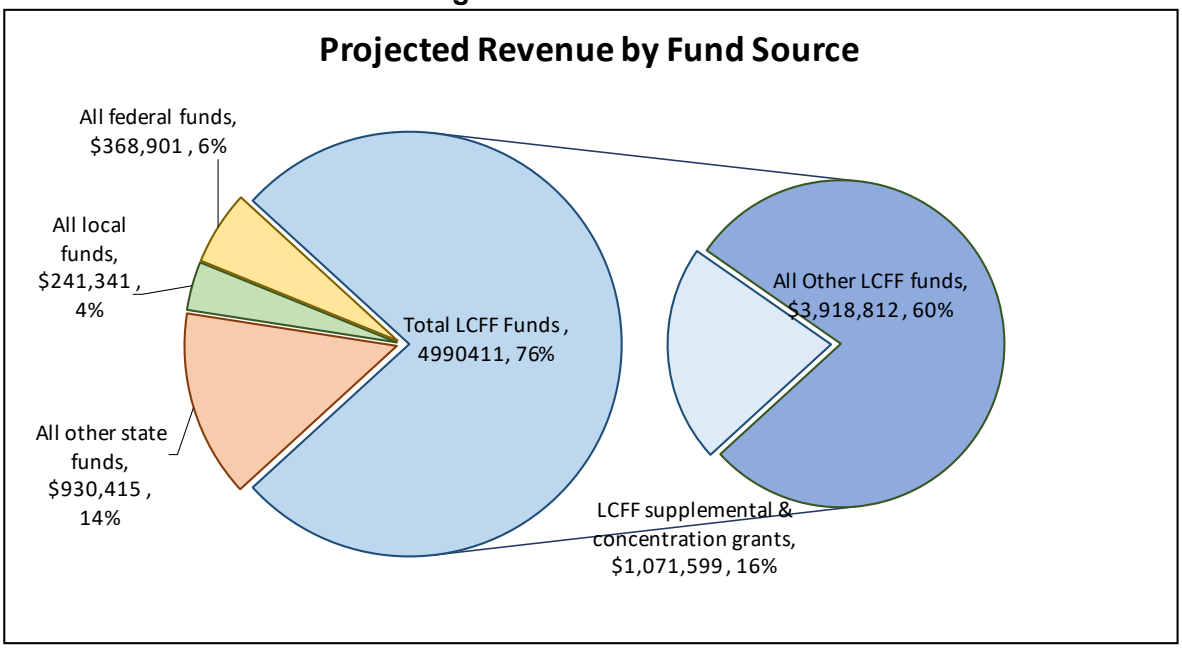
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Invictus Academy of Richmond
CDS Code: 07 10074 0137026
School Year: 2026-27
LEA contact information: Shawn Benjamin, sbenjamin@invictusofrichmond.org, 510-994-0888

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).

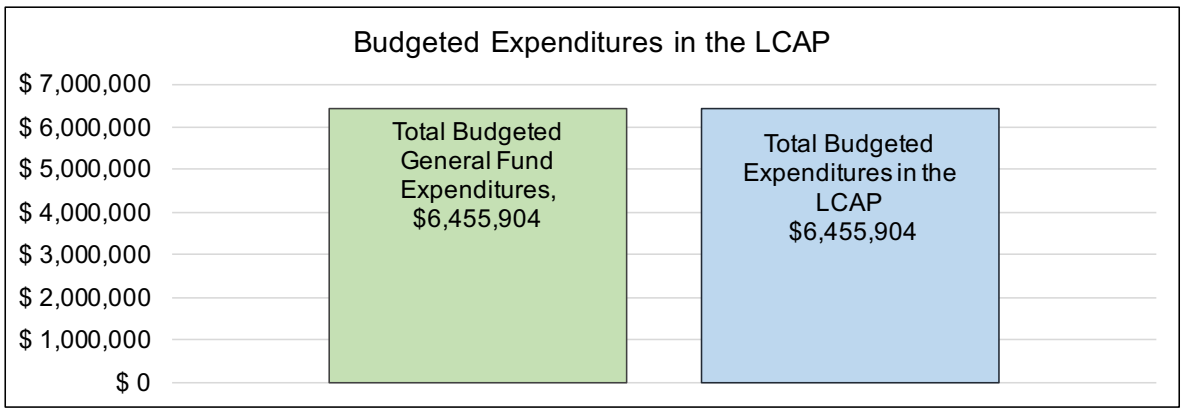
Budget Overview for the 2026-27 School Year



This chart shows the total general purpose revenue Invictus Academy of Richmond 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 Invictus Academy of Richmond is $6,531,068.00, of which $4,990,411.00 is Local Control Funding Formula (LCFF), $930,415.00 is other state funds, $241,341.00 is local funds, and $368,901.00 is federal funds. Of the $4,990,411.00 in LCFF Funds, $1,071,599.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



LCFF Budget Overview for Parents

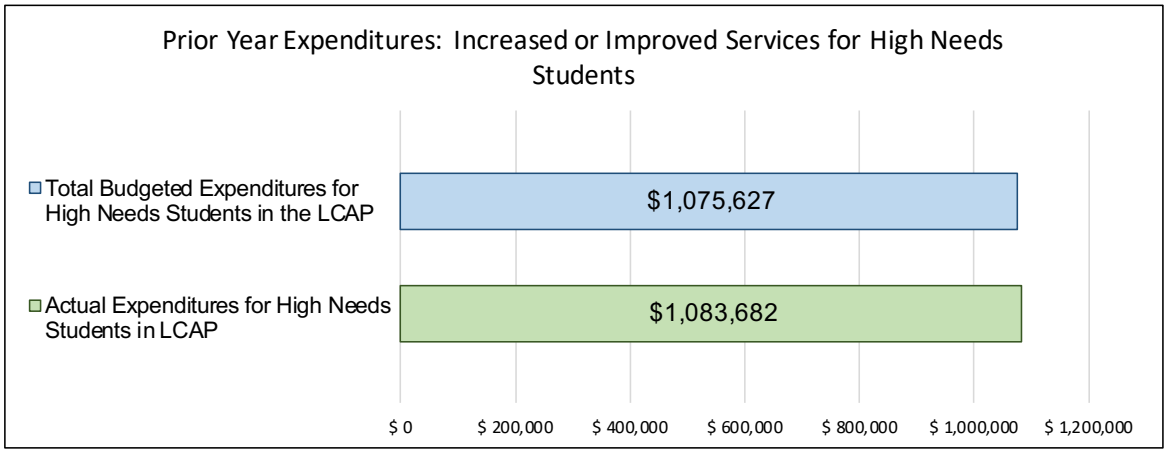
This chart provides a quick summary of how much Invictus Academy of Richmond plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Invictus Academy of Richmond plans to spend $6,455,904.00 for the 2026-27 school year. Of that amount, $6,455,904.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Invictus Academy of Richmond is projecting it will receive $1,071,599.00 based on the enrollment of foster youth, English learner, and low-income students. Invictus Academy of Richmond must describe how it intends to increase or improve services for high needs students in the LCAP. Invictus Academy of Richmond plans to spend $1,071,599.00 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Invictus Academy of Richmond budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Invictus Academy of Richmond 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, Invictus Academy of Richmond's LCAP budgeted $1,075,627.00 for planned actions to increase or improve services for high needs students. Invictus Academy of Richmond actually spent $1,083,682.00 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
Invictus Academy of Richmond	Shawn Benjamin, Executive Director	sbenjamin@invictusofrichmond.org, 510-994-0888

Plan Summary 2026-2027

General Information

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

Invictus Academy of Richmond is a 7th-12th grade independent public charter school located in El Cerrito, CA and is authorized by Contra Costa County Office of Education. Invictus typically serves about 400 students, primarily coming from Richmond and San Pablo.

Invictus's mission is to prepare 100% of students to thrive in the colleges of their choice, solve relevant problems, and communicate with confidence. Invictus' instructional program focuses on core math and literacy instruction. Other core components of the program include personalized learning for middle school students, a period devoted to social and emotional learning, and a tutoring block for academically struggling students. Academic classes are aligned to all state standards, with courses designed to prepare students to thrive in rigorous, collegiate classes by the time they graduate high school.

Invictus's vision and model is anchored by 7 pillars:

1. Great teaching drives student learning
2. Students learn and grow most in a rigorous, relevant, data-driven college preparatory curriculum
3. Students are regularly challenged to think critically and problem solve creatively
4. Intentional use of technology to personalize student learning
5. Students thrive within purposeful structures that cultivate strong academic habits
6. Students experience greater success when they exist as part of a caring community
7. Close partnership with parents

During the 2025-2026 school year, using Census Day data, Invictus served 399 students in grades 7-12, with 82.4% socioeconomically disadvantaged students, 1.3% homeless, 0% foster youth, 33.1% English Learners, and 18% of students qualifying for special education services. Enrollment by ethnicity includes 77.7% Hispanic or Latino, 10.3% African American, 4.5% White, 3.3% Two or More Races, 1% Asian, 2% Filipino, 0.8% American Indian or Alaska Native, and .5% Pacific Islander.

The funding generated through the LCFF is dedicated to improve the learning outcomes for all students. In addition, the LCAP is focused on the use of funds and the actions and services dedicated to English Learners, socioeconomically disadvantaged students, and foster youth. Schools receive additional funding based on the unduplicated count of students who qualify in one of these three groups. For each student in one or more of those three categories, schools receive a “supplemental grant.” In 25-26, 85% of students were in one or more of those three groups and thus also received a “concentration grant.” Invictus does not receive Equity Multiplier funding.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Invictus Academy of Richmond which is the Schoolwide Program; herein referred to as the LCAP. The plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: Invictus will foster a safe and positive school culture and climate; Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school; Invictus Academy will ensure parents are informed about their child’s progress and have opportunities to be involved at the school.

Invictus completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting students, parents/guardians, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies, which will be implemented in the LCAP to address those areas of opportunity. Based on feedback from our educational partners during the engagement process, the following goals, metrics, actions, and budgeted expenditures were influenced or developed.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council and the District English Learner Advisory Council (DELAC). The Parent Advisory Council will meet as needed to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year. The decisions will take into account the needs of Invictus Academy of Richmond based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of

supplemental federal funds and the development of policies on basic core services. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children.

Invictus does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Dashboard Performance:

English Language Arts (ELA): Overall performance increased by 5.3 points, moving Invictus to the “Yellow” performance level. Similar growth was observed among Hispanic and socioeconomically disadvantaged students with a 5.2 point and 6.7 point increase respectively, also resulting in a yellow indicator. Significant growth was observed among English Learners with a 15.2 point increase; however, being 56.9 points below results in an orange indicator on the dashboard. On the other hand, Long-Term English Learners and students with disabilities had a significant decline in performance with a 12 point and 12.1 point decrease respectively, resulting in both groups receiving a red subgroup indicator. All groups have a negative DFS, so ELA improvement remains a target for Invictus.

Mathematics: Overall performance increased by 8.4 points, moving Invictus to the “Yellow” performance level. Socioeconomically disadvantaged students also received a yellow with an 8.4 point increase. English Learners, Hispanic, and students with disabilities all received an orange subgroup indicator on the dashboard. While students with disabilities had the largest improvement with 10.7 points, being 181.5 points below standard results in the orange indicator. Long-term English Learners (LTELs) decreased by 2 points and were 174.5 points below standard, resulting in a red subgroup indicator. All groups have a negative DFS, so math improvement remains a target for Invictus.

Graduation Rate: Invictus received an orange indicator for its graduation rate, with 86.6% of students graduating, representing a 7% decline from the prior year. Invictus only received subgroup indicators for Hispanic and socioeconomically disadvantaged students. These were both orange as well and 85.7% and 86.9% respectively. While Invictus is focused on improving these rates, it is notable that 100% of graduates were UC/CSU eligible.

