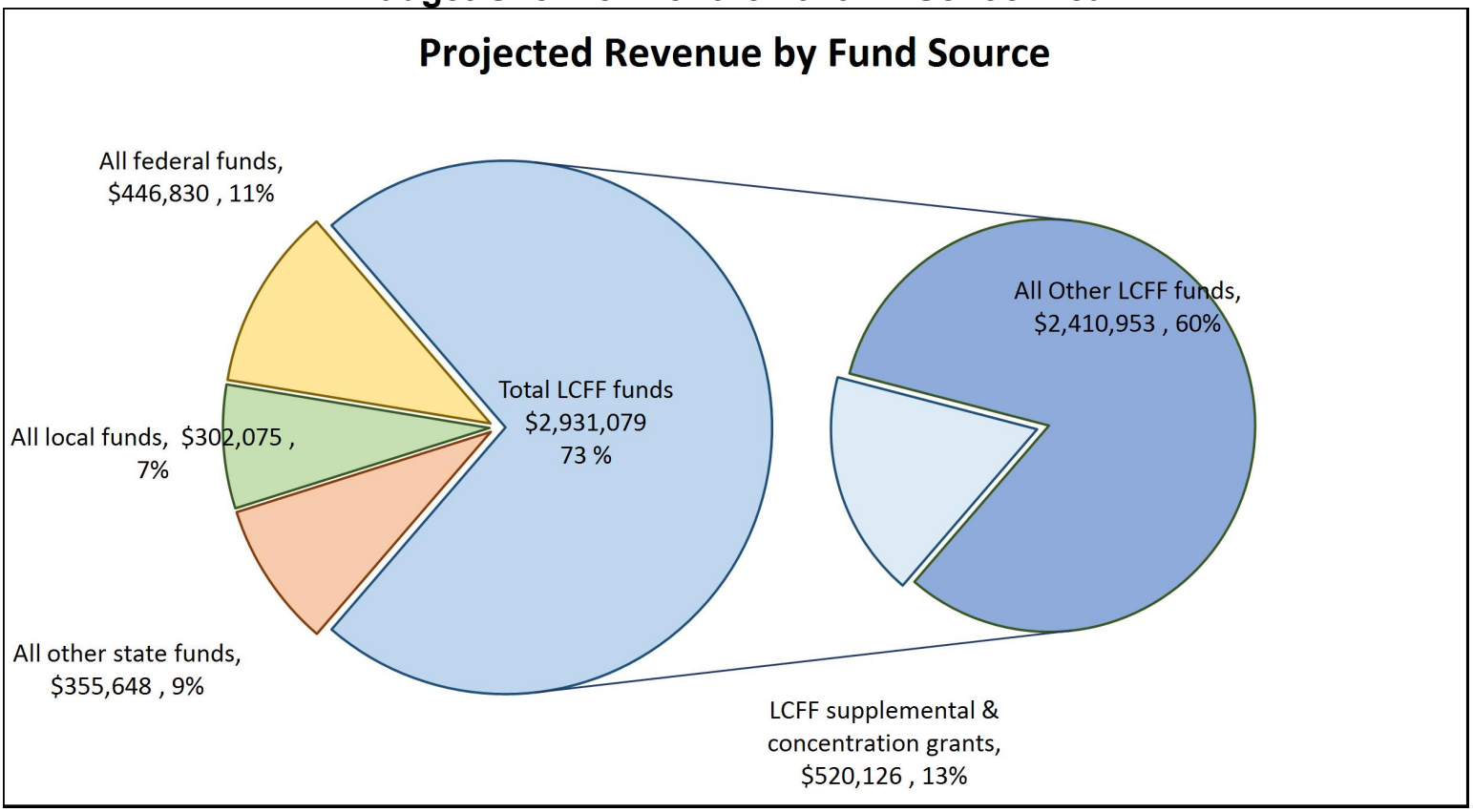
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ingenuity Charter School
CDS Code: 37-68338-6061964
School Year: 2026-27
LEA contact information:
Cindy Wagner
Superintendent
cindy.wagner@ofarrellschool.org
619-263-3009

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 2026-27 School Year

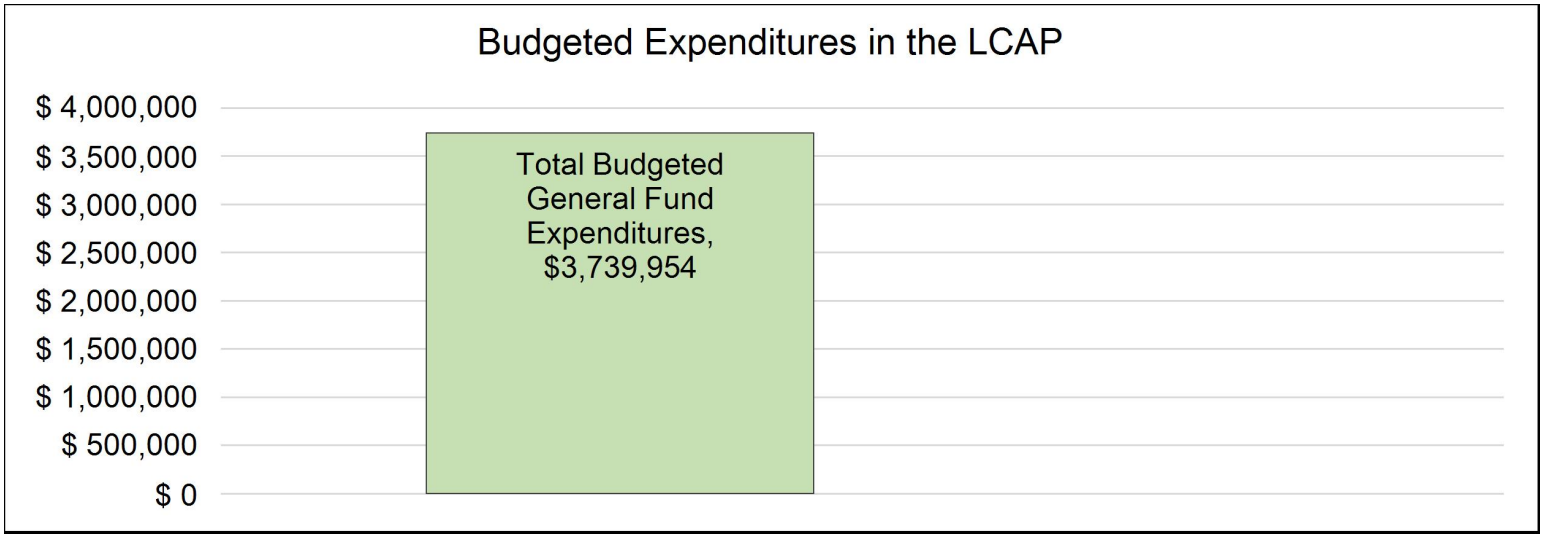


This chart shows the total general purpose revenue Ingenuity Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ingenuity Charter School is $4,035,632, of which $2,931,079 is Local Control Funding Formula (LCFF), $355,648 is other state funds, $302,075 is local funds, and $446,830 is federal funds. Of the $2,931,079 in LCFF Funds, $520,126 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 Ingenuity Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

