LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: International School for Science and Culture

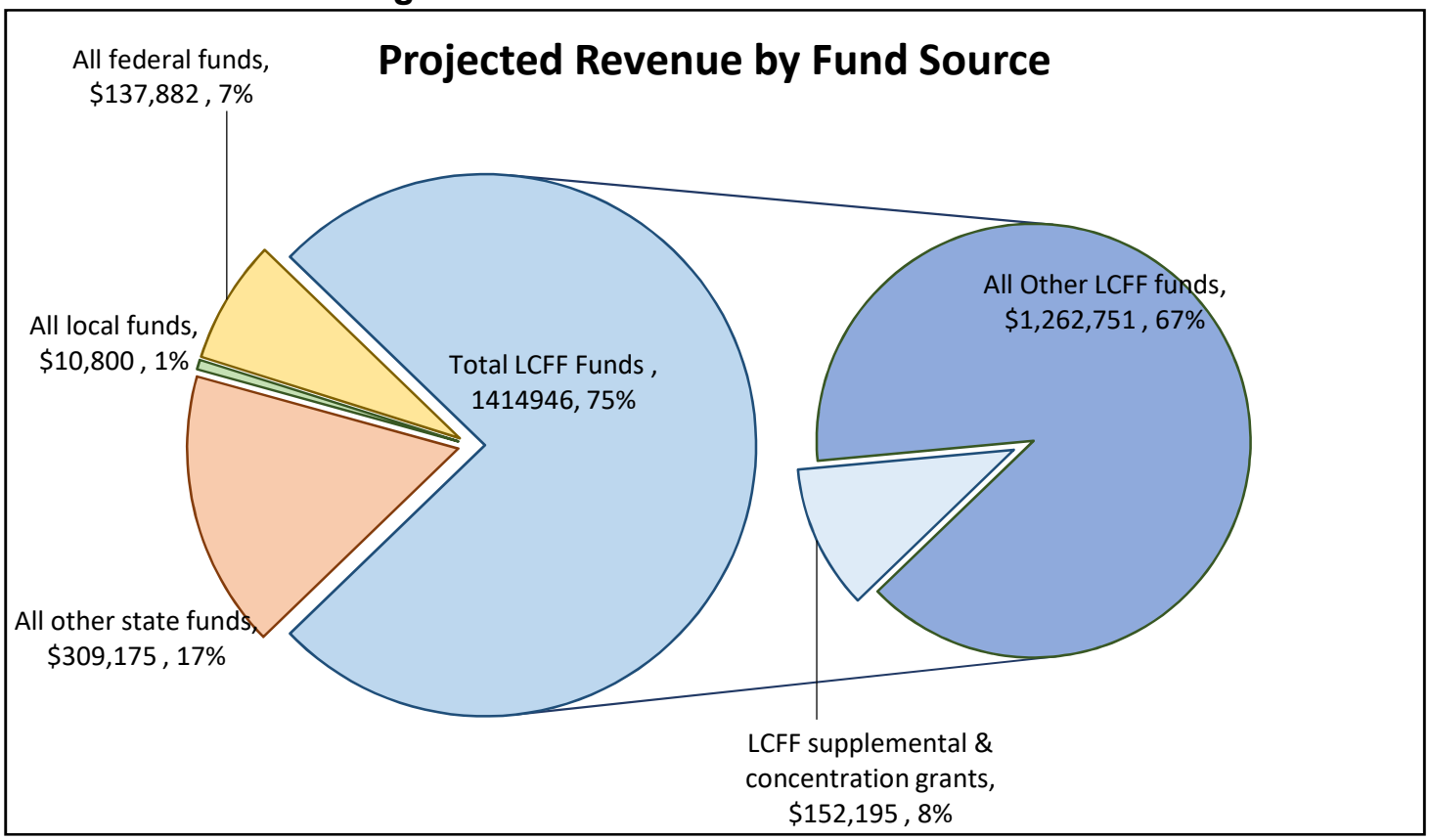
CDS Code: 30 10306 0139469

School Year: 2024-25

LEA contact information: Dr. Padmini Srinivasan, (949) 441-4500, padmini.srinivasan@issaccharter.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).

Budget Overview for the 2024-25 School Year

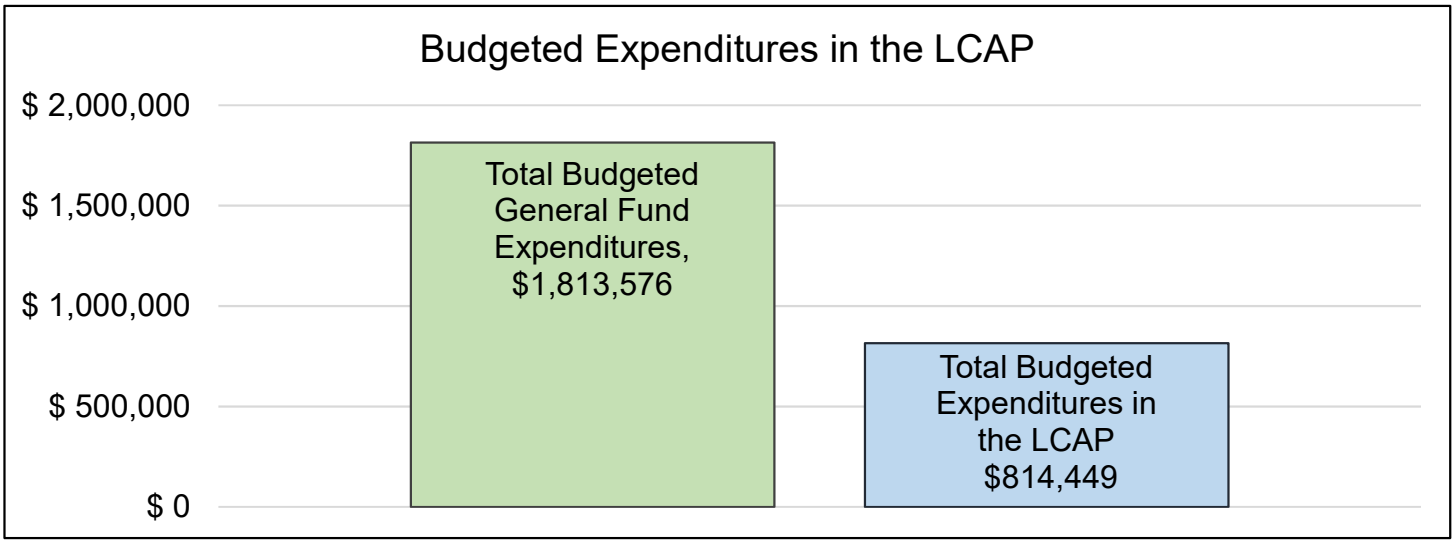


This chart shows the total general purpose revenue International School for Science and Culture expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for International School for Science and Culture is $1,872,803.00, of which $1,414,946.00 is Local Control Funding Formula (LCFF), $309,175.00 is other state funds, $10,800.00 is local funds, and $137,882.00 is federal funds. Of the $1,414,946.00 in LCFF Funds, $152,195.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much International School for Science and Culture plans to spend for 2024-25. 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: International School for Science and Culture plans to spend $1,813,576.00 for the 2024-25 school year. Of that amount, $814,449.00 is tied to actions/services in the LCAP and $999,127.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