Chronic Absenteeism: Overall chronic absenteeism rate declined by 14.6 percentage points, resulting in a yellow indicator. There are three subgroups for this indicator and all three received an orange: English Learners, Hispanic, and socioeconomically disadvantaged students. These groups had a similar performance, but were impacted by falling under the 3x5 versus 5x5 grid. If they had been evaluated on the 5x5 grid, they would have been in the yellow. While there has been a significant decline, this still remains an area for growth for Invictus.

College-Career Readiness: This was Invictus's first year receiving a color on this indicator. Invictus received a yellow with 64.2% of students being considered prepared. There were two subgroups who received a color with this indicator – Hispanic and socioeconomically disadvantaged. Both also received yellow. In an effort to realize the mission, this is a focus for Invictus.

Suspension Rate: Suspension rates declined overall for all students and most subgroups, resulting in a yellow indicator. The suspension rate for Hispanic students increased by .1 percentage points resulting in an orange. The suspension rate for students with disabilities increased by 1.8 percentage points, resulting in a red indicator. Improving in this area still remains a focus for Invictus.

Lowest Performance Student Groups:

The LCAP includes required actions to address the need for improvement related to ELA performance, math performance, and suspension rate on the 2025 Dashboard.

ELA: LTELs and students with disabilities (See Action #s 1.3, 1.4, 1.5, 1.6, and 1.7)

Math: LTELs (See Action #s 1.2, 1.3, 1.4, 1.6, and 1.7)

Suspensions: Students with disabilities (See Action #s 2.1 and 2.3)

Learning Recovery and Emergency Block Grant.

Invictus has unexpended LREBG funds for the 2026-2027 school year. LREBG funded actions may be found in Goal #1, Action #s 1.2, 1.3, and 1.5. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Invictus was identified as eligible for differentiated assistance for 2025-2026 based on academic (ELA and math) and school climate (suspension) outcomes for students with disabilities on the 2025 Dashboard.

In partnership with the Santa Clara County Office of Education (SCCOE), Invictus engaged in several improvement efforts to investigate and address areas of identified need including:

1. Conducted an in-depth analysis of quantitative and qualitative data to determine root causes of the equity gap regarding academic outcomes and the higher suspension rate for students with disabilities

2. Identified several evidence-based practices/interventions to address identified challenges

3. “Tested” several practices/interventions using PDSA (Plan, do, study, act) cycles to determine if they have a positive impact for students with disabilities

4. Developed an implementation and monitoring plan for 2026-2027 as reflected in the LCAP.

Actions intended to address academic challenges are included in Goal 1. Actions to address school climate challenges are included in Goal 2. SCCOE will support Invictus with implementation in 2026-2027 and provide additional technical assistance as needed.

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.

Invictus Academy of Richmond has not been identified as being eligible for comprehensive support and improvement.

Support for Identified Schools

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

Invictus Academy of Richmond has not been identified as being eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Invictus Academy of Richmond has not been identified as being eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers provided (and continue to provide) feedback during regular staff meetings on Mondays and Thursdays, through our weekly staff survey that staff are requested to complete each Thursday after PD, and two formal staff surveys (12/19/25 and 5/14/26). Teachers are requested to provide feedback related to student needs, possible actions to address needs, and any potential updates to the LCAP.
Principal	Data is reviewed at weekly leadership and senior leadership team meetings to monitor and support LCAP implementation and identify potential adjustments to actions being provided. The 2026-2027 draft was shared with the current principal for review and feedback, as well as the incoming principal who will be responsible for implementing the 2026-2027 plan. Input was requested related to student needs, possible actions to address needs, and potential updates to the LCAP.
Administrators	Data is reviewed at weekly leadership and senior leadership team meetings to monitor and support LCAP implementation and identify potential adjustments to actions being provided. Input was requested related to student needs, possible actions to address needs, and potential updates to the LCAP. As with other staff, administrators provided (and continue to provide) feedback during regular staff meetings on Mondays and Thursdays, through our weekly staff survey that staff are requested to complete each Thursday after PD, and two formal staff surveys (12/19/25 and 5/14/26).
Other School Personnel	Other school personnel provided (and continue to provide) feedback during regular staff meetings on Mondays and Thursdays, through our weekly staff survey that staff are requested to complete each Thursday after PD, and two formal staff surveys (12/19/25 and 5/14/26). Other school personnel are requested to provide feedback related to student needs, possible actions to address needs, and any potential updates to the LCAP.
Parents/Guardians, Parent Advisory Council (PAC), and District English Learner Advisory Committee (DELAC)	The HAAI presented the 2025-2026 LCAP Mid-Year Update to the PAC, DELAC, and other families on 1/13/26 and requested input to inform the 2026-2027 LCAP. Families were also invited to attend the 1/28/26 Board meeting where this would be reviewed again to provide additional feedback. The 2026-2027 LCAP was presented to the PAC and DELAC on 5/19/26 and families were invited to the public hearing happening on 5/27/26. The executive director responded, in writing, to comments received from the PAC and DELAC. Families also shared feedback through the semesterly family survey, school events, and one-on-one meetings.
Students & Student Advisory Council (SAC)	Surveyed students each semester to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. Presented LCAP to the SAC for feedback on 5/19/26. The executive director responded, in writing, to comments received from the PAC and DELAC. Students were invited to attend the LCAP public hearing on 5/27/26.
SELPA	Invictus's DMTSS has a weekly standing meeting with our SELPA program specialist and regular meetings with our SELPA program technician. Collaboration supports reviewing data for SWDs to identify areas of challenge, root causes, and specific need; identifying specific actions in the LCAP to address students needs; and identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWDs. The SELPA was specifically consulted on the 2026-2027 LCAP on 5/21/26.
Public Comment	The LCAP will be posted to support public comment on 5/22/26, prior to the 5/27/26 public hearing.
Public Hearing	The public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP on 5/27/26.
LCAP, Budget Adoption, and Location Indicator Report to Board of Directors	The LCAP, budget, and reported local indicator data will be adopted as a non-consent item at the 6/3/26 Board meeting.

Insert or delete rows, as necessary.

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

The LCAP was influenced by feedback from educational partners in the following areas:

Goal 1

Following reflection on the implementation and outcome data from the 2025–2026 school year, we identified the need to maintain Goal 1 while strengthening the quality and consistency of implementation. Feedback gathered through educational partner engagement with families, students, and staff informed a review of accomplishments, ongoing challenges, and priorities for continuous improvement. Primary areas of focus within Goal 1 include Curriculum and Instruction, Professional Development and Coaching, and Response to Intervention.

Math outcomes and feedback from external consultants motivated the decision to invest in a new High-Quality Instructional Material (HQIM) for the 2026–2027 school year. Invictus will adopt Illustrative Mathematics 360 to provide teachers with stronger instructional resources and supports aligned to improving math achievement. To support successful implementation, the math team will participate in six days of professional development provided by Imagine Learning. Trending strong staff retention will support the school's ability to implement these actions with greater consistency and fidelity.

Educational partner feedback also reflected strong family satisfaction with the rigor and academic expectations of the program, reinforcing the continued importance of Goal 1 and its aligned actions. In response to ongoing student achievement needs, Invictus will continue its focus on data-driven instruction and intervention practices. During the 2026–2027 school year, the school will utilize dashboard and progress monitoring systems to specifically identify 11th and 12th grade students who are at risk of failing courses or falling off track for graduation. Bi-monthly meetings involving the College Access Counselor, Academic Counselor, and members of the Grade Level and Leadership Teams will support timely interventions and targeted student supports to ensure all students remain on track to graduate.

Invictus will also continue to provide designated ELD services for students who require additional language development support while strengthening integrated ELD practices across all classrooms. Personalized learning tools, weekly professional development focused on integrated ELD strategies, and ongoing data review protocols will support improved outcomes for English Learners. Additionally, the school will fully implement bi-monthly COST meetings with six-week intervention cycles led by the Director of MTSS. Through these cross-functional meetings, staff will identify students in need of additional academic, behavioral, or social-emotional support and coordinate interventions to better meet individual student needs.

Goal 2

Following reflection on implementation and outcome data from the 2025–2026 school year, we identified the need to maintain Goal 2 while strengthening the consistency and effectiveness of implementation. Feedback gathered through educational partner engagement with

families, students, and staff informed a review of accomplishments, ongoing needs, and priorities for continuous improvement. Primary areas of focus within Goal 2 include Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS).

Educational partner feedback reflected continued positive perceptions of school communication, safety, and overall school culture. Families shared that they value the strong communication from the school and the sense of safety students experience on campus. At the same time, feedback reinforced the importance of continuing to prioritize and strengthen communication systems and school safety practices to ensure these areas remain strong as the school community evolves. Families also noted a shift in their experiences during the 2025–2026 school year as the culture team was impacted by the departure of the Assistant Principal and Dean of Students. Staff feedback reflected an overall positive perception of staff culture, with teachers reporting that they feel supported and have access to the resources needed to be successful, while also identifying opportunities to improve role clarity and communication of information. This feedback supports continued efforts to foster a positive staff culture, with an added emphasis on strengthening shared norms and expectations as the professional community continues to grow.

In response to educational partner feedback and implementation reflections, Invictus plans to simplify and increase the frequency of its positive incentive systems during the 2026–2027 school year. Through the implementation of a culture calendar and more consistent PBIS celebrations, students will have more frequent opportunities to be recognized, celebrated, heard, and connected to the school community.

Invictus also plans to expand extracurricular opportunities available to students by growing both athletics and club offerings. During the 2026–2027 school year, the school will offer five weekly student clubs in addition to continued growth in athletics programming. The school believes that increased opportunities for students to participate in clubs, sports, and passion-based activities will strengthen students' sense of belonging, improve school connectedness, and positively impact attendance.

The school will also continue its strong focus on family engagement while expanding opportunities for families to build relationships with the school community before the school year begins. Invictus plans to add two summer orientation nights for families to align expectations, communicate school offerings, and welcome families into the school community prior to the first day of school. Monthly family engagement opportunities will continue throughout the year, including opportunities for families to participate in classroom walkthroughs and school discussions.

Goal 3

Following reflection on implementation and outcome data from the 2025–2026 school year, we identified the need to maintain Goal 3 while continuing to strengthen the quality and consistency of implementation. Feedback gathered through educational partner engagement with families, students, and staff informed a review of accomplishments, ongoing needs, and priorities for continuous improvement. Educational partner feedback reflected continued appreciation for the school's strong focus on college readiness and postsecondary preparation, reinforcing the importance of continuing Goal 3 and its aligned actions.

Staff observed a reduction in college programming during the 2025–2026 school year, which the school attributes to the mid-year departure of the College Access Counselor. This position has been filled for the 2026–2027 school year, and the school is confident it will be able to restore and continue expanding programming in support of Goal 3 and the school's mission.

As part of these improvements, the school plans to strengthen the alignment of 11th grade Advisory with graduation readiness and college preparation skills. This will include targeted math intervention and support designed to help students meet 11th grade CAASPP mathematics expectations while also preparing students for the ACT and other college entrance exams.