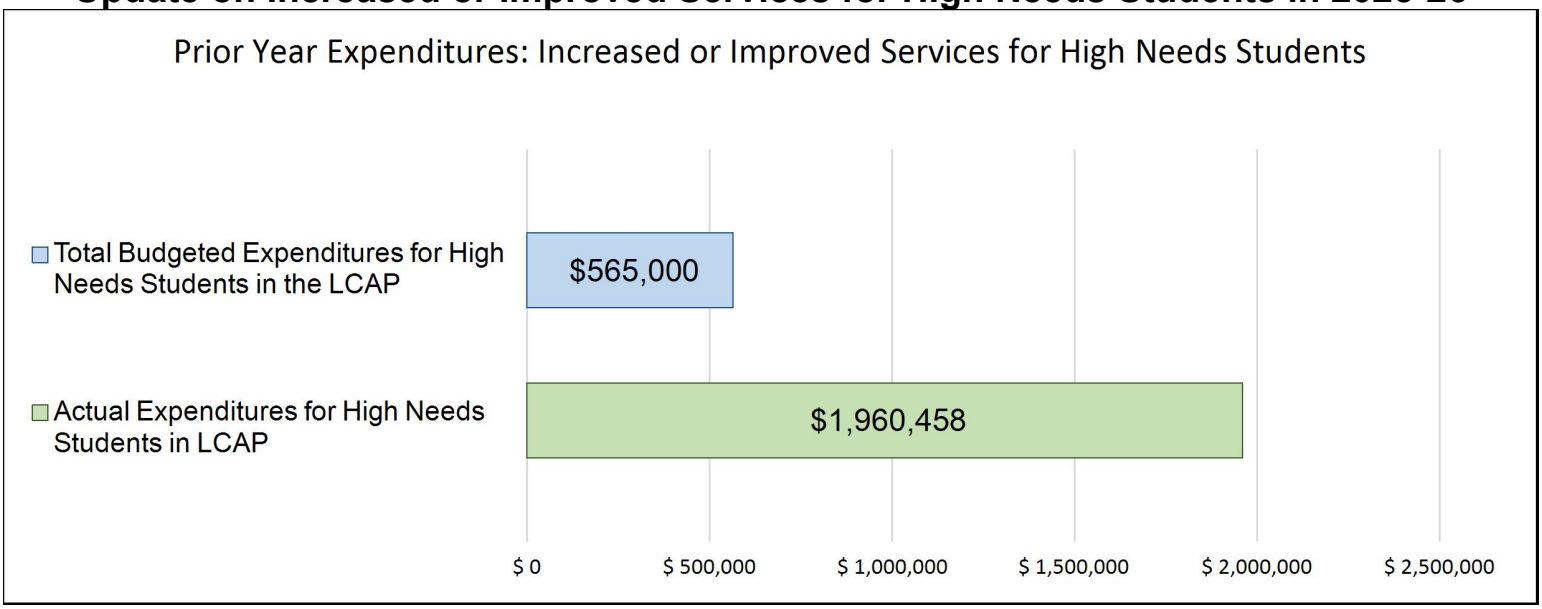
The text description of the above chart is as follows: Ingenuity Charter School plans to spend $3,739,954 for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $3,739,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ingenuity Charter School is projecting it will receive $520,126 based on the enrollment of foster youth, English learner, and low-income students. Ingenuity Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ingenuity Charter School plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Ingenuity Charter School's LCAP budgeted $565,000 for planned actions to increase or improve services for high needs students. Ingenuity Charter School actually spent $1,960,458 for actions to increase or improve services for high needs students in 2025-26.

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
Ingenuity Charter School	Cindy Wagner Superintendent	cindy.wagner@ofarrellschool.org 619-263-3009

Plan Summary [2026-27]

General Information

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

Ingenuity Charter School is a non-classroom based, independent study school serving 250 students in grades 6-12. Ingenuity currently serves the southeast San Diego community at three resource centers in a blended learning model. Students work both independently at home and attend in person instruction with teachers at least two days per week, with many students attending in person up to four days per week. In addition, Ingenuity offers many educational enrichment expereinces for students including field trips, enrichment clubs, and family engagement events.

As a Dashboard Alternative Status School, Ingenuity serves students with high levels of need, including, but not limited to the following:
Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
Suspended (EC Section 48925[d]) more than 10 days in a school year
Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
Pregnant and/or Parenting Youth
Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
Retained more than once in kindergarten through grade eight

Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
Foster Youth (EC Section 42238.01[b])
Homeless Youth

Student demographic data indicates the following:

English Learners
21%
Foster Youth
0%
Homeless
27.2%
Socioeconomically Disadvantaged
88.2%
Students with Disabilities
27.7%

African American
9.7%
American Indian
2.1%
Asian
1.5%
Filipino
4.6%
70.3%
Two or More Races
5.1%
White
6.2%

Reflections: Annual Performance

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

Ingenuity Charter School saw both increases and declines in statewide indicators on the California School Dashboard. Given the nature of enrollment at Ingenuity, many students who do not continually attend, making comparisons across multiple years very difficult and not fully representative of student growth.

Suspension Rate — Blue (Maintained) Ingenuity maintained a Blue suspension rate in both 2024 and 2025, the highest performance level on the Dashboard.
Science — New Green Rating (2025) Science appeared as a new indicator in 2025, and Ingenuity earned a Green rating for All Students, the second-highest performance level. Both the Socioeconomically Disadvantaged and Hispanic or Latino student groups also achieved Green.
English Language Arts — Red to Yellow English Language Arts showed the most significant academic growth of any indicator, improving from Red in 2024 to Yellow in 2025.
Mathematics — Red to Orange Mathematics improved from Red in 2024 to Orange in 2025, moving up one performance level. While further progress toward Green and Blue is the goal, this shift confirms that math instruction is producing measurable results for students.
English Learner Progress — No Data to Orange In 2024, no reportable data existed for English Learner Progress for All Students. By 2025, the school earned an Orange rating, with both the English Learners and Long-Term English Learners subgroups also rating Orange.
Chronic Absenteeism — Orange (No Change) Chronic Absenteeism remained at Orange in both 2024 and 2025, indicating no growth in this area between the two years. Reducing chronic absenteeism continues to be a priority, as a meaningful portion of students are still missing 10% or more of instructional days.
Graduation Rate — Red (No Change) Graduation Rate remained at Red for All Students in both 2024 and 2025, with no improvement in the overall indicator. This remains one of the school's most urgent areas of focus.
College & Career Readiness — Red (No Change) College and Career Readiness also held at Red in both years for All Students, Socioeconomically Disadvantaged, and Hispanic or Latino students.

Reflections: Technical Assistance

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

As part of technical assistance, Ingenuity staff are participating in Differentiated Assistance through San Diego County Office of Education. This includes a team of administration, counseling, and teacher leaders participating in professional development through SDCOE including data analysis, root cause analysis and improvement strategies.

Ingenuity team members including administrators, teacher leaders and counseling participated in data analysis on multiple occasions. This analysis included satellite data, map data, and street data. Data examples are California School Dashboard indicators, survey data, NWEA assessment data, California Healthy Kids surveys. The data revealed that students are feeling more connected to school and are attending more regularly. However, academic achievement remains of significant concern, along with graduation rate. Ingenuity has added many senior support activities in the 2024-2025 school year as a means of improving graduation rate.

Ingenuity team members including administrators, teacher leaders and counseling participated in root cause analysis through multiple processes including affinity protocols and 5 Whys. The root cause analysis resulted in evidence course completion a barrier to graduation. this has resulted in an addition of in person courses for seniors. Skill development in ELA and Math using high quality test prep materials has been implemented based on data analysis. In person ELA and Math intensive courses have taken place.

As a result of this work, Ingenuity has implemented systems of attendance support and monitoring, academic intervention in the area of mathematics, as this academic area is a barrier to graduation for many students, especially hispanic and socioeconomically disadvantaged youth. With a strong focus on school culture related to welcoming and engaging environments, strong adult-student relationships, and family connections Ingenuity has already seen tremendous growth in the areas of attendance and engagement. Associated action steps include the following:
Action steps 1.3 (Academic Intervention), 1.6 (Langauge Development), 2.5 (Senior Activites), 3.2 (Attendnce Support) all address the areas of concern raised during technical assistance.

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.

Ingenuity is a single school LEA. Ingenuity Charter School was identified for CSI based on graduation rate.

Support for Identified Schools

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

Ingenuity was placed into Comprehensive Support and Improvement (CSI) for graduation rate. State accountability and support measures have further identified Ingenuity for both Comprehensive Support and Improvement as well as Differentiated Assistance through the San Diego County Office of Education, due to academic performance, chronic absenteeism, and graduation rate outcomes for Socioeconomically Disadvantaged and Hispanic or Latino students.

