning for general education, special education, and VAPA teachers focused on IEP Passports and student accommodations. Our ongoing partnership with LACOE continued to support staff in deepening their anti-bias and anti-racism practice across multiple learning modalities. A new partnership with Literacy Partners provided tailored literacy institutes for 3rd teachers, as well as all school leaders, to build teacher capacity, boost student engagement, and improve outcomes, focusing on culturally responsive teaching and hands-on strategies for writing, transforming classrooms into supportive learning communities, not just training sessions.Our partnership with Curriculum Associates continued for the 5th year and network leadership worked with Curriculum Associates partners to plan math focused professional learning opportunities for all teachers.

Challenges remain in two areas: First, consistent implementation of accommodations across all classrooms and maintaining cross-department collaboration amid competing instructional priorities continues to be an area of focus. Second, integrating professional learning into onboarding for educators who join mid-year remains a challenge. We are actively developing a system to ensure all staff, regardless of when they join, have access to the training needed to carry forward school and network initiatives.

Action 2: Assessments and Data Driven Instruction

All Diagnostics were successfully administered. Data chat conversations were conducted following each diagnostic, with a particular focus this year on connecting growth data to SBAC preparedness. Based on findings from Diagnostic 3, the school established academic goals for the 2026-2027 school year. Incorporating SBAC preparation into data chat conversations contributed to increased readiness and confidence among school communities heading into state testing. Data from i-Ready, alongside other sources including comprehension checks, formative assessments, and personalized instruction path progress, continued to inform instructional decisions for all student groups.

Action 3: Extended Learning Opportunities

ISANA's Expanded Learning Programs continued to offer educator-led after-school enrichment clubs across schools, offering targeted support from day-school staff. Students have been engaged in high-quality enrichment programming that includes arts, STEM, sports, and hands-on specialty courses delivered through trusted community partners. Academic support has also strengthened, with programming intentionally aligned to school-wide data trends, allowing staff to target literacy and math needs identified during the instructional day. One challenge here was that the program continues to experience staffing challenges related to the transient nature of EXL staffing, following trends across the state.

Action 4: Academic Intervention

While MTSS is fully implemented MTSS structures continued to be implemented across schools this year, including regular school-based MTSS meetings, network-wide committee meetings, and the continued use of Academic Interventionists and paraprofessionals to provide Tier 2 and Tier 3 supports for students requiring additional academic, behavioral, and social-emotional assistance.

The primary challenge in this area remains consistent with last year: the number of students requiring targeted support continues to exceed the capacity of individual interventionists, placing significant demand on Tier 2 and Tier 3 resources. In response, we continue to focus on strengthening the quality of Tier 1 instruction to reduce over-reliance on intervention, clarifying the classroom teacher's role in delivering Tier 2 support, and more precisely defining the threshold for Tier 3 intervention so that educators are equipped with evidence-based strategies to meet those needs. This remains an active area of development as we work to build a more sustainable and clearly defined tiered support system across the organization. We are also still in the process of integrating our newly adopted MTSS data platform. Full integration is expected by mid-2026-27. Staff will receive the training necessary to successfully implement the platform.

Action 5: Technology Enhanced Teaching and Learning

Technology access and support continued across all schools this year, with ongoing device maintenance, software updates, and IT support ensuring consistent access for all students including Low-Income students, Foster Youth, and English Learners. A notable success this year was the launch of the multilingual Short-Term Independent Study digital application, which allowed families to complete and submit forms electronically from any device. Beyond streamlining an administrative process, this tool served as a meaningful first digital experience for many families, building confidence and comfort with online interactions and encouraging future engagement with digital school communications and platforms.

Challenges in this area center on equity of access and sustained engagement. Families who would benefit most from digital literacy support are often the hardest to reach through digital channels alone, with persistent barriers including limited broadband access, shared devices, and language diversity requiring culturally appropriate multilingual content. One-time workshops or web-based resources alone have not proven sufficient to drive lasting change. Moving forward, ISANA will continue to combine digital resources with in-person outreach, printed

materials, and trusted community messengers to ensure all families are included and supported in building digital fluency.

Action 6: Visual and Performing Arts

ISANA's VAPA department continued to deliver high-quality, standards-based instruction this year, with arts integration serving as a powerful vehicle for academic skill development, cultural responsiveness, and social-emotional growth. A notable highlight was the recording of an original audio book, "Hidden Stories," by acting and vocal teachers, which was used as a literacy support tool across ISANA schools to strengthen comprehension, vocabulary, persuasive and argumentative writing, and point of view. Students also participated in two full musical productions both of which engaged students with themes of youth voice, community, and transformational leadership. Student participation expanded this year to include a broader range of production roles, deepening collaborative skills, communication, teamwork, and problem-solving. Co-teaching continued to strengthen the connection between VAPA and academic instruction.

Strengthening collaboration with general education teachers remains an area of focus to deepen the integration of VAPA into core academic instruction.

Action 7: Special Education

ISANA's Special Education program continued to maintain compliance and deliver high-quality services across all schools this year. Co-teaching expanded further across school sites, with ongoing professional development for co-teachers, instructional coaches, and administrators, and data from co-taught classrooms demonstrated student growth throughout the year. School psychologists participated in bi-monthly Psych Circle meetings and relevant conferences to strengthen assessment and intervention practices. ISANA Achernar's Intensive Learning Center continued supporting K–3 students through targeted academic and sensory supports. Compliance data from SEIS confirmed that IEP compliance requirements were met, and survey feedback from co-teaching professional development was positive across co-planning, PD quality, and co-teaching implementation.

Consistent implementation of accommodations across all classrooms remains an ongoing area of focus. Behavioral needs have increased across the school, driving a greater demand for behavioral supports and an uptick in IEP requests that has impacted coordinator capacity. Finally, the transition of co-teaching coaching and observation support to school site teams has been stronger at some sites than others, resulting in uneven implementation and support consistency across the organization.

Action 8: English Learners

The Multilingual Coordinator continued to support all ISANA schools this year through coaching, training, and oversight of English Learner programs. Four of five planned EL-focused professional development sessions were delivered to teachers using the newly implemented ELLevation Strategies platform, a learning module tool designed to help teachers learn and refine language teaching practices. In addition, three PD sessions focused on dually identified students were delivered, along with a dedicated session for EXL staff and a three-hour

session for Academic Interventionists covering ELLevation and Newcomer support.

ELLevation continued to serve as the primary platform for monitoring EL progress, with monitoring forms used for LTELs, PLTELs, and RFEP students. Newcomer tagging by year of arrival has strengthened early identification and intervention, and IRLA reading levels were added to student profiles to support more comprehensive data analysis. Rosetta Stone was adopted and implemented this year for Year 1 and Year 2 Newcomers to support English acquisition. Feedback from instructional coaches, principals, and Academic Interventionists was positive.

Two technical challenges were identified with ELLevation: the platform is currently not mapping student race data correctly, and a significant number of inactive users remain on the platform. Both issues will need to be addressed to ensure data accuracy and platform efficiency going forward.

Action 9: Long Term English Learners

This year, school teams made meaningful progress in implementing targeted supports for Potential LTELs and LTELs. Individual Family Meetings were held with all identified students, and goal-setting sheets were completed for LTELs and PLTELs. Monitoring forms were completed for Trimesters 1 and 2, with family meetings held during parent conferences to develop individualized goals. Four of five EL-focused professional development sessions were delivered, along with three PD sessions for RSTs on dually identified students, a session for EXL staff, and a three-hour session for Academic Interventionists. ELD instructional walks were conducted, with positive feedback from educators and leaders at participating schools. The primary challenge this year was capacity — the Multilingual Coordinator was unable to conduct ELD walks due to competing demands. Expanding the reach of ELD walks to all schools remains a priority for the year ahead.

Action 10: Black/African American Student Academic Achievement

This year marked an important phase of implementation for this action, as the school was matched with GENIUS coaches from LACOE. Coaches began visiting school sites and engaging leaders and staff in coaching cycles connected to each school's emerging problem of practice. The GENIUS team also continued to facilitate Communities of Practice with local school teams, creating collaborative spaces for educators to reflect, analyze patterns, and develop increasingly focused and actionable strategies to address persistent inequities impacting Black and African American students.

At this stage, the coaching support and Communities of Practice have been effective in helping school leaders move from broad equity commitments to more precise and targeted areas for intervention. Through facilitated reflection, observation, and collaborative inquiry, leaders have developed greater clarity about the instructional, relational, and systemic factors contributing to inequitable outcomes — clarity that will directly inform future professional learning, coaching, and collaborative planning structures.

The primary challenge remains time. The depth of reflection and inquiry required for meaningful equity work demands sustained attention and protected space within already demanding school schedules. While school leaders and educators remain committed, balancing this

work alongside daily operational responsibilities continues to limit full engagement in coaching cycles and Communities of Practice. Creating more protected time and space for this work remains a priority going forward.

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

Action 1: Professional Learning: We had not accounted for Literacy Partners, the 3rd grade writing professional learning.
Action 3: Expanded Learning: We expanded our programming to serve additional students.
Action 5: Tech**:** We made a large, unplanned purchase.
Action 6: VAPA**:** In the action we budgeted for benefits for each person but in the actuals benefits are not included.

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

Action 1 — Professional Learning: Co-teaching professional development has strengthened inclusive practices and increased consistency in accommodation implementation across classrooms. Our partnership with Literacy Partners produced positive results as well, with increased student engagement and improved writing quality observed during classroom visits. Leaders and participants reported positive feedback, and we are building a shared organizational vision for writing instruction.

Action 2 — i-Ready Diagnostics and Data Analysis: Successful completion of all diagnostic windows and incorporation of SBAC preparation into data chat conversations contributed to increased readiness and confidence among school communities heading into state testing. Data continues to effectively inform instructional decisions across all student groups.

Action 3 — Expanded Learning: Students are engaging in high-quality enrichment programming that includes arts, STEM, sports, and hands-on specialty courses delivered through trusted community partners. In alignment with day school goals, the program has introduced a robust writing program to increase student achievement.

Action 4 — Intervention: MTSS structures are in place and functioning across schools, with Academic Interventionists and paraprofessionals providing Tier 2 and Tier 3 supports. However, the number of students requiring targeted support continues to exceed interventionist capacity, indicating that Tier 1 instruction must continue to be strengthened to reduce over-reliance on intervention.

Action 5 — Technology-Enhanced Teaching and Learning: The launch of the multilingual Short-Term Independent Study digital application successfully streamlined an administrative process for both families and staff. Some barriers including limited broadband access, shared devices, and language diversity indicate that digital resources alone are insufficient and must be paired with in-person outreach and printed materials.

Action 6 — Visual and Performing Arts: VAPA productions and co-teaching integration demonstrated strong impact on student engagement, academic skill development, and social-emotional growth. Student participation expanded to include broader production roles, deepening collaborative and communication skills.

Action 7 — Special Education: Co-teaching expansion and professional development received positive feedback, and data from co-taught classrooms demonstrated student growth. However, inconsistent implementation of accommodations across classrooms, increased behavioral needs, and uneven co-teaching support across sites indicate that continued attention and more consistent school-site coaching are needed.

Action 8 — English Learners: Four of five planned EL-focused PD sessions were delivered with positive feedback from instructional coaches, principals, and Academic Interventionists. ELLevation continued to effectively support EL monitoring, and Rosetta Stone was successfully launched for Newcomers.

Action 9 — LTELs: Individual Family Meetings, goal-setting, and monitoring forms were completed for LTELs and PLTELs.

Action 10 — Black/African American Student Achievement: GENIUS coaching and Communities of Practice have been effective in helping school leaders develop greater clarity about the instructional, relational, and systemic factors contributing to inequitable outcomes for Black and African American students. Leaders are moving from broad equity commitments toward more precise and targeted interventions. Time constraints remain the primary barrier to deeper engagement in coaching cycles and inquiry processes.

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.

Changes to Metrics:

- Upon reflection, we recognized that measuring CAASPP performance through proficiency rates alone provides an incomplete picture of student progress. A student who is close to the proficiency threshold looks the same in our data as a student who is far below it, and similarly, a student just above proficiency looks the same as one who is significantly exceeding it. Distance from Standard (DFS) offers a more precise measure by capturing how far each student is from grade-level expectations, allowing us to track growth even when students have not yet crossed the proficiency threshold. Progress toward standards is significant and worth measuring and adding DFS as a metric allows us to better track that progress while maintaining our focus on ultimately moving students to and beyond proficiency. These metrics are now included as metrics 6,7 and 8.

Changes to Actions:

Action 7: Special Education

Based on feedback from school and network leaders, **Action 7** was revised slightly to reframe the school of the school psychologist. The action previously stated:

School psychologists will provide screening and early identification of learning disabilities and other challenges that students face. They will attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations needed for students to fully access instruction and achieve learning goals, including those for low-income students, English learners, foster youth, and homeless students.