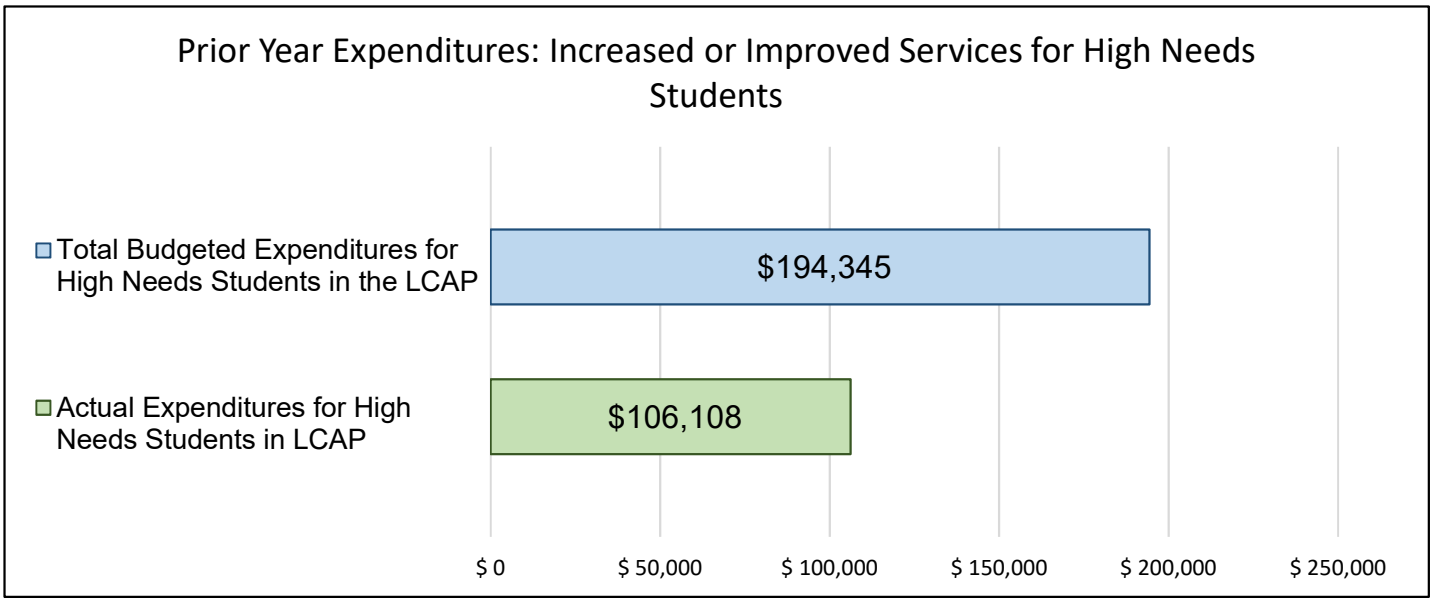
General Fund Budget Expenditures for the school year that are not included in the LCAP include a portion of certificated administrator's salaries, a portion of clerical and office salaries, benefits, materials and supplies (custodial, office, and admin), non-capitalized equipments, food, district oversight fees, dues and memberships, operating expenses such as insurance, lease expense, accounting and legal fees, business services, consultant fees, and recruitment and advertising fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, International School for Science and Culture is projecting it will receive $152,195.00 based on the enrollment of foster youth, English learner, and low-income students. International School for Science and Culture must describe how it intends to increase or improve services for high needs students in the LCAP. International School for Science and Culture plans to spend $188,643.00 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 2023-24



This chart compares what International School for Science and Culture budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what International School for Science and Culture 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 2023-24, International School for Science and Culture's LCAP budgeted $194,345.00 for planned actions to increase or improve services for high needs students. International School for Science and Culture actually spent $106,108.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $88,237.00 had the following impact on International School for Science and Culture's ability to increase or improve services for high needs students:

ISSAC used increased federal and state funds to support actions and services for high needs students causing a less than total budgeted expenditure. However, high needs students continued to have academic and social emotional support throughout the school day from the teachers and afterschool aides. Time and effort from staff members to support these services will be accounted for in the new LCAP.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
International School For Science And Culture	Padmini Srinivasan, Executive Director	Padmini.srinivasan@issaccharter.org manager@issaccharter.org (949) 441-4500

Goals and Actions

Goal

Goal #	Description
1	Use data from assessments to inform decisions regarding instructional practices, to improve student achievement through relevant learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Benchmark Data	ELA: 53% of students performed at or above grade level on the NWEA MAP Spring 2021 assessment. Math: 56% of students performed at or above grade level on the NWEA MAP Spring 2021 assessment.	ELA: 37% of students performed at or above grade level on the NWEA MAP Spring 2022 assessment Math: 46% of students performed at or above grade level on the NWEA MAP Spring 2022 assessment	ELA: 40.33% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment Math: 48.13% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment	ELA: 37% of students performed at or above grade level on the NWEA MAP Spring 2024 assessment Math: 53% of students performed at or above grade level on the NWEA MAP Spring 2024 assessment	At least 80% of students perform at or above grade level in both ELA and Mat on local benchmark assessments

English Language Learner Reclassification Rate	EL: 14.3% of all EL students reclassified as fluent English proficient (RFEP) in the beginning of the 2020-2021 school year	EL: 12% of all EL students reclassified as fluent English proficient (RFEP) in the beginning 21-22 SY	2022-23 EL 26% of all EL students reclassified as fluent English proficient (RFEP) in the 22-23 SY.	2023-24 EL is not available yet	At least 25% of all EL students will RFEP each year.
CAASPP	Baseline not currently available	2021-22 ELA: 50.75% of all 3rd grade up students meet or exceed grade level standards. Math: 31.34% of all 3rd grade up students meet or exceed grade level standards. Science: 15.79% of all 5th & 8th grade meet or exceed grade level standards	2022-23 ELA: 54% of all 3rd grade up students meet or exceed grade level standards. Math: 58% of all 3rd grade up students meet or exceed grade level standards. Science: 43.75% of all 5th & 8th grade meet or exceed grade level standards	2023-2024 ELA: 38% of all 3rd grade up students meet or exceed grade level standards. Math: 36% of all 3rd grade up students meet or exceed grade level standards. Science: 50% of all 5th & 8th grade meet or exceed grade level standards	ELA: 60% of students me or exceed grade level standards Math: 60% of students me or exceed grade level standards

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1 on Teaching Staff and Credentialed teachers: In the course of the year, ISSAC had a total of 6 teachers, 6 credentialed teachers. ISSAC partnered with an outside vendor who provided language teachers with credentials.

Action 2 on Staffing, Services & Program To Service SPED Students, SPED Services were provided to all students who had the Individualized Education Program. International School for Science and Culture was selected for the Special Education Cyclical Monitoring for Small Local Educational Agencies (LEAs) in Cycle A 2022. ISSAC completed two self-review monitoring activities which was submitted on June 9, 2023.

The purpose of the SRR is to determine procedural compliance and noncompliance on student individualized education program (IEP) records. International School for Science and Culture will review up to 15 student records against a list of 16 compliance standards.SSAC is working closely with LACOE to ensure the compliance of all special education guidelines and procedures.

Action 3 on Project-Based Learning. The Project Based Learning were led by the administration and it would be teacher leadership with the logistics of each event. ISSAC successfully managed to create six culminating events on Identify & Goals, Environment, Peace & Human Rights, Business & Entrepreneurship, Human Health and Multiculturalism. ISSAC also created a health fair in partnership with a local university to introduce human health challenges and how to best improve health. The oldest three classes presented their health fair at the university campus to their faculty and students. ISSAC welcomed Erin Gruwell and the Freedom Writers to explore storytelling as a way to empower students. At this time, we welcomed 2 original Freedom Writers alumni who came to connect with our students.

Action 4 on Assessments, ISSAC continues to use the state-standard testing Smarter Balanced Assessment System in California for 3rd grade up. NWEA Map is used as the local indicator. In a Fall 23-24 to Winter 23-24 comparison, students' achievement scores increased for both English Language Arts and Math. ELA median percentile increased from 34th to 45th percentile; math median percentile increased from 46th to 63rd.

Action 5 on Programs to Provide Academic Interventions (IEP, ELPAC, MTSS), ISSAC continues to offer free academic support for unduplicated students based on their academic needs. ISSAC increased the teacher training focused on English Learner development with monthly professional developments.

Action 6 on Instructional Assistants: 7 Instructional aides serving both general and special education students.

Action 7 on Provide Social Emotional/Behavioral Support with discipline protocols based on the Social Emotional Learning Framework (SELF).

Action 8 on Teachers Preparation. Each teacher had at least one hour of preparation time during the school hour. Moreover, every Wednesday is a minimum day where teachers participate in Professional Development. ISSAC also offered 3 non-student day professional development and 10 full professional development days before the first day of school.

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.

ISSAC employs a greater number of teachers for foreign languages and Math/Science coverage. Special education expenditures are impacted by students needing one:one support and because, as a small school, ISSAC relies on NPAs as service providers instead of being able to hire providers into ISSAC at a lower overall cost. For PBL some of the cost was handled by PTO at no cost by ISSAC. For the RTI, there was no expenditure other than personnel time especially for front desk, admin, teachers intervention, aide intervention. Teachers were handling more of the academic intervention instead of the instructional aides so there were less expenditures than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 on Teaching Staff and Credentialed teachers:

Action 2 on Staffing, Services & Program To Service SPED Students,

Action 3 on Project-Based Learning.