The LEA conducted a comprehensive needs assessment using a combination of state and local data, as well as input gathered from educational partners, to inform the school's plan for improvement. State data reviewed included California School Dashboard results across multiple indicators, with a primary focus on graduation rate. Local data reviewed included course completion rates, individual and student group attendance data, and course grades. LEA also sought feedback from educational partner groups. Staff then engaged in a structured root cause analysis to identify the systemic causes underlying low graduation rates. This analysis identified two primary root causes: poor performance in English Language Arts and Mathematics, which creates barriers to completing the courses required for graduation; and chronic absenteeism, which limits instructional time and student progress toward completion.

In response to these identified root causes, the LEA implemented a new intervention curriculum during the 2024-2025 school year and hired a fully credentialed mathematics intervention teacher to provide targeted, supplemental support to students who are enrolled in and

struggling with mathematics coursework. Staff also devoted significant time to analyzing attendance data and implementing additional supports designed to increase student engagement, including enhanced communication tools, content area workshops, and enrichment activities.

Resource inequities were also examined as part of the comprehensive needs assessment. Given the size of Ingenuity, limited student group data availability, and the school's unduplicated pupil percentage, specific student group data did not yield identified resource inequities in a traditional sense. However, as a DAAS school, the student population as a whole has experienced systemic inequities throughout their educational histories. Many students are enrolled at Ingenuity precisely because they were not successful in a traditional, classroom-based program, and the school recognizes this reality as central to its improvement planning.

In the 2025-2026 school year, Ingenuity staff have identified a need for additional academic intervention in the areas of English Language Arts and English Language Development, as well as expanded counseling services, as key strategies to address graduation rate and support students in meeting their academic goals.
CSI funds totaling $472,119 have been allocated to support these efforts, with the majority directed toward certificated personnel salaries and employee benefits to sustain the instructional and student support staffing necessary to drive improvement.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the CSI plan through regular data analysis and follow-up actions. This data includes, but is not limited to average daily attendance, chronic absenteeism, and academic outcomes on a quarterly basis. By also monitoring course completion rates throughout the school year, and at critical times, staff will be better prepared to intervene and support students toward graduation. Graduation rates are monitored for all student groups. Students demonstrating deficiencies in any of these areas will receive supplemental, evidenced based interventions.

Metrics in this LCAP used to measure effectiveness of the plan include the following:
Goal 1: Academic Performance Indicators in ELA and Mathematics as well as English Learner Progress Indicator
Goal 2: A-G Requirements, College and Career Indicator, Graduation Rate
Goal 3: Chronic Absentee Rate, Average Daily Attendance

Action steps included in the LCAP to address the identify CSI needs include the following:
1.3: Academic Support and Intervention (ELA and Mathematics - This represents the addition of an ELA/ELD intervention teacher)
2.1 Academic counseling and monitoring to support graduation (This includes the addition of an intervention counselor.)
2.3 Enrichment Activities
2.5 Senior Activities and Support
3.1 Social Emotional Learning Curriculum
3.2 Attendance Monitoring and Support

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
Ingenuity staff, including certificated and classified employees	Staff meetings on multiple occasions have included focused discussions related to the LCAP and the development of a new LCAP. This has included collaborative discussions, data review, and input opportunities. Each topis is aligned to a specific LCAP Action Step. Dates and topics are listed below: 7/14/25 - Goal Setting aligned with LCAP 7/16/25 - Data Review - CHKS, attendance, NWEA 7/31/25 - Data Review - CTE, Intensive courses 8/6/25 - NWEA Test prep 8/13/25 - 9th grade student orientation and engagement event 8/20/25 - 12th grade orientation and engagement event 8/27/25 - Data Review - ELLs and ELD 9/10/25 - Counseling, mental health supports 9/24/25 - Department Class prep/semester planning 10/6/25 - Academic Language, NextGen Math, Data Review - NWEA 10/22/25 - Summit K12, Tracking progress towards ELPAC 11/12/25 - Data Review - Dashboard Data and goal monitoring 12/10/25 - Family Vision Board Night Event 12/17/25 - Seniors/Graduating student progress 1/5/26 - Data Review - Dashboard Data 1/7/26 - Ellevation Training, NWEA Training, Writing Essays PD 1/21/26 - ANEW Project Student Event 1/28/26 - ANEW Project Family Event 2/25/26 - CAASPP/ Senior Support 3/11/26 - Data Review: NWEA, Attendance

Educational Partner(s)	Process for Engagement
	4/8/26 - LCAP Review and Input
School Site Council and LCAP Parent Advisory	SSC has reviewed the previous LCAP and the associated data in the annual update. In addition at three meetings, input has been sought from SSC members, including students, in the development of this LCAP. This input has 24-25 SSC Meetings 9/25/25 10/17/25 11/21/25 1/16/26 3/20/26 5/22/26
DELAC and English Learner Parent Advisory	DELAC has reviewed the previous LCAP and the associated data in the annual update. 24-25 ELAC Meetings 10/17/25 1/16/26 5/22/26
Students	Student focus groups and surveys have been used to eleicit feedbck from students.

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

In accordance with the guidelines outlined for the development of the Local Control and Accountability Plan (LCAP), the LEA conducted a series of meetings with its School Site Council, which serves as the LEA's LCAP advisory committee, dedicated to discussing, revising goals, and assessing the effectiveness of actions within the LCAP. These meetings served as pivotal forums for engaging educational partners in the planning process and ensuring their voices were heard.

Educational partnership meetings occurred on specific dates throughout the academic year, including:
ELAC - May 22, 2026
SSC - May 22, 2026
Leadership - April 7, 2026
Certificated & Classified - February 10, 2026
Parent & Community - March 02, 2026

During these meetings, educational partners collaboratively reviewed the existing goals outlined in the LCAP, identified areas for improvement, and proposed strategies to address emerging needs and challenges. Through thoughtful discussion and analysis, the School Site Council members worked together to refine the LEA's new LCAP goals, create action steps outlined in the plan, and ensure alignment with the overarching vision and priorities of the school community. These meetings served as platforms for evaluating the effectiveness of actions implemented in the LCAP. By systematically assessing progress and outcomes, the LEA remained committed to continuous improvement and accountability, striving to achieve meaningful and sustainable results for all students.

During these sessions, educational partners had the opportunity to provide insights, offer feedback, and collaborate on strategies to support the academic success and provided the following:

- Families want clear communication regarding technical career pathways and more reliable access to student progress updates.

1.3 Academic Support and Intervention
2.1 Academic Counseling
2.5 Senior Activities and Support
3.6 Family engagement

- Staff want clear behavior expectations and consistent follow-through on consequences, more de-escalation training and CPI-certified staff at every campus, and increased visibility and communication regarding CTE programs and elective variety.

Feedback was incorporated into action plans:
1.7 Professional Learning
2.2 Career Technical Education and Exploration
2.3 Educational Enrichment

- Leadership wants a formalized system to manage student out-of-class time, requested dedicated behavior interventions to support administrative capacity, and suggesting streamlined scheduling for IEP and 504 compliance meetings.