It now reads:

School psychologists will work as an active member of the COST team to assist in the early identification of struggling learners. They will attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations needed for students to fully access instruction and achieve learning goals, including those for low-income students, English learners, foster youth, and homeless students.

Action 9: LTELs

Based on feedback from school and network leaders, Action 9 was revised slightly in regard to tutoring for LTELS. The action previously stated:

● *Online tutoring will be offered for LTELs.*

It now reads:

LTELS will be prioritized for tutoring, when available.

Action 1 and Action 4: While there are no revisions, we are making targeted adjustments to the implementation of this action based on reflections from this past year's practice and have summarized some of those next steps below:

Action 1: Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices
Classroom walkthroughs, observations and LCAP survey results highlighted a need to strengthen teachers' capacity to address the needs of all learners in the classroom, including **students performing above grade level** and **students performing below**. In response, professional

development for the coming year will place a greater emphasis on implementing high-quality Tier 1 instruction to support the diverse learning styles of all students. Additional focal points for professional learning will include understanding and meeting the unique needs of students groups including African American students, English Learners and Students with Disabilities within Tier 1 instruction.

We continue to review the PD calendar to increase "open" time at school sites, allowing for greater flexibility and protected time for teacher-led planning and collaboration. Our partnership with Literacy Partners will continue and expand to include both 3rd and 4th grade teachers. Teachers from those grade levels and all school leadership will engage in sustained professional learning focused on best practices in writing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices**	Professional learning at ISANA is grounded in our commitment to Universal Design for Learning (UDL), our Objectives for Equity and Justice, and the core principles of our educational model. ISANA staff and external consultants will offer educators both virtual and in-person professional learning across a wide range of topics and supports, including: • Culturally responsive teaching practices & Universal Design for Learning (UDL) • Assessments and data, including administering interim assessments, test-taking strategies, universal supports, designated supports, and testing accommodations/modifications for CAASPP and other assessments • On-site coaching and professional learning for standards-aligned instruction and curriculum implementation • English Learner-focused topics such as the implementation of ELD standards across grade levels and content areas, integrated and designated ELD, and support for Long-Term English Learners and Potential Long-Term English Learners • Students with Disabilities-focused topics such as in-depth discussions using teacher passports and strategic planning regarding student accommodations and modifications to ensure teachers understand the needs of students with disabilities Additionally, we have incorporated weekly, extended professional learning and collaboration time into the new school calendar. This time will be used for staff to share instructional practices, analyze data, unit plan, and provide differentiated professional learning.	$81,775	Yes
2	**Assessments and Data Driven Instruction**	The school will continue to administer the i-Ready Diagnostic Assessments to measure academic progress and growth for students in grades K-8 in both reading and math. Data from this and other assessments will help the school identify and provide targeted interventions for students struggling in literacy and math, set goals, and monitor student progress.	$17,403	No

		Additionally, data from other sources, such as i-Ready comprehension checks, formative assessments, and personalized instruction path progress, are regularly monitored and analyzed by teachers and leadership. This analysis informs decisions about instructional programming for students with disabilities, English Learners, Foster Youth, Low-Income students, and those performing above grade level. A network-level Curriculum and Assessment Coordinator supports schools by overseeing assessment administration, guiding progress monitoring, and assisting with data analysis to ensure consistent and effective use of assessment data across the organization.		
3	**Extended Learning Opportunities**	ISANA Academies provide comprehensive summer and extended learning programs to ensure unduplicated students receive increased academic support and enrichment. Throughout the school year and summer, ISANA staff offer differentiated instruction and targeted interventions for students, especially those performing below grade level, low-income students, foster youth, English Learners, Students with Disabilities, and homeless youth. These programs bridge summer learning and include research-based interventions, online and in-person tutoring, and after-school Expanded Learning programs. Summer and extended learning initiatives emphasize academics and social-emotional learning, incorporating elements such as academic, social, and physical enrichment. Certificated teachers and instructional staff provide tutoring based on initial Diagnostic Assessment results, including in-class support and before- and after-school sessions, focusing on literacy and math interventions. The ISANA Extended Learning program, offered Monday through Friday from 2:45 pm – 6:00 pm, ensures unduplicated students receive academic support and homework assistance. The program includes professional development for leaders, full student inclusion, collaboration with day school teachers, and social enrichment classes like art, etiquette, Reader's Theater, and Fun Friday Science. Additional programs include: ● Read to Lead, a web-based reading program. ● Girl Scouts of America for social and emotional skills. ● Every Monday Matters. ● STEM and more. ● Collaboration with LA County Libraries and the City of Los Angeles Police	$696,885	Yes

		and Fire Departments. The school principal and program director conduct periodic on-site observations to ensure all students are held to high expectations and actively participate in programs designed for their success.		
4	**Academic Intervention**	The school will enhance and expand the Multi-Tiered System of Supports (MTSS) Framework to ensure students' well-being through tiered academic, behavioral, and social-emotional supports tailored to their needs. Key actions include: ● Continuing twice-monthly school-based MTSS meetings ● Establishing a network-wide ISANA MTSS Committee to systematize data collection, review practices, and determine necessary process revisions monthly ● Providing professional development training on topics such as MTSS components, effective Tier 1 classroom fundamentals (e.g., Universal Design for Learning), and tiered strategies and interventions ● Implementing an MTSS Data Platform MTSS will ensure students have ready access to academic support services, with special attention to Foster Youth, English Learners, and low-income students, including COST and SSPT services as needed. Focus will be placed on older students and those identified as Long Term English Learners (LTELs) and Potential Long Term English Learners (PLTELs). To provide more individualized instruction and targeted interventions, the school will employ Certificated and/or Classified Academic Interventionists and General Ed and SPED Paraprofessionals. These professionals will offer Tier 2 and 3 supports to low-income students, English learners, foster youth, and others requiring additional attention based on local and state data and teacher recommendations	$199,254	Yes
5	**Technology Enhanced Teaching and Learning**	ISANA staff and all students—including Low-Income students, Foster Youth, and English Learners—will continue to have access to cutting-edge technology and hands-on learning opportunities that promote mastery of grade-level standards and prepare them for a competitive, digital world. To ensure consistent access, IT professionals will provide ongoing technology support; devices will undergo regular maintenance and be repaired or replaced as needed. Educational software	$83,015	Yes

		will be updated in alignment with vendor recommendations to ensure optimal functionality. In addition, ISANA will expand support to families by offering workshops, one-on-one guidance, and multilingual resources to build digital fluency among parents and families. These opportunities will focus on helping families navigate educational platforms, understand digital tools used in the classroom, and support their children's learning and safety in online environments. This action aims to strengthen the partnership between home and school and foster equitable access to digital learning.		
6	**Visual and Performing Arts Opportunities**	ISANA's Arts department is dedicated to providing high quality **Visual and Performing Arts (VAPA) standards-based instruction through research, application, and show production**. The VAPA department collaborates with academic teachers to create opportunities of learning by embedding Point of View standards (POV) into their VAPA lesson plans that incorporate culturally diverse and responsive pedagogy through Accountable Talk and Think-Pair-Share with their students, self-in-text, and promotes students' self-awareness, confidence, and reflection. Students have opportunities to share their perspectives, cultural differences, and experiences, and to reflect what they see and observe from the characters in each production. Each show production is aligned to themes such as environmental awareness, culture, exploration, voyaging, technology, etc. Through arts integration (vocal, dance, acting, and visual arts), students develop critical thinking, problem-solving skills, advanced comprehension and application of physical capabilities according to anatomy and kinesiology, enhanced verbal and non-verbal communication skills, explore projected concepts and literature, increase their application of vocabulary and creativity through the supports of research and writing, and cultivate social connections and relationships through a high emotional intelligence (EQ).	$275,091	No
7	**Special Education**	The school will continue to provide a high-quality Special Education (SPED) program for students with Individual Education Plans (IEPs). It will also maintain a team of highly qualified certificated (e.g., instruction and compliance specialists, resource specialists, and administrators) and classified (e.g., paraprofessionals) SPED staff who support and implement the following continuous improvement activities: ● Compliance with IEPs	$1,637,747	Yes

		• Professional development • Inclusion/co-teaching • Leadership support School psychologists will provide screening and early identification of learning disabilities and other challenges that students face. They will attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations needed for students to fully access instruction and achieve learning goals, including those for low-income students, English learners, foster youth, and homeless students.		
8	**English Learners**	The Multilingual Coordinator supports all six ISANA schools by assisting instructional staff in implementing effective strategies to meet the diverse needs of English Learner (EL) students. This includes providing training and coaching on the implementation of English Language Development (ELD) standards, integrated and designated ELD, and supporting the development of comprehensive EL programs across school sites. Administrators and teachers utilize the ELLevation platform to monitor EL achievement and progress toward reclassification, inform instruction, guide interventions, and provide additional classroom support as needed. The platform also supports monitoring the progress of Reclassified Fluent English Proficient (RFEP) students to ensure they maintain language proficiency and receive continued support. In addition, school leaders can easily track the progress of Long-Term English Learners (LTELs) and Potential Long-Term English Learners (PLTELs) to ensure appropriate services and timely interventions.	$17,628	Yes

9	**Long-Term English Learners**	ISANA is committed to increasing the number of Potential LTELs and LTELs who successfully reclassify. To achieve this, school teams will provide high-quality learning experiences tailored to the needs of this student group, implementing the following strategies: ● Teachers will conduct Individual Family Meetings (Intake surveys) with families of Potential LTELs and LTELs at the beginning of the school year to provide resources and guidance for families to implement at home ● The ML Coordinator will hold meetings with school site leaders (Principals, APs, and EL Rep) three times a year to monitor the overall growth and reclassification rates of EL and the subsets of Potential LTELs and LTELs. ● School Teams will regularly monitor Potential LTELs and LTELs using ELLevation, including family meetings and goal setting at the beginning of the year, with ongoing check-ins throughout the academic year. ● Professional Development on Integrated and Designated English Language Development (ELD) will be provided to teachers and school site leaders. ● Online tutoring will be offered for LTELs. These strategies aim to provide targeted support and resources to help Potential LTELs and LTELs progress academically and linguistically, leading to successful reclassification.	$0	Yes

10	**Black/African American Student Academic Achievement**	To improve academic outcomes for Black/African American students, ISANA will implement an equity-driven strategy that removes systemic barriers and affirms student identity. This includes addressing racial bias in instruction, ensuring access to rigorous content, and strengthening family partnerships. All educators will receive professional development in racial literacy and culturally responsive practices to foster high-expectation, identity-affirming learning environments. Classrooms will center student voice, with learners co-shaping curriculum, routines, and school culture. Co-teaching and collaborative planning will increase access and engagement, particularly for historically underserved students. Instruction will be rooted in students' lived experiences and reflect Black histories, cultures, and contributions. Teachers will develop interdisciplinary units supported by student feedback and culturally affirming rubrics. School-based equity teams will use disaggregated data to address root causes of underperformance in areas such as academic growth, discipline, and access to advanced coursework. Restorative re-engagement will replace exclusionary discipline, ensuring students return to class with dignity and support. Family voice will be elevated through storytelling events and forums that inform school priorities. Each site will track progress via a Black Student Achievement Scorecard to guide coaching, resources, and continuous improvement. ISANA affirms that Black students are not only capable but entitled to an education that is rigorous, restorative, and rooted in love.	$0	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	All students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students will be educated in culturally relevant and safe environments that support learning, engagement, and social-emotional wellness.	Broad

State Priorities addressed by this goal.

Priority 5: Pupil Engagement
Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in a previous LCAP cycle in response to feedback from educational partners and a comprehensive review of academic, behavioral, and attendance data. It was designed to promote culturally relevant, safe, and supportive learning environments, particularly for historically underserved student groups, including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students.