In addition to gathering feedback from current educational partners, the school has also begun collecting feedback from alumni from its first two graduating cohorts to better understand how effectively the program prepared students for college and career success. This alumni feedback will help inform future programming, supports, and continuous improvement efforts related to postsecondary readiness and long-term student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school.	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), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As many of our students come to us below grade level, we must invest heavily in instructional resources and supports that will ensure accelerated academic growth and readiness for college. We are committed to ensuring all students are prepared to enter college and have exposure to career opportunities. We will measure the effectiveness of 1.1 Curriculum & Instruction, 1.2 Assessments, 1.4 Special Education, 1.5 Professional Development and 1.6 Intervention/Tutoring through metrics 1.5 NWEA MAP Reading and Math, 1.6 CAASPP ELA and Math, 1.7 CAST assessments, 1.3 standards implementation, and 1.4 access to a broad course of study. We will measure the effectiveness of 1.3 English Language Development through metrics 1.8 English Learner Progress Indicator and 1.9 Reclassification rate. We will measure the effectiveness of 1.8 Core Academics through 1.1 % of teachers fully credentialed and 1.2 students with access to their own copies of standards-aligned instructional materials for use at school and at home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers fully credentialed and appropriately placed Data Source: SARC	60.9% credentialed/ properly placed ("effective") Data Year: 21-22	45.7% credentialed/ properly placed (“effective”) Data Year: 22-23 Note: Revision in this cell to correct inaccurate reporting	36.5% credentialed/ properly placed (“effective”) Data Year: 23-24	100%	Decline of 24.4 percentage points

1.2	% of students have access to their own copies of standards aligned instructional materials for use at school and at home Data Source: Local Indicators	100% Data Year: 23-24	100% Data Year: 24-25	100% Data Year: 25-26	100%	Maintained
1.3	% implementation of all adopted standards Data Source: Local Indicators	100% Data Year: 23-24	100% Data Year: 24-25	100% Data Year: 25-26	100%	Maintained
1.4	Access to a broad course of study Data Source: Local Indicators	100% Data Year: 23-24	100% Data Year: 24-25	100% Date Year: 25-26	100%	Maintained
1.5	NWEA Map in Reading and Math Data Source: NWEA MAP Report	Reading CGI: 0.0 Math CGI: +0.3 Data Year: Spring 23-24	Reading CGI:+ 0.1 Math CGI: +0.3 Data Year: Spring 24-25	Reading CGI: +0.3 Math CGI: 0 Data Year: Spring 25-26	On average, students will make at least one year of progress on the NWEA MAP in both reading and math.	Reading: +0.3 Math: -0.3

1.6	ELA and Math CAASPP Data Source: CA Dashboard DFS	2023 ELA: All Students: -15.0 EL: -78.9 SED: -24.9 SWD: -106.3 Af Am: 39.4 Hispanic: -36.1 White: 32.9 2023 Math: All Students: -78.6 EL: -132.9 SED: -85.8 SWD: -169.2 Af Am: -65.4 Hispanic: -89.7 White: -14.2	2024 ELA: All Students: -23.7 EL: -72.1 LTEL: -87.7 SED: -28.0 SWD: -101.5 Af Am: -42.4 Hispanic: -31 White: n/a 2024 Math: All Students: -107.6 EL: -151.0 LTEL: -172.5 SED: -114.2 SWD: -192.2 Af Am: -137.6 Hispanic: -114.2 White: n/a	2025 ELA: All Students: -18.3 EL: -56.9 LTEL: -99.7 SED: -21.3 SWD: -113.6 Af Am: -43.6 Hispanic: -25.8 White: 31.5 2025 Math: All Students: -99.2 EL: -145 LTEL: -174.5 SED: -105.8 SWD: -181.5 Af Am: -125.9 Hispanic: -114.1 White: 5.7	ELA and Math achievement, as measured on the CAASPP, will improve, both schoolwide and for all significant subgroups, until the DFS is equal to or greater than the state.	ELA: All Students: -3.3 EL: +22 LTEL: Not available SED: +3.6 SWD: -7.3 Af Am: -4.2 Hispanic: +10.3 White: -1.4 Math: All Students: -20.6 EL: -12.1 LTEL: Not available SED: -20 SWD: -12.3 Af Am: -60.5 Hispanic: -24.4 White: +19.9
1.7	CA Science Test (CAST): % Met Data Source: DataQuest CAST Summative	26.89% Data Year: Spring 2023	21.9% Data Year: Spring 2024	20.15% Data Year: Spring 2025	Science achievement, as measured on the CAST, will improve, both schoolwide and for all significant subgroups, until the % Met is equal to or greater than the state.	Decline of 6.74 percentage points

1.8	English Learner Progress Indicator (ELPI) Data Source: CA Dashboard English Learner Progress Indicator	55.7% Data Year: 2022-23	34.6% Data Year: 2023-24	43.3% Data Year: 2024-2025	ELPI will increase until it is equal to or higher than the state average.	Decline of 12.4 percentage points
1.9	EL Reclassification Rate Data Source: Internal SIS Demographics Data	7.83% Data Year: 2023-24	2% Data Year: 2024-25 (as of 5/16/25)	3% Data Year: 2025-2026 (as of 5/15/26)	15%	Decline of 4.83 percentage points

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Invictus made significant progress in implementing our planned actions while adapting to emerging needs and challenges through the year.

Action 1.1 Core Academics/High Quality Teachers - While Invictus is currently demonstrating a decline with metric 1.1 due to the lagging nature of the data, Invictus has made significant progress with improving staff knowledge of credentialing requirements and implementing processes to ensure ongoing monitoring and progress towards earning a clear credential. In addition, current staff retention looks strong for the 2026-2027 year, which will provide an opportunity to build on the staff current skillset to further improve effectiveness in their roles.

Action 1.2 Curriculum and Instruction - Implementing the GLEAM framework has been correlated with an improvement in results on the NWEA Reading MAP. While NWEA Math MAP results demonstrate the expected year of growth, overall achievement results continue to indicate a need for greater improvement. Thus, Invictus is pursuing a new math curriculum for 2026-2027.

Action 1.3 Data-Driven Instruction - A data dashboard review process was embedded into grade level and department team meetings, providing a way for teachers to review student level and aggregate data trends to inform support. Staff continue to need additional support with translating available data into actionable next steps.

Action 1.4 English Language Development - The DMTSS has been able to provide more monitoring and support of our ELs and LTELs this year. Teachers continue to request additional support with implementing support for MLLs. There is a plan to build on this work next year. Invictus has not received 2025-2026 summative results yet, but are looking forward to reviewing the results to continue to inform the work.

Action 1.5 Special Education - The SpEd team has utilized available SELPA training and SELPA staff to support increased SpEd knowledge. Improved SpEd compliance still remains an area of focus. Having the DMTSS and SpEd program specialist return this year will allow for these individuals to build on their knowledge and leverage improved processes to support improved compliance outcomes.

Action 1.6 Professional Development and Coaching - The development of an Instructional Leadership Team (ILT) has supported in broadening the scope of professional development and making it more responsive to data and feedback.

Action 1.7 Response to Intervention - The DMTSS was not able to implement the COST process as planned due to being new to her role and other staff members turning over in their roles. There is a foundation for her to build on the pieces that she was able to implement this year that will be instrumental in making RTI more effective at Invictus for the 2026-2027 school 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.

N/A

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

Based on our analysis of the metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #1, as demonstrated by both quantitative and qualitative indicators.

Action 1.1 Core Academics/High Quality Teachers - Metric 1.5 demonstrates that students on average are achieving the expected amount of growth. Metrics 1.2, 1.3, and 1.4 demonstrate that students have access to the standards-aligned materials and a broad course of study; however, metric 1.1 still indicates that more is needed to ensure teachers are able to be designated as high quality teachers.

Actions 1.2 Curriculum and Instruction, 1.3 Data-Driven Instruction, & 1.6 Professional Development and Coaching - Metric 1.5 demonstrates that students are generally learning, however metrics 1.6 and 1.7 demonstrate that achievement of grade level standards is still an area of growth. While ELA has had more growth with EL students, socioeconomically disadvantaged students, and Hispanic students demonstrating an improvement in results from baseline with the 2025 California School Dashboard. On the other hand, only White students have improved their results in math when comparing results from the baseline with the 2025 California School Dashboard.

Action 1.4 English Language Development - Metrics 1.8 and 1.9 demonstrate a decline, but don’t sufficiently illustrate the impact of the 2025-2026 work as they both are measuring outcomes from the 2024-2025 school year. Local data, including NWEA MAP Reading results, indicate that improvement should be visible for the 2026 California School Dashboard.

Action 1.5 Special Education - Metrics 1.6 and 1.7 illustrate a decline in performance from baseline; however, math results on the 2025 California School Dashboard as compared to the 2024 California School Dashboard demonstrate an improvement.

Action 1.7 Response to Intervention - Metric 1.5 demonstrates that on average students received the appropriate support needed to grow their learning the anticipated amount based on baseline data established at the beginning of the school 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.

Invictus will continue to drive towards goal #1 (Invictus Academy will ensure that all students are academically prepared for college and career by the time they graduate high school). Based on the data from last year and the feedback from stakeholders we will make specific changes to address gaps by the time they graduate high school. Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle:

Actions Modifications:

Action 1.2 - Invest in a new math curriculum to support further improvement in math outcomes. Invictus will adopt a HQIM, Illustrative Math 360, to provide teachers with the resources and support needed to improve math performance. We also will have 6 days of professional development from Imagine Learning to support the math team with implementation.

Action 1.3 - We will continue the data driven instruction focus and utilize the dashboard to specifically target 11th and 12th graders who are in danger of failing a class. With this data driven approach we hope to catch 11th and 12th grade students quickly so we can provide supports to see improvement and ensure 100% of students graduate. These meetings will happen bi-monthly with the College Access Counselor, the Academic Counselor, and members of the Grade Level and Leadership Teams.

Action 1.4 Invictus will continue to offer designated ELD to students who need that support and will supplement with personalized learning tools and integrated ELD strategies in all classrooms. Weekly professional development sessions will explicitly train teachers on integrated ELD strategies and data review to ensure our English Learners are growing.

Action 1.7 - We will fully implement COST meetings bi-monthly with 6 week intervention cycles and review in order to meet the needs of all students. Through the COST program we will identify students who need additional support and leverage a cross functional team to meet those needs. This will be led by our DMTSS.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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	Core Academics/High Quality Teachers	Maintain a strong teaching and school leadership team and provide core academic supplies and services to promote core academics.	$1,840,162	N

1.2	Curriculum and Instruction	High quality, standards-aligned curricular materials, including scope and sequences, unit plans, and daily lesson materials. -Achievement First as foundation and teachers encouraged to make strategic adjustments. -College Board Resources support Advanced Placement courses. -Student Chromebooks -Variety of technology tools and applications, including licenses for IXL, GoGuardian, EdPuzzle, NearPod, Zoom In progress in 2024-2025: ● Integrate note-taking and the demonstration of work in math and science classrooms, utilizing rubrics to assess and guide student performance New to 2025-2026 ● Increase student's technical literacy ● Increase availability of supplemental materials to address standards and cover any gaps in curriculum ● Increase alignment with curriculum and across classrooms In progress in 2025-2026: ● Implement curriculum and instruction aligned with GLEAM framework **LREBG Action** New to 2026-2027: ● Use LREBG funds to Invest in new math curriculum to support further improvement in math outcomes. This is aligned with the allowable uses of funds identified in EC Section 32526(c)(2) because it supports evidence-based strategies and academic interventions designed to improve pupil outcomes and address learning recovery needs and it addresses needs identified through the LEA's needs assessment pursuant to EC Section 32526(d), which identified below-expected math performance and achievement gaps among student groups, including English Learners, Hispanic, and SWD's. ● Invest in six days of professional development from Imagine Learning to support implementation of the new curriculum LREBG Funds supporting this action: $ 30,000	$40,103	N