Feedback was incorporated into action plans:
1.9 Staffing for Students with Disabilities
2.1 Academics Counseling/Intervention Counselor
3.1 Social Emotional Learning CurriculumCurriculum
3.5 School Culture

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide authentic, rigorous, and hands-on learning experiences that connect academic knowledge to the world in order to increase student performance and achievement.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As an independent, non-classroom based charter school, it is essential to ensure that learning experiences for students are engaging and relevant. For many Ingenuity students, the traditional educational system has not met their needs. Ingenuity is committed to providing standards based instruction in both digital and in-person learning settings that engages students and increases the path to graduation. Through educational partner input, students and families indicated a need to more engaging and hands on learning in addition to the online curriculum. The action steps below ensure a fully credentialed staff delivering relevant and engaging instruction as well as digital core curriculum and supplemental intervention materials that meet all students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard English Language Arts Indicator	2023 California School Dashboard Results All Students: Yellow 27.4 points below standard Socioeconomically Disadvantaged: Yellow	2024 California School Dashboard Results All Students: Red 99.6 points below standard Socioeconomically Disadvantaged: Red 110.9 points below standard	2025 California School Dashboard Results ELA All Students Yellow -65.6 DFS Change: +34 Socioeconomically Disadvantaged Yellow	All Students: 15 points below standard Socioeconomically Disadvantaged: 45 points below standard Hispanic: 40 points below standard	All Students: -72 points Socioeconomically Disadvantaged: -71.4 points Hispanic: -76.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.6 points below standard Hispanic: Yellow 42 points below standard (These are the only two student groups with a performance indicator)	Hispanic: Red 118.6 1 points below standard (These are the only two student groups with a performance indicator)	-69.9 DFS Change: +41 Hispanic Orange -82.1 DFS Change: +36.5		
1.2	California School Dashboard Mathematics Indicator	2023 California School Dashboard Results All Students: Orange 157.2 points below standard Socioeconomically Disadvantaged: Orange 170.4 points below standard Hispanic: Orange 167.7 points below standard (These are the only two student groups with a performance indicator)	2024 California School Dashboard Results All Students: Red 118.9 points below standard Socioeconomically Disadvantaged: Red 197.6 points below standard Hispanic: Red 206.9 points below standard (These are the only two student groups with a performance indicator)	2025 California School Dashboard Mathematics Indicator All Students Orange -166.7 DFS Change: +21.4 Socioeconomically Disadvantaged Orange -171.3 DFS Change: +26.3 Hispanic Orange -174.5 DFS Change: +32.4	All Students: 75 points below standard Socioeconomically Disadvantaged: 80 points below standard Hispanic: 80 points below standard	All Students: +38 points Socioeconomically Disadvantaged: -27.2 Hispanic: -39.2
1.3	California School Dashboard English	2023 California School Dashboard Result	2024 California School dashboard	English Learner Progress Indicator Resutls 2025	50% making progress towards	-10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress Indicator	32% making progress towards English language proficiency	22.2% ELs making progress	31% making progress Change: +8.8	English language proficiency	
1.4	English Learner Reclassification and LTEL Rate	During the 2023-2024 school year, 63% of Ever English Learners have been reclassified as R-FEP students. 60% of English Learners are classified as Long Term English Learners (LTEL)	Reclassification is still in progress. this metric will be updated at end of year.	LTEL Progress 30.6% making progress Change 6.3%	70% of Ever English Learners will be reclassified 45% of English Learners are classified as LTELs.	

Goal Analysis [2025-26]

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

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

During the 2024-2025 school year, Ingenuity Charter School made meaningful progress in the implementation of its Comprehensive Support and Improvement plan, with several key actions carried out as designed and measurable growth evident across multiple California School Dashboard indicators. Across all metrics, Ingenuity Charter School demonstrated positive year-over-year movement between 2024 and 2025, with particularly strong growth in English Language Arts and meaningful gains in Mathematics and English Learner Progress. Core planned actions — including the implementation of new intervention curriculum, the hiring of a credentialed math intervention teacher, the launch of a new SEL curriculum, and the expansion of attendance supports — were carried out as designed. A substantive challenge encountered during implementation was the continued impact of chronic absenteeism and student engagement barriers unique to a Dashboard Alternative Accountability School population. Many students face complex life circumstances that create inconsistency in participation, and the school's data-informed attendance strategies, while showing results, require ongoing refinement. Looking ahead to 2025-2026, the addition of ELA and ELD intervention supports and expanded counseling services represent the next phase of implementation, designed to accelerate progress toward Year 3 targets across all indicators.

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.

1.1 total expenditure was lower than projected, totaling $784,073.05 against a budget of $864,677.91, primarily due to unfilled positions.
1.2 recorded no expenditure from the $175,000.00.

1.3 total expenditure was $224,781.60 against a budget of $239,500.00, resulting in a modest surplus of $14,718.40.
1.4 recorded no expenditure from the $25,000.00.
1.5 recorded no expenditure from the $7,500.00.
1.6 recorded no expenditure from the $165,000.00
1.7 recorded no expenditure from the $25,000.00
1.8 recorded no expenditure from the $50,000.00
1.9 total expenditure was significantly lower than projected, totaling $116,119.51 against a budget of $399,145.00.

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

Dashboard data reflects notable growth between Year 1 and Year 2 outcomes. All Students moved from 99.6 points below standard in 2024 to a Yellow indicator at 65.6 points below standard in 2025, representing a positive change of 34 points. The Socioeconomically Disadvantaged student group improved from 110.9 points below standard to 69.9 points below standard, a gain of 41 points, also reaching a Yellow indicator. Hispanic or Latino students improved from 118.6 points below standard to 82.1 points below standard, a positive change of 36.5 points, moving to an Orange indicator. While the school has not yet reached its Year 3 target of 15 points below standard for All Students, the direction of growth is consistent and encouraging. The current difference from baseline reflects that All Students remain 72 points from the original baseline, Socioeconomically Disadvantaged students are 71.4 points from baseline, and Hispanic students are 76.6 points from baseline.
Mathematics implementation also demonstrated measurable progress. All Students improved from a Red indicator at 118.9 points below standard in 2024 to an Orange indicator at 166.7 points below standard in 2025, reflecting a positive change of 21.4 points. The Socioeconomically Disadvantaged student group moved from 197.6 points below standard to 171.3 points below standard, a gain of 26.3 points. Hispanic or Latino students improved from 206.9 points below standard to 174.5 points below standard, a change of 32.4 points. The hiring of a fully credentialed mathematics intervention teacher during the 2024-2025 school year was implemented as planned and is reflected in these gains. The school's Year 3 target of 75 points below standard for All Students represents an ambitious goal, and the current difference from baseline shows All Students are 38 points above baseline, meaning scores have improved from the original 2023 baseline of 157.2 points below standard, though the distance to target remains significant.
English Learner Progress remained an area of significant challenge throughout implementation. In 2024, 22.2% of English learners made annual progress toward English language proficiency. In 2025, that figure increased to 31%. Implementation of designated ELD supports has been an area requiring continued attention, and the school recognizes that additional, targeted investment in ELD program design and instructional delivery is necessary to accelerate growth toward the established target.
Reclassification data for the 2024-2025 school year is still in progress and will be updated at the end of the year. However, 2025 data shows that LTEL Progress reached 30.6% making progress, a change of 6.3 percentage points. In the 2023 baseline year, 63% of Ever English Learners had been reclassified as R-FEP students, and 60% of English learners were classified as Long-Term English Learners. The school's Year 3 target is for 70% of Ever English Learners to be reclassified and for 45% of English learners to be classified as LTELs. Monitoring of this metric will continue as end-of-year data becomes available.