We continue this goal through the 2026-27 school year because it remains central to our commitment to student social-emotional wellness. Achernar's suspension rate of 1.4% per the CA Dashboard remains below the state average of 2.9%, and our YTD suspension rate of 1.39% reflects consistency in this area. We maintain an expulsion rate of 0% and a middle school dropout rate of 0%. However, our chronic absenteeism rate of 23% per the CA Dashboard has continued to increase, with YTD data showing a rate of 26.42% telling us that our current re-engagement efforts are not yet sufficient and that a more intensive and targeted approach is urgently needed. Ensuring that students, particularly those from historically underserved groups, are consistently present and engaged in school is foundational to academic success and social-emotional well-being. We will continue this goal to strengthen SEL practices, deepen family partnerships, and ensure that every student at Achernar feels safe, connected, and supported in returning to and remaining in school.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>1</td><td>Suspension Rate as measured by Data Quest or Local Data</td><td>2024
Suspension rate: 0.99%</td><td>2025
Suspension rate: 1.01%</td><td>2026
Suspension rate: 1.39%</td><td>Suspension rate maintained under 2%</td><td>Increased by 0.40%</td></tr>
<tr><td>2</td><td>Expulsion Rate as measured by DataQuest or Local Data</td><td>2024
Expulsion rate: 0%</td><td>2025
Expulsion rate: 0%</td><td>2026
Expulsion rate: 0%</td><td>Expulsion rate maintained under 0.5%</td><td>Maintained at 0%</td></tr>
<tr><td>3</td><td>Attendance Rate as measured by local data in PowerSchool</td><td>2024
Attendance rate: 93.68%</td><td>2025
Attendance rate: 93.33%</td><td>2026
Attendance rate: 93.03%</td><td>Attendance rate maintained above 95%</td><td>Decreased by 0.65%</td></tr>
<tr><td>4</td><td>Chronic Absenteeism Rate as measured by DataQuest/CA Dashboard or Local Data</td><td>2024
Chronic Absenteeism rate: 21.1%
CA Dashboard</td><td>2025
Chronic Absenteeism rate: 22.06%
(Internal Data)</td><td>2026
Chronic Absenteeism rate: 26.42%
(Internal EOY)</td><td>Decrease Chronic Absenteeism to 15% or lower</td><td>Increased by 5.32%</td></tr>
<tr><td>5</td><td>Middle School dropout rate a measured by DataQuest or Local Data</td><td>2024
Middle School dropout rate: 0%</td><td>2025
Middle School dropout rate: 0%</td><td>2026
Middle School dropout rate: 0%</td><td>Maintain middle school dropout rate at 0%</td><td>Maintained at 0%</td></tr>
<tr><td>6</td><td>Percent of Educational Partners Expressing Agree/Strongly Agree on School Climate Questions from the School Experience Survey</td><td>2024
<table><tr><td>Parents</td><td>90%</td></tr><tr><td>Students</td><td>68%</td></tr><tr><td>Certificated Educators</td><td>93%</td></tr><tr><td>Classified Educators</td><td>78%</td></tr></table></td><td>2025
<table><tr><td>Parents</td><td>88%</td></tr><tr><td>Students</td><td>68%</td></tr><tr><td>Certificated Educators</td><td>92%</td></tr><tr><td>Classified Educators</td><td>93%</td></tr></table></td><td>2026
<table><tr><td>Parents</td><td>82%</td></tr><tr><td>Students</td><td>64%</td></tr><tr><td>Certificated Educators</td><td>89%</td></tr><tr><td>Classified Educators</td><td>71%</td></tr></table></td><td>Survey Results:
At least 80% of ISANA Educational Partners expressing agree/strongly agree</td><td><table><tr><td>Parents</td><td>-8%</td></tr><tr><td>Students</td><td></td></tr><tr><td>Certificated Educators</td><td>-4%</td></tr><tr><td>Classified Educators</td><td>-7%</td></tr></table></td></tr>
</table>

7	Percent of Educational Partners Completing Survey	**2024** Certificated Educators: 73% Classified Educators: 40% Students: 45% Parents: 11%	**2025** Certificated Educators: 100% Classified Educators: 100% Students: 100% Parents: 41%	**2026** Certificated Educators: 90%+ Classified Educators: 90%+ Students: 50%+ Parents: 46%+	**Survey Completion** At least 50% of families complete survey At least 50% of students complete survey At least 90% of staff complete survey	Certificated Educators: +17% Classified Educators: +50% Students: Parents: +35%

Goal Analysis for 2025-2026

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.

Overall, actions have been implemented as planned, with no substantive differences. Successes and challenges (if any) are listed below:

Action 1: School Culture and Climate

ISANA continued to communicate and reinforce its commitment to culturally relevant, emotionally safe, and identity-affirming learning environments across all schools and departments. This commitment remained visible through ongoing professional learning, coaching conversations, and the integration of culturally responsive and restorative language into school priorities and expectations. Safety, belonging, and cultural affirmation are increasingly understood as foundational conditions necessary for students to thrive academically, socially, and emotionally. Student survey results reflect some of this progress: high marks were given to items such as "My teacher shows respect towards me," "My teacher creates a welcoming environment," and "My school creates a safe environment," suggesting that students feel positively about the relational and physical safety of their learning environments.

Survey results also point to areas requiring deeper attention, most notably, students rated "My classroom feels like a place that represents who I am" as the lowest item in the classroom section, and "My school helps me when I feel stressed, worried, or upset" and "I feel comfortable talking to an adult at school if something is bothering me" as the lowest items in the school section. These results indicate that while students feel welcome and safe, we must also ensure they feel represented and supported in moments of emotional need. Additionally, results were largely flat or showed modest declines from the Fall to Spring administration, reinforcing the need for more intentional analysis of and response to survey data throughout the year, a practice we are committed to strengthening in 2026-27.

Action 2: Social-emotional Learning and Curriculum/Social Emotional Wellness

Students across all ISANA schools received regular SEL instruction this year through the Second Step curriculum, engaging in lessons designed to strengthen self-awareness, emotional regulation, empathy, relationship-building, responsible decision-making, and conflict resolution skills. Middle school students also participated in The Power of Us: Becoming a Community of Respect and Justice advisory unit, grounded in How to Be a (Young) Antiracist. This unit created meaningful opportunities for students to explore identity, belonging, empathy, justice, and community responsibility while strengthening critical thinking and peer dialogue. Student survey results suggest that this work is having a positive impact in some areas, students across all schools rated items related to teacher respect and welcoming classroom environments highly, reflecting the relational foundation that SEL instruction helps build.

Consistent implementation remains an area of focus. While some classrooms have embedded SEL into daily practice with strong fidelity, others continue to navigate competing instructional priorities and varying levels of comfort and confidence. Survey results also indicate that

students across all schools do not yet feel sufficiently supported in moments of emotional need or comfortable enough to seek help from adults at school, two areas that are directly connected to the goals of SEL instruction. The flat or declining trend from Fall to Spring survey results further suggests that current implementation has not yet translated into a meaningfully improved student experience over the course of the year. Strengthening both the consistency of SEL delivery and our ability to respond to student feedback in real time will be priorities in the year ahead.

Action 3: Increasing Attendance and Reducing Chronic Absenteeism

We continued to prioritize attendance this year through intentional, relationship-centered strategies designed to improve student engagement and reduce chronic absenteeism. Staff planned attendance improvement campaigns, held re-engagement meetings with families of chronically absent students, and met regularly to review attendance trends and identify ways to address contributing barriers. Attendance teams, counselors, administrators, and support staff worked collaboratively to strengthen family partnerships, increase personalized outreach, and reinforce the importance of consistent attendance through affirming and solution-focused practices. These efforts reflect ISANA's ongoing commitment to ensuring that every student feels connected, supported, and welcomed in a school community where their presence matters.

Like schools across the state, we continue to face significant challenges related to chronic absenteeism. Addressing attendance concerns in meaningful and sustained ways requires substantial personnel capacity that we do not always have, and attendance barriers are often rooted in complex family, social, emotional, economic, and community conditions that extend beyond traditional school-based interventions. Even so, we remain committed to strengthening and refining its attendance practices to better meet the evolving needs of students and families.

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

Action 1: School Culture and Climate: In the action we budgeted for benefits for each person but in the actuals benefits are not included.
Action 3: Attendance and Chronic Absenteeism: In the action we budgeted for benefits for each person but in the actuals benefits are not included.

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

Action 1: School Culture and Climate

Ongoing professional learning and coaching have supported a continued focus on equity, belonging, and culturally responsive practice at Achernar. However, student survey results indicate that there is important work ahead: 75% of students responded favorably on the

Classroom section and 60% on the School section, both below our 80% target. While high marks for teacher respect and welcoming environments reflect a foundation of relational safety, low ratings on representation and adult support indicate that students do not yet feel fully seen or supported in moments of emotional need. Results were mostly flat or declined from Fall to Spring, reinforcing the need for more intentional use of survey data throughout the year to identify and respond to areas of need in a timelier manner. Achernar's suspension rate of 1.39% remains below the state average of 2.9%, reflecting a school community that is keeping students connected and out of exclusionary discipline, even as climate survey results point to areas requiring deeper attention.

Action 2: Social-Emotional Learning and Restorative Practices

Regular SEL instruction through Second Step and The Power of Us advisory unit has supported students in building foundational social-emotional competencies. However, with 75% and 60% favorable ratings on the Classroom and School sections respectively, Achernar's survey results suggest that SEL has not yet fully translated into the level of student connection and support we are working toward. Low ratings on items related to seeking adult help indicate that this continues to be an area of development, particularly given the academic and social-emotional challenges facing many of Achernar's students. Strengthening both the consistency of SEL delivery and the school-wide culture of adult approachability will be essential in the year ahead.

Action 3: Attendance and Chronic Absenteeism

Current YTD data shows a rate of 26.42%, an increase from the 23% reported on the CA Dashboard for 2024-25, indicating that attendance challenges are continuing to worsen. ADA currently stands at 93.03%, further underscoring the depth of this challenge. The consistent upward trend in chronic absenteeism confirms that current re-engagement efforts are not yet sufficient to address the complex barriers keeping students from attending school consistently. A more intensive, targeted, and sustained response — including deeper family partnerships, expanded outreach, and more robust tiered supports — will be a critical priority for the year ahead.

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.

While there are no other revisions to the planned goal,metrics, target outcomes or actions, we would like briefly outline some next steps below:

Action 1:
ISANA will use the summer planning period to identify one or two high-impact instructional and relational practices that all educators can consistently implement to strengthen culturally relevant, safe, and affirming learning environments. In addition, ISANA will continue developing mechanisms to monitor implementation fidelity and strengthen accountability systems that support school leaders in both coaching and holding educators accountable for equitable and affirming practice.

Action 2:
ISANA will continue developing stronger mechanisms for accountability and implementation monitoring to ensure SEL instruction is delivered consistently and meaningfully across all schools. This includes assessing the effectiveness of the current curriculum, revising implementation practices, and gathering feedback from educators and students regarding both Second Step and The Power of Us: Becoming a Community of Respect and Justice advisory unit. Additionally, ISANA will explore the potential adoption of a new SEL curriculum with a stronger and more explicit culturally relevant presence, ensuring that students see their identities, lived experiences, histories, and communities reflected more deeply within social-emotional learning instruction and materials.

Action 3:
ISANA will broaden its approach to chronic absenteeism by moving beyond an exclusive focus on external factors and more intentionally examining what may or may not be happening within classrooms and school environments that contributes to student disengagement and inconsistent attendance. This includes reflecting on issues related to belonging, classroom climate, instructional engagement, relationship-building, cultural relevance, and student voice. Schools will continue analyzing attendance data alongside student experience data to better understand how classroom practices, school culture, and student connection influence attendance patterns.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**School Culture and Climate**	To ensure a culturally relevant and safe learning environment, staff will participate in continuous professional development focused on culturally responsive teaching practices. This training will encompass strategies for creating inclusive curricula, recognizing and addressing implicit biases, and fostering environments that respect and value diverse cultural backgrounds. The goal is to equip educators with the tools necessary to engage all students effectively and support their academic and social-emotional growth. The school will ensure that all physical and virtual learning spaces are safe, welcoming, and affirming for all students. This includes implementing anti-bullying initiatives, ensuring accessibility for students with disabilities, and creating spaces that celebrate cultural diversity through visual displays, inclusive language, and culturally relevant materials. Restorative practices will be adopted as a central approach to behavior management. Staff will receive training on restorative justice techniques, which emphasize repairing harm, restoring relationships, and building a community of mutual respect and accountability. This approach aims to reduce disciplinary incidents and promote a positive school climate.	$171,533	Yes
2	**Social Emotional Learning (SEL) & Curriculum/ Social Emotional Wellness**	The school will enhance its SEL programs to include culturally relevant materials and approaches that reflect the diverse backgrounds of our student population. SEL will be integrated into the daily curriculum, with targeted support groups and resources provided to help students develop resilience, self-awareness, and interpersonal skills. Restorative practices will continue to be a central approach to behavior management. Staff will receive ongoing training on restorative justice techniques, emphasizing repairing harm, restoring relationships, and building a community of mutual respect and accountability. School counselors work alongside principals as active participants in the implementation of restorative justice techniques. This approach aims to reduce disciplinary incidents and promote a positive school climate.	$115,998	Yes

3	**Increasing Attendance and Reducing Chronic Absenteeism**	To increase attendance and reduce chronic absenteeism, the school will implement multi-tiered re-engagement practices. These practices will include personalized outreach, mentorship programs, and attendance incentives designed to re-engage students and families. By addressing the root causes of absenteeism and providing targeted support, the school aims to improve overall attendance rates and ensure that all students have consistent access to educational opportunities. These comprehensive actions will create an educational environment where all students, particularly those from marginalized groups, feel supported, respected, and empowered to succeed academically and socially.	$166,120	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	ISANA will strategically recruit and support the ongoing development of effective educators who facilitate learning for all students	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was established in a previous LCAP cycle and is being carried forward because it continues to be relevant and important. Retention data for 2024-25 reflects strong results, with the school meeting or exceeding our 80% target for both certificated and classified staff. While we are encouraged by these results, we recognize we must also maintain strong recruitment strategies and ensure that support systems are in place for newly hired educators, especially given the ongoing national teacher shortage and limited availability of qualified candidates. ISANA continues to develop internal educator pipelines and maintain partnerships with external organizations to broaden our applicant pool, and many of our educators begin with us as classified staff and successfully transition to certificated positions.