Action 4 on Assessments, ISSAC continues to use the state-standard testing Smarter Balanced Assessment System in California for 3rd grade up. NWEA Map is used as the local indicator. In a Fall 23-24 to Winter 23-24 comparison, students achievement scores increased for both English Language Arts and Math. ELA median percentile increased from 34th to 45th percentile; math median percentile increased from 46th to 63rd.

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Action 6 on Instructional Assistants: 7 Instructional aides serving both general and special education students.

Action 7 on Provide Social Emotional/Behavioral Support with discipline protocols based on the Social Emotional Learning Framework (SELF).

Action 8 on Teachers Preparation. Each teacher had at least one hour of preparation time during the school hour. Moreover, every Wednesday is a minimum day where teachers participate in Professional Development. ISSAC also offered 3 non-student day professional development and 10 full professional development days before the first day of school.The goal for NWEA Map was based on the 20-21 SY results and demographics. And the SBAC results for 21-22 SY are available after the end of the school year. The local benchmark scores do not reflect the student learning that happens through instruction practices or during the Project Based Learning because the PBL activities are a major focus to support students to develop as creative and critical thinkers, but these skills do not always translate as scores on standardized tests. Students' achievements were measured against the rubric for writing, research, analysis and teamwork. Therefore, almost all students rose to the challenge earning a 3 or 4 (4 being the highest) against the rubric. ISSAC had to fix the balance between large group and small group learning by improving the balance between whole class instruction and small group support. ISSAC will add a different action to improve the local benchmark scores on the next three year goal LCAP.

Goal 2

Goal #	Description
2	Provide all students with high quality instruction using a rigorous standards-aligned curriculum, through student-centered/student-driven, diverse and integrated learning experiences that will prepare all students to succeed in an ever-changing global environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Credentialed Teachers	100% of teachers that are appropriately credentialed and assigned	First two trimesters: 100% of all teachers were credentialed. Last semester: 70% of all teachers hold a Multiple Subject Credential. 30% hold a Sub Credential that allow 120 days of school lecture days	100% of all teachers were credentialed.	100% of all teachers were credentialed	100% of teachers are appropriately credentialed and assigned.
Standards Based Materials	100% of students that have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials.
Courses	100% of students with access to (including UP & Students with Disabilities) & are enrolled in a broad course of study: Social Science, Science, Spanish, Mandarin, PE.	100% of Students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to and are enrolled in a broad course of studies (social sciences, science, Spanish, mandarin, PE)
EL Services	100% of programs/services will enable EL to access CCSS and ELD Standards	EL: 12% of all EL Students reclassified as English proficient (RFEP) in the 2021-2022 school year.	100% of the program services are accessing the CCSS and ELD Standards	100% of the program services are accessing the CCSS and ELD Standards	100% of programs/services will enable EL's to access the CCSS and ELD Standards
Professional Development Sign-in Sheets	100% of teachers attend professional developments	90% of our teachers have attended the professional development meetings.	95% of our teachers have attended the professional development meetings	98% of our teachers have attended the professional development meetings	100% teacher attendance at professional developments – as applicable to their job duties

	NWEA MAP	ELA: 53% of students performed at or above grade level on the NWEA MAP Spring 2021 assessment Math: 56% of students performed at or above grade level on the NWEA MAP Spring 2021 Assessment	ELA: 37% of students performed at or above grade level on the NWEA MAP Spring 2022 assessment Math: 46% of students performed at or above grade level on the NWEA MAP Spring 2022 assessment	ELA: 40.33% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment Math: 48.13% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment	Scores are not available yet	Update Outcome: At least – 70% of students perform at or above grade level in both ELA and Math on local assessments Original Outcome: At least 80% of students perform at or above grade level in both ELA and Math on local benchmark assessments.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1 on Professional Learning Development - All Staff had hands on trainings on a weekly basis on ISSAC's methods, GLAD strategies with a GLAD Trainer on a monthly, Erin Gruwell & Freedom Writers annually, and twice per year Paidea Training.

Action 2 on Core Curriculum To Be Purchased, ISSAC continues to analyze the effectiveness of the purchased curriculum and how much it helped advance students' academic development based on common core state standards. All of the curriculum were accessible to the students.

Action 3 on More hands-on events due to the decrease of health restrictions to generate opportunities for students to put in practice their language skills

4) Hands on training and the development of individualized plan based on local indicator assessments - tutoring, homework, and independent work AND Tutoring activities which were individualized and following the standards of common state standards

5) 1:1 student to device ratio for students/ Go Guardian/ Merge

6) All classrooms are equipped with projectors, sound system, staff chromebooks, document cameras

7) Expansion of the afterschool clubs with 4 clubs sponsored by parents: Chess, Gardening, Drama and Coding Club. In the process of opening a fifth club on Japanese culture.

8) ISSAC also hosted demonstrations of learning for students to utilize their language skills in actions by students sponsoring the Chinese Lunar Year, Cinco de Mayo and field trips to LA and Chinatown.

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.

ISSAC purchased 50 additional chromebooks to replace the ones who did not have repair warranty.

Teaching resources were lumped together as a package causing lower expenditures than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

ISSAC cultural events increased the motivation for students to engage in the daily instructional activities. The hands-on science provided a space for students to put theory into practice. The afterschool clubs allowed students to participate in outside activities as the Pilot Cup soccer league and the participation on the Pacific Academy Foundation Orchestra recital.

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

Goal 3

Goal #	Description
3	Engage students, families, staff and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and enriched learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Maintain suspension rates <2%	0% Suspension	0.71% suspension	0.01% suspension	Suspension rate is maintained at <2%
Parent Survey	There is no current baseline data on parent climate surveys.	First survey: 33% of parent survey participation. Second survey: 30% of parent survey participation	Fall Board Survey: 23% parent survey participation Spring School Survey: 52% parent 1:1 participation	Fall Board Survey: 28% parent survey participation Spring School Survey: 0.1% parent survey participation	80% participation on the parent climate survey.
Student Survey	There is no current baseline data on student climate surveys.	First Survey: 52% of students participated in the survey for 2021-2022 (84 responses)	Student Survey: 69% of students participated in the survey for 2022-23 (90 responses)	ISSAC did not conduct a student survey.	100% participation on the student climate survey

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Here are the description for the substantive differences in planned actions and actual implementations:

1) School Safety Plan was successfully implemented and updated with the locations for the 23-24 SY.

2) ISSAC continued training staff for student supervision

3) ISSAC increased the 1:1 survey to each of the families to better understand the needs and how to support with their main concerns and questions.

4) Continue to implement Go Guardian in all students chromebook to ensure the digital safety.

5) Increase the number of field trip and activities outside the school to promote higher engagement and communication with the parents and the school community

6) The school is still in the process of waiting for the district to install remote locking and unlocking system at the front gate to increase the ease monitoring of who enters on campus

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.

No expenditure for Safety Plan as we are in constant communication with the staff and no changes in the facility.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

On Action 1, the School Safety Plan was successfully updated and implemented into the Harper campus with the new staff, following the guidelines and compliances to maintain our students safe on campus. ISSAC was able to complete 100% of the mandated drills, including the fire drill, earthquake drills, lockdown and even the Great Shake Earthquake drill. All students, teachers and staff participated in the drill, following the measures and protocols stated on the School Safety Plan.
On Action 2 on Student Supervision, ISSAC continued to train 2 staff as paraprofessionals to support the student's supervision during recess and lunch recess. In the after school, ISSAC continued to train 4 after school aides to develop the afterschool program and ensure the safety and wellbeing of our students on campus. Higher fences were installed around the campus which separates the green parking area and our school location. Recently, the district is also in process of installing fences that separate the public parking area with the Harper green area, providing more safety for students. Cameras continued to serve as the extra monitoring for front gate, bathroom and halls. Last, ISSAC is waiting for the district to install remote locking/unlocking system in the front gate to allow easier monitoring of entrance on campus.
On Action 3 on Surveys, as part of the WASC Accreditation application, ISSAC engaged the educational partners through two surveys created by the school administrator and the Board of Directors. First semester survey was conducted by the Board of Directors to listen to the voices from parents about ISSAC's pillars of education. For the first semester survey, we had a total of 23.3% of participation. From Spring survey, school administrators met with both parents and students. For parents, we had 1:1 surveys between the Executive Director and parents in which 7% of our families have engaged. Students survey, ISSAC did not have the chance to engage students in the survey at this time due to several activities happening for the end-of the year.