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

Action 1.5 — Academic Assessments Local assessment measures including MAP were implemented as planned. Dashboard gains in both ELA and Mathematics suggest that ongoing progress monitoring is informing instruction. For 2025-2026, assessment data should be more explicitly connected to intervention placement and progress monitoring for LTEL and Socioeconomically Disadvantaged students, given that these subgroups still show the greatest distance from Year 3 targets.
Action 1.9 — Support for Students with Disabilities An increase in the number of students with disabilities required additional staffing beyond what was originally budgeted, and the absence of a Special Education Coordinator impacted planned collaboration between general and special education staff. Students with Disabilities continue to show Red indicators in both ELA and Mathematics. For 2025-2026, a collaboration structure will be embedded in the PLC framework to ensure IEP alignment and access to core curriculum without dependence on a single coordinator role. Staffing levels will be reviewed at the start of the year to ensure adequate support relative to current enrollment of students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Staff	Ensure a fully credentialed and appropriately assigned teaching staff in all content areas.	$864,677.91	No
1.2	Standards Aligned Core Curriculum	Provide access to engaging, standards aligned core curriculum and supplemental materials to all students. --Review and evaluate current curriculum platform(s) --Investigate other options for potential change --Increase teacher created instructional materials, as needed	$175,000.00	No
1.3	Academic Support and Intervention	Provide academic support to all students in core content areas as needed. --Math Intervention Teacher (CSI Action Step) --ELA/Language Development Intervention Teacher (CSI Action Step) --Content Area Lessons and Tutoring --Evidenced Based Intervention Materials --UCI Math PD	$399,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action step is also aimed at improving academic achievement indicators that are red on the California School Dashboard through SSPDBG (College & Career). This action step is part of the CSI Plan to improve graduation rate.		
1.4	Hands On Science Instruction	Provide hands on science instruction through engaging science labs Labs will increase for the 2025-26 school year to include additional biology and chemistry labs over past practice.	$25,000.00	Yes
1.5	Academic Assessments	Provide local assessment measures to monitor student achievement on an ongoing basis including but not limited to the follwing: Measre of Academic Progress Assessments	$7,500.00	No
1.6	Language Development	Provide ongoing English learner support and monitoring through the following: --Designated and Integrated ELD to promote language development --EL Assistant(s) to support students in 1:1 and small group settings, including Long Term English Learners --Language Development Monitoring Platforms to promote reclassification Additional support for ELs and LTELS will be provided through Action Step 1.3 by the CSI ELA and Language Development.	$165,000.00	Yes
1.7	Professional Learning	Provide high quality professional development for teachers and support staff to ensure academic progress. Specific professional learning will be provided in the following areas: --Language Acquisition and Development --Engagement Strategies	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Data Analysis --Evidenced Based Interventions --Social Emotional Needs and Well Being to Support Academic Progress --Culturally Responsive Pedagogy		
1.8	Classroom/Student Materials and Supplies	Ensure access to adequate classroom materials and supplies for staff and student use.	$50,000.00	No
1.9	Support for Students with Disabilities	Ensure students with disabilities have a broad spectrum of support, materials, and instruction to ensure progress toward IEP goals as well as access to a rigorous educational experience.	$399,145.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Nurture well-rounded student development and ensure preparedness for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

During Educational Partner inout, students, families, and staff indicated a desire for more engaging and well rounded learning expereinces. This included additional field trips, student enrichment clubs, elective offerings, and workshops with thier teachers. In addition, as an LEA identified for Comprehensive Support and Improvement for graduation rate, it is critical that the course offerings are engaging for students so they will remain engaged and be prepared for graduation. Students indicated a desire for more opportunities that exposed them to career exposure and possibilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Completion Rates	45% of students are meeting A-G requirements	36% of graduating students are meeting A-G requirements	32% of graduating students are meeting A-G requirements Change: -4%	65% of students meeting A-G requirements	Declined -11%
2.2	College and Career Indicator	11.1% of students prepared according to the California School Dashboard	9.2% of students are prepared according to the the California School Dashboard.	5.6% of students are prepared Change: -4.6%	40% of students prepared	Maintained -1.9%
2.3	Graduation Rate	66% Graduation Rate	65.7% Graduation Rate according to	63.8% Graduation Rate	75% Graduation Rate	Maintained -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2024 California School Dashboard	Change: -2%		

Goal Analysis [2025-26]

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

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

Action 2.1 — Academic and Intervention Counseling Academic counseling was implemented as planned, with a focus on credit completion, graduation planning, and progress monitoring for at-risk students.
Action 2.2 — Career Technical Education The CTE Arts, Media, and Entertainment pathway was established as planned, with a cohort of students on track to complete concentrator coursework and advance to a capstone course.
Action 2.3 — Educational Enrichment Educational enrichment activities including field trips, student clubs, and teacher-led workshops were implemented, though with fewer offerings than originally planned. Student and staff input indicated that enrichment activities positively increased student engagement.
Action 2.4 — Digital Infrastructure, Devices, and Technology This action was implemented as planned, with all students provided access to digital devices and infrastructure both at school and at home.
Action 2.5 — Senior Activities and Graduation Support Senior support activities including Senior Bay Day, Senior Banquet, and Senior Study Sessions were implemented and identified as the most effective action under this goal. Seniors actively engaged in these opportunities, and this action is credited with directly supporting student persistence toward graduation.
Action 2.6 — Post-Secondary Possibilities This action was planned but limited implementation during the year.

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.

2.1 total expenditure was lower than projected, totaling $100,277.19 against a budget of $268,522.00.
2.2 total expenditure slightly exceeded the budget, totaling $55,417.82 against an allocation of $55,000.00.
2.3 total expenditure was significantly lower than projected, totaling $1,898.77 against a budget of $35,000.00.
2.4 total expenditure was lower than projected, totaling $10,714.28 against a budget of $90,000.00.
2.5 recorded no expenditure from the $12,000.00.
2.6 recorded no expenditure from the $2,000.00.

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

Action 2.1 — Academic and Intervention Counseling Moderately ineffective in moving key metrics to date. Graduation rate declined from 65.7% to 63.8% and the College and Career Indicator dropped from 9.2% to 5.6% despite counseling implementation.
Action 2.2 — Career Technical Education Partially effective. The CTE Arts, Media, and Entertainment pathway was successfully established with students progressing toward concentrator completion. However, the College and Career Indicator declined to 5.6%, reflecting that pathway enrollment has not yet reached the scale needed to move this metric meaningfully.
Action 2.3 — Educational Enrichment Moderately effective in supporting student engagement. Student and staff input confirmed that enrichment activities increased student connectedness and engagement. A-G completion declined from 36% to 32% and graduation rate declined slightly.
Action 2.4 — Digital Infrastructure, Devices, and Technology Effective in ensuring equitable access. All students have access to devices and digital infrastructure both at school and at home, which is foundational to student participation in Ingenuity's learning model.
Action 2.5 — Senior Activities and Graduation Support Most effective action under this goal. Seniors actively participated in Senior Bay Day, Senior Banquet, Senior Study Sessions, and other activities, providing meaningful engagement and support close to graduation. This action is directly credited with supporting student persistence, though the graduation rate of 63.8% indicates continued need for intensified efforts.
Action 2.6 — Post-Secondary Possibilities Ineffective due to limited implementation.The College and Career Indicator declined to 5.6% and A-G completion fell to 32%, reinforcing that post-secondary preparation requires active and fully implemented programming in the coming year.