Beginning in 2026-27, teacher credentialing will be tracked as a metric under this goal. Achernar's 2023-24 baseline credentialing rate of 73.5% fell below the county average of 83.4%, largely reflecting the number of intern teachers actively enrolled in credentialing programs while teaching in classrooms. Our most recent internal data for 2025-26 shows meaningful improvement to 80%, approaching the county average and reflecting the positive impact of our intern pipeline as teachers progress toward credential completion. We are encouraged by this trajectory and remain committed to continuing this progress. Our target is for Achernar to meet or exceed the county average for fully credentialed and appropriately assigned teachers.

ISANA remains committed to high-quality, ongoing professional development for all staff. As we continue to welcome many novice educators, we prioritize sustained learning opportunities and coaching tailored to their needs, while also offering veteran teachers targeted development to refine their practice. These efforts ultimately support our goal of delivering consistent, effective instruction to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Certificated Staff Retention % Classified Staff Retention %	**2024** **Certificated** 95.83% **Classified** 94.44%	**2025** **Certificated** 80.00% **Classified** 67.65%	**2026** **Certificated** 85.71% **Classified** 93.55%	Maintain an 80% retention rate for **Certificated** Staff Maintain an 80% retention rate for **Classified** Staff	**Certificated** -10.12 **Classified** -.89%
2	Percent of ISANA Educators Expressing Agree/Strongly Agree on Professional Development/ Training Questions from the School Experience Survey	**2024** **Certificated** **78%** **Classified** **76%**	**2025** **Certificated** 77% **Classified** 82%	**2026** **Certificated** 73% **Classified** 72%	At least 80% of ISANA Educators expressing agree/strongly agree At least 90% of ISANA Staff/Educators complete survey	**Certificated** -5% **Classified** -4%
3	Percentage of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards	**2023-2024:** 100%	**2024-2025:** 100%		100% of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards	Maintained at 100%
4	Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	**2023-2024** 73.5% *Update per CA Dashboard reporting	**2024-2025**	**2025-2026:** 80% (Internal Data)	Meet or Exceed the most recently available county percentage	Increased by 6.5%

Goal Analysis for 2025-2026

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.

Action 1: Recruitment, Retention and Development of Certificated Teachers and Other Educators

This year, ISANA strengthened its compensation and benefits package by increasing the salary scale and expanding medical offerings to include both Kaiser and Blue Shield — a change staff had long requested. Retention rates at this school meet or exceed our 80% target for certificated staff, and in many areas our staff reflects the diversity of our student population. Several staff members participated in career pathway programs, and end of year survey results reflect the positive impact of these efforts: staff identified benefits and opportunities for professional growth and advancement as organizational strengths, and the majority reported feeling that ISANA promotes a culture of equity and inclusion.

The primary challenge identified this year is the need for a more robust and dedicated approach to talent management. ISANA has recognized Talent as an area requiring increased staffing and strategic focus. As a next step, the organization will develop a Talent Strategic Plan for the next three to five years and identify the person or persons responsible for overseeing this work.

Action 2: ISANA Career Pathway Program

This year, ISANA continued to offer multiple career advancement pathways for educators, including the Induction Program, Teacher Intern Program, Student Teaching Program, Teacher Residency Program, and Lead Teacher Program. A notable accomplishment was the establishment of a new partnership with Reach University, providing classified staff with an accessible pathway to teacher credentialing at significantly reduced tuition costs, a step toward expanding our internal educator pipeline and supporting equity-centered career development.

The primary challenge in this area is capacity. The career pathways program encompasses multiple components that remain in development, and the scope of this work is too extensive to be managed as an ancillary responsibility. A dedicated coordinator is needed to effectively oversee and advance all aspects of the program, and identifying that capacity will be a priority going forward.

Action 3: In-House and Outside Professional Learning

Professional learning this year spanned multiple partnerships and focus areas. ISANA's partnership with Literacy Partners provided training for school leaders and 3rd grade teachers through onsite and offsite sessions, demonstration lessons, and coaching cycles. Ready Math/Curriculum Associates consultants conducted school visits focused on math instruction and coaching. The Multilingual Coordinator provided monthly EL-focused PD, the Curriculum and Assessment Coordinator supported curricular program implementation and assessment training, and all educators engaged in anti-bias training through LACOE. School and network leaders continued a book study of

The Four Pivots, and a department-focused PD day provided targeted professional learning for all staff groups across the organization.

Mathematics PD through Curriculum Associates built on one another and educators reporting that content was relevant and strengthened their practice. PD focused on multilingual learners was also well received. The primary challenges were the volume of content presented during all-day PD sessions, insufficient differentiation for adult learners, and the need for school leaders to take a more active role in delivering professional learning at the site level.

Action 4: Instructional Coaching and Support

Instructional coaching continued to be a central support structure across all ISANA schools this year. Instructional Coaches received professional development through curriculum consultants from ARC, Curriculum Associates, and Literacy Partners, who conducted school visits to model effective practices, check in with coaches and leadership, and develop next steps for supporting teachers and student learning in the area of writing. The MLL Coordinator provided monthly train-the-trainer PD on best practices for English Learners, including Long-Term English Learners and Newcomers, equipping coaches and other leaders to support teachers in these areas. The Curriculum and Assessment Coordinator provided additional support with curricular program implementation and assessment systems. Instructional Coaches also participated in outside professional learning, including The Art of Transformational Coaching, followed by a school-wide book study.

The primary challenge for coaches this year was role clarity, specifically, ensuring that the majority of their time remains focused on direct classroom support and teacher coaching rather than operational or administrative tasks outside the scope of their role. Addressing this structural issue will be important to maximizing the impact of coaching across the organization.

One substantive difference between planned and actual implementation this year (as well as last) involved the New Teacher Instructional Coach role. In December 2024, the person serving in this role transitioned to the Curriculum and Assessment Coordinator position, resulting in an interruption to the additional layer of coaching and modeling support that novice teachers had been receiving. While the Curriculum and Assessment Coordinator took on a limited part of the new teacher support, the nature of that support shifted to focusing mostly on continuing work with new teacher program partners rather than the hands-on modeling, coaching, and personalized professional learning that the dedicated role had provided. As a result, novice teachers received a reduced level of direct instructional support for the remainder of the year from this network level position, however they still received support from their school site leadership team. Revisiting how best to structure and resource dedicated support for novice teachers will be an important consideration for 2026-27.

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

Action 1: Recruitment, Retention, and Development-In the action we budgeted for benefits for each person but in the actuals benefits are not included.
Action 2: ISANA Career Pathways: Did not include a budget for induction.
Action 4: Instructional Coaching and Support: In this action, we budgeted for benefits for each person but in the actuals benefits are not included.

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

Action 1: Recruitment, Retention and Development of Certificated Teachers and Other Educators

Investments in compensation and benefits appear to be positively impacting staff satisfaction and retention, with this school meeting or exceeding our 80% retention target for certificated staff this year. End of year survey results reflect this: staff identified benefits and opportunities for professional growth as organizational strengths, and the majority reported feeling that ISANA promotes a culture of equity and inclusion. However, staff survey data on professional development and feedback questions indicates that there is still progress to be made. The development of a comprehensive Talent Strategic Plan will be an important next step in ensuring that recruitment, retention, and educator development efforts are more intentional and sustained going forward.

Action 2: ISANA Career Pathways Program

Early indicators suggest that ISANA's career pathway programs are having a positive impact on educator recruitment and retention. Candidates and interns who completed their programs this year reported high satisfaction on end-of-year surveys, with all planning to return the following school year, a promising sign that these pathways are not only developing educators but helping to retain them. Mentors similarly indicated a desire to continue mentoring, reflecting the value of these experiences for both candidates and experienced educators. The launch of the Reach University partnership drew approximately 20 participants to its information session, with several staff members expressing interest in applying, a great start that signals strong potential for this pathway to grow ISANA's internal pipeline of credentialed educators over time.

Action 3: In-House and Outside Professional Learning

Professional learning this year contributed to educator capacity in mathematics and EL instruction, with both receiving positive feedback. However, survey data shows 73% of certificated and 72% of classified staff responding favorably on professional development questions — both below our 80% target. Given the academic urgency at Achernar, ensuring that professional learning is more precisely targeted, differentiated, and impactful will be a critical priority for the year ahead.

Action 4: Instructional Coaching and Support

Certificated staff responded favorably at 62% on the feedback question and 71% on the support question, both below our 80% target. Classified staff results were similarly below target, with 74% on feedback and 67% on support. Overall, 73% of certificated and 72% of classified staff responded favorably on professional development questions broadly. These results suggest that educators across both staff groups at Achernar do not yet feel adequately supported in their professional growth and instructional practice. Given the academic challenges facing Achernar's students, ensuring that all educators receive consistent, high-quality coaching and feedback is particularly urgent and will be a critical priority for the year ahead.

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.

Changes to Metric/Target Outcomes:

- Metric 4: For the 2026-27 school year, the percentage of teachers fully credentialed and appropriately assigned has been added as a new metric under Goal 3. This metric was previously tracked under Goal 5 but has been moved here to better reflect its alignment with our ongoing work to recruit, develop, and retain effective educators. In making this change, we also corrected both our reported baseline and our target outcome. Prior LCAP cycles reported 100% of teachers as fully credentialed and set 100% as the target, neither of which accurately reflected the reality of our educator workforce, especially given the number of intern teachers at our schools who are actively working toward credential completion. Our corrected baseline reflects actual credentialing data as reported on the CA Dashboard, and our revised target is for all schools to meet or exceed the county average for fully credentialed and appropriately assigned teachers annually. This revised target to meeting or exceeding is both more accurate and more meaningful, as it compares our performance against a relevant standard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Recruitment, Retention and Development of Certificated Teachers and Other Educators**	ISANA maintains a competitive salary and benefits package for certificated staff. This approach aims to enhance our ability to attract top-tier candidates in general and special education, retain experienced educators, and minimize turnover rates. Furthermore, we continuously assess and refine our hiring practices to ensure a diverse and inclusive talent acquisition strategy. Our goal is to recruit and retain a highly qualified workforce that reflects the diversity of our students and community. In line with our commitment to fostering educator excellence, ISANA has established a dedicated team to develop educator pipelines and provide ongoing training and advancement opportunities. This team has devised a multi-year plan and established partnerships with organizations such as LACOE to support educator advancement and professional learning.	$1,619,972	Yes
2	**ISANA Career Pathways Program**	ISANA educators have access to numerous opportunities for career advancement through various developmental pipelines. In addition, some of these programs are developed in collaboration with organizations such as CalStateTeach and Los Angeles County Office of Education (LACOE). • **Induction Program:** Educators can take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their Teaching or Ed Specialist Credential. Educators in the program are assigned an ISANA Educator as a mentor for the duration of the program. • **Teacher Intern Program:** Educators can serve as Teachers of Record while they are completing their Internship year of their Teaching or Education Specialist Credential Program. Educators in the program are assigned an ISANA Educator as a mentor for the duration of the program. • **Student Teaching Program:** Candidates can complete their Student Teaching at an ISANA school. They are assigned an ISANA Educator as a mentor for the duration of the program. • **Teacher Residency Program**: Candidates can complete a yearlong	$0	Yes

		Teacher Residency at an ISANA school. They are assigned an ISANA Educator as a mentor for the duration of the program. • **Lead Teacher Program** – GE and RST Educators can serve as Lead Teachers, during which time they use their skills to mentor other teachers in order to enhance grade level student performance, reduce the disparity between student groups, and increase teacher quality. The purpose of this position is to provide a training opportunity and practical experience for effective teachers to develop their leadership skills, receive professional development, enhance outcomes for the school, and develop skills to become an Instructional Coach. ISANA is committed to expanding its partnerships with community organizations, including universities and colleges, to support equity-centered career pipelines. This commitment involves participating in multiple recruitment events, such as career fairs, throughout the year, ensuring continuous growth and development opportunities for our educators.		
3	**In-House and Outside Professional Learning**	ISANA will implement a comprehensive professional development plan that focuses on training all staff in culturally relevant and sustaining practices. This plan will emphasize academic success, cultural competence, and critical consciousness, highlighting their connection to students' social-emotional learning and well-being. To ensure the effectiveness of professional development (PD) sessions, ISANA's leadership team will conduct surveys before and after these sessions. These surveys will help gather staff interests and needs regarding PD and assess the impact of the sessions. This information in turn will assist with the planning of future PD activities, which will be tailored based on staff strengths and needs, aligned with student achievement results. Staff input will remain critical throughout this process. Throughout the year, ISANA educators will also have opportunities to attend conferences featuring speakers and trainers who specialize in teaching students with disabilities, English Learners, and students from socioeconomically disadvantaged and other under-resourced backgrounds. Additionally, ISANA educators are encouraged to participate in outside conferences and professional development opportunities.	$0	No