On Action 4 on Digital Safety, Go Guardian was installed in all students' computers to ensure the safety of students online. Moreover, as our school has expanded, ISSAC hired an IT company to support the digital safety of all our students' chrome books and strict access to specific digital content. For the standard testing as the Smarter Balanced Assessment System California and the English Language Proficiency Assessment for California, secure browsers were installed in all student's computers to guarantee student's assessment.
On Action 5 on Opportunities for Parent/Family Involvement, the Parent Teacher Organization was formed. The Parent Teacher Organization's mission is to: The purpose of the PTO is to enhance and support the educational experience at ISSAC Charter School, to develop a closer connection between school and home by encouraging parent involvement, and to improve the environment and cultural experience at ISSAC Charter School through volunteer and financial support. The PTO has initiated several projects to support the implementation of the school's vision, including the annual Jogathon, Book Fair, Fall Festival, Cinco de Mayo where the students and families raised $15,000 to support the purchase of art, music and other fun activities for the students, Talent Show and PTO Sponsored parties. ISSAC also received the support from School Site Council (SSC) to receive feedback and strategies to support outreaching strategies,

school beautification awareness as well as facility safety. The English Language Advisory Committee (ELAC) also hosted a few meetings to discuss and support the development of the English Language Master Plan as well as any other concerns parents had to ensure the fullest English language skills of the students. ISSAC also hosted two Parent Teacher Conferences to engage parents and teachers in discussing the academic and behavior development of students. During the Chinese New Year, parents also sponsored a professional lion's dance crew to perform to our families. ISSAC also welcomed Reptile Zoo, Meir Schneir, the Freedom Writers and went on field trips based on parent's suggestions for academic motivation. Some of the field trips included the Back Bay Area, Environment Nature Center, OC Planetarium, Crystal Cove. Parents had the opportunity to volunteer as chaperones by driving or assisting students during the field trips.
On Action 6 on Opportunities for Community Engagement, ISSAC proudly welcomed Ms. Erin Gruwell, the teacher of the famed Freedom Writers. Erin engaged with 75 of the ISSAC Lions, bringing them wisdom, wit, and most of all, deep connections -- with themselves, with each other, and will the experience of the Freedom Writers. In all of the 6 PBL Culminating Events, ISSAC invited
the community to engage with the school events. ISSAC welcomed a professor from Soka University of America Dr. Jaqueline Mills who offered to create mentorship opportunities for the middle school opportunities and who would like to study life science majors in the future. ISSAC has also engaged with the community when developing the Project-Based Learning events throughout the school year. Students and teachers worked together to present their projects on culminating events to the parents, prospective parents and overall community. Students also had the opportunity to present their PBL at the Aliso Viejo campus to present to their faculty and staff. ISSAC received the three year initial accreditation from the WASC.
On Action 7 on Facilities, ISSAC has implemented cameras approved by the district to support an easy supervision of the students on campus. Moreover, if required, ISSAC utilized the online platform to request maintenance services provided by the school district. ISSAC is in the process of installing fences that separate the public parking area with the Harper green area, providing more safety for students. Cameras continued to serve as the extra monitoring for front gate, bathroom and halls. Last, ISSAC is waiting for the district to install remote locking/unlocking system in the front gate to allow easier monitoring of entrance on campus.

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

No changes made.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.
    - *o* 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.

California Department of Education
November 2023

2023-24 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)
$ 131,016	$ 194,345	$ 106,108	$ 88,237	2.29%	0.00%	-2.29%

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	Teaching Staff	No	$ -	$ -	0.00%	0.00%
1	2	Staffing, Services & Programs to Service SPED Students	No	$ -	$ -	0.00%	0.00%
1	3	Project-Based Learning	No	$ -	$ -	0.00%	0.00%
1	4	Assessments	No	$ -	$ -	0.00%	0.00%
1	5	Programs to Provide Academic Interventions	Yes	$ 4,500	$ -	0.00%	
1	6	Instructional Assisstants	Yes	$ 79,573	$ 39,731.07	0.00%	0.00%
1	7	Provide Social Emotional.Behavioral Support	Yes	$ 1,500	$ -	0.00%	
1	8	Teacher Preparation Time	Yes	$ 106,772	$ 66,376.87	0.00%	0.00%
2	1	Professional Learning Development for All Staff	No	$ -	$ -	0.00%	0.00%
2	2	Core Curriculum To Be Purchased	No	$ -	$ -	0.00%	0.00%
2	3	Trilingual Education	No	$ -	$ -	0.00%	0.00%
2	4	Programs for EL Students	Yes	$ 2,000	$ -	0.00%	
2	5	Student Technology	No	$ -	$ -	0.00%	0.00%
2	6	Staff Technology	No	$ -	$ -	0.00%	0.00%
2	7	Promote Student Engagement	No	$ -	$ -	0.00%	0.00%
3	1	School Safety Plan	No	$ -	$ -	0.00%	0.00%
3	2	Student Supervision	No	$ -	$ -	0.00%	0.00%
3	3	Surveys	No	$ -	$ -	0.00%	0.00%
3	4	Digital Safely	No	$ -	$ -	0.00%	0.00%
3	5	Opportunities for Parent Involvement	No	$ -	$ -	0.00%	0.00%
3	6	Opportunities for Community Engagement	No	$ -	$ -	0.00%	0.00%
3	7	Facilities	No	$ -	$ -	0.00%	0.00%
3	8	Attendance Coordinator	Yes	$ -		2.29%	0.00%

2023-24 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)
$ 1,175,981	$ 131,016	2.30%	13.44%	$ 106,108	2.94%	11.96%	$ 17,381.78	1.48%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 775,255.00	$ 829,382.10

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	Teaching Staff	No	$ 311,834	$ 354,666
1	2	Staffing, Services & Programs to Service SPED Students	No	$ 113,982	$ 198,745
1	3	Project-Based Learning	No	$ 9,000	$ 6,209
1	4	Assessments	No	$ 2,500	$ 2,025
1	5	Programs to Provide Academic Interventions	Yes	$ 4,500	$ -
1	6	Instructional Assisstants	Yes	$ 140,707	$ 122,195
1	7	Provide Social Emotional.Behavioral Support	Yes	$ 1,500	$ 1,414
1	8	Teacher Preparation Time	Yes	$ 106,772	$ 70,933
2	1	Professional Learning Development for All Staff	No	$ 21,310	$ 9,875
2	2	Core Curriculum To Be Purchased	No	$ 27,500	$ 13,928
2	3	Trilingual Education	No	$ 2,500	$ 414
2	4	Programs for EL Students	Yes	$ 2,000	$ -
2	5	Student Technology	No	$ 10,000	$ 28,540
2	6	Staff Technology	No	$ 6,000	$ 7,951
2	7	Promote Student Engagement	No	$ 5,000	$ 2,056
3	1	School Safety Plan	No	$ 300	$ -
3	2	Student Supervision	No	$ -	$ -
3	3	Surveys	No	$ -	$ -
3	4	Digital Safely	No	$ 2,000	$ 2,493
3	5	Opportunities for Parent Involvement	No	$ 850	$ 672
3	6	Opportunities for Community Engagement	No	$ -	$ -
3	7	Facilities	No	$ 7,000	$ 7,266
3	8	Attendance Coordinator	Yes	$ -	$ -

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
International School for Science and Culture	Padmini Srinivasan, Executive Director	padmini.srinivasan@issaccharter.org (949) 441-4500

Plan Summary [2024-2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

International School For Science And Culture (ISSAC) is a K-8 directly funded charter school which opened its doors in September 2019. Located in Costa Mesa, ISSAC is authorized by the Orange County Department of Education, and is open to students from any district in California with priority for students from the Newport-mesa Unified School District. In the year 2023-2024, ISSAC serviced 114 students, of which approximately 29% were Hispanic/Latino students, 36% White students, and 24% Asian students, 5% Black or African Americans, 5% were mixed races and 2.73% declined to answer. 61% of students qualified for FRPM. The English Learner percentage was at 16%. ISSAC professional team includes 7 certificated staff and 14 classified staff. At ISSAC, we aim to cultivate global citizens who are empowered to build a peaceful society. By developing students as self-motivated, confident, and competent life-long learners, we hope our students will solve problems through critical and creative thinking, innovate ideas for modern needs, and participate fully and functionally in a global society. ISSAC's balanced approach to modern education ensures students excel in academics, in language and cultural exchanges, and in self-development and community building. Currently, there is a need for young people to grow with a high degree of academic, linguistic-cultural, and social-emotional competence. To address this need, we provide education in STREAM (Science, Technology, Reading, Engineering, Arts, Mathematics) skills, language learning through our Trilingualism program, and character development through social-emotional learning for the global citizen. All traditional academic subjects are aligned with the California Common Core State Standards, and Mathematics and English language arts are integrated daily. Integration emphasizes on front-loading vocabulary and concepts. Our science curriculum is inquiry-driven and includes discovery/invention projects. Social Studies includes writing/journalism projects. Movement is also integrated daily, with formal Physical Education offerings at least twice a week focusing on gymnastics, sports, and physical skills that enhance human brain development. The trilingual education approach is not an immersion program. All academic subjects are taught in English. The foreign language classes in Spanish and Mandarin Chinese are taught separately, and focus on

interpersonal communication, particularly speaking and understanding spoken language. Reading and writing are being taught in these languages, and some academic content may be repeated in the target language.