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

Action 2.1 Academic and Intervention Counseling Reflection on prior practice indicated that a single counselor was insufficient to meet the academic, social-emotional, and graduation planning needs of Ingenuity's student population. For 2025-2026, an additional intervention counselor has been added, funded through CSI, with a specific focus on students at risk of not graduating and students who are chronically absent. Progress will be monitored through course completion rates and graduation rate.
Action 2.2 Career Technical Education The CTE pathway was established but has not yet reached sufficient scale to impact the College and Career Indicator. For 2025-2026, the focus will shift toward increasing the number of students enrolled in and completing concentrator coursework, expanding workforce and military partnerships, and connecting CTE participation more directly to graduation planning through collaboration with the academic and intervention counselors. Effectiveness will continue to be measured by the College and Career Indicator and graduation rate.
Action 2.3 — Educational Enrichment Enrichment activities were implemented but with fewer offerings than planned, and did not produce measurable gains in academic performance indicators. For 2025-2026, enrichment offerings will be expanded and more intentionally connected to academic content and CTE pathways so that enrichment experiences reinforce rather than operate separately from academic goals. Student engagement survey data will be used alongside academic performance indicators to measure effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic and Intervention Counseling	Employ a school counselor to ensure academic success and promote graduation through the following: --Academic counseling --Progress monitoring --Credit reviews --Graduation plans --Overall support for at risk students --Family meetings with at risk students --Specific monitoring and appropriate intervention with socioeconomically disadvantaged youth and Hispanic students Employ an additional Intervention Counselor to support students at risk of not graduating and students who are chronically absent as a means of reengagement. This counselor will work in collaboration with the academic counselor. This revision to Action Step 1.3 and 2.1 serves in support of the CSI Plan. This action has been developed as part of Differentiated Assistance and Comprehensive Support and Improvement due to a red performance level on the California School Dashboard. Effectiveness of this action step will be measured by the graduation rate and chronic absentee indicator on the California School Dashboard. This action step also addresses the 2024 red indicator for graduation rate and College and Career Indication on the California School Dashboard.	$268,522.00	Yes
2.2	Career Technical Education and Exploration	Provide CTE opportunities and career exploration for students such as: --CTE Pathway Course Development and Implementation --Workforce Partnerships --Military Partnerships --Collaboration with SDCOE for professional learning and program implementation	$55,000.00	Yes
2.3	Educational Enrichment	Provide engaging educational enrichment through the following: --Field Trips	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		--Student Clubs --Community Partnerships --Teacher Led Workshops in Content Areas and Enrichment Areas		
2.4	Digital Infrastructure, Devices, and Content	Ensure student and staff access to appropriate digital environments, devices and content to support a well rounded educational experience.	$90,000.00	No
2.5	Senior Activities and Graduation Support	Provide opportunities for seniors (especially socioeconomically disadvantaged youth and Hispanic youth) to increase engagement and motivation for graduation. Examples include, but are not limited to the following: --Encouraging senior meetings --Graduation goals and plans --Activities to promote continued school engagement through graduation --Increased outreach and monitoring for hispanic and socioeconomically disadvantaged students. This action has been developed as part of Differentiated Assistance and Comprehensive Support and Improvement due to a red performance level on the California School Dashboard. Effectiveness of this action step will be measured by the graduation rate indicator on the California School Dashboard.	$12,000.00	Yes
2.6	Post-secondary Possibilities	Promote increased opportunity to enhance post secondary options for students. This include, but is not limited to the following examples: --Workforce partnerships --Military Partnerships --Connection with vocational and trade schools --Mentorship Partnerships	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Promote a sense of belonging through strong relationships, social emotional support and student engagement strategies.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through data analysis, educational partner input and observation it became apparent that students were seeking a greater sense of belonging, especially as independent study, non-classroom based students. Attendance and chronic absentee rates indicate a lack of connection and engagement with school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Dashboard Chronic Absentee Rate	2023 California School Dashboard: 84.4% of students are chronically absent	2023 California School Dashboard: 76% of students are chronically absent	California School Dashboard 2025 Results: 66.7% chronically absent Orange Declined 9.3% Change: -9.3	30% Chronic Absentee Rate	8.4% improvement in Chronic Absentee rate
3.2	Average Daily Attendance	As of April 2024 P2 data, ADA is 69%.	As of April 2025 P2 data is 77.7%	Average Daily Attendance: Available April 2026	85% ADA	8.7% improvement in ADA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension/Expulsion Rate	2023 California School Dashboard: 0% of students suspended 0% of students expelled	2024 California School Dashboard: 0% of students suspended 0% of students expelled	Suspension/Expulsion Rate 0% suspended/explusion Blue maintained	Maintain baseline	Maintained 0% os students being suspended or expelled
3.4	School Climate Survey	California Healthy Kids Survey School Connectedness Indicator: 39%	California Healthy Kids Survey School Connectedness Indicator: 53%	California Healthy Kids Survey School Connectedness Indicator: 53%	School Connectedness Indicator: 75%	14% improvement from baseline.

Goal Analysis [2025-26]

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

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

Action 3.1 Social Emotional Learning Curriculum The SEL curriculum was implemented as planned. SEL curriculum materials were purchased in June 2024 and implemented during the 2024-2025 school year. Effectiveness will be measured through the 2026 California Healthy Kids Survey school connectedness indicator.
Action 3.2 Attendance Monitoring, Support, and Incentives Implemented as planned and identified as one of the most impactful actions under this goal. Chronic absenteeism declined from 76% in 2024 to 66.7% in 2025, moving from Red to Orange on the Dashboard. ADA improved from 69% at P2 2024 to 77.7% at P2 2025, with some months reaching 83% during 2024-2025. Increased teacher involvement, family connections, and expanded in-person opportunities drove these gains.
Action 3.3 School Psychologist Implemented as planned. The school psychologist provided special education services, assessments, and SEL support for identified students. Actual salary costs exceeded the budgeted amount due to increased salary costs, representing a material budget difference.
Action 3.4 Homeless and Foster Youth Support Implemented as planned, with supports including bus passes, basic needs assistance, and community service connections provided through the Homeless and Foster Youth liaison. MTS bus passes are provided at no cost and fewer students requiring less transportation than anticipated. The chronic absenteeism indicator for Homeless students, while still elevated, remains an area requiring continued focus.
Action 3.5 — School Culture Implemented with significant success. Student and staff engagement events drew up to 50 students per event, and educational partner input confirmed that students report feeling more connected to school than in prior years. Students are participating in enrichment opportunities at higher rates and forming social bonds through in-person activities.

Action 3.6 — Family Engagement Implemented but identified as an area needing improvement and revision. Family engagement events and training were held, but participation and accessibility were identified as areas requiring strengthening. For 2026-2027, events will be made more accessible and a greater focus will be placed on family education to increase meaningful participation.
Action 3.7 — Communications, Marketing, and Public Relations Implemented as planned and produced measurable results. A new, more user-friendly website was launched and an increased presence in advertising campaigns and social media was established.
Action 3.8 — Resource Centers Resource centers were operated as planned in locations accessible to students. Centers continued to serve as physical hubs for in-person instruction, enrichment, and student connection. The expansion of in-person offerings at resource centers contributed to improved attendance and student engagement metrics.
Action 3.9 — Mental Health Partnerships Mental health partnerships including Harmonium were maintained as planned. Mental health services were provided at no cost through county-sponsored agencies. Effectiveness will continue to be monitored through the 2026 California Healthy Kids Survey.

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.

3.1 recorded no expenditure from the $5,000.00.
3.2 recorded no expenditure from the $57,000.00.
3.3 recorded no expenditure from the $80,000.00.
3.4 total expenditure was lower than projected, totaling $539.14 against a budget of $10,000.00.
3.5 recorded no expenditure from the $62,000.00.
3.6 recorded no expenditure from the $15,000.00
3.7 total expenditure was lower than projected, totaling $17,850.00 against a budget of $50,000.00.
3.8 Total expenditure was significantly lower than projected, totaling $136.03 against a budget of $177,560.00.
3.9 recorded no expenditure from the $7,000.00.

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

Action 3.1 — Social Emotional Learning Curriculum Moderately effective. The SEL curriculum was implemented and is designed to improve school connectedness. The California Healthy Kids Survey School Connectedness Indicator baseline is 39%, with a Year 3 target of 14% improvement. Current survey data for 2026 is not yet reported, so full effectiveness cannot yet be measured.
Action 3.2 — Attendance Monitoring, Support, and Incentives Highly effective. Chronic absenteeism declined from 84.4% at baseline to 66.7% in 2025, an improvement of 17.7 percentage points and a move from Red to Orange on the Dashboard. ADA improved from 69% at P2 2024 to 77.7% at P2 2025, with some months reaching 83%. The school is trending toward its Year 3 targets of 30% chronic absenteeism and 85% ADA.
Action 3.3 — School Psychologist Effective in maintaining access to mental health and special education assessment services for identified students. The suspension rate remained at 0% Blue on the 2025 Dashboard, reflecting that students with social-emotional needs are being supported through non-exclusionary means. Full effectiveness on broader SEL outcomes will be monitored through the 2026 California Healthy Kids Survey.