4	**Instructional Leadership and Coaching**	Instructional leadership and coaching is offered in a variety ways by the academic leadership team (principals, instructional coaches and assistant principals) to all teachers. Some ways in which the academic leadership provides support include: ● Collaborating with teachers to set and achieve goals by identifying areas for improvement, setting clear objectives, and creating actionable plans. ● Using data to guide coaching efforts, helping teachers analyze student performance data to identify areas of need, track progress, and adjust instruction accordingly. ● Offering practical support and resources such as strategies and instructional materials. ● Co-teaching and conducting demonstration lessons. ● Providing constructive feedback and encouraging self-reflection. ● Leading professional development. Additionally, the academic leadership team (principals, instructional coaches, and assistant principals) collaborates with both classified and certificated educators to set goals for the school year. Observations are conducted, and feedback is provided to support educators in making progress towards these goals. These observations will also focus on ensuring that multiple, effective instructional strategies and social-emotional learning practices are used daily to support student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. The academic school leadership also reviews lesson plans and provides weekly feedback to teachers to ensure standards-aligned instruction. For more novice teachers, the network-wide New Teacher Instructional Coach offers an additional layer of support to both in person and virtually. This support includes modeling, coaching, and professional learning opportunities tailored to the needs of novice teachers. Additionally, the New Teacher Instructional Coach provides resources and training to site-based instructional coaches, enabling them to better support novice teachers.	$356,669	No

Goal 4

Goal #	Description	Type of Goal
Goal 4	ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal, originally developed in a previous LCAP cycle, remains highly relevant as educational partner input continues to reaffirm the importance of engaging and empowering families and community members as essential partners in student learning. This year's data reflects great progress, the school met their workshop targets for both general and English Learner-specific family workshops, and parent survey results exceeded our 80% target on both key metrics, indicating that families feel welcomed, heard, and connected to community resources. We are encouraged by these results and recognize that sustaining and building upon this foundation requires continued intentionality.

Maintaining this goal allows us to deepen and expand our efforts by strengthening communication across both digital and non-digital platforms, building parent capacity, and increasing opportunities for shared decision-making. We also continue to grow partnerships with community organizations to ensure families are aware of and connected to local resources that support student and family well-being. These strategies are especially critical in supporting Students with Disabilities, English Learners, and socioeconomically disadvantaged students, for whom strong family-school partnerships can make a significant difference in student outcomes.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>1</td><td>Number of workshops offered as measured by workshop agendas and annual parent workshop calendar</td><td>2024
4+ parent/family workshops were held, open to all families
4+ parent/family workshops were held specifically targeting families of ELs</td><td>2025
4+ parent/family workshops were held, open to all families
4 parent/family workshops were held specifically targeting families of ELs</td><td>2026
4+ parent/family workshops were held, open to all families
4 parent/family workshops were held specifically targeting families of ELs</td><td>A minimum of 4 parent/family workshops held annually open to all families
A minimum of 4 parent/family workshops held annually specifically targeting families of ELs</td><td>Parent Workshops:
Maintained

EL Parent Workshops:
Maintained</td></tr>
<tr><td>2</td><td>% of Parents/ Families Reporting on the School Experience Survey for the following questions:
The School seeks and welcomes parent input before making decisions
The School provides me with access to community resources and support</td><td>2024<table><tr><td>Opportunities to provide input</td><td>78%</td></tr><tr><td>Community resources and support</td><td>82%</td></tr></table></td><td>2025<table><tr><td>Opportunities to provide input</td><td>77%</td></tr><tr><td>Community resources and support</td><td>78%</td></tr></table></td><td>2026<table><tr><td>Opportunities to provide input</td><td>83%</td></tr><tr><td>Community resources and support</td><td>82%</td></tr></table></td><td>At least 80% of parents/families expressing agree/strongly agree:
The School seeks and welcomes parent input before making decisions
The School provides me with access to community resources and support</td><td><table><tr><td>Opportunities to provide input</td><td>+5%</td></tr><tr><td>Community resources and support</td><td>0%</td></tr></table></td></tr>
</table>

Goal Analysis for 2025-2026

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.

All actions were implemented as planned without any substantive differences.

Action 1: Student Family Services Coordinator

Student Family Services Coordinators consistently facilitated parent meetings, advisory councils, workshops, and family engagement opportunities throughout the year. Beyond formal engagement activities, SFSCs served as important liaisons between families and resources within and beyond the school setting, connecting families to support related to immigration concerns, housing instability, food access, transportation, crisis response, and other social-emotional and community-based needs. Through relationship-centered outreach and ongoing communication, SFSCs strengthened trust between families and schools while reinforcing ISANA's commitment to supporting the whole child and family.

Challenges in this area reflect the complexity of the SFSC role. Parent participation continues to vary across school communities due to family schedules, competing responsibilities, transportation limitations, and differing perceptions of the accessibility or relevance of school-based engagement opportunities. Space constraints, at times, for dedicated gathering spaces for families, making consistent daytime engagement more difficult. Additionally, the breadth of SFSC responsibilities, spanning family engagement, crisis response, enrollment support, and attendance outreach means that competing priorities can redirect attention away from proactive engagement efforts. Clarifying role expectations and ensuring SFSCs have adequate capacity to focus on family engagement remains an important area of development.

Action 2: Family Communication Tools
Work continued this year to support SFSCs with family engagement and enrollment efforts, and progress was made in developing a partnership list and building shared understanding among SFSCs of the importance of cultivating and maintaining community partnerships.

Two challenges emerged this year that represent substantive differences between planned and actual implementation. First, we are working on dedicating time to establishing clear protocols for recording workshops, uploading materials, and providing translations, including who is responsible for each task. Committing to this is important as we want to ensure that content is accessible to families who could not attend in person. Second, we are also working on establishing and communicating clear protocols for using our communication platform effectively.

Action 3: Collaboration with Community Partners
Progress was made this year in strengthening ISANA's approach to community partnerships. A master community partners list was created at both the school and network level, with some schools already updating it with current contacts. SFSCs continuously work on maintaining

this information and documenting existing relationships with community organizations. The updated list is intended not only to strengthen communication with current partners, but also to expand partnership opportunities across the network and support enrollment efforts by connecting with organizations that can help share information about ISANA's programs.

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

Action 2: Family Communication Tools: Equipment lease costs went down.
Action 3: Instructional Materials: Some of the ELOP field trip costs were included here; the previous budget included ELOP field trips but they were allocated to a different action.
Action 4: Benefits were included in a different action.

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

Action 1: Student Family Services Coordinator
SFSC outreach efforts helped connect families to resources and supports, strengthening communication and reinforcing the role of the school as a trusted space for families. Parent survey data reflects the effectiveness of these efforts — 83% of families responded favorably on opportunities to provide input and 82% on access to community resources and support, both meeting our 80% target.

Action 2: Family Communication Tools
Ongoing communication and collaboration with Achernar's SFSC has supported coordinated family engagement efforts throughout the year. Clear protocol for workshop recording, materials uploading, translation responsibilities, and teacher communication expectations are being established. Given the challenges facing Achernar's families, including rising chronic absenteeism, ensuring that communication systems are consistent, accessible, and responsive to family needs will be a priority for the year ahead.

Action 3: Collaboration with Community Partners
The creation of a network-wide master partnerships list and conversations with SFSCs about the importance of maintaining these relationships represent meaningful foundational steps. Given the range of academic, attendance, and social-emotional challenges facing Achernar's students and families, strengthening community partnerships that can provide additional support and resources will be particularly important going forward.

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.

Action 2-
The following statement was revised to reflect the adoption of School Status Connect, the parent communication portal for the network:

The action previously stated:
The school will continue to use:

- *Use communication tools such as ClassTag or Class Dojo for family outreach and to partner in increasing student engagement, providing student achievement information and reducing chronic absenteeism- three areas which continue to be opportunities for growth for socioeconomically disadvantaged students, Foster Youth and English Learner students.*

It now reads:
The school will continue to use:

- School Status Connect, ISANA's platform communication platform, for family outreach and to partner in increasing student engagement, providing student achievement information and reducing chronic absenteeism- three areas which continue to be opportunities for growth for socioeconomically disadvantaged students, Foster Youth and English Learner students.

Action 2- The following statement was removed from this action as re-engagement practices reflected in Goal 2, Action 3.

- *Set up Family Re-Engagement meetings to continue to meet to support and find solutions as a team.*

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Student & Family Services**	Student Family Services Coordinators (SFSCs)play a vital role in student recruitment and retention, engaging with prospective families through community events, school tours, and information sessions to promote the schools' programs and values. They also assist with the enrollment process by providing clear information, answering questions, and helping complete necessary paperwork. This ensures a smooth transition for new students into the school community. SFSCs also spearhead initiatives to enhance parent engagement. These initiatives include facilitating various involvement opportunities, providing access to vital resources, and conducting workshops and training aimed at bolstering academic achievement and social-emotional wellness for all students. SFSCs will receive continuous professional development on strategies for building robust school-family-community partnerships, engaging underrepresented families, and designing family engagement activities that foster significant learning advancements for students. **Parent Education Opportunities and Access:** SFSCs will coordinate a series of workshops throughout the school year, covering both academic and social-emotional wellness topics. Specific workshops will be provided for families including those with English Learners and African-American students. These workshops will include access to community resources that offer support in areas such as program application and skill development. SFSCs will conduct surveys to identify pertinent topics for further training and resources, ensuring the content is responsive to the needs of families. **Parent Advisory Council and School Site Council:** In collaboration with school administration, SFSCs will maintain and facilitate the Parent Advisory Council and School Site Council. These councils will review reports on student achievement and subgroup performance on both school and state assessments in ELA and math. **District English Learner Advisory Council (DELAC):** SFSCs, with administrative support, will sustain the District English Learner Advisory Council (DELAC). The council will regularly review reports on English Learner student achievement in school and state assessments in ELA and math.	$98,728	Yes

		Support for Foster Youth: The school will ensure foster youth have full access to the same academic resources, services, and extracurricular activities available to all students. SFSCs will act as liaisons for foster youth, collaborating with an organization-wide liaison to: ● Ensure staff receive training on the enrollment, placement, and rights of foster youth. ● Develop strategies to foster a sense of school connectedness among students. ● Partner with local agencies to address the needs of foster youth. Finally, the Director of Pupil Services helps to oversee and enhance the effectiveness of the SFSC by providing guidance and support, offering professional development opportunities and helping to design and implement a comprehensive program aimed at improving student recruitment, retention and overall well-being. The Director of Pupil Services also ensures these programs are aligned with the school/organization's mission and goals, and are responsive to the needs of students and families.		
2	**Family Communication Tools**	The school will continue to: ● School Status Connect, ISANA's platform communication platform, for family outreach and to partner in increasing student engagement, providing student achievement information and reducing chronic absenteeism- three areas which continue to be opportunities for growth for socioeconomically disadvantaged students, Foster Youth and English Learner students. ● Provide other methods of communication such as teleconferencing, phone calls, print and social media. ● Utilize virtual meeting platforms as an option for parent and family meetings and workshops to provide greater accessibility to information and learning opportunities. ● Upload all the meeting items for reference use for families that could not attend or want to be able to revisit. All items will continue to be translated for ease of access. ● **Whenever possible, record and upload workshops to accessible platforms such as YouTube.** ● All teachers are provided cell phones to communicate with families The school will work on making sure all tools are translated for families to be able to	$32,223	Yes

		use as a resource or communicate with staff.		
3	**Strategic Collaboration with Community Partners**	ISANA will develop a deep understanding of the strengths and challenges within its school communities through methods such as town halls, needs assessments, and parent meetings. This understanding will guide the determination of necessary services and supports. The school will cultivate relationships with community partners, such as health clinics, parks and recreation departments, and libraries, to provide opportunities that address the needs of all students and families, with a focus on African American students, socioeconomically disadvantaged students, English Learners, and Foster Youth. This effort will be supported by the Student Family Services Coordinator, Principal, Communications Manager, and Director of Pupil Services, along with all educators at the school.	$0	Yes

Goal

Goal #	Description	Type of Goal
Goal 5	To ensure maintenance of progress, the following metrics and actions will be maintained and reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.	Maintenance Goal

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 2: State Standards
Priority 7: Course Access

An explanation of why the LEA has developed this goal.