Reflections: Annual Performance

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

The following is a summary of services provided along with a description of how ISSAC is continuing to increase and improve the services for all students, specifically English Learners and Low-Income Students. The needs of English learners and low income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification in learning gaps, remediation of learning gaps and social emotional intervention.
At ISSAC, every curriculum, course and testing were based on state-standards approved by the County of Education with a solid credential teacher team. STREAM Programming and Robotics content into the classroom. ISSAC provided equal access to high quality educational programming via IXL. This program provides an in-depth item analysis, student data usage and standards based differentiation for all student learning groups. IXL continues to provide enhanced, CCSS aligned curriculum. Regarding the Project-Based Learning, a total of 6 Project Based Learning Events on Identity & Goal, Environment, Peace & Human Rights, Business & Entrepreneurship, Human Health and Multiculturalism; aligned to CCSS and state curriculum standards, provided ongoing enhanced and differentiated learning. The Science Lab was developed together with the approval of the K-12 Strong Workforce in partnership with Coastline College. That allowed ISSAC to invest more on the staff to ensure more science across the school. For the afterschool clubs, ISSAC had 4 after school clubs based on parent engagement: Japan Club, Violin Club, Programming Club and Sports Club. Later, ISSAC also participated at the annual soccer league “Pilot Cup” for the first time against major school districts, involving pupils to build strong sportsmanship and teamwork skills. For technology, all student access to a personal device to close the digital gap among students by purchasing Chromebooks for students. Weekly Professional Development meetings continue to support teachers to focus on data analysis and lesson planning goals to delivery culturally relevant and uses technology as an embedded tool while focusing on explicit instruction of academic language for English Learners. ISSAC also partnered with a certificated consultant to host Monthly Professional Development on English Language Development on Guided Language Acquisition Development (GLAD). This four part training; research, theory, planning and practical implementation provided teachers and instructional staff the methods and tools needed to enhance overall learning while targeting specific academic learning needs across all grade levels. Based on this trainings, ISSAC monitored English learner students to ensure they are achieving English proficiency (based on the state’s English language proficiency assessment) and are meeting challenging county and state academic standards. Since we have many students who passed the proficiency rates, ISSAC will continue to monitor the progress of the students and offer daily instructions which helps students succeed. ISSAC offered free meals to the unduplicated populations, including breakfast, lunch and snacks. ISSAC coordinated with multi-department to provide systemic support for social emotional well being of all students, but specifically for our high needs students and the adults that support them. As an example, ISSAC provided counseling services by special education providers for students and families in need in addition to a partnership to increase access to counseling services for all grade levels, especially for subgroups and unduplicated populations. In addition to the emotional support, ISSAC offered an ongoing daily academic support via one-on-one and/or group mentoring opportunities for students identified as at risk via a variety of analyzed school wide data modalities; specifically ELA/Math test scores. Coding and Programming class allowed students to explore scientific modalities of learning outside of the

regular classroom. ISSAC hosted its first Health Fair in partnership with Life Science college students. Ongoing authentic opportunities to be immersed in both the Mandarin Chinese and Spanish languages. Students in every classroom participated in two schoolwide performances demonstrating knowledge and practices in language, culture, tradition, dance, dress and communication. In addition to enhancing curriculum, students, parents, and teachers were united in a learning and engaging community. Ongoing Engagement with School Stakeholders aimed at enhancing curriculum across all content areas. Schoolwide and class targeted interventions to improve community relations and enhance multiple learning standards were highlighted this year with campus visits from Erin Gruwell and The Freedom Writers, Life Science college students with Dr. Mills, Meir Schneider, Folklorico Dance, as well as off campus connections including OCC Fair 2024 Imaginology, Love Costa Mesa and Partnership with two higher education institutions to develop science lab and health fair activities. Increased communication with parents - student planner with daily communication with parents, class dojo, newsletter, emails and social media, began using Constant Contact for text-based and highly trackable communications. Individual Education Plan (IEP) meetings for parents of students with special needs. ISSAC partnered with GLAD Trainer to train certificated teachers and classified aides on how to utilize GLAD strategies to improve the students learning in English Language Arts as an integrated effort in all subjects. Every curriculum, course and testing used at ISSAC were based on state-standards approved by California Department of Education. Finally, ISSAC received the WASC Accreditation approval for initial 3 years.

Some of the challenges found are bridging the gap between the academic achievement between the subgroups. Even though the subgroup levels are in orange and yellows level, ISSAC will pay more attention and resources for subgroups so all students can achieve grade level standards. ISSAC relied a lot on the teachers providing resources to the students rather than the administrative time management for instructional aide tutors to work with the students. An area of improvement is required to tightly put more effort between administration and teachers staff, especially improved timely data analysis and having feedback loops based on data.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Staff	Since February 2024, we have engaged in weekly meetings with teachers and staff to gather and discuss the upcoming goals and activities. ISSAC invites teachers and staff to join the Chat with the Chief which happens once every two months to bridge communication and coordinate efforts by different stakeholders.
Parents and Guardians	ISSAC hosted at least 4 different meetings for parents and guardians to join and discuss ISSAC goals for LCAP for the next three years. Additional informal meetings with parents were held to clarify areas of need and opportunity.
Students	Based on 1:1 meetings, ISSAC gathered conversations from students to assess their understanding of the mission of the school, the actions taken based on the goals set, and additional aspects of school life that might increase student engagement.
Administration	ISSAC administration participated in conversations and discussions with several stakeholders to consult for the development of LCAP goals as the owner of this process.
Board of Directors	The board collected the engagement surveys from teachers, staff and parents which were sent twice per year. After analysis and interviews, the board directed the concerns raised by the students, parents and teachers to ISSAC administration to plan ahead for the development of LCAP

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

A few themes emerged when engaging with educational partners, including the following:

1) Process and Standards for school communication, school safety, and student discipline and activities
2) Request for more language practice skills on foreign language

3) More parent involvement and engagement on PBL activities
4) More emotional based learning and skills to support the students
5) Library and Reading program
6) Field trips and request for more school bus transportation for field trips
7) Consistent Art activities
8) Advanced learning opportunities in mathematics and science

These concerns were brought into the planning for the LCAP. The academic program elements, including languages, projects, SEL, art are focused on in all four goals for this new three-year LCAP cycle. The focus on processes and standards became the focus of a new fourth LCAP goal. The input has resulted in these elements featuring in the design of our student, community and family engagement, delivery of basic academics, and our attention to our specific subgroup populations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensuring that all subgroups in the population, including racial subgroups, english learners, special education students, and low socioeconomic students, providing a suitable environment for all subgroups to perform well on standardized tests, academics and non-academics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

ISSAC has developed this goal regarding the performance of socio-economic, racial, and special needs subgroups for ensuring equity, meeting legal requirements, improving overall school performance, promoting social justice, enhancing student outcomes, and strengthening community involvement. These goals reflect a commitment to providing a high-quality, inclusive education for all students, recognizing and addressing the unique challenges faced by different groups within the school community.

In terms of equity and inclusion, historically, students from marginalized backgrounds have faced significant educational disparities. Setting specific goals ensures these gaps are addressed systematically. Secondly, educational laws and policies mandate the monitoring and reporting of subgroup performance. Improving overall school performance is another key aspect. A school's overall performance improves when all student groups are supported to achieve their best. By focusing on subgroup data, educators can make data-driven decisions that allow for targeted interventions, benefiting the entire school population.

Identifying and supporting the needs of specific subgroups allows for more personalized and effective teaching strategies, leading to better student outcomes. When students feel seen and supported, their engagement and motivation to learn increase, resulting in higher academic achievement.