1.3	Data Driven Instruction	Utilize a combination of internal and external assessments, formative and summative, to monitor learning. -Unit assessments -NWEA MAP Reading and Math Dean of Curriculum and Instruction to provide PD to staff on assessments, such as rubrics, and meaningful feedback. In progress in 2024-2025 ● Align instruction with CAASPP ● NWEA MAP / CAASPP investment lessons and videos ● Identification of ELPAC growth targets for each EL ● Subgroup analysis of EL performance on NWEA MAP Growth assessments as compared to school overall performance New to 2025-2026 ● Increase the frequency and effectiveness of data-driven conversations ● Improve data analysis for assessments ● Increase frequency and efficacy of formative assessments ● Incorporate practice ELPAC assessments **LREBG Action** New to 2026-2027 ● Ensure meetings happen bi-monthly with the College Access Counselor, the Academic Counselor, and members of the Grade Level and Leadership Teams ● Use LREBG funds to develop and maintain a data dashboard to enable early and timely identification of students who are at risk of failing courses, including Hispanic and SED students. This is aligned with the allowable uses of funds identified in EC Section 32526(c)(2) because it supports evidence-based strategies and targeted interventions for at-risk students,to improve pupil outcomes. It addresses needs identified through the school's needs assessment pursuant to EC Section 32526(d), which identified concerns related to course completion, credit attainment, and graduation readiness among secondary students. By identifying students early and providing timely supports, the school expects to improve academic performance, increase graduation rates, and ensure students remain on track to graduate.	$198,352	Y

		LREBG Funds supporting action: $15,000		

1.4	English Language Development	Director of Student Support oversees ELD programming and student supports. Integrated ELD: Teachers implement strategies and employ tools to support English learners. Designated ELD: Personalized Learning Time with specific lessons for EL's ; Support for newcomers. Professional Development for ELs: Ongoing strand of p.d. focused on strategies to support English learners. Includes Integrated and Designated ELD, Universal Design for Learning (UDL), Grade level teams collaboration to support English learners, Data review. Newcomer Supports: Teacher strategies for translation and accessibility of materials, discussion-based small group pull-out supports. Long Term English Learner Supports: Director of Student Supports will monitor Long Term English Learner data and provide individualized supports as needed to ensure they are making progress towards English language proficiency. Students and parents will receive information about the importance of taking and trying one's best on the ELPAC, so that students can move towards qualification for reclassification as fluent English proficient. In progress in 2024-2025 ● Scaffolded opportunities to engage in English language development in every classroom New to 2025-2026 ● Retitled Director of Students Supports to encompass combo of SpEd and MLL support with other student support via Director of Multied-Tierred Systems of Support (DMTSS) ● Increase professional development for EL instruction with a focus on data ● Improve monitoring of LTEL performance ● Increase opportunities for Designated ELD ● Educate students and families on the relationship between ELPAC performance and the reclassification process New to 2026-2027	$58,608	Y

		• Weekly professional development sessions will explicitly train teachers on integrated ELD strategies and data review to ensure our English Learners are growing		

1.5	Special Education	Inclusion Model General Education collaboration meetings weekly or biweekly Special Education teachers and aides support in the classroom with individual students or cohorts of students in a class. For Occupational Therapy and Speech Therapy, students are pulled out of class as needed Professional development on Special Education Regular collaboration between special education and general education staff Director of Special Education to coordinate and support. In progress in 2024-2025 ● Focus on students with IEPs/504s as targeted subgroups for making progress New to 2025-2026 ● Retitled Director of Special Education to encompass combo of SpEd and MLL support with other student support via Director of Multied-Tierred Systems of Support (DMTSS) ● Increase professional development for SPED instruction and accommodations ● Increase professional development for instructional aides, focused on providing instructional support ● Continue to ensure compliance requirements are met In Progress 2025-2026 ● Added Program Specialist role to support SpEd program management in light of consolidated DMTSS ● Participating in differentiated support through SCCOE regarding improved academic and school climate outcomes for SWDs **LREBG Action** New in 2026-2027 ● Use LREBG funds to maintain the Program Specialist role to support Special Education program management of students.	$921,717	N

		This is aligned with the allowable uses of funds identified in EC Section 32526(c)(2) because it supports evidence-based strategies and targeted interventions for at-risk students,to improve pupil outcomes. It addresses needs identified through the school's needs assessment pursuant to EC Section 32526(d), which identified concerns related to academic performance of students with disabilities. Maintaining the Program Specialist role is expected to increase service coordination, compliance, student support, and academic outcomes for students receiving Special Education services. LREBG Funds supporting this action: $68,928		

1.6	Professional Development and Coaching	Teacher and staff professional development Two weeks of summer professional development for teachers regarding instruction, culture, and operations to foster a safe and positive school culture and climate Weekly professional development for teachers regarding school and classroom practices that create a positive and safe school culture. P.D. Focus Areas: NWEA MAP analysis after each administration Special Education English Language Development PBIS & Restorative Practices Instructional Coaching: Weekly 1:1 coaching, observation/feedback cycles, and coaching meetings to all staff in support of instructional and classroom culture techniques In progress in 2024-2025 ● Explicit Professional Development about CAASPP and teacher knowledge of CAASPP blueprints ● Provide a differentiated PD cadence to address students talking more about what they are learning and using academic language ● Instructional coaches focus on scaffolding for reading and student talk in the classroom, and how teachers manage classroom culture to hold high expectations for academics and learning ● Monitor student grade distribution by course and incorporate into reflection and planning during instructional coaching sessions ● Explicit teacher professional development in differentiated classroom support for English Learners ● Classroom coaching support to identify expanded opportunities for students to demonstrate mastery of standards-based assignments New to 2025-2026	$371591	Y

		● Retitled Director of Special Education to encompass combo of SpEd and MLL support with other student support via Director of Multied-Tierred Systems of Support (DMTSS) ● Increase Summer PD sessions focused on instructional readiness and on implementing and leveraging positive behavior systems ● Include progress checks on student culture in fall PD ● Establish a meeting cadence between Academic Counselor and DCIs ● Add an Instructional Leadership Team This action uses $15,232 of Title II funds.		

1.7	Response to Intervention	Response to Intervention NWEA MAP Reading and Math data inform instruction and intervention through a structured protocol for reviewing data Grade Level teams and Director of Student Supports collects referrals for students who are struggling MS-intervention classes built into schedule HS-afterschool homework center for designated students based on weekly levels of missing work In progress in 2024-2025 ● Increased targeted support for students who are below or approaching standards ● Focus on English Learners and students with IEPs/504s as targeted subgroups for making progress ● Strategic grouping and scheduling to allow students to maximize in-classroom learning time ● A dedicated Senior Graduation Success Team to monitor students who are at risk of not graduating, progress, interventions, supports, and family communication, and to identify needs and action steps ● Dedicated senior elective space for students completing remediation and credit recovery to offer on-campus time, space, and support for completion ● Seniors at risk of not graduating are enrolled in weekly Homework Center after school sessions to receive staff support with assignment completion ● Small group tutoring after school and during lunch to support seniors in need of additional support to pass their classes ● Spring Break Academic Boot camp for students who need to improve their grades ● Summer school in June for seniors who still need to graduate New to 2025-2026 ● Offer credit recovery for all high school grade levels to ensure students stay on track for graduation ● Implement COST (Coordination of Supports Team) for Tier 1 supports and train staff on the COST process ● Improve results and effectiveness of Personalized Learning	$110,630	Y

		New to 2026-2027 • We will fully implement COST meetings bi-monthly with 6 week intervention cycles and review in order to meet the needs of all students. This action uses $68,255 of Title I funds.		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Invictus will foster a safe and positive school culture and climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning), 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.

While we have made great gains in fostering a safe and positive school culture and climate, there is still work to be done to improve our chronic absenteeism and suspension rates. We will measure the effectiveness of actions 2.1 PBIS and 2.4 Student Well Being through metrics 2.6 student survey and 2.5 staff survey on sense of belonging and safety. We will measure the effectiveness of 2.2 Restorative Practice through metrics 2.3 Suspension rate and 2.4 Expulsion rate. We will measure the effectiveness of 2.3 Student Enrichment and 2.6 Attendance Initiatives through metrics 2.1 Attendance rate and 2.2 Chronic Absence rate. We will measure the effectiveness of 2.5 SST Process through metrics 2.7 Dropout rate and 2.8 Graduation rate. Effectiveness of 2.7 Health and Safety will be measured by 2.9 Facilities in Good Repair.

Measuring and Reporting Results

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

2.1	Attendance Rate (ADA) Data Source: SIS Attendance Reports	All Students: 89.9% EL: 88.8% FRPM Free: 88.5% SWD: 89.2% African American: 88.2% Hispanic: 89.4% Two or More Races: 96.7% White: 91.3% Data Year: 2023-24 (as of 3/29/24)	All Students: 88.3% EL: 89.7% FRPM Free: 87.8% SWD: 87.3% African American: 87% Hispanic: 88% Two or More Races: 92.7% White: 87.8% Data Year: 2024-2025 (as of 4/23/25)	All Students: 89.8% EL: 89.5% FRPM Free: 89.4% SWD: 89.7% African American: 86.7% Hispanic: 90.1% Two or More Races: 89.6% White: 90.4% Data Year: 2025-2026 (as of 3/30/26)	ADA will improve until it reaches at least 95%.	All Students: Decline of 0.1 percentage point EL: Increase of 0.7 percentage point FRPM Free: Increase of 0.9 percentage point SWD: Increase of 0.5 percentage point African American: Decrease of 1.5 percentage points Hispanic: Increase of 0.7 percentage point Two or More Races: Decrease of 7.1 percentage points White: Decrease of 0.9 percentage points

2.2	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: SIS Attendance Reports	All Students: 34.5% EL: 37.7% FRPM Free: 41.2% SWD: 36.1% African American: 45.8% Hispanic: 36.3% Two or More Races: 0.0% White: 31.8% Data Year: 2023-24 (as of 3/29/24)	All Students: 41.5% (for 7-8 grade only/Dashboard rate: 31.3%) EL: 39.4% FRPM Free 46.2% SWD: 39.5% African American:43.1% Hispanic: 42.6% Two or More Races: 17.6% White: 57.1% Data Year: 2024-25 (as of 4/23/25)	All Students: 32.7% (for 7-8 only/Dashboard rate: 22.4%) EL: 31.9% FRPM Free: 37.5% SWD: 29.2% African American: 42.9% Hispanic: 31.7% Two of More Races: 45.5% White: 31.2% Data Year: 2025-2026 (as of 3/30/26)	Chronic Absenteeism will decrease for all students and all numerically significant subgroups until a green indicator is achieved on the dashboard.	All Students: Improvement of 1.8 percentage points EL: Improvement of 5.8 percentage points FRPM Free: Improvement of 3.7 percentage points SWD: Improvement of 6.9 percentage points African American: Improvement of 2.9 percentage points Hispanic: Improvement of 4.6 percentage points Two of More Races: Increase of 45.5 percentage points White: Improvement of .6 percentage points
2.3	Dropout Rate Data Source: 2023-4 Calpads 8.1c Report	MS Dropout Rate: 0% HS Dropout Rate: .43% Data Year: 2022-23	MS Dropout Rate: 0% HS Dropout Rate: 0.32% Data Year: 2023-24	MS Dropout Rate: 0% HS Dropout Rate: 0.99% Data Year: 2024-2025	Strive to maintain a dropout rate of 0%	MS: Maintained HS: Increase of .56 percentage point

2.4	Suspension Rate for all students and all numerically significant subgroups Data Source: CALPADS *SED counts can be inconsistent on the 8.1 ODS reports and may not reflect correct information for students who enrolled after Census Day	All Students: 9.3% EL: 8.85% SED: 9.51%* SWD: 11.11% African American: 25% Hispanic: 7.21% Two or More Races: 0.0% White: 9.09% Data Year: 2023-24 (as of 3/29/24)	All Students: 7.64% EL: 6.87% FRPM Free: 8.19% SWD: 14.29% African American: 6.9% Hispanic: 7.04% Two or More Races: 21.05% White: 9.52% Data Year: 2024-25 (as of 4/23/25)	All Students: 5.85% EL: 3.70% FRPM Free: 5.54% SWD: 8.97% African American: % Hispanic: % Two or More Races: % White: % Data Year: 2024-25 (as of 5/22/25)	Suspensions will decrease, both schoolwide and for all numerically significant subgroups, until a green indicator is achieved on the dashboard.	
2.5	Expulsion Rate Data Source: CALPADS	All Students and all significant student subgroups: 0% Data Year: 2023-24 (as of 3/29/24)	0.4% Data Year: 2024-25 (as of 4/23/25)	All Students and all significant student subgroups: 0% Data Year: 2025-26 (as of 3/30/26)	Strive to maintain an expulsion rate of 0%	Maintained