This school continues to maintain facilities in good repair, provide all students with access to state-adopted, standards-aligned instructional materials, and ensure full enrollment in a broad course of study — all metrics that were met this year. Regarding teacher credentialing, our fully credentialed teacher rate currently falls below the county average and our internal target of 100%. This reflects the significant number of intern teachers at this school, educators who are actively enrolled in credentialing programs and teaching in classrooms while working toward earning their preliminary credential. While these teachers are not yet fully credentialed, they are supported through ISANA's intern program, assigned mentors, and ongoing professional learning as they progress toward credential completion. We remain committed to increasing our fully credentialed teacher rate over time and will continue to support intern teachers in completing their programs successfully. Given that increasing our fully credentialed teacher rate requires active recruitment, pipeline development, and ongoing support, rather than simple maintenance, this metric will be tracked under Goal 3 going forward, where it is more directly aligned to our efforts to recruit, develop, and retain effective educators. Reevaluation of the metrics and actions within this goal will continue to determine whether any priority needs to be elevated, modified, or is on track to being achieved within the given timeframe. The metrics and actions reflect input from all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	FIT (Facilities Inspection Tool) Score Good/Exemplary	**2024 FIT Score:** Good	**2025 FIT Score:** Good	**2025-2026 FIT Score:** Good	Maintain FIT score of Good or higher	Maintained a score of "Good".
2	Implementation of Academic Standards: Percent of students with access to standards aligned instruction materials as measured by Local Indicator on CA Dashboard	**2023-2024:** 100% Full Implementation	**2024-2025** 100% Full Implementation	**2025-2026** 100%	100% Full Implementation	Maintained at 100%
3	Percentage of Students Enrollment in a Broad Course of Study	**2023-2024:** 100%	**2024-2025** 100%	**2025-2026** 100%	100% of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool	Maintained at 100%

Goal Analysis for 2025-2026

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.

All actions for Goal 5 were implemented as planned without any substantive differences.

Action 1: Facilities and Facilities Maintenance

Facilities maintenance continued to be managed effectively this year. Centralizing maintenance request tracking through SysAid software reduced response times and ensured that safety-critical repairs, including emergency exit lighting and security cameras, were prioritized and resolved promptly. Clear communication channels with external vendors supported efficient project execution without disruption to the learning environment, and all schools maintained a FIT score of Good or higher.

Challenges included coordinating high-priority work that required the temporary absence of students, managing increased service demands during seasonal weather conditions, and meeting deadlines during holiday periods. These operational challenges were managed without significant impact on the learning environment.

Action 2: Charter Management Organization Support

The Central Office continued to provide the full range of centralized services to all schools this year, including staffing, fiscal oversight, legal and compliance support, facilities coordination, vendor procurement, and day-to-day principal coaching and support. A notable accomplishment this year was the launch of a 3-5 year organizational strategic plan aligned to the LCAP, as well as the creation of a long-term facility plan and successful negotiations with facilities and other vendors that resulted in cost savings. A key challenge that emerged this year was the need for more in-depth leadership support, coaching, and training for principals and school leaders. Building out a Talent Plan that includes a stronger leadership and principal coaching component will be a priority for the year ahead.

Action 3: Instructional Materials

The Curriculum, Assessment and Data Coordinator and Academic Services Coordinator developed and shared a curriculum inventorying and ordering policy with school site leaders, standardizing ordering practices across all sites to ensure materials are received prior to the start of the academic year. Since implementation of the ordering policy, roles and timelines are clearly defined and the ordering process has been running smoothly across all sites.

Action 4: Employee Taxes and Benefits

ISANA continued to offer employees a comprehensive benefits package this year, including payment of all applicable taxes and

maintenance of appropriate workers compensation insurance. A notable accomplishment was the expansion of medical coverage options to include a choice between two providers — a change that was well received by staff. Rising insurance prices remain an ongoing challenge, and ISANA will continue to work with insurance vendors to maintain competitive pricing while sustaining strong benefits options for employees.

Action 5: School Nutrition Services

Now in its second year, ISANA's partnership with School Nutrition Plus (SNP) continues to provide students with nutritious, scratch-made meals that meet USDA guidelines and reflect students' diverse backgrounds. As a network, breakfast participation averaged 62.4% and lunch participation averaged 68.7% throughout the year, with a total of 254,542 breakfasts and 280,392 lunches served network-wide. Student feedback continued to guide menu planning, with the Birthday Cookie remaining a particularly popular item that contributed positively to student engagement with the meal program. Two Wellness Committee meetings were held — in October and June — to review wellness initiatives, discuss program goals, and gather stakeholder input. During National School Lunch Week, ISANA partnered with SNP to present the theme "Taste the World – Your School Lunch Passport," offering students meals inspired by different countries and celebrating diverse cuisines. ISANA also recognized meal service professionals during National School Lunch Hero Day, honoring the staff whose daily efforts ensure students receive safe, nutritious, and welcoming meal service.

While delivery performance has improved, ensuring the consistent quality of fresh fruit and meal deliveries across all school sites remains an area of focus. ISANA will continue to work closely with SNP to address this.

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

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

Action 1: Facilities maintenance efforts have been effective in creating and sustaining safe, clean, and functional learning environments across all ISANA schools. The centralization of maintenance request tracking through SysAid software has improved response times and ensured that safety-critical repairs are addressed promptly. Competitive vendor bidding has resulted in cost savings while maintaining high service standards. All schools met the FIT score target of Good or higher, reflecting the effectiveness of these systems in maintaining facilities that meet the needs of students and staff.

Action 2: Central office services continued to be delivered effectively across all schools this year, ensuring operational continuity and compliance with applicable local, state, and federal requirements. The creation of a long-term facility plan and successful vendor negotiations resulting in cost savings are particularly notable indicators of effectiveness in this area. However, feedback from school leaders

identified a need for more robust and consistent leadership coaching and support — an area that will be addressed through the development of a comprehensive Talent Plan in the year ahead.

Action 3: The implementation of a standardized curriculum ordering policy has been effective in streamlining the ordering process across all sites, with clearly defined roles and timelines ensuring that materials are received prior to the start of the academic year.
Action 4: Staff feedback reflects the effectiveness of ISANA's benefits investments — employees rated benefits as an organizational strength in the end of year survey. The expansion of medical coverage options this year further strengthened the overall benefits package and contributed positively to staff satisfaction. Continuing to manage rising insurance costs while maintaining strong benefits will be an important focus going forward.

Action 5: Year-end data reflects strong and consistent participation in ISANA's school meal program, with a network average of 62.4% of students participating in breakfast and 68.7% in lunch — representing a total of 254,542 breakfasts and 280,392 lunches served throughout the year network-wide. These figures reflect real access to daily nutrition for a significant portion of our student population, particularly for low-income students, Foster Youth, and English Learners for whom food access can be a barrier to learning and well-being. The program successfully met its goals of providing nutritious meals, encouraging participation, promoting wellness, and creating positive dining experiences for students. Continuing to monitor participation rates and meal delivery quality will remain a priority to ensure the program is reaching as many students as possible and maintaining high standards throughout the year.

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

Changes to Metrics:

- We determined that the percentage of teachers fully credentialed and appropriately assigned is more appropriately tracked under Goal 3, which focuses on the strategic recruitment and ongoing development of effective educators. While this metric has historically been housed under Goal 5 as a maintenance indicator, our data reveals that increasing the fully credentialed teacher rate requires active recruitment, pipeline development, and ongoing support, especially given the number of intern teachers who are actively working toward credential completion. Rather than treating credentialing as a metric to be simply maintained, we recognize it as an area requiring intentional and sustained effort. Moving this metric to Goal 3 allows us to tell a more complete story about our educator workforce, connect credentialing data to our intern program and career pathway efforts, and set improvement targets that reflect the work ahead. This metric will therefore no longer appear under Goal 5 beginning in the 2026-27 LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**Facilities and Facilities Maintenance**	ISANA will maintain adequate facilities for the housing of its educational programs and will complete repairs and maintenance on the campus so that students continue attending a safe, clean and hazard-free school. Updates will occur as needed.	$844,054	No
2	**Charter Management Organization Support**	Central Offices provide a host of centralized services to the school, including the following: Centralized Staff salary costs, central offices rent, drafting charter petitions/renewal support, recruitment and hiring of qualified teachers; design and implementation of a leadership development program for principals, as well as day to-day principal training, coaching and support, and assistance to principals in developing and implementing the professional development programs for teachers; fiscal oversight management and budgeting; network maintenance; procurement of all outsourced vendors; assistance in retention of appropriate legal counsel, as well as liability, property and professional insurance policies; coordination of maintenance schedule and staff; development and updates of facility safety and emergency procedures; compliance with applicable local, state and federal laws, regulations, and compliance reporting requirements.	$1,036,855	No
3	**Instructional Materials**	ISANA will adopt and monitor the implementation of state-adopted, standards-aligned curricular and instructional materials, grounded in scientific research, across classrooms for all students. These materials include consumables replaced annually as needed, with embedded supports targeting the needs of English Learners, Students with Disabilities, and students requiring additional support. Additional books and classroom resources are purchased to support student attainment of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). General instructional materials are purchased as needed. To facilitate access and manage these materials effectively, ISANA continues to utilize Learning Management Software and other digital	$405,989	No

		platforms. This ensures all students, including unduplicated students and those with disabilities, have access to supplementary content like digital libraries. Curriculum inventory is managed through Frontline Education.		
4	**Employee Taxes and Benefits**	ISANA will continue to offer its employees a rich benefits package. ISANA will also continue to pay all applicable taxes and maintain appropriate workers compensation insurance.	$1,414,639	No
5	**Student Nutrition Services**	ISANA Academies will continue to provide all students, including low-income, foster youth, and English Learners, with access to nutritious meals through a schoolwide nutrition program. This ensures that every student receives free breakfast and lunch daily, reducing barriers related to food insecurity and promoting academic success and well-being. Meals are prepared to meet or exceed federal and state nutrition standards and appeal to students' diverse backgrounds. The program also incorporates: ● Routine assessment of meal quality and student satisfaction ● Training for food service staff on inclusive practices and dietary accommodations	$420,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,086,173	$272,122