Strengthening community and family involvement to support student learning and well-being in each subgroup is beneficial, and builds trust within the community, by showing a commitment to all students' success. By establishing and pursuing these goals, schools can ensure they meet the needs of their diverse student populations effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Standardized Test Scores	[2022-2023 Baseline] SBAC: ELA: 54% has met or exceeded standard Math: 56.82% has met or exceed standard CAST: 43.75 has met or exceed standard ELPAC: 24% proficient			SBAC: ELA: 65% has met or exceeded stand Math: 65% has met or exceed standard CAST: 60% has met or exceed standard ELPAC:	
Metric 2	Individualized Education Plan	[2022-2023 Baseline] 90% of the IEP goals were met			Maintain 90% of the IEP Goals	
Metric 3	Attendance Rates	95.85% Attendance Rate based on CALPADS 14.2			Keep Attendance Rate above 95%	
Metric 4	Behavioral Metrics	0.6% Suspension Rate			To main less than 2% suspension rate	

Goal Analysis for 2024-25

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Disaggregate Data and Monitor Progress	Weekly performance data analysis and formative assessment by subgroups and unduplicated pupils to identify gaps and areas needing improvement and track the progress of each subgroup to provide timely scaffolding, intervention, and reteaching. All teachers and administration will be present.	$11,478	Yes
Action 2	Targeted and Culturally Responsive Teaching	Incorporate diverse perspectives and materials that reflect the backgrounds and experiences of all students through an inclusive Curriculum, strategies to make content accessible to all learners, such as Guided Language Acquisition Design (GLAD) and differentiating to ensure that all learners are appropriately challenged and supported through.	$8,223	Yes
Action 3	Special Education Services	Ensure that IEPs are effectively implemented and regularly reviewed to meet the unique needs of special education students, and promoting inclusive practices that allow special education students to learn alongside their peers as much as possible.	$18,000	No
Action 4	Resource Allocation and Wraparound Services	Ensure equitable distribution of resources, including access to technology, instructional materials, extracurricular opportunities, and extended learning opportunities services, such as counseling, nutrition programs, tutoring, after-school programs, summer school to reinforce skills and prevent learning loss	$94,135	Yes
Action 5	Social-Emotional Support	Implement social-emotional learning (SEL) programs to help students develop resilience, self-regulation, and positive relationships and provide access to counseling and mental health services to support students' emotional well-being. This action will be targeted towards subgroups and unduplicated pupils.	$1,500	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide all students with high quality instruction using a rigorous standards-aligned curriculum, through student-centered/student-driven, diverse and integrated learning experiences that will prepare all students to succeed in an ever-changing global environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While ISSAC achieved a solid baseline of standard-based curriculum, appropriate teaching staff, EL services and Professional Development, ISSAC must strive to maintain these as these are mission critical elements. In addition, ISSAC is setting a goal to improve teachers support, expand materials and methods to improve students' experience. As we are educating TK students, ISSAC would like to include specific Transitional Kindergarten students achieving developmental milestones as part of this goal.

Measuring and Reporting Results

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

Metric 1	Desired Results Developmental Profile (DRDP)	ISSAC does not have a baseline for this metric			90% of students in TK & KN are meeting DRDP standards	
Metric 2	Credentialed Teachers	100% of teachers that are appropriately credentialed and assigned			100% of teachers that are appropriately credentialed and assigned	
Metric 3	Standards Based Materials	100% of students that have access to standards-aligned materials			100% of students that have access to standards-aligned materials	
Metric 4	Courses	100% of students with access to (including UP & Students with Disabilities) & are enrolled in a broad course of study: Social Science, Science, Spanish, Mandarin, PE.			100% of students have access to and are enrolled in a broad course of studies (social sciences, Science, Spanish, Mandarin, PE).	

Metric 5	EL Services	100% of programs/services will enable EL to access CCSS and ELD Standards.			100% of programs/services will enable EL to access CCSS and ELD Standards.	
Metric 6	Professional Development Sign in Sheets	100% of teachers attend professional developments.			100% teacher attendance at professional developments - as applicable to their job duties. access information	
Metric 7	NWEA MAP	ELA: 40.33% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment. Math: 48.13% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment.			At least 70% of students perform at or above grade level in both ELA and Math on local benchmark assessments.	
Metric 8	RFEP Rate	24% Reclass Rate			Maintain a reclass rate of 20%	

Goal Analysis for 2024-25

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable.

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.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Action 1	Professional Learning Development for All Staff	All certificated staff will attend regularly scheduled meetings and Professional Development sessions, participate in peer observation, classroom walkthroughs, and attend conferences/workshops, including 10 days of summer PD. Professional Development topics/areas will include: • Common Core ELA & ELD Standards • Common Core Math Standards and curriculum adoption • Next Generation Science Standards • Creating a Positive Classroom of Academic Progress Assessments • Data analysis to inform instruction • Project-based Learning (PBL), inquiry approach • Google Apps for Education (GAFE) using Google Platform • Establishing and Implementing an effective Response to Intervention (RTI) Program in combination with a Multi-tiered System of Supports (MTSS) • How to use our Student Information System: School Pathways	$32,914	No
Action 2	Core Curriculum To Be Purchased	Every student will have access to standards aligned curriculum and additional supplemental resources such as, but not limited to: Engage New York, Learn Math Fast, Core Knowledge, IXL, Illuminate, Generation Genius, Mystery Science, and Discovery Education.	$22,000	No
Action 3	Trilingual Education	Every student will receive rigorous instruction in Spanish, Mandarin Chinese and Japanese in addition to English. All students will be provided with the curriculum and materials necessary for these lessons.	$500	No

Action 4	Programs for EL students	ISSAC will ensure all English language learners will receive appropriate and required designated and integrated ELD instruction, including the use of GLAD strategies and any other supplemental EL curriculum purchased by the school, as well as assess ELs to strengthen the ELD Program.	$11,825	Yes
Action 5	Student Technology	ISSAC Charter School will implement a 1:1 student to device ratio for students, and purchase any other required technological hardware and software to support the 1:1 program.	$5,000	No
Action 6	Staff Technology	All staff will be provided with the technology they require to complete their duties, including but not limited to, laptops, document cameras, projectors, copiers, etc.	$8,000	No
Action 7	Promote Student Engagement	Students will be provided with extended learning opportunities through Daily Morning Meetings, field trips, after school clubs and tutoring, leadership through Student Council, and participating in Demonstrations of Learning.	$3,000	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage students, families, staff and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and enriched learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

ISSAC developed this goal to ensure sustainable engagement and partnership among students, families, staff, and the community overall. After the pandemic years, ISSAC gradually introduced external partners to engage and work with the students, allowing them to experience and engage into practices what ISSAC offered as part of daily curriculum. As students readiness increased, ISSAC is determined to continue to engage and foster active involvement through communication and collaboration to create a cohesive support system that enhances the learning experience. The goal emphasizes creating a safe, welcoming, and inclusive environment where every student feels valued and supported. Through effective communication and collaboration, ISSAC Charter School seeks to integrate diverse perspectives and resources, enriching the educational opportunities available to all students. This approach not only promotes academic growth but also nurtures social and emotional development, crucial for student success. By engaging families and the broader community as partners, the school recognizes the importance of collective responsibility in shaping a positive learning environment. That includes opportunities for students to participate and visit business, universities, and even use the language spoken in immersive experienced in the target language.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Maintain suspension rates <2%.	0.71% suspension			Suspension rate is maintained at <2%.	
Metric 2	Parent Survey	Spring School 2023 Survey: 52% parent 1:1 participation			80% participation on the parent climate survey.	
Metric 3	Student Survey	Student survey: 69% of students participated in the survey for 2022-2023 (90 responses)			100% participation on the student climate survey.	