2.6	Staff Survey: % of teachers who respond agree or strongly agree to survey questions on: • feeling of belonging Data Source: Staff Well-Being Survey Report	Belonging: 73% Data Year: 2023-24	Belonging: 90% Data Year: 2024-25	Belonging: 79.1% Data Year: 2025-26	The percent of staff who respond agree or strongly agree to the survey questions on the listed topics will increase until it reaches at least 90%.	Increase of 6.1 percentage points
2.7	Student Survey: % of students who respond agree or strongly agree to the following survey questions: • they belong at Invictus • their classes are safe and under control Data Source: Student Survey Agreement Summary	58% of students agree with the statement: "I feel like I belong at this school." 77% of students agree with the statement: "My classes are safe and under control." Data Year: 2023-24	76% of students agree or strongly agree with the statement "I feel like I belong at this school" 74% of students agree with the statement: "My classes are safe and under control." Data Year: 2024-2025	66% of students agree or strongly agree with the statement "I feel like I belong at this school" 80% of students agree with the statement: "My classes are safe and under control." Data Year: 2025-2026	The percent of students who respond agree or strongly agree to the survey questions on the listed topics will increase until it reaches at least 90%.	Increase of 8 percentage points Increase of 3 percentage points

2.8	Family Survey: % of respondents who agree or strongly agree to survey questions on: • school safety • feeling of belonging Data Source: Family Survey Results	94% parents agree or strongly agree that school is safe 94% agree or strongly agree that they feel well-informed Data Year: 2023-24	92.2% of families agree or strongly agree that school is safe 95.1% agree or strongly agree that they feel well-informed Data Year: 2024-2025	76% of families agree or strongly agree that school is safe 91% agree or strongly agree that they feel well-informed Data Year: 2025-2026	The percent of families who respond agree or strongly agree to the survey questions on the listed topics will increase until it reaches at least 90%.	Decrease of 18 percentage points Decrease of 3 percentage points
2.9	Family Survey Participation Data Source: Family Survey Results	47% Data Year: 2023-24	84% Data Year: 2024-2025	54% Data Year: 2025-2026	The percent of families who respond to the semester survey will increase until it reaches at least 90%.	Increase of 7 percentage points

2.10	Staff Culture Survey: % of respondents who agree or strongly agree to survey questions: This year, I have had opportunities at work to learn and grow. I feel like I am part of the school's community. I would recommend working at this school to others	90% agree/strongly agree: This year, I have had opportunities at work to learn and grow. 60% agree/strongly agree: I feel like I am part of the school's community. 50% agree/strongly agree: I would recommend working at this school to others Data Year: 2023-2024	83% agree/strongly agree: This year, I have had opportunities at work to learn and grow. 90% agree/strongly agree: I feel like I am part of the school's community. 55% agree/strongly agree: I would recommend working at this school to others Data Year: 2024-25	75% agree/strongly agree: This year, I have had opportunities at work to learn and grow. 79.1% agree/strongly agree: I feel like I am part of the school's community. 25% agree/strongly agree: I would recommend working at this school to others Data Year: 2025-26	The percent of staff who respond agree or strongly agree to the survey questions on the listed topics will increase until it reaches at least 90%.	Decrease of 15 percentage points Increase of 19.1 percentage points Decrease of 25 percentage points
2.11	School Facilities are in “Good Repair” Data Source: Facilities Inspection Report	98.15% Data Year: 2023-24	96.06% Data Year: 2024-25	95.42% Data Year: 2025-2026	90% or higher	Decline of 2.73 percentage points, but meeting goal

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Invictus made significant progress in implementing our planned actions while adapting to emerging needs and challenges through the year.

Action 2.1 PBIS - While Invictus has clear structures and systems in place for implementing the PBIS model, turnover in the AP of Culture and Climate and Dean of Students roles this year has impacted the ability of the action to be implemented as planned.

Action 2.2 Student Enrichment - We have learned that this area needs a clear holder to oversee its effective implementation and ensure that elements of our program are not limited to individual staff initiatives. Unfortunately, the AP of Culture and Climate originally hired to oversee this work resigned and by the time we had a new AP of Culture and Climate it was difficult to reestablish all of the elements that were originally intended.

Action 2.3 MTSS & Student Well-Being - As previously noted, the original AP of Culture & Climate hired to oversee the implementation of this action resigned and the current AP of Culture & Climate did not get to implement the action with its full intention.

Action 2.4 Staff Culture - Staff continue to appreciate the camaraderie associated with the Golden Phoenix award. While initiatives have been helpful, they have not been enough to counteract the impact of staff turnover this year.

Action 2.5 Family Communication & Engagement - Attendance communication with families has been strong, as correlated with improved student attendance outcomes. While overall communication efforts have not been implemented to the level of fidelity as past years, we do consider this to still be a strong aspect of our program.

Action 2.6 Health, Safety, and Operations - This action continues to be implemented effectively and with fidelity.

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.

N/A

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

Based on our analysis of the metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #1, as demonstrated by both quantitative and qualitative indicators.

Actions 2.1 PBIS and 2.2 Student Enrichment - Metric 2.7 continues to demonstrate an improvement in results from baseline, but still falls short of our goal. Feedback from staff have noted the impact of staff departures on PBIS implementation and student enrichment opportunities. A new Dean of Students in the currently vacant Dean of Students role and other returning staff on the culture team will support a returned focus to implement these actions as intended.

Action 2.3 MTSS and Student Well Being - Metrics 2.1, 2.2, 2.4, 2.5, and 2.7 demonstrate improvements in regards to the school culture that students experience at school. As noted previously, the DMTSS was new to her role and also impacted by other staff turnover impacting the ability to implement our MTSS structures as planned. This is essential for continuing to support students who need support beyond Tier 1.

Action 2.4 Staff Culture - This was somewhat effective as measured by 2.10 Staff Culture Survey. While feeling like a member of the community has improved from baseline, other results have continued to decline from prior years, which we attribute to the high staff turnover experienced this school year and ongoing vacancies.

Action 2.5 Family Communication and Engagement - This action was somewhat effective. Metrics 2.8 and 2.9 demonstrate a decline from prior years. While 2.8's communication metric is still above the goal of 90%, families expressed in our LCAP engagement sessions the desire for us to improve in this area.

Action 2.6 Health, Safety and Operations was effective as measured by 2.11 Facilities in Good Repair (95.42%).

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.

Our goal remains Invictus will foster a safe and positive school culture and climate. Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle:

Actions Modifications:

Action 2.1 - There is a system for positive incentives, but we need to simplify the system and increase the frequency of incentives. Students need to have more opportunities to be celebrated, connect, and be heard. Through a culture calendar, we plan to increase the frequency of our PBIS system so that there is less time between celebrations and rewards.

Action 2.2 - Our goal in 26-27 is to offer students more opportunities to participate in clubs, sports, and explore their passions. As a small school, our sports program is growing and our club offerings will be expanded to include 5 weekly clubs for students to opt into. We believe students who participate in extracurricular activities feel positive sentiment about the school and have something they are passionate and invested in at school besides their academic classes. We believe this will increase attendance and sense of belonging at Invictus.

Action 2.5 - This year we worked with an organization, 5Cs, which provides opportunities for family engagement and a platform to help families refine their advocacy skills. In 2025-2026 the cost was covered by a generous organization. After seeing the interest and benefit for our families, we will invest in continuing the program ourselves this year.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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	PBIS	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Key features of PBIS at Invictus: Clear and consistent expectations across 7-12th grade 4-step consequence ladder Merit/demerit system Extrinsic incentives such as free dress Intrinsic incentives such as positive reflections on progress, sharing positive data with families. Aim to maintain 3:1 positive to negative feedback ratio Supports for students in need, based on data. Celebrations and Recognition -Weekly Family Meeting (games, student of week) -Semester Awards -Core Value Award -MAP Growth Award Cultural Celebrations -Latino Heritage -Black History Implement increased restorative practices with respect to school discipline and PBIS -Pairing of PBIS and restorative justice practices -LSCI / RJ training for Deans and Campus Supervisors -Collaboratively build and maintain restorative assignments library (fighting, bullying; cyber) -Dean of Student Support to conduct restorative conferences -Revised student and family handbook to reflect restorative practices as our grounding philosophy	$332,116	Y

		-Utilizing Dean's List for tracking awards and consequences with staff to monitor and implement systems -Increase other means of correction for first-time offenses -Increase utilization of In-School Suspension in place of Out of School Suspension, and adopt restorative protocols for In-School Suspension -Robust response to intervention staff professional development In progress in 2024-2025 ● Established a school wide attendance initiative called Phoenix Fire Society where students at risk for high absenteeism receive mentorship and incentives from an adult on campus ● Middle School Field Trip wherein students earn eligibility through strong attendance; students at risk of becoming ineligible having 1:1 conferences with the Attendance Coordinator ● Short-term attendance incentives ● For students who have a first offense for vaping/possession, they will enroll in YVape and complete restorative work as an alternative to suspension New to 2025-2026 ● Increased positive behavior incentives, such as expanded school store offerings in MS and establishment of HS school store ● Increase alignment between the Dean's Office and classrooms ● Build time into school schedule dedicated to restorative conversations between students and students and staff to facilitate execution of school's vision In Progress 2025-2026 ● Added Assistant Principal of Culture & Climate to support data review and ensure the P in PBIS is implemented ● Added Restorative Justice Coordinator to ensure the restorative element in restorative practices is implemented to repair harm when the school community is impacted New to 2026-2027		

		● Simplify the PBIS system and increase the frequency of incentives ● Create a culture calendar to ensure there are more opportunities to be celebrated, connect, and be heard		
2.2	Student Enrichment	Electives/clubs: i.e. Chess Club, Movie Analysis, Sports Clubs, Gardening Club; Afterschool Robotics Club Student Leadership HS Afterschool Sports: three seasons, six sports Field trips: college visits every grade level, once per year, rotating through private, CSU, and UC so students will visit the campus of one of each type of school before senior year. In progress in 2024-2025 ● April Awareness month to educate students about positive measures they can take to reduce stress, with the intention of reducing harmful actions that can lead to suspension New to 2025-2026 ● Middle School athletics program ● Expand partnerships with community organizations to include Hidden Genius Project or Ryze, for example In Progress 2025-2025 ● Added Assistant Principal of Culture & Climate role to support overseeing these initiatives New to 2026-2027 ● Offer students more opportunities to participate in clubs, sports, and explore their passions; offerings will be expanded to include 5 weekly sport/clubs for students to opt into	$173,284	Y

2.3	MTSS and Student Well Being	Multi-Tiered System of Supports and Student Well Being Attendance Initiatives We work to ensure that our campus is a warm, welcoming environment so that students look forward to attending school. We understand that regular student attendance is crucial to a student's academic and social progress. In addition to providing a positive school environment, we have established tiered attendance systems and protocols to support regular school attendance. -Tier I includes positive attendance incentives and daily contacts made for any absent students. -Tier II supports begin once a student misses 3 classes within the week, with added outreach, action planning, and notifications provided. For students who previously had strong attendance but have dipped recently, we implement attendance success score cards, with incentives for positive attendance. -Tier III supports, which begin when a student is identified as chronically absent or truant, incorporate intensive supports and team-based monitoring that as needed can involve our formalized process of School Attendance Review Team (SART) potential referrals to our School Attendance Review Board (SARB). We work to ensure that our systems and process are followed with fidelity so that attendance barriers are addressed and families are equipped with resources to improve attendance. Student Support Team (SST) Process SST is a core practice within our Multi-Tiered System of Supports (MTSS), a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Our Director of Student Supports and Mental Health Clinician utilize the SST process to identify and provide support to students and/or families with specific needs pertaining to Homelessness, Foster Youth, Socioeconomic Status, or Language needs. As part of PBIS model, we promote student well-being through: -Weekly Family Meeting	$44,415	Y