Action 3.4 — Homeless and Foster Youth Support Partially effective. Supports including transportation, basic needs, and community connections were provided as planned. However, Homeless students continue to show elevated chronic absenteeism on the Dashboard, indicating that current supports have not yet produced sufficient attendance improvement for this subgroup.
Action 3.5 — School Culture Highly effective. Student and staff engagement events consistently drew up to 50 students per event. Educational partner input confirmed students feel more connected to school than in prior years, with increased participation in enrichment and in-person activities. These outcomes align with the observed improvement in ADA from 69% to 77.7% and the decline in chronic absenteeism from 84.4% to 66.7%.
Action 3.6 — Family Engagement While events were held, participation and accessibility were identified as areas of weakness through educational partner input. Attendance rate, the primary metric for this action, improved overall but family engagement has not yet reached the level expected.
Action 3.7 — Communications, Marketing, and Public Relations Effective. A new website was launched and an expanded social media and advertising presence was established.
Action 3.8 — Resource Centers Effective. Three resource centers were maintained in community locations accessible to students. Expanded in-person offerings at resource centers contributed to the observed improvement in ADA from 69% to 77.7% and supported the decline in chronic absenteeism. Student engagement at centers increased throughout the year, reflecting growing connectedness to the school community.
Action 3.9 — Mental Health Partnerships Effective in maintaining access to mental health services at no additional cost to the school. The suspension rate remained at 0% Blue on the 2025 Dashboard, reflecting that students in crisis are being supported without exclusionary discipline. Broader effectiveness on school connectedness and well-being will be measured through the 2026 California Healthy Kids Survey.

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

Action 3.1 — Social Emotional Learning Curriculum SEL curriculum will be fully implemented in 2025-2026 with fidelity monitoring added to ensure consistent delivery across all student groups. California Healthy Kids Survey data will be used to measure impact on school connectedness.
Action 3.2 — Attendance Monitoring, Support, and Incentives Attendance support will be expanded through the addition of an intervention counselor under Action 2.1 to provide individualized outreach to students who remain chronically absent despite school-wide supports. The Year 3 target of 30% chronic absenteeism and 85% ADA remain in place.
Action 3.5 — School Culture This action will be sustained as implemented given its demonstrated effectiveness. In-person engagement events will continue, with a focus on increasing participation beyond current levels and connecting culture events more intentionally to academic engagement.
Action 3.6 — Family Engagement Events will be revised to be more accessible in scheduling and location. A stronger emphasis on family education including academic support workshops, CTE, and graduation planning will be added to increase meaningful participation and direct impact on student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning Curriculum	Implement an evidenced based SEL curriculum	$5,000.00	Yes
3.2	Attendance Monitoring, Support and Incentives	Provide attendance monitoring, support and incentives to increase average daily attendance and reduce chronic absentee rate. This includes, but is not limited to the following: --Increased and ongoing monitoring of attendance --Implementation of evidenced based attendance interventions --Attendace Support personnel --Incentives and rewards This action is aimed at improving the red performance level for chronic absenteeism on the California School Dashboard.	$57,000.00	Yes
3.3	School Psychologist	Employ a school psychologist to provide special education services and assessments as well as overall SEL support for identified students.	$80,000.00	No
3.4	Homeless and Foster Youth Support	Provide needed support for homeless and foster youth through the H/F liaison including, but not limited to, the following: --Bus passes and transportation support --School uniforms --Basic Needs --Community Services and Connections	$10,000.00	Yes
3.5	School Culture	Improve overall school culture and strengthen relationships through the following: --Professional Development related to culture, equity, relationship building and inclusion --Student/Staff Engagement Events	$62,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Family Engagement	Provide multiple opportunities for family engagement and education through events and trainings. Options include, but are not limited, to the following: Family Forums Family Education Cultural Events	$15,000.00	Yes
3.7	Communications, Marketing, and Recruitment	Ensure ongoing communication and recruitment through the following: --High Quality Website --Targeted Marketing and Advertising --Family Communication Tools --Recruitment Events	$50,000.00	No
3.8	Resource Centers	Operate three, well maintained resource centers in locations where students live in order to promote a sense of belonging and increase attendance due to proximity.	$177,560.00	No
3.9	Mental Health Partnerships	Continue to provide access to mental health partnerships such as, but not limited to, Harmonium.	$7,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$505,455	$9,379

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
21.410%	0.000%	$0.00	21.410%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Support and Intervention **Need:** As a Dashboard Alternative School, School wide Title 1, and with an unduplicated count of 88%, the majority of students need support in one or more content areas. **Scope:**	By providing academic support in core content areas, students will have greater access to the support needed to graduate. The action is LEA Wide, as Ingenuity is a one school LEA.	California School Dashboard Performance Indicator in ELA and Math Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	**Action:** Hands On Science Instruction **Need:** Students have demonstrated a need for hands on learning to ensure engagement in the content area of Science and imprive attendance. **Scope:** LEA-wide	Through Educational Partner input, students and families have indicated a high degree of engagement during science labs. This allows Ingenuity staff to customize science content to best support the academic needs and language needs of students.	CAST scores Science course completion rates
1.7	**Action:** Professional Learning **Need:** Unduplicated student needs incudes the need for well trained teachers, especially in the areas of trauma informed practices, language acquisition, internvetion, and engagement. **Scope:** LEA-wide	Professional learing will enhance teacher capacity and positively impact academic progress and student engagement. With an unduplicated count of over 88%, all teachers employed at Ingenuity work with unduplicated students.	Academic performance indicators Graduation Rate English Learner Progress Indicator
2.1	**Action:** Academic and Intervention Counseling **Need:** Increased monitoring and support of academic progress and improved graduation rate. **Scope:**	88% of students at Ingenuity are unduplicated. Most of these students face significant barriers to academic success and graduation. There is a need for additional academic counseling services to for monitoring and support. this support incudes counseling, family outreach, community connections, and additional monitoring for specific student groups.	Course completion rates and graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Career Technical Education and Exploration **Need:** Unduplicated students are in need of alternative pathways to graduation and beyond. **Scope:** LEA-wide	By providing opportunities for CTE courses and pathways, student can fulfill graduation requirements and create post secondary possibilities for themselves.	Graduation Rate College and Career Indicator
2.3	**Action:** Educational Enrichment **Need:** Unduplicated students face additional barriers to academic engagement. **Scope:** LEA-wide	Educational enrichment opportunities provide students with engaging experiences such as field trips, outdoor activities and in person content area workshops. With an unduplicated count of over 88%, this should be provided to all students versus limiting to only unduplicated students.	Academic Performance Indicators Graduation Rate Chronic Absenteeism
2.5	**Action:** Senior Activities and Graduation Support **Need:** The current graduation rate at Ingenuity is 66% and a red indicator on the California School Dashboard. Ingenuity is in CSI and Differentiated Assistance based on graduation rate. **Scope:**	Seniors have demonstrated a need for increased outreach and engagement in order to complete courses and maintain engagement. These activities and outreach need to take place for all seniors in order to promote increased graduation rate.	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Post-secondary Possibilities **Need:** Unduplicated students face significat barriers to attending college and securing career options. **Scope:** LEA-wide	By supporting unduplicated students with other post secondary options, scholarships, etc. their chances for further success are increased.	College and Career Indicator
3.1	**Action:** Social Emotional Learning Curriculum **Need:** As a Dashboard Alternative School, students at Ingenuity are faced with challenges, barriers, and collective trauma. It is essential to provide social emotional learning on a regular basis using evidenced based materials and strategies. **Scope:** LEA-wide	Through the implementation of an SEL curriculum, students will have access to ongoing learning and supplemental resources for selected at risk students.	California Healthy Kids Survey data will be used to monitor the effectiveness of this action.
3.2	**Action:** Attendance Monitoring, Support and Incentives **Need:** Current attendance rate is at 69%. In addition the Chronic Absentee rate on teh California School Dashboard is in the red level with a	With an unduplicated count of over 88%, it is critical that the attendance supports are provided to all students, especially English Learners, low income, and foster youth.	Average Daily Attendance Chronic Absentee Rate on the California School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rate of 84%. Attendance is a critical factor in academic achievement and graduation. **Scope:** LEA-wide		
3.5	**Action:** School Culture **Need:** Socioeconomically disadvantaged and hispanic youth are underperforming in multiple measures on the California School Dashboard such as graduation rate. **Scope:** LEA-wide	With staff well trained in equity practices, trauma responsive care, and relationship building students will feel more connected to school. This connectedness is directly related to attendance rates as well as overall performance.	Graduation Rate Academic Performance on California School Dashboard Attendance Rates
3.6	**Action:** Family Engagement **Need:** Unduplicated student and their families are in need of additional support and education in order to improve engagement, academic performance, and attendance. **Scope:** LEA-wide	With an unduplicated count of over 88%, it is critical that the families receive support and these supports are provided to all students, especially English Learners, low income, and foster youth.	Attendance rate Chronic Absentee Rates Graduation Rates
3.9	**Action:** Mental Health Partnerships **Need:**	As a single school LEA with 250 students, these services are often needed by many students.	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As a DASS school, many students at Ingenuity are in need of additional mental health services that are beyond the scope of educational staff. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Language Development **Need:** A need has been identified to ensure high quality designated and integrated ELD instruction and to provide one on one and small group support based on language proficiency level. **Scope:** Limited to Unduplicated Student Group(s)	As a single site LEA, this action is LEA wide as all English learners are at the one school (LEA)	English Learner Progress Indicator and Reclassification Rates
3.4	**Action:** Homeless and Foster Youth Support **Need:**	Bus passes will assist students in getting to school, thus improving attendance. Other supports meet students' basic needs, thus increasing their chances of success. Regular check ins with families will better identify student	Academic performance as measured by CASPP and MAP scores Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Some Homeless/Foster Youth have struggled to attend school on a regular basis. They also have demonstrated difficulty in completing courses in a timely manner. **Scope:** Limited to Unduplicated Student Group(s)	and family needs so that the school can most effectively support and intervene.	