Goal Analysis for 2024-25

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	School Safety Plan	To provide a safe learning community, the Leadership Team will annually review and revise the Comprehensive School Safety Plan and train the entire staff on the School Safety Plan, emergency kits/backpacks for each classroom will be purchased, and monthly drills will take place.	$0	No
Action 2	Student Supervision	The Administrative Team will develop a staff supervision schedule that includes supervision of students throughout the school day	$29,897	No
Action 3	Surveys	ISSAC will administer staff, parent, and student surveys to measure school safety and connectedness.	$0	No
Action 4	Digital Safety	ISSAC will utilize Go Guardian and Charter Tech Services to ensure safety of students online.	$2,500	No

Action 5	Opportunities for Parent/Family Involvement	At ISSAC Charter School, parents will have the opportunity to be involved in their child's education and in the decision-making process of the school through: • School Site Council (SSC). • English Language Advisory Committee (ELAC) • Chat With the Chief • Parent workshops on various topics • Parent-Teacher Conferences	$9,377	No
Action 6	Opportunities for Community Engagement	At ISSAC, community members will be regularly invited to participate and contribute in school events and projects including: • Project Based Learning • School Volunteer Work Days • Assembly Presenters • Fundraising • Career Technical Education Partners	$9,377	No
Action 7	Facilities	In order to provide all students and staff with a safe, clean, and well-maintained school site, ISSAC will: • Provide site repairs and/or maintenance to provide an inclusive learning environment and universal access, • Equip all classrooms with furniture, including outdoor play equipment, • Conduct a needs assessment for campus security and monitoring (surveillance cameras, etc.)	$9,845	No

Action 8	Attendance Coordinator	A staff member on-site will act as an Attendance Coordinator for ISSAC, addressing the needs of the school and its students/families to ensure students attend school, resulting in a lower chronic absenteeism rate. Issues of attendance disproportionately affect the unduplicated pupil population, and therefore, there will be a focus on supporting the needs of these students and families.	$4,434	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Our goal is to clarify processes and standards for consistency, efficiency, and alignment with school goals, utilizing data to continuously improve education and school management practices to foster an environment of ongoing development and excellence that meets the needs of our students and community, leveraging our understanding of data, to continuously improve our execution of instructional programs, projects and supporting processes to meet the needs of our students, families and partners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of establishing and implementing clear processes and standards in instruction and school management is proposed in order to bring together the school community to identify needs and areas needing improvement in the current processes at the school, as well as performance areas where high standards need to be clarified, implemented and upheld, in keeping with the school's overarching objectives, vision and mission. In the last few years, ISSAC staff have become more proficient in analyzing data regarding student performance and experience. The current processes and standards goal will bring our focus to utilize data to pinpoint inconsistencies and inefficiencies and support the organization to consistently implementing a standard and achieving the desired result efficiently. Having internal process clarity within the organization will result in improved instructional and management practices, and will consequently lead to gains in academic performance, behavior management, and efficiency.

ISSAC has been working over the past three years to utilize data to clearly determine student needs and assess the effectiveness of instructional programs at the school. The organization has built institutional capacity in tracking and analyzing assessment and other data to determine effective student learning through the multiple approaches taken in the ISSAC classroom. We now aim to extend the data level competence to incorporate processes, how they are defined and how they are executed routinely to the same standards of efficiency and effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Attendance Rates	95.85% Attendance Rate based on CALPADS 14.2			Keep Attendance Rate above 95%	
Metric 2	Behavioral Referral	ISSAC does not have a baseline for this metric			Reduce the number of student referrals by 2% every year	
Metric 3	Suspension	Maintain under 2%< suspension rate			Maintain under 2%< suspension rate	
Metric 4	Parent Survey	Spring School 2023 Survey: 52% parent 1:1 participation			80% participation on the parent climate survey.	

Metric 5	Student Survey	Student survey: 69% of students participated in the survey for 2022-2023 (90 responses)			100% participation on the student climate survey.	
Metric 6	Standardized Test Scores	[2022-2023 Baseline] SBAC: ELA: 54% has met or exceeded standard Math: 56.82% has met or exceed standard CAST: 43.75 has met or exceed standard ELPAC: 24% proficient			SBAC: ELA: 65% has met or exceeded stand Math: 65% has met or exceed standard CAST: 60% has met or exceed standard ELPAC: 24% proficient	
Metric 7	Individualized Education Plan	[2022-2023 Baseline] 90% of the IEP goals were met			Maintain 90% of the IEP Goals	

Goal Analysis for 2024-25

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Teaching Staff	ISSAC Charter will employ properly credentialed educators and ensure they are appropriately placed to support the school's base educational program.	$179,418	No
Action 2	Staffing, Services & Program To Service Sped Students	ISSAC will partner with the Los Angeles County of Education (LACOE) SELPA, other Special Education vendors, as well as hire a SPED teacher and aides.	$152,252	No
Action 3	Project-Based Learning	Provide opportunities and resources for the teaching staff to collaborate and develop Project-Based Learning experiences for the learners, which incorporate the Sciences, Technology, Reading, Engineering, Arts, Mathematics (STREAM), Social-Emotional Education, and Physical Education.	$6,000	No

Action 4	Assessments	ISSAC Charter School will participate in both state-mandated assessments, as well as implement multiple types of internal benchmark assessments to monitor each student's academic progress and identify areas of strengths/needs.	$2,100	No
Action 5	Programs to Provide Academic Interventions	The school will implement a Response to Intervention (RtI) Model, in combination with the Multi-Tiered System of Supports (MTSS), to create an integrated and comprehensive interventions framework that addresses student needs academically, behaviorally, and socially.	$5,739	No
Action 6	Instructional Assistants	ISSAC will employ 6 Instructional Assistants to assist classroom teachers in providing student support, ensuring additional support for unduplicated students.	$120,955	Yes
Action 7	Teacher Prep Time	Teachers have designated teacher prep time (about ⅛ of their time) that is used for lesson planning and collaboration between grade levels. This prep time is used to plan for differentiated and scaffolded learning experience that specifically supports the needs of the unduplicated students, but will also benefit the rest of the student population.	$54,022	Yes
Action 8	Define Processes and Implement Training	Collaborate with stakeholders to develop comprehensive, clear, and detailed processes and standards. Ensure alignment with the school's overarching objectives and educational philosophy.	$11,959	No
Action 9	Utilize Data for Continuous Improvement	Set up weekly check-ins and feedback mechanisms to refine and adjust processes and standards by encouraging a culture that values continuous improvement.	$0	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
$152,195	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.05%	1.48%	$17,381.78	13.53%

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
1.1	Unduplicated test scores show gaps on the academic levels.	ISSAC is committed to the success of every student. When it comes to unduplicated student groups, ISSAC will have weekly performance data analysis and formative assessment to identify gaps and areas needing improvement and track the progress of each subgroup to provide timely scaffolding, intervention, and reteaching. Since more than 60% of our population is unduplicated and we observe the needs in ISSAC among the non-unduplicated population. Therefore, we decided to implement the solution school wide.	Metric 1: Standardized Test Scores

1.2	Lack of cultural awareness for the cultural experience and examples from their background	Students from the unduplicated and subgroups are less likely to have a broad cultural exposure and comfort level. Tuning in to their identities and mutual background will help the pupils to feel comfortable, to be seen and to be intrinsic motivated. The benefit is palpable and having cross-cultural activities enable all students to expand their multicultural lens to experience the world in a more authentic way.	Metric 3: Attendance Rates Metric 4: Behavioral Metric
1.4	Unique needs among unduplicated that needs further resource allocation based on the action 1 data monitoring	Students from the unduplicated and subgroup populations might not have the same resources and services offered by the families or guardians. To ensure equitable distribution of resources, ISSAC will continue to offer counseling, nutrition programs, tutoring, after-school programs, summer school to reinforce skills and prevent learning loss.	Metric 1: Standardized Test Scores Metric 3: Attendance Rates
1.5	Unique challenges among the unduplicated population	ISSAC will implement social-emotional learning (SEL) programs to help students develop resilience, self-regulation, and positive relationships and provide access to counseling and mental health services to support students' emotional well-being targeted towards subgroups and unduplicated pupils. ISSAC will create social-emotional learning programs allowing students to develop appreciation for their unique identity, unique circumstances and ISSAC wants them to operate with a positive outlook. The specific of learning for other students may be to gain compassion for others. For the sake of the unduplicated population, a social support is crucial especially among the peers.	Metric 3: Attendance Rates Metric 4: Behavioral Metric

4.7	Unduplicated student groups are vulnerable to academic challenges due to limited access to educational resources and language barrier.	Students will see more success by receiving more one-to-one or small group instructions from instructional assistants. Individual attention will help close learning gaps especially for students with high learning anxiety. Although unduplicate students are the most vulnerable student group, ISSAC acknowledges that all struggling students will benefit from instructional assistants.	Metric 5: Standardized Test Scores
4.8	Unduplicated student groups tend to have diverse learning styles and require more accommodations.	Teachers need time to tailor their lessons and provide accommodations for students of diverse needs. Lessons should be inclusive of all levels and learning styles. Students with disabilities and high-achieving students will also benefit from accommodations and modifications.	Metric 5: Standardized Test Scores Metric 6: Individualized Education Plan

3.8	Unduplicated families might have specific needs and circumstances which require a staff attention to understand and provide the support in a timely manner.	Based on the data-driven analysis, students can be identified to improve the attendance rates and maximize the benefit of the program experiences. ISSAC needs to ensure that absenteeism is low to maximize the benefits of the program and educational efforts.	Metric 3: Students Survey

Insert or delete rows, as necessary.