		-Team building activities -Relationship building -Daily and weekly student trackers for behavioral incentives -Celebrations and recognition -Strong Tier One instruction -Supports for students informed by data -Awareness Campaigns related to emotional safety -Mental Health Clinician -Consults and advises teachers and staff with mental health needs -Runs professional development related to mental health issues -Provides individual and small group counseling -Referrals for counseling can be initiated, family conferences, SST process In progress in 2024-2025 ● In the moment morning calls trying to get students to attend school who are not present at the start of the day ● Continue utilizing alternate means of correction, specifically the use of intensive restorative assignments and practices, as well as engaging community education and counseling partners – particularly for first-time offenses and incidents that do not break schoolwide non-negotiables ● Continue building rapport and harnessing the power of staff/student relationships as a means of mentoring students who struggle to meet expectations ● School culture and education initiatives to support education and community: harmful language initiatives, respect initiative, anti-bullying initiative New to 2025-2026		

		● Adopt a Middle School SEL curriculum to implement in Phoenix Society In progress in 2025-2026 ● Added Assistant Principal of Culture & Climate role to support overseeing these initiatives, including reviewing data, culture scope and sequence planning, and advisory curriculum		
2.4	Staff Culture	We will promote a staff culture that is inclusive, professional, solutions oriented, and results-driven through: - Staff Celebration and Recognition -Weekly Kindness Cards -Monthly Staff Birthdays - Opportunities for Input - Staff Culture Survey -Weekly Staff Check Ins -Weekly Staff Surveys - Quarterly Coffee Chat with Principal - Staff Recruitment In Progress 2024-2025 ● Added a monthly staff recognition award	$174,926	N

2.5	Family Communication & Engagement	We will hold regular events to ensure all parents have the opportunity to gain information and/or provide feedback on school programs. Parent Engagement Coordination between front office and leadership teams Regular coffee and Doughnuts with school leadership College Access night once per semester Cultural Celebrations Spanish translation provided as needed for events and meetings Regular communication with families regarding school information and individual student progress Weekly communication about student progress, including grades and NWEA MAP data Conduct parent-Advisor conferences (with students present) once per semester to inform parents about students' progress. Principal's Letter 1x / month with schoolwide updates Weekly report of student data sent to parents for signature School communications translated into Spanish In progress in 2024-2025 ● Improve student and family awareness of English Learner supports on campus ● Educate students and families on the relationship between ELPAC performance and the reclassification process ● Weekly message sent home (via the Dean's List communication platform) to students to ensure they are working to pass all their classes ● Family conferences for seniors at a high risk of not graduating and increase family communication for seniors at-risk of not graduating ● Communication with students and families to build awareness about the need for students to be in good standing to participate in traditional senior activities (e.g. countdown to graduation, participation in grad events)	$ 131,472	N

		● Schoolwide attendance trends discussed at monthly Coffee & Donuts meetings with parents, including education on the link between student achievement and wellbeing ● Family Conferences held twice per year and include a review of student attendance ● Maintain a schedule of communication with families regarding student attendance per guidelines established for 2024-25 school year ● Ongoing truancy interventions (texts, calls, letters, SART, & SARB) ● Conduct home visits and wellness checks for students of concern New to 2025-2026 ● Increase family education on the importance of school attendance and on available school supports New to 2026-2027 ● Invest in 5Cs partnership to continue opportunities for family engagement and refinement of advocacy skills		
2.6	Health, Safety & Operations	Invictus will continue to prioritize the health and safety of community members and ensure strong operations in support of our goals. We will ensure well maintained facilities following all health protocols per public health guidance with annual safety plan update and training.	$1,952,908	N

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Invictus students will be eligible, get accepted to, and be prepared to thrive in the college of their choice.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to ensure our students are eligible, get accepted to, and be prepared to thrive in the college of their course, we must provide a full program of college preparedness and support. We will measure the effectiveness of the 3.1 College Knowledge, 3.2 College Access, 3.3 College Visits, 3.4 Family Engagement for College Readiness, 3.5 College Counseling through metrics 3.1 UC/CSU Requirements, 3.2 11th Grade CAASPP/EAP, 3.3 AP Exam Scores, and 3.4 Graduation rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students on track/ graduates meeting the UC/CSU entrance requirements	100% Data Year: 23-24	100% Data Year: 24-25 Note: Data updated here from 97% to 100% to align with finalized graduate outcomes from the summer	84% (Projection as of 5/21/26) Data Year: 25-26	The percent of students on track to or graduates meeting the UC/CSU entrance requirements will increase until it reaches at least 90% schoolwide and for all numerically significant subgroups	Decline of 16 percentage points

3.2	% of 11th graders demonstrating readiness for college on CAASPP ELA and Math assessments Data Source: Dataquest CAASPP	ELA Prepared (Level 4-Exceeded): 21.31% Approaching Prepared (Level 3-Met): 24.59% Math Prepared (Level 4-Exceeded): 11.48% Approaching Prepared (Level 3-Met): 22.95% Data Year: 22-23	2024 ELA: Prepared (Level 4-Exceeded): 12.63% Approaching Prepared (Level 3-Met): 28.42% 2024 Math: Prepared (Level 4-Exceeded): 4.23% Approaching Prepared (Level 3-Met): 9.52%	2025 ELA: Prepared (Level 4-Exceeded): 16.67% Approaching Prepared (Level 3-Met): 28.33% 2025 Math: Prepared (Level 4-Exceeded): 3.39% Approaching Prepared (Level 3-Met): 22.03%	The percent of 11th graders demonstrating readiness for college on CAASPP ELA and Math assessments will increase until it reaches at least 90% schoolwide and for all numerically significant subgroups.	ELA Prepared : Decline of 4.64 percentage points Approaching Prepared: Increase of 3.74 percentage points Math Prepared: Decline of 8.09 percentage points Approaching Prepared: Decline of 0.92 percentage points
3.3	% of AP Exam participants scoring a 3 or higher Data Source: College Board	12% Data Year: 22-23	37% Data Year: 23-24	42% Data Year: 24-25	The percent of AP Exam participants earning a 3 or higher will increase until it reaches at least 90% of participants.	Increase of 30 percentage points
3.4	High School Graduation Rate schoolwide and all numerically significant subgroups	93% as of June 4, 2024 Data Year: 23-24	90% as of May 30, 2025 Data Year: 2024-25	80% as of May 21, 2025 Data Year: 2025-2026	High school graduation rate will increase until it reaches at least 90% schoolwide and for all numerically significant subgroups.	Decline of 13 percentage points

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Invictus made significant progress in implementing our planned actions while adapting to emerging needs and challenges through the year.

Action 3.1 College Knowledge and Access - We continue to see positive outcomes among recent graduates, including successful college enrollment and persistence. Families have expressed appreciation for the level of college knowledge and support provided through both individualized advising and family-facing events related to the college application and financial aid process. At the same time, reflection on implementation highlighted a need to strengthen the scope and sequence of the Senior Seminar course to ensure students receive more cohesive and consistent support throughout the year.

Action 3.2 College Counseling - Students continued to have access to individualized academic and graduation counseling, and systems remained in place to monitor student progress toward graduation requirements. However, staffing transitions impacted implementation during the school year. The departure of the College Access Counselor created challenges in maintaining continuity of services and limited the capacity of the current College Access Counselor to fully implement all planned actions and supports. Reflection on the year also identified a continued need for earlier identification and intervention for students requiring credit recovery in order to better support on-time graduation and postsecondary readiness.

Action 3.3 College Visits - We successfully implemented one college campus visit for 10th grade students during the school year. Staffing transitions and capacity challenges limited the school's ability to implement additional college visits across all grade levels as originally planned. Despite these challenges, the school strengthened communication with students and families about the value and purpose of college visits, which contributed to strong student participation and engagement in the experience that was provided.

Action 3.4 Family Engagement for College Readiness - We continued to provide families with college readiness information and resources through multiple formats, including newsletters, live events, and virtual engagement opportunities. This multi-modal approach helped increase accessibility and ensured families had ongoing opportunities to engage in and support their student's postsecondary planning process.

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.

N/A

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

Actions 3.1 College Knowledge, 3.2 College Access, 3.3 College Visits, 3.4 Family Engagement for College Readiness, and 3.5 College Counseling were determined to be somewhat effective based on progress monitoring across multiple college and career readiness metrics, including 3.1 UC/CSU Requirements, 3.2 11th Grade CAASPP/EAP results, 3.3 AP Exam Scores, and 3.4 Graduation Rate. The school continued to see strengths in the support provided to students and families throughout the college knowledge and college application process, including individualized guidance and family engagement opportunities focused on postsecondary planning. While the school saw growth in AP performance outcomes, reflection on implementation and outcome data identified areas requiring continued attention and improvement. The percentage of graduates meeting UC/CSU A-G requirements declined compared to prior years, in part due to changes in graduation pathways for some students with disabilities that impacted A-G completion rates. Additionally, while the school anticipates improvement in graduation outcomes compared to the prior year, current data indicates the graduation rate will likely fall below the target. These reflections reinforced the importance of continuing to strengthen academic and college readiness systems while refining targeted supports for students. Priorities moving forward include strengthening the advisory and Senior Seminar scope and sequence, improving coordination of college and career readiness programming, and implementing earlier intervention systems for students who are not yet on track for graduation or postsecondary eligibility requirements.

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.

We will continue to focus on ensuring that Invictus students will be eligible, get accepted to, and be prepared to thrive in the college of their choice. Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle:

Actions Modifications:

3.2- In 11th grade, we will target the Advisory class to align more closely with the graduation and college preparation skills students need. This will include math intervention to support students in meeting the mathematics expectations on 11th grade SBAC and to prepare them for the ACT and other college entrance exams. In addition, we will partner with One Goal to develop a more targeted scope and sequence for our advisory curriculum, as well as increase access to college counseling for our students. One Goal continues to provide counseling support to students during their first year of college, which support us in achieving our mission of helping students thrive in the college of their choice.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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	College Knowledge & Access	We provide a weekly Advisory class for grades 9-12 for education and support in learning about and preparing for college: -Focus on college knowledge lessons -9-12 grade level scope and sequence -Small groups for personalization and connectedness College Counselor teaches a yearlong course for seniors to prepare them for college and support them with: -PSAT, SAT, and ACT Exams -A-G Aligned Graduation Requirements -Financial Aid -College Options -College Applications & Matriculation In progress in 2024-2025 ● Provide practice Mock AP tests that simulate the testing day experience to help students have a strong performance on testing day ● Ensure all students are on the A-G graduation track and monitor their path to graduation ● Ensure all students who could qualify for the the State Seal of Biliteracy are enrolled in an AP Language course New to 2025-2026 ● Revise 12th grade advisory scope and sequence ● Expand college awareness vertically to start in 7th grade and incorporate sessions on CCI, A-G eligibility and admissions requirements	$48,586	N

3.2	College Counseling	College Counselor works individually with students in grades 9-12 to: -Plan course sequence -Track graduation progress -Identify enrichment and credit recovery options as needed -Create a secondary education plan leading to living wage career -Track completion of college application and commitment process In progress in 2024-2025 ● Ensure all students are on the A-G graduation track and monitor their path to graduation New for 2026-2027: ● Use 11th grade Advisory class to focus on the graduation and college preparation skills students need. This will include math intervention to support students in meeting the mathematics expectations on 11th grade SBAC and to prepare them for the ACT and other college entrance exams. ● Partner with One Goal for advisory curriculum development support and increased access to college counseling for students	$38,586	Y
3.3	College Visits	Students engage in college visits to inspire them on their high school journey and inform their choices: -One campus visit per grade level -Rotation through private, CSU, and UC campus to ensure students visit each type prior to senior year	$16,000	Y