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.

Additional staff have been hired to provide direct support to students based on a greater than 55% unduplicated student count at Ingenuity (single site LEA). This staff include an EL assistant who supports English Learners in small group and one-on-one settings.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:83
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,360,801	505,455	21.410%	0.000%	21.410%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,979,737.91	$588,112.00	$0.00	$469,055.00	$3,036,904.91	$2,205,844.91	$831,060.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fully Credentialed Staff	All	No			All Schools	Ongoing	$864,677.91	$0.00	$864,677.91				$864,677.91	
1	1.2	Standards Aligned Core Curriculum	All	No			All Schools	Ongoing	$0.00	$175,000.00	$175,000.00				$175,000.00	
1	1.3	Academic Support and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$364,500.00	$35,000.00	$20,000.00	$160,000.00		$219,500.00	$399,500.00	
1	1.4	Hands On Science Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.5	Academic Assessments	All	No			All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.6	Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$120,000.00	$45,000.00	$165,000.00				$165,000.00	
1	1.7	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$5,000.00	$15,000.00		$5,000.00	$25,000.00	
1	1.8	Classroom/Student Materials and Supplies	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.9	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$399,145.00	$0.00		$283,112.00		$116,033.00	$399,145.00	
2	2.1	Academic and Intervention Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$268,522.00	$0.00	$155,000.00			$113,522.00	$268,522.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Career Technical Education and Exploration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$5,000.00	$55,000.00				$55,000.00	
2	2.3	Educational Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$30,000.00	$35,000.00				$35,000.00	
2	2.4	Digital Infrastructure, Devices, and Content	All	No			All Schools		$0.00	$90,000.00	$90,000.00				$90,000.00	
2	2.5	Senior Activities and Graduation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$10,000.00	$7,000.00			$5,000.00	$12,000.00	
2	2.6	Post-secondary Possibilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.1	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$7,000.00	$57,000.00				$57,000.00	
3	3.3	School Psychologist	Students with Disabilities	No			All Schools		$80,000.00	$0.00		$80,000.00			$80,000.00	
3	3.4	Homeless and Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$60,000.00	$12,000.00	$50,000.00			$62,000.00	
3	3.6	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$10,000.00			$5,000.00	$15,000.00	
3	3.7	Communications, Marketing, and Recruitment	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.8	Resource Centers	All	No			All Schools		$0.00	$177,560.00	$177,560.00				$177,560.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Mental Health Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,360,801	505,455	21.410%	0.000%	21.410%	$565,000.00	0.000%	23.933 %	**Total:**	$565,000.00
								LEA-wide Total:	$390,000.00
								Limited Total:	$175,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.4**	Hands On Science Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	**1.6**	Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$165,000.00	
1	**1.7**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.1**	Academic and Intervention Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
2	**2.2**	Career Technical Education and Exploration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
2	**2.3**	Educational Enrichment	Yes	LEA-wide	English Learners Foster Youth	All Schools	$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Senior Activities and Graduation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
2	**2.6**	Post-secondary Possibilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	**3.1**	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	**3.2**	Attendance Monitoring, Support and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
3	**3.4**	Homeless and Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
3	**3.5**	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
3	**3.6**	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.9**	Mental Health Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,876,904.91	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Fully Credentialed Staff	No	$864,677.91	
1	**1.2**	Standards Aligned Core Curriculum	No	$175,000.00	
1	**1.3**	Academic Support and Intervention	Yes	$239,500.00	
1	**1.4**	Hands On Science Instruction	Yes	$25,000.00	
1	**1.5**	Academic Assessments	No	$7,500.00	
1	**1.6**	Language Development	Yes	$165,000.00	
1	**1.7**	Professional Learning	Yes	$25,000.00	
1	**1.8**	Classroom/Student Materials and Supplies	No	$50,000.00	
1	**1.9**	Support for Students with Disabilities	No	$399,145.00	
2	**2.1**	Academic and Intervention Counseling	Yes	$268,522.00	
2	**2.2**	Career Technical Education and Exploration	Yes	$55,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Enrichment	Yes	$35,000.00	
2	2.4	Digital Infrastructure, Devices, and Content	No	$90,000.00	
2	2.5	Senior Activities and Graduation Support	Yes	$12,000.00	
2	2.6	Post-secondary Possibilities	Yes	$2,000.00	
3	3.1	Social Emotional Learning Curriculum	Yes	$5,000.00	
3	3.2	Attendance Monitoring, Support and Incentives	Yes	$57,000.00	
3	3.3	School Psychologist	No	$80,000.00	
3	3.4	Homeless and Foster Youth Support	Yes	$10,000.00	
3	3.5	School Culture	Yes	$62,000.00	
3	3.6	Family Engagement	Yes	$15,000.00	
3	3.7	Communications, Marketing, and Recruitment	No	$50,000.00	
3	3.8	Resource Centers	No	$177,560.00	
3	3.9	Mental Health Partnerships	Yes	$7,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$565,000.00	$0.00	$565,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Academic Support and Intervention	Yes	$20,000.00			
1	1.4	Hands On Science Instruction	Yes	$25,000.00			
1	1.6	Language Development	Yes	$165,000.00			
1	1.7	Professional Learning	Yes	$5,000.00			
2	2.1	Academic and Intervention Counseling	Yes	$155,000.00			
2	2.2	Career Technical Education and Exploration	Yes	$55,000.00			
2	2.3	Educational Enrichment	Yes	$35,000.00			
2	2.5	Senior Activities and Graduation Support	Yes	$7,000.00			
2	2.6	Post-secondary Possibilities	Yes	$2,000.00			
3	3.1	Social Emotional Learning Curriculum	Yes				
3	3.2	Attendance Monitoring, Support and Incentives	Yes	$57,000.00			
3	3.4	Homeless and Foster Youth Support	Yes	$10,000.00			
3	3.5	School Culture	Yes	$12,000.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Family Engagement	Yes	$10,000.00			
3	**3.9**	Mental Health Partnerships	Yes	$7,000.00			

2025-26 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)
2,152,213		0%	0.000%	$0.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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