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
43.43%	0%	$0	43.43%

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	Action: Professional Learning to Support State Standards **Identified Need(s):** English Learners, Students with Disabilities, Latino and African American students, and Socioeconomically Disadvantaged students have demonstrated persistent academic gaps in both ELA and math, as reflected in CA Dashboard data, Distance from Standard (DFS) scores, and local assessment results. English Learners continue to show uneven progress in language acquisition and access to grade-level content. Students with Disabilities require consistent implementation of accommodations and increased access to standards-aligned instruction. Socioeconomically Disadvantaged and Latino students show gaps in both proficiency and growth rates relative to their peers. Educational partner feedback has further confirmed the need for professional learning that is differentiated, culturally responsive, and directly connected to the instructional needs of these student groups.	This action addresses identified needs by building educator capacity to deliver high-quality, culturally responsive, and standards-aligned instruction for all students, with a particular focus on strategies that support unduplicated student groups. Professional learning topics include Universal Design for Learning (UDL), Integrated and Designated ELD, differentiated instruction for Students with Disabilities, and data-driven instructional practices. UDL, while benefiting all students, is principally designed to increase access to grade-level content for students who face barriers to engagement and learning — including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Schoolwide implementation ensures that all educators develop the skills and mindsets needed to consistently support unduplicated student groups, and that these practices are not siloed within specific classrooms or departments. Without consistent, high-quality instruction across all learning environments, unduplicated student groups cannot be guaranteed equitable access to grade-level content and opportunities to demonstrate mastery.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 4: English Learner Reclassification Rate as measured by CALPADS/DataQuest Metric 5: ELPI Progress per CA Dashboard Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 1, Action 3	Action: Expanded Learning Opportunities **Identified Need(s):** Low-income students, English Learners, and Foster Youth have historically demonstrated greater academic gaps relative to their peers, and continue to face a higher risk of learning loss during extended breaks from structured educational environments. These student groups benefit most from additional time in academic settings where skill gaps can be addressed through targeted, culturally responsive instruction and materials tailored to their specific needs. Educational partner feedback has further confirmed that families of unduplicated students value and rely on expanded learning opportunities to support their children's academic progress.	Expanded learning programs address identified needs by providing structured academic environments beyond the regular school day and year, where low-income students, English Learners, and Foster Youth can practice and strengthen skills through approaches, curricula, and instructional materials tailored to their needs. These programs allow unduplicated students to accelerate learning at higher rates than would otherwise be possible within the constraints of the regular school day. While unduplicated students are the primary beneficiaries, expanded learning opportunities are offered on a schoolwide basis to foster inclusive learning environments, reduce stigma associated with targeted intervention, and strengthen the overall academic culture of the school community.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 1, Action 4	Action: Academic Intervention **Identified Need(s):** English Learners, Socioeconomically Disadvantaged students, and Foster Youth face persistent academic challenges in both ELA and math, and are overrepresented in the lowest performance bands on both local (i-Ready) and state (CAASPP) assessments. DFS data further confirms that these student groups remain significantly below grade-level standards. Many unduplicated students experience inconsistent access to individualized instructional support, which limits their ability to make accelerated academic growth. Educational partner feedback has reinforced the need for more targeted, differentiated intervention that addresses specific skill gaps and provides students with the additional time and support needed to access grade-level content.	This action addresses identified needs by employing certificated and classified Academic Interventionists and Paraprofessionals to provide Tier 2 and Tier 3 supports to unduplicated students and others requiring additional academic assistance. Interventionists deliver targeted small-group instruction, apply data-informed decision-making to guide instructional planning, and work collaboratively with classroom teachers to ensure continuity between core instruction and intervention. A schoolwide approach ensures a strong and flexible infrastructure for intervention, allowing for responsive deployment of staff based on evolving student needs, embedded support throughout the school day, and equitable allocation of resources. This model maintains high expectations for all learners while prioritizing those most in need of intensified, differentiated instruction.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 1, Action 5	Action: Technology Enhanced Teaching and Learning **Identified Need(s):** Low-income students, English Learners, and Foster Youth disproportionately experience barriers to consistent access to educational technology and digital learning tools. Gaps in digital literacy among students and families have impacted engagement with online platforms used for instruction, communication, and assessment. These student groups are most affected by the digital divide, which can limit their ability to fully participate in and benefit from technology-enhanced instruction. Educational partner feedback has confirmed that families of unduplicated students often lack access to devices, reliable internet, and the digital fluency needed to navigate school platforms independently.	This action addresses identified needs by ensuring all students, with a priority focus on unduplicated student groups, have consistent access to functioning devices, reliable software, and ongoing technical support. Technology-enhanced instruction allows for personalized learning pathways, real-time progress monitoring, and differentiated supports that are particularly beneficial for English Learners, low-income students, and Foster Youth. Family-facing digital literacy workshops and multilingual resources further address the needs of unduplicated families in navigating educational platforms and supporting their children's learning at home. A schoolwide approach ensures equitable access across all classrooms and families, allows for seamless integration of digital learning into daily instruction, and enables the school to proactively address gaps in digital fluency while prioritizing those most in need.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 1, Action 7	Action: SPED (School Psychologists) **Identified Need(s):** English Learners, low-income students, and Foster Youth are more likely to face barriers to early identification and access to appropriate academic and behavioral supports. These student groups are also disproportionately represented in Special Education or at risk of misidentification due to language barriers, trauma, or inconsistent access to early interventions. DFS data confirms that Students with Disabilities remain among the furthest below grade-level standards across all schools, and local assessment data shows persistent gaps in both growth and proficiency for this population. Ensuring compliance with IEPs, strengthening inclusive practices, and improving intervention pathways are critical to addressing these equity gaps and ensuring unduplicated students have consistent access to the supports they need to succeed academically and socially.	This action addresses identified needs by maintaining a comprehensive Special Education program with highly qualified certificated and classified staff, including school psychologists who provide screening, early identification, and support for students with learning disabilities and other challenges. School psychologists attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations, ensuring that unduplicated students, including English Learners, low-income students, and Foster Youth, receive timely and appropriate support. A schoolwide approach ensures that students who are not yet identified but may need support are served proactively, that all staff are equipped to support diverse learners, and that inclusive practices such as co-teaching are consistently implemented across all classrooms and learning environments.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 2, Actions1, 2 and 3	**Identified Need(s):** Unduplicated students, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth, experience disproportionate rates of chronic absenteeism and are more likely to report lower levels of connection and belonging at school. Current YTD data shows unduplicated student groups disproportionately represented among chronically absent students. These groups, as well as African American students, also face systemic barriers that affect both attendance and engagement. Student survey data reveals that while students across all schools feel welcomed and safe, significantly fewer feel comfortable seeking adult support or see themselves represented in the school environment. Educational partner feedback has confirmed a strong need for culturally responsive mental health supports, restorative practices, and targeted family engagement strategies to build trust, promote wellness, and re-engage historically underserved students.	These actions address identified needs by providing integrated SEL programming through the Second Step curriculum and The Power of Us advisory unit, restorative practices as a central approach to behavior management, and multi-tiered attendance re-engagement strategies including personalized outreach, mentorship, and family partnerships. School counselors and the Director of Pupil Services provide targeted mental health and wellness supports principally directed toward unduplicated students, while professional learning for all staff on culturally responsive and trauma-informed practices ensures that every educator is equipped to foster an inclusive and affirming school climate. A schoolwide approach ensures that no student is isolated or stigmatized for receiving support, that SEL is integrated into the daily student experience rather than delivered as a standalone program, and that attendance improvement efforts are coordinated across all staff roles and school systems. This is particularly important for unduplicated students who face compounding barriers, including economic hardship, housing instability, and immigration-related concerns, that require a whole-school response rather than isolated interventions.	Metric 1: Suspension rate per CA Dashboard Metric 2: Expulsion rate per CA Dashboard Metric 3: Attendance (ADA) Metric 4: Chronic Absenteeism rate per CA Dashboard Metric 5: Middle School Dropout rate Metric 6: School Experience Survey — percentage of students responding favorably to key culture and climate items

Goal 3, Actions 1 and 2	Actions: Recruitment/Retention of Teacher and ISANA Career Pathways Program **Identified Need(s):** Unduplicated students, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth, require culturally relevant, inclusive, and differentiated instruction to access and master grade-level content. Classroom observation data, student outcome data, and staff surveys revealed that teachers need additional support to build capacity in delivering standards-aligned, responsive instruction that meets the diverse needs of these student groups. Staff survey data indicate that not all educators feel adequately supported in their professional growth. There is also a specific need to better support novice and early-career teachers, many of whom work with high concentrations of unduplicated students, as well as a need to increase the number of fully credentialed teachers across all schools. Current credentialing rates vary significantly across the network, with some schools falling well below the county average, largely due to the number of intern teachers actively working toward credential completion.	These actions address identified needs by strategically recruiting and retaining effective educators, providing career advancement pathways — including the Induction Program, Teacher Intern Program, Teacher Residency Program, and Lead Teacher Program — and supporting intern and novice teachers through mentorship and targeted professional learning. A new partnership with Reach University provides classified staff with an accessible pathway to teacher credentialing at significantly reduced cost, further strengthening ISANA's internal educator pipeline. These actions are provided on a schoolwide basis because the quality and consistency of instruction across all classrooms directly impacts outcomes for unduplicated students. Reducing variability in teacher effectiveness, particularly through credentialing, mentorship, and career development, ensures that unduplicated students in every classroom have access to rigorous, culturally responsive, and standards-aligned instruction. Supporting teachers across all experience levels and staff roles builds collective capacity and helps close opportunity and achievement gaps for the student groups who are most dependent on high-quality teaching.	Goal 3, Metric 1: Staff retention rates Goal 3, Metric 2: School Experience Survey — percentage of staff responding favorably to professional development and feedback questions Goal 3, Metric 3: Teacher Observations/Implementation of State Standards Goal 3, Metric 4: Percentage of teachers fully credentialed and appropriately assigned — target: meet or exceed county average annually Goal 1, Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Goal 1, Metric 2: CAST Proficiency Goal 1, Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Goal 1, Metric 6: DFS — ELA per CA Dashboard

			Goal 1, Metric 7: DFS — Math per CA Dashboard Goal 1, Metric 8: DFS — Science per CA Dashboard

Goal 4, Actions 1-3	Actions: Student & Family Services, Family Communication Tools and Strategic Collaboration with Community Partners **Identified Need(s):** Unduplicated students, have families who disproportionately face barriers to engagement with school systems, including language barriers, economic hardship, transportation limitations, and competing responsibilities. There is a high demand for enrollment support, bilingual communication, and access to community resources, particularly among families of English Learners and low-income students. Parent survey data shows that while the school exceeded the 80% target on key engagement metrics this year, participation in workshops and school events continues to be concentrated among a core group of families, with many unduplicated families remaining harder to reach. Educational partner feedback has confirmed the need for more intentional, culturally responsive outreach and stronger community partnerships to connect families with resources and services that address barriers that might be beyond the school's reach.	These actions address identified needs by deploying Student Family Services Coordinators to organize family learning and engagement events, provide enrollment support, facilitate advisory councils, and connect families, particularly those of unduplicated students, to community resources and services. Multiple communication platforms ensure that all families, including those who speak languages other than English, receive comprehensive information on student achievement, attendance, and available supports. Virtual meeting options and recorded workshops increase accessibility for families facing transportation or childcare challenges. Community partnership development ensures that families are connected to services and resources outside the school, with a focus on unduplicated student groups who face the greatest barriers. These actions are provided on a schoolwide basis to ensure that systems for family engagement are consistently in place across all classrooms and grade levels, that culturally responsive engagement practices are normalized throughout the school community, and that broader participation in outreach events and attendance interventions is sustained. A schoolwide approach also ensures that unduplicated families are not singled out or stigmatized, and that all families benefit from the supportive structures that are principally designed to serve those most in need.	Goal 4, Metric 1: Number of workshops offered — minimum of 4 parent/family workshops annually open to all families and minimum of 4 workshops specifically targeting families of English Learners Goal 4, Metric 2: School Experience Survey — percentage of parents/families responding favorably on key engagement questions

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

Goal 1, Action 8 and 9	Actions: English Learners and LTELs **Identified Need(s):** Data from the CA Dashboard and local and state assessments shows a persistent need to increase the percentage of English Learners making annual progress toward English language proficiency as measured by the ELPI, and to increase the percentage meeting reclassification requirements. ELPI designations fall below Green, and reclassification rates continue to fall below internal targets. DFS data confirms that English Learners remain below grade-level standards in both ELA and math across most schools. Long-Term English Learners and Potential Long-Term English Learners represent a particularly urgent subset of this population, as these students have been enrolled in U.S. schools for six or more years without achieving reclassification, indicating that traditional instructional approaches have not been sufficient to meet their language and academic development needs. Educational partner feedback has confirmed the need for more targeted, explicit, and sustained language development supports for English Learners at all proficiency levels.	These actions address identified needs by providing targeted supplemental supports specifically designed for English Learners and LTELs, including Designated ELD and Integrated ELD across all subject areas, individual family meetings and goal-setting for LTELs and PLTELs, regular monitoring through ELLevation, and professional development for educators on language acquisition best practices. The Multilingual Coordinator supports all schools through coaching, training, and oversight of EL programs, with a particular focus on LTELs and PLTELs who require more intensive and specialized intervention. Rosetta Stone has been implemented for Newcomers to accelerate English acquisition, and ELLevation Strategies provides a professional learning platform to strengthen Integrated and Designated ELD instruction. These actions are limited to English Learners because they address language acquisition needs that are specific to this student group and require targeted, evidence-based approaches that go beyond what is provided through general classroom instruction.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 4: English Learner Reclassification Rate as measured by CALPADS/DataQuest Metric 5: ELPI Progress per CA Dashboard Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard

Goal 1, Action 10	Note: While African American/Black students are not an LCFF-defined unduplicated student group, we have chosen to include this action here to reflect our explicit commitment to addressing persistent and documented equity gaps for this population. Action: Black/African American Student Achievement (ISANA Nascent and ISANA Achernar) African American students have demonstrated persistent academic gaps in both ELA and math, as reflected in CA Dashboard data, DFS scores, and local assessment results. DFS data shows African American students at **Nascent** at -62.3 in ELA and -127.6 in math, and at **Achernar** at -61.4 in ELA and -106.6 in math and this is among the furthest below standard of any student group at both schools. Beyond academic outcomes, African American students face systemic barriers rooted in implicit bias, underrepresentation in curriculum and school culture, and disciplinary practices that disproportionately impact this population. Educational partner feedback and school-based equity team analysis have confirmed the need for a targeted, equity-driven approach that addresses both the instructional and relational conditions shaping African American students' experiences and outcomes.	This action addresses identified needs through an equity-driven strategy that removes systemic barriers and affirms the identity and belonging of African American students. Through ISANA's partnership with LACOE's GENIUS Initiative, we have been matched with GENIUS coaches who support school leaders and staff in developing and refining school-specific Problems of Practice focused on improving outcomes for African American students. Coaching cycles, Communities of Practice, and facilitated inquiry processes support educators in moving from broad equity commitments to precise, targeted, and actionable strategies rooted in observation, data, and reflection. Classroom instruction is grounded in students' lived experiences and reflects Black histories, cultures, and contributions. Restorative re-engagement practices replace exclusionary discipline, and family voice is elevated through storytelling events and forums that inform school priorities.	Metric 1: Performance on statewide CAASPP Assessments — Percentage of students meeting or exceeding standards Metric 2: CAST Proficiency Metric 3: Performance on local assessment — Percentage of students achieving Annual Typical Growth on the end-of-year i-Ready Diagnostic Metric 4: English Learner Reclassification Rate as measured by CALPADS/DataQuest Metric 5: ELPI Progress per CA Dashboard Metric 6: DFS — ELA per CA Dashboard Metric 7: DFS — Math per CA Dashboard Metric 8: DFS — Science per CA Dashboard Goal 2, Metrics 1-7

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.