3.4	Family Engagement for College Readiness	We provide information and support to families including: -importance of college degree attainment -How the higher education system works -College entrance requirement -College options -College application process -Financial aid process In progress in 2024-2025 ● Family conferences for seniors at a high risk of not graduating and increase family communication for seniors at-risk of not graduating	$2,449	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

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
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.3 Data Driven Instruction	In reviewing the 2025 ELA and Math performance of our Socioeconomically Disadvantaged students, we find they continue to struggle with academic achievement. Socioeconomically Disadvantaged students performed 21.3 points below standard in ELA and 145 points below standard in Math, demonstrating a particularly significant need in mathematics. English Learner progress improved from the prior year, with 43.3% of English Learners making progress toward English language proficiency, resulting in Yellow performance on the English Learner Progress Indicator. However, this remains below the state average of 46.4%, so we continue to want to address this need.	Based on a review of student outcome data, including 2025 California School Dashboard results demonstrating that Socioeconomically Disadvantaged students performed 21.3 points below standard in ELA and 145 points below standard in Math, as well as continued performance needs for English Learners on the English Learner Progress Indicator, we have designed the 2026-2027 LCAP to implement strategies that effectively address learning gaps while promoting rigorous grade-level instruction. Through the use of data-driven instruction, ongoing progress monitoring, targeted intervention, and analysis of student performance data, staff will be better equipped to identify student needs and adjust instruction to improve outcomes in ELA, Math, and English language development. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and through personalized content designed to fill gaps and advance skills. These services are principally directed toward Socioeconomically Disadvantaged students and English Learners to address barriers experienced by many first-generation college students as they navigate pathways to college and career readiness, but are provided on a schoolwide basis because all students benefit from strong instructional systems and targeted academic support.	1.6 SBAC ELA and Math, 1.8 English Learner Progress Indicator, 1.9 Reclassification Rate

1.6 Professional Development and Coaching	In reviewing the 2025 ELA and Math performance of our Socioeconomically Disadvantaged students, we find they continue to struggle with achievement in both Mathematics and English Language Arts. Socioeconomically Disadvantaged students performed 21.3 points below standard in ELA and 145 points below standard in Math on the California School Dashboard Academic Indicator, demonstrating a particularly significant area of need in mathematics. On the English Learner Progress Indicator, the school demonstrated Yellow level performance in 2025, with 43.3% of English Learners making progress toward English language proficiency. Our Socioeconomically Disadvantaged students, English Learners, and Foster Youth students continue to need strong instructional systems, including teachers with well-developed skills in analyzing instructional data, personalizing instruction, implementing targeted intervention, and delivering rigorous grade-level content aligned to student needs. These student groups also benefit from dedicated administrator and instructional coaching support focused on continuous improvement in instructional practice, data-driven decision-making, and effective strategies for accelerating academic growth.	Based on a review of student outcome data, including 2025 California School Dashboard results demonstrating ongoing performance needs for Socioeconomically Disadvantaged students and English Learners in ELA, Mathematics, and English language development, we have designed the 2026-2027 LCAP to implement strategies that address learning gaps while maintaining access to rigorous grade-level instruction. Extensive professional development and instructional coaching will support staff in strengthening data-driven instructional practices, analyzing student performance trends, differentiating instruction, implementing targeted intervention, and effectively supporting multilingual learners and other historically underserved student groups. Coaching and professional learning will focus on improving Tier 1 instruction, responsive teaching practices, and the use of formative and summative data to adjust instruction and accelerate student growth. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers to academic achievement and college and career readiness, including the needs of many first-generation college students, but are provided on a schoolwide basis because all students benefit from strong instructional systems and high-quality teaching practices.	1.6 SBAC ELA and Math, 1.8 English Learner Progress Indicator, 1.9 Reclassification Rate

1.7 Response to Intervention	In reviewing the 2025 ELA and Math performance of our Socioeconomically Disadvantaged students, we find they continue to struggle with achievement in both Mathematics and English Language Arts. Socioeconomically Disadvantaged students performed 21.3 points below standard in ELA and 145 points below standard in Math on the California School Dashboard Academic Indicator, indicating continued areas of academic need, particularly in mathematics. On the English Learner Progress Indicator, the school demonstrated Yellow level performance in 2025, with 43.3% of English Learners making progress toward English language proficiency. These data points highlight the continued need for targeted academic intervention, strong Tier 1 instruction, and effective English language development supports to improve outcomes for historically underserved student groups.	Based on a review of student outcome data, including 2025 California School Dashboard results demonstrating continued performance needs for Socioeconomically Disadvantaged students and English Learners in ELA, Mathematics, and English language development, we have designed the 2026-2027 LCAP to implement strategies that effectively address learning gaps while maintaining access to rigorous grade-level instruction. Response to Intervention (RTI), including targeted intervention and tutoring supports, is a critical component of this work and will utilize ongoing analysis of student performance data to identify specific academic needs and provide timely, individualized support. Through progress monitoring, differentiated intervention, and strategic academic supports, students will receive additional opportunities to build foundational skills while continuing to engage in grade-level learning. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers to academic achievement and college and career readiness, including the needs of many first-generation college students, but are provided on a schoolwide basis because all students benefit from responsive instructional systems and targeted academic support.	1.6 SBAC ELA and Math, 1.8 English Learner Progress Indicator, 1.9 Reclassification Rate

2.1 PBIS	In 2025, Socioeconomically Disadvantaged students had a suspension rate of 9.2%, and English Learners had a suspension rate of 6.7%. Socioeconomically Disadvantaged students had a chronic absenteeism rate of 35.5%. In 2025-2026 survey data, 79.1% of students agreed/strongly agreed that they belong at Invictus, and 80% agreed/strongly agreed that their classes are safe and under control. Our students continue to need an evidence-based, tiered framework for supporting behavioral, academic, social-emotional, and mental health needs, coordinated and overseen by staff and supported by professional development. A well-implemented PBIS model contributes to a positive environment with consistent expectations, proactive supports, and targeted interventions so that students, particularly Socioeconomically Disadvantaged students, English Learners, and Foster Youth, can remain engaged, connected, and prepared to thrive.	Based on a review of student culture, climate, suspension, and attendance data, we see encouraging signs that our efforts to foster a positive school culture and climate are contributing to improved student engagement and reductions in chronic absenteeism, while also recognizing the continued need for additional growth in these areas. The implementation of Positive Behavioral Interventions and Supports (PBIS) is a key strategy in addressing these identified needs by creating clear behavioral expectations, reinforcing positive student behaviors, strengthening students' sense of belonging and connection to school, and providing tiered supports for students requiring additional intervention. Through proactive systems, restorative practices, targeted behavioral interventions, and relationship-centered approaches, PBIS supports improved attendance, reduced exclusionary discipline, and increased student engagement in learning. Key components of these efforts also include regular community-building events, recognition systems that celebrate student success, and ongoing professional development in Restorative Justice, PBIS, and Response to Intervention (RTI). These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers that may impact academic achievement, school connectedness, and college and career readiness, including the needs of many first-generation college students, but are provided on a schoolwide basis because all students benefit from a safe, supportive, and inclusive learning environment.	2.4 Suspension Rate; 2.7 Student Survey: belonging and safety; 2.2 Chronic Absentee rate

2.2 Student Enrichment	In reviewing student culture, climate, and engagement data, we continue to see the importance of providing students with meaningful opportunities to build connection, belonging, and engagement in the school community. In 2025, Socioeconomically Disadvantaged students had a suspension rate of 9.2%, English Learners had a suspension rate of 6.7%, and Socioeconomically Disadvantaged students had a chronic absenteeism rate of 35.5%, demonstrating improvement from prior years while also highlighting continued areas of need. Student perception data also reflected positive growth, with 79.1% of students in 2025-2026 agreeing or strongly agreeing that they belong at Invictus and 80% agreeing or strongly agreeing that their classes are safe and under control. While these improvements are encouraging, our students continue to benefit from opportunities to discover and develop interests, talents, and passions they may not otherwise be exposed to, including athletics, student leadership, enrichment opportunities, and student interest clubs. These opportunities help strengthen school connectedness, increase student engagement, support attendance, and contribute to a positive school culture that supports the academic and social-emotional success of all students, particularly Socioeconomically Disadvantaged students, English Learners, and Foster Youth.	Based on a review of student culture, climate, attendance, and engagement data, we see encouraging signs that our efforts to foster a positive school culture and climate are contributing to improved student belonging, perceptions of safety, and reductions in chronic absenteeism, while also recognizing the continued need for growth in student engagement and attendance outcomes. Student enrichment opportunities, including athletics, clubs, leadership opportunities, field trips, community-building events, and other extracurricular activities, play an important role in addressing these identified needs by increasing students' sense of connection to school, helping students discover and develop their interests and strengths, and fostering meaningful peer and adult relationships. These opportunities support the development of the whole child and contribute to improved attendance, engagement, motivation, and investment in school by helping students feel valued, connected, and successful within the school community. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers that may impact school connectedness, academic achievement, and college and career readiness, including the needs of many first-generation college students, but are provided on a schoolwide basis because all students benefit from access to enrichment opportunities and a strong sense of belonging within the school community.	2.4 Suspension Rate; 2.7 Student Survey: belonging and safety; 2.2 Chronic Absentee rate

2.3 MTSS and Student Well Being	In reviewing student culture, climate, and engagement data, we continue to identify the need for personalized supports that help students overcome barriers to consistent school engagement and success. In 2025, Socioeconomically Disadvantaged students had a suspension rate of 9.2%, English Learners had a suspension rate of 6.7%, and Socioeconomically Disadvantaged students had a chronic absenteeism rate of 35.5%, demonstrating improvement from prior years while also highlighting ongoing areas of need. Student perception data also reflected positive growth, with 79.1% of students in 2025-2026 agreeing or strongly agreeing that they belong at Invictus and 80% agreeing or strongly agreeing that their classes are safe and under control. While these outcomes demonstrate progress, many students continue to need individualized academic, behavioral, social-emotional, attendance, and mental health supports to address challenges that may impact their ability to fully engage in school. Personalized supports, relationship-centered interventions, family engagement, and coordinated systems of care help ensure students feel connected, supported, and equipped to persist through challenges so they can thrive academically and socially.	signs that our efforts to foster a positive school culture and climate are contributing to improved student belonging, perceptions of safety, and reductions in chronic absenteeism, while also recognizing the continued need for additional targeted supports for students experiencing barriers to engagement and success. The Student Support Team (SST) process is a core practice within our Multi-Tiered System of Supports (MTSS), a systemic continuous-improvement framework in which data-based problem solving and decision-making are used across all levels of the educational system to identify student needs and provide timely, individualized interventions. Through the SST process, the Director of Student Supports and Mental Health Clinician collaborate with students, families, and staff to identify and address barriers related to attendance, behavior, academic performance, mental health, homelessness, foster youth status, socioeconomic challenges, and language needs. By providing personalized academic, behavioral, social-emotional, and mental health supports, MTSS helps students remain connected to school, improves engagement and attendance, strengthens students' sense of belonging, and reduces barriers that may negatively impact academic achievement. Mental health services further support student well-being by helping students develop coping skills, access resources, and build resilience so they are better able to engage in learning and school life. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers impacting academic	2.4 Suspension Rate; 2.7 Student Survey: belonging and safety; 2.2 Chronic Absentee rate

		success, school connectedness, and college and career readiness, including the needs of many first-generation college students, but are provided on a schoolwide basis because all students benefit from responsive systems of support and a strong focus on student well-being.	