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
2.4	EL Students cannot meet standards if they don't understand the language that is being taught in all core subjects.	ISSAC will ensure all English language learners will receive appropriate and required designated and integrated ELD instruction, including the use of GLAD strategies and any other supplemental EL curriculum purchased by the school, as well as assess ELs to strengthen the ELD Program. Students will gain a proficient level of English language acquisition.	Metric 8: RFEP Rate

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

N/A

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	1:17	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:15	NA

2024-25 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 %)
2024-25	$ 1,262,751	$ 152,195	12.053%	1.480%	13.533%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 510,901	$ 263,498	$ -	$ 40,050	$ 814,449.08	$ 526,649	$ 287,800

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	Disaggregate Data and Monitor Progress	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 11,478	$ -	$ 11,478	$ -	$ -	$ -	$ 11,478	0.000%
1	2	Targeted and Culturally Responsive Teaching	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 8,223	$ -	$ 8,223	$ -	$ -	$ -	$ 8,223	0.000%
1	3	Special Education Services	SWD	No	LEA-wide	N/A	Elementary	Ongoing		$ 18,000		$ 18,000	$ -	$ -	$ 18,000	0.000%
1	4	Resource Allocation and Wraparound Services	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 13,157	$ 80,978	$ 54,717	$ 39,418	$ -		$ 94,135	0.000%
1	5	Social-Emotional Support	All	Yes	LEA-wide	All	Elementary	Ongoing		$ 1,500		$ 1,500	$ -	$ -	$ 1,500	0.000%
2	1	Professional Learning Development for All Staff	All	No	LEA-wide	All	Elementary	Ongoing	$ 16,604	$ 16,310	$ 28,970		$ -	$ 3,944	$ 32,914	0.000%
2	2	Core Curriculum To Be Purchased	All	No	LEA-wide	All	Elementary	Ongoing		$ 22,000	$ 22,000		$ -		$ 22,000	0.000%
2	3	Trilingual Education	All	No	LEA-wide	All	Elementary	Ongoing		$ 500	$ 500		$ -		$ 500	0.000%
2	4	Programs for EL students	English Learners	Yes	Limited	English Learners	Elementary	Ongoing	$ 11,825	$ -	$ 11,825		$ -		$ 11,825	0.000%
2	5	Student Technology	All	No	LEA-wide	All	Elementary	Ongoing		$ 5,000	$ 5,000		$ -		$ 5,000	0.000%
2	6	Staff Technology	All	No	LEA-wide	All	Elementary	Ongoing		$ 8,000	$ 8,000		$ -		$ 8,000	0.000%
2	7	Promote Student Engagement	All	No	LEA-wide	All	Elementary	Ongoing		$ 3,000	$ 3,000		$ -		$ 3,000	0.000%
3	1	School Safety Plan	All	No	LEA-wide	All	Elementary	Ongoing		$ -			$ -		$ -	0.000%
3	2	Student Supervision	All	No	LEA-wide	All	Elementary	Ongoing	$ 29,897	$ -	$ 29,897		$ -		$ 29,897	0.000%
3	3	Surveys	All	No	LEA-wide	All	Elementary	Ongoing		$ -			$ -		$ -	0.000%
3	4	Digital Safety	All	No	LEA-wide	All	Elementary	Ongoing		$ 2,500	$ 2,500		$ -		$ 2,500	0.000%
3	5	Opportunities for Parent/Family Involvement	All	No	LEA-wide	All	Elementary	Ongoing	$ 9,377	$ -	$ 9,377		$ -		$ 9,377	0.000%
3	6	Opportunities for Community Engagement	All	No	LEA-wide	All	Elementary	Ongoing	$ 9,377	$ -	$ 9,377		$ -		$ 9,377	0.000%
3	7	Facilities	All	No	LEA-wide	All	Elementary	Ongoing		$ 9,845	$ 9,845		$ -		$ 9,845	0.000%
3	8	Attendance Coordinator	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 4,434	$ 0	$ 4,434		$ -		$ 4,434	0.000%
4	1	Teaching Staff	All	No	LEA-wide	All	Elementary	Ongoing	$ 179,418	$ -	$ 167,994	$ 11,424	$ -		$ 179,418	0.000%
4	2	Staffing, Services & Program to Service Sped Students	All	No	LEA-wide	All	Elementary	Ongoing	$ 40,185	$ 112,067		$ 142,551	$ -	$ 9,701	$ 152,252	0.000%
4	3	Project-Based Learning	All	No	LEA-wide	All	Elementary	Ongoing		$ 6,000	$ 6,000	$ -	$ -		$ 6,000	0.000%
4	4	Assessments	All	No	LEA-wide	All	Elementary	Ongoing		$ 2,100	$ 2,100	$ -	$ -		$ 2,100	0.000%
4	5	Programs to Provide Academic Intervention	All	No	LEA-wide	All	Elementary	Ongoing	$ 5,739	$ -	$ 5,739	$ -	$ -		$ 5,739	0.000%
4	6	Instructional Assistants	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 120,955	$ -	$ 43,945	$ 50,605	$ -	$ 26,405	$ 120,955	0.000%
4	7	Teacher Prep Time	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 54,022	$ -	$ 54,022	$ -	$ -	$ -	$ 54,022	0.000%
4	8	Define Processes and Implement Training	All	No	LEA-wide	All	Elementary	Ongoing	$ 11,959	$ -	$ 11,959	$ -	$ -	$ -	$ 11,959	0.000%
4	9	Utilize Data for Continuous Improvement	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 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
$ 1,262,751	$ 152,195	12.053%	1.480%	13.533%	$ 188,643	0.000%	14.939%	**Total:**	$ 188,643
								LEA-wide Total:	$ 176,818
								Limited Total:	$ 11,825
								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	Disaggregate Data and Monitor Progress	Yes	LEA-wide	All	Elementary	$ 11,478	0.000%
1	2	Targeted and Culturally Responsive Teachir	Yes	LEA-wide	All	Elementary	$ 8,223	0.000%
1	3	Special Education Services	No	LEA-wide		Elementary	$ -	0.000%
1	4	Resource Allocation and Wraparound Servic	Yes	LEA-wide	All	Elementary	$ 54,717	0.000%
1	5	Social-Emotional Support	Yes	LEA-wide	All	Elementary	$ -	0.000%
2	1	Professional Learning Development for All S	No	LEA-wide		Elementary	$ -	0.000%
2	2	Core Curriculum To Be Purchased	No	LEA-wide		Elementary	$ -	0.000%
2	3	Trilingual Education	No	LEA-wide		Elementary	$ -	0.000%
2	4	Programs for EL students	Yes	Limited	English Learners	Elementary	$ 11,825	0.000%
2	5	Student Technology	No	LEA-wide		Elementary	$ -	0.000%
2	6	Staff Technology	No	LEA-wide		Elementary	$ -	0.000%
2	7	Promote Student Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	1	School Safety Plan	No	LEA-wide		Elementary	$ -	0.000%
3	2	Student Supervision	No	LEA-wide		Elementary	$ -	0.000%
3	3	Surveys	No	LEA-wide		Elementary	$ -	0.000%
3	4	Digital Safety	No	LEA-wide		Elementary	$ -	0.000%
3	5	Opportunities for Parent/Family Involvement	No	LEA-wide		Elementary	$ -	0.000%
3	6	Opportunities for Community Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	7	Facilities	No	LEA-wide		Elementary	$ -	0.000%
3	8	Attendance Coordinator	Yes	LEA-wide	All	Elementary	$ 4,434	0.000%
4	1	Teaching Staff	No	LEA-wide		Elementary	$ -	0.000%
4	2	Staffing, Services & Program to Service Spe	No	LEA-wide		Elementary	$ -	0.000%
4	3	Project-Based Learning	No	LEA-wide		Elementary	$ -	0.000%
4	4	Assessments	No	LEA-wide		Elementary	$ -	0.000%
4	5	Programs to Provide Academic Intervention	No	LEA-wide		Elementary	$ -	0.000%
4	6	Instructional Assistants	Yes	LEA-wide	All	Elementary	$ 43,945	0.000%
4	7	Teacher Prep Time	Yes	LEA-wide	All	Elementary	$ 54,022	0.000%
4	8	Define Processes and Implement Training	No	LEA-wide		Elementary	$ -	0.000%
4	9	Utilize Data for Continuous Improvement	No	LEA-wide		Elementary	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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.

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.

- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

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 of 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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