NA

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.

ISANA Academies will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students at schools with a high concentration of foster youth, English Learners, and low-income students. These funds support the hiring of additional certificated and classified staff, including Academic Interventionists and Paraprofessionals, who provide Tier 2 and Tier 3 academic interventions, social-emotional support, and specialized services for unduplicated student groups. By increasing staffing capacity, these investments are designed to reduce caseloads, provide more individualized attention, and increase the frequency and quality of direct services for our highest-need students.
In addition, concentration grant funding supports expanded professional development opportunities focused on English Learner instructional strategies, trauma-informed practices, and inclusive classroom practices, including co-teaching, UDL, and culturally responsive pedagogy. This professional learning directly builds educator capacity to serve unduplicated students more effectively across all classrooms and learning environments. The Multilingual Coordinator, whose role supports all six ISANA schools in strengthening EL instruction and monitoring English Learner progress, is also supported through this funding. Together, these investments reflect ISANA's commitment to directing concentrated resources toward the students and schools with the greatest need, with the goal of improving academic, linguistic, and social-emotional outcomes for foster youth, English Learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1/12.82%
Staff-to-student ratio of certificated staff providing direct services to students		1/14.59%

2026-2027 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 %)
2026-2027	$4,803,179	$2,086,173	43.433%	0.000%	43.433%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,961,893	$ 3,315,968	$ -	$ 413,717	$ 9,691,578.00	$ 5,747,190	$ 3,944,388

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 81,775	$ 62,127	$ -	$ -	$ 19,648	$ 81,775	0.000%
1	2	Assessments and Data Driven Instruction	All	No	LEA-wide	All	All	Ongoing	$ 17,403	$ -	$ -	$ 17,403	$ -	$ -	$ 17,403	0.000%
1	3	Extended Learning Opportunities	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 371,885	$ 325,000	$ -	$ 696,885	$ -	$ -	$ 696,885	0.000%
1	4	Academic Intervention	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 199,254	$ -	$ -	$ -	$ -	$ 199,254	$ 199,254	0.000%
1	5	Technology Enhanced Teaching and Learning	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 25,827	$ 57,188	$ 83,015	$ -	$ -	$ -	$ 83,015	0.000%
1	6	Visual and Performing Arts Opportunities	All	No	LEA-wide	All	All	Ongoing	$ 248,591	$ 26,500	$ 197,604	$ 77,487	$ -	$ -	$ 275,091	0.000%
1	7	Special Education	All	Yes	LEA-wide	N/A	All	Ongoing	$ 942,275	$ 695,472	$ 582,137	$ 960,653	$ -	$ 94,957	$ 1,637,747	0.000%
1	8	English Learners	All	Yes	Limited	English Learners	All	Ongoing	$ 17,628	$ -	$ -	$ -	$ -	$ 17,628	$ 17,628	0.000%
1	9	LTEL	All	Yes	Limited	English Learners	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1	10	Black/African American Academic Achievement	All	Yes	Limited	N/A	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	1	School Culture and Climate	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 171,533	$ -	$ 171,533	$ -	$ -	$ -	$ 171,533	0.000%
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 115,998	$ -	$ -	$ 115,998	$ -	$ -	$ 115,998	0.000%
2	3	Increasing Attendance and Reducing Chronic Absenteeism	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 166,120	$ -	$ 166,120	$ -	$ -	$ -	$ 166,120	0.000%
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	All	Yes	LEA-wide	All	All	Ongoing	$ 1,527,472	$ 92,500	$ 1,619,972	$ -	$ -	$ -	$ 1,619,972	0.000%
3	2	ISANA Career Pathways Program	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	In-House and Outside Professional Learning	All	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Instructional Leadership and Coaching	All	No	LEA-wide	All	All	Ongoing	$ 356,669	$ -	$ 160,566	$ 180,211	$ -	$ 15,892	$ 356,669	0.000%
4	1	Student & Family Services	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 78,728	$ 20,000	$ 20,000	$ 78,728	$ -	$ -	$ 98,728	0.000%
4	2	Family Communication Tools	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ -	$ 32,223	$ 32,223	$ -	$ -	$ -	$ 32,223	0.000%
4	3	Strategic Collaboration with Community Partners	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	1	Facilities and Facilities Maintenance	All	No	LEA-wide	All	All	Ongoing	$ 93,169	$ 750,885	$ 844,054	$ -	$ -	$ -	$ 844,054	0.000%
5	2	Charter Management Organization Support	All	No	LEA-wide	All	All	Ongoing	$ -	$ 1,036,855	$ 1,036,855	$ -	$ -	$ -	$ 1,036,855	0.000%
5	3	Instructional Materials	All	No	LEA-wide	All	All	Ongoing	$ -	$ 405,989	$ 213,350	$ 179,939	$ -	$ 12,700	$ 405,989	0.000%
5	4	Employee Taxes and Benefits	All	No	LEA-wide	All	All	Ongoing	$ 1,414,638	$ 1	$ 772,337	$ 588,664	$ -	$ 53,638	$ 1,414,639	0.000%
5	5	Student Nutrition Services	All	No	LEA-wide	All	All	Ongoing	$ -	$ 420,000	$ -	$ 420,000	$ -	$ -	$ 420,000	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,803,179	$ 2,086,173	43.433%	0.000%	43.433%	$ 2,737,127	0.000%	56.986%	Total:	$ 2,737,127
								LEA-wide Total:	$ 2,737,127
								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	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	LEA-wide	All	All	$ 62,127	0.000%
1	2	Assessments and Data Driven Instruction	No	LEA-wide		All	$ -	0.000%
1	3	Extended Learning Opportunities	Yes	LEA-wide	English Learners and Low-Income	All	$ -	0.000%
1	4	Academic Intervention	Yes	LEA-wide	English Learners and Low-Income	All	$ -	0.000%
1	5	Technology Enhanced Teaching and Learning	Yes	LEA-wide	English Learners and Low-Income	All	$ 83,015	0.000%
1	6	Visual and Performing Arts Opportunities	No	LEA-wide		All	$ -	0.000%
1	7	Special Education	Yes	LEA-wide	N/A	All	$ 582,137	0.000%
1	8	English Learners	Yes	Limited	English Learners	All	$ -	0.000%
1	9	LTEL	Yes	Limited	English Learners	All	$ -	0.000%
1	10	Black/African American Academic Achievement	Yes	Limited	N/A	All	$ -	0.000%
2	1	School Culture and Climate	Yes	LEA-wide	English Learners and Low-Income	All	$ 171,533	0.000%
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	LEA-wide	English Learners and Low-Income	All	$ -	0.000%
2	3	Increasing Attendance and Reducing Chronic Absenteeism	Yes	LEA-wide	English Learners and Low-Income	All	$ 166,120	0.000%
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	LEA-wide	All	All	$ 1,619,972	0.000%
3	2	ISANA Career Pathways Program	Yes	LEA-wide	All	All	$ -	0.000%
3	3	In-House and Outside Professional Learning	No	LEA-wide		All	$ -	0.000%
3	4	Instructional Leadership and Coaching	No	LEA-wide		All	$ -	0.000%
4	1	Student & Family Services	Yes	LEA-wide	English Learners and Low-Income	All	$ 20,000	0.000%
4	2	Family Communication Tools	Yes	LEA-wide	English Learners and Low-Income	All	$ 32,223	0.000%
4	3	Strategic Collaboration with Community Partners	Yes	LEA-wide	English Learners and Low-Income	All	$ -	0.000%
5	1	Facilities and Facilities Maintenance	No	LEA-wide		All	$ -	0.000%
5	2	Charter Management Organization Support	No	LEA-wide		All	$ -	0.000%
5	3	Instructional Materials	No	LEA-wide		All	$ -	0.000%
5	4	Employee Taxes and Benefits	No	LEA-wide		All	$ -	0.000%
5	5	Student Nutrition Services	No	LEA-wide		All	$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%

ISANA ACHERNAR ACADEMY

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,676,394.00	$ 9,223,105.00

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	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	$ 51,000	$ 73,950
1	2	Assessments and Data Driven Instruction	No	$ 20,913	$ 18,340
1	3	Extended Learning Opportunities	Yes	$ 507,788	$ 516,710
1	4	Academic Intervention	Yes	$ 199,321	$ 166,677
1	5	Technology Enhanced Teaching and Learning	Yes	$ 101,900	$ 134,520
1	6	Visual and Performing Arts Opportunities	No	$ 287,260	$ 245,615
1	7	Special Education	Yes	$ 1,406,176	$ 1,648,408
1	8	English Learners	Yes	$ 22,036	$ 18,371
1	9	LTEL	Yes	$ -	$ -
1	10	Black/African American Academic Achievement	Yes	$ -	$ -
2	1	School Culture and Climate	Yes	$ 215,992	$ 145,014
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	$ 145,847	$ 126,653
2	3	Increasing Attendance and Reducing Chronic Absenteeism	Yes	$ 254,873	$ 167,630
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	$ 2,060,095	$ 1,887,792
3	2	ISANA Career Pathways Program	Yes	$ -	$ 6,000
3	3	In-House and Outside Professional Learning	No	$ -	$ -
3	4	Instructional Leadership and Coaching	No	$ 640,058	$ 384,860
4	1	Student & Family Services	Yes	$ 97,680	$ 88,042
4	2	Family Communication Tools	Yes	$ 74,000	$ 31,246
4	3	Strategic Collaboration with Community Partners	Yes	$ -	$ -
5	1	Facilities and Facilities Maintenance	No	$ 789,476	$ 780,278
5	2	Charter Management Organization Support	No	$ 976,929	$ 878,953
5	3	Instructional Materials	No	$ 505,050	$ 277,643
5	4	Employee Taxes and Benefits	No	$ 320,000	$ 1,191,785
5	5	Student Nutrition Services	No	$ -	$ 434,618
				$ -	$ -
				$ -	$ -
				$ -	$ -
				$ -	$ -

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)
$ 1,836,925	$ 2,986,986	$ 2,519,935	$ 467,051	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	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	$ 33,440	$61,529	0.000%	0.000%
1	2	Assessments and Data Driven Instruction	No	$ -	$ -	0.000%	0.000%
1	3	Extended Learning Opportunities	Yes	$ -	$ -	0.000%	
1	4	Academic Intervention	Yes	$ 28,153	$27,346	0.000%	0.000%
1	5	Technology Enhanced Teaching and Learning	Yes	$ 88,852	$134,520	0.000%	0.000%
1	6	Visual and Performing Arts Opportunities	No	$ -	$ -	0.000%	0.000%
1	7	Special Education	Yes	$ 320,670	$42,837	0.000%	0.000%
1	8	English Learners	Yes	$ -	$ -	0.000%	
1	9	LTEL	Yes	$ -	$ -		
1	10	Black/African American Academic Achievement	Yes	$ -	$ -		
2	1	School Culture and Climate	Yes	$ 215,992	$145,014	0.000%	0.000%
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	$ -	$ -	0.000%	
2	3	Increasing Attendance and Reducing Chronic Absenteeism	Yes	$ 254,873	$167,630	0.000%	0.000%
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	$ 1,950,506	$1,887,792	0.000%	0.000%
3	2	ISANA Career Pathways Program	Yes	$ -	$6,000	0.000%	0.000%
3	3	In-House and Outside Professional Learning	No	$ -	$ -	0.000%	0.000%
3	4	Instructional Leadership and Coaching	No	$ -	$ -	0.000%	0.000%
4	1	Student & Family Services	Yes	$ 20,500	$16,021	0.000%	0.000%
4	2	Family Communication Tools	Yes	$ 74,000	$31,246	0.000%	0.000%
4	3	Strategic Collaboration with Community Partners	Yes	$ -	$ -	0.000%	
5	1	Facilities and Facilities Maintenance	No	$ -	$ -	0.000%	0.000%
5	2	Charter Management Organization Support	No	$ -	$ -	0.000%	0.000%
5	3	Instructional Materials	No	$ -	$ -	0.000%	0.000%
5	4	Employee Taxes and Benefits	No	$ -	$ -	0.000%	0.000%
5	5	Student Nutrition Services	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	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)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,222,391	$ 1,836,925	0.000%	43.504%	$ 2,519,935	0.000%	59.680%	$0.00 - No Carryover	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).

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