3.2 College Counseling	In reviewing the 2025 percentage of 11th graders demonstrating readiness for college on the CAASPP ELA and Mathematics assessments, we find that our Socioeconomically Disadvantaged students continue to demonstrate a need for additional support in college readiness, particularly in mathematics. In 2025, 48.66% of Socioeconomically Disadvantaged 11th grade students met the College Prepared benchmark in ELA, while 21.04% met the College Prepared benchmark in Mathematics. While these results demonstrate stronger outcomes in ELA, the data also highlight the continued need to strengthen academic preparation and postsecondary readiness supports, especially in mathematics. Many of our students will be first-generation college students and benefit from personalized guidance and advising to help them navigate the college-going process, identify postsecondary pathways aligned to their goals, overcome barriers, and successfully apply to, select, and commit to colleges, universities, or career opportunities that align with their aspirations.	Invictus Academy will provide comprehensive college and career counseling designed to address identified needs in college readiness and postsecondary access by ensuring students receive individualized guidance, progress monitoring, and targeted support throughout their high school experience. Because many of our students are first-generation college students, personalized counseling is critical in helping students and families navigate complex college and career pathways, understand graduation and college entrance requirements, access enrichment opportunities, and overcome barriers that may impact postsecondary success. The College Counselor works individually with students in grades 9-12 to support long-term planning and goal setting, including planning course sequences aligned to graduation and college eligibility requirements, monitoring academic progress, identifying intervention, enrichment, and credit recovery opportunities when needed, developing postsecondary plans connected to living-wage careers, and supporting students through the college application, financial aid, decision, and commitment process. Through individualized advising, relationship-centered support, and proactive progress monitoring, college counseling helps increase college readiness, student confidence, persistence, and successful transitions to postsecondary opportunities. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers related to college access and career readiness, including the needs of many first-generation college	3.1 Students on track/ graduates meeting the UC/CSU entrance requirements; 3.2 % of 11th graders demonstrating readiness for college on CAASPP ELA and Math assessments

		students, but are provided on a schoolwide basis because all students benefit from strong college and career planning supports.	
3.3 College Visits	In reviewing the 2025 percentage of 11th graders demonstrating readiness for college on the CAASPP ELA and Mathematics assessments, we find that our Socioeconomically Disadvantaged students continue to demonstrate a need for additional support in college readiness, particularly in mathematics. In 2025, 48.66% of Socioeconomically Disadvantaged 11th grade students met the College Prepared benchmark in ELA, while 21.04% met the College Prepared benchmark in Mathematics. While these outcomes demonstrate growth in college readiness, the data continue to highlight the importance of exposing students to postsecondary opportunities and helping them develop a clear vision for their future beyond high school. Many of our students will be first-generation college students and benefit from opportunities to visit college campuses, interact with college communities, and explore a variety of postsecondary pathways. College visits help students visualize themselves as future college students, increase familiarity with different college and career options, build motivation and aspirations, and strengthen students' understanding of the steps needed to achieve their long-term goals.	Invictus Academy will provide college visits for students in grades 9-12 to ensure that each student has multiple opportunities throughout their secondary school experience to visit college campuses and engage directly with postsecondary environments. These experiences are designed to support identified needs in college readiness, student aspirations, and postsecondary access by helping students visualize themselves as future college students, increasing familiarity with a wide range of college and career pathways, and building understanding of the academic, social, and financial aspects of higher education. College visits also help students develop motivation and long-term goals by connecting classroom learning to future opportunities and exposing students to environments and experiences they may not otherwise access. For many first-generation college students, these experiences reduce barriers related to knowledge of the college-going process and increase confidence in navigating postsecondary systems. These services are principally directed toward Socioeconomically Disadvantaged students, English Learners, and Foster Youth to address barriers related to college access and career readiness, but are provided on a schoolwide basis because all students benefit from opportunities to explore postsecondary pathways and develop aspirations for their future.	3.1 Students on track/ graduates meeting the UC/CSU entrance requirements; 3.2 % of 11th graders demonstrating readiness for college on CAASPP ELA and Math assessments

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	On the 2025 California School Dashboard, the school demonstrated Yellow level performance on the English Learner Progress Indicator, with 43.3% of English Learners making progress toward English language proficiency. While this reflects improvement from the prior year, the data continue to demonstrate the need for targeted instruction and supports to ensure English Learners continue to develop proficiency in listening, speaking, reading, and writing in English. English Learners benefit from integrated and designated English Language Development instruction, differentiated supports within core content classes, progress monitoring, and instructional strategies that promote both language acquisition and access to rigorous grade-level content.	Invictus Academy will provide a comprehensive English Language Development (ELD) program designed to support English Learners in developing English proficiency while accessing rigorous grade-level instruction across all content areas. The program includes both Integrated and Designated ELD instruction, targeted academic and language supports, ongoing progress monitoring, and instructional strategies that promote growth in listening, speaking, reading, and writing. To strengthen the effectiveness of instruction for multilingual learners, staff will receive ongoing professional development and coaching focused on effective ELD practices, language acquisition strategies, differentiation, and culturally and linguistically responsive instruction. The program will be coordinated by the Director of Student Supports to ensure alignment of services, monitoring of student progress, and collaboration among teachers, intervention staff, and families in supporting English Learners' academic achievement and language development.	1.8 ELPI; 1.9 Reclassification Rate

Insert or delete rows, as necessary.

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

Not applicable.

Additional Concentration Grant Funding

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

Invictus Academy has an unduplicated pupil percentage in excess of 55% and therefore it anticipates continuing to receive concentration grant funding in 2026-2027. The school has estimated the size of its concentration grant add-on at $95,579. The school used this add-on funding in 2025-2026 to hire an additional teaching team member to provide direct services to students, and it anticipates using the funding in 2026-2027 in the same manner.

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-2027	$ 3,918,812	$ 1,071,599	27.345%	0.000%	27.345%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,017,249	$ 881,951	$ 187,785	$ 368,920	$ 6,455,904.50	$ 4,710,795	$ 1,745,110

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	Core Academics/High Quality Teachers	All	No	LEA-wide		All Schools	Ongoing	$ 1,723,983	$ 116,179	$ 1,765,162	$ -	$ 75,000	$ -	$ 1,840,162	0.000%
1	2	Curriculum and Instruction	All	No	LEA-wide		All Schools	Ongoing	$ -	$ 40,103	$ 10,103	$ 30,000	$ -	$ -	$ 40,103	0.000%
1	3	Data Driven Instruction		Yes	LEA-wide	All	All Schools	Ongoing	$ 183,352	$ 15,000	$ 183,352	$ 15,000	$ -	$ -	$ 198,352	0.000%
1	4	English Language Development		Yes	LEA-wide	English Learners	All Schools	Ongoing	$ 57,608	$ 1,000	$ 36,525	$ -	$ -	$ 22,083	$ 58,608	0.000%
1	5	Special Education	Students with Disabilities	No	LEA-wide		All Schools	Ongoing	$ 738,123	$ 183,594	$ 245,481	$ 501,768	$ 112,785	$ 61,683	$ 921,717	0.000%
1	6	Professional Development and Coaching		Yes	LEA-wide	All	All Schools	Ongoing	$ 327,291	$ 44,300	$ 320,359	$ 36,000	$ -	$ 15,232	$ 371,591	0.000%
1	7	Response to Intervention		Yes	LEA-wide	All	All Schools	Ongoing	$ 110,630		$ 42,375	$ -	$ -	$ 68,255	$ 110,630	0.000%
2	1	PBIS		Yes	LEA-wide	All	All Schools	Ongoing	$ 300,116	$ 32,000	$ 332,116	$ -	$ -	$ -	$ 332,116	0.000%
2	2	Student Enrichment		Yes	LEA-wide	All	All Schools	Ongoing	$ 130,181	$ 43,103	$ 96,457	$ 76,827	$ -	$ -	$ 173,284	0.000%
2	3	MTSS and Student Well Being		Yes	LEA-wide	All	All Schools	Ongoing	$ 44,415	$ -	$ 44,415	$ -	$ -	$ -	$ 44,415	0.000%
2	4	Staff Culture	All	No	LEA-wide		All Schools	Ongoing	$ 134,767	$ 40,159	$ 174,926	$ -	$ -	$ -	$ 174,926	0.000%
2	5	Family Communication & Engagement	All	No	LEA-wide		All Schools	Ongoing	$ 96,472	$ 35,000	$ 131,472	$ -	$ -	$ -	$ 131,472	0.000%
2	6	Health, Safety & Operations	All	No	LEA-wide		All Schools	Ongoing	$ 786,685	$ 1,166,223	$ 1,606,057	$ 222,356	$ -	$ 124,495	$ 1,952,908	0.000%
3	1	College Knowledge & Access	All	No	LEA-wide		All Schools	Ongoing	$ 38,586	$ 10,000	$ 10,000	$ -	$ -	$ 38,586	$ 48,586	0.000%
3	2	College Counseling		Yes	LEA-wide	All	All Schools	Ongoing	$ 38,586	$ -	$ -	$ -	$ -	$ 38,586	$ 38,586	0.000%
3	3	College Visits		Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 16,000	$ 16,000	$ -	$ -	$ -	$ 16,000	0.000%
3	4	Family Engagement for College Readiness	All	No	LEA-wide		All Schools	Ongoing	$ -	$ 2,449	$ 2,449	$ -	$ -	$ -	$ 2,449	0.000%
											$ 5,017,249	$ 881,951	$ 187,785	$ 368,920	$ 6,455,905	

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,918,812	$ 1,071,599	27.345%	0.000%	27.345%	$ 1,071,599	0.000%	27.345%	**Total:**	$ 1,071,599
								LEA-wide Total:	$ 1,071,599
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Core Academics/High Quality Teachers	No	LEA-wide		All Schools	$ -	0.000%
1	2	Curriculum and Instruction	No	LEA-wide		All Schools	$ -	0.000%
1	3	Data Driven Instruction	Yes	LEA-wide	All	All Schools	$ 183,352	0.000%
1	4	English Language Development	Yes	LEA-wide	English Learners	All Schools	$ 36,525	0.000%
1	5	Special Education	No	LEA-wide		All Schools	$ -	0.000%
1	6	Professional Development and Coaching	Yes	LEA-wide	All	All Schools	$ 320,359	0.000%
1	7	Response to Intervention	Yes	LEA-wide	All	All Schools	$ 42,375	0.000%
2	1	PBIS	Yes	LEA-wide	All	All Schools	$ 332,116	0.000%
2	2	Student Enrichment	Yes	LEA-wide	All	All Schools	$ 96,457	0.000%
2	3	MTSS and Student Well Being	Yes	LEA-wide	All	All Schools	$ 44,415	0.000%
2	4	Staff Culture	No	LEA-wide		All Schools	$ -	0.000%
2	5	Family Communication & Engagement	No	LEA-wide		All Schools	$ -	0.000%
2	6	Health, Safety & Operations	No	LEA-wide		All Schools	$ -	0.000%
3	1	College Knowledge & Access	No	LEA-wide		All Schools	$ -	0.000%
3	2	College Counseling	Yes	LEA-wide	All	All Schools	$ -	0.000%
3	3	College Visits	Yes	LEA-wide	All	All Schools	$ 16,000	0.000%
3	4	Family Engagement for College Readines	No	LEA-wide		All Schools	$ -	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,631,147.00	$ 6,693,232.00

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	Core Academics/High Quality Teachers	No	$ 1,835,233	$ 1,877,922	
1	2	Curriculum and Instruction	No	$ 44,225	$ 43,244	
1	3	Data Driven Instruction	Yes	$ 126,416	$ 126,390	
1	4	English Language Development	Yes	$ 26,216	$ 26,158	
1	5	Special Education	No	$ 968,231	$ 892,720	
1	6	Professional Development and Coaching	Yes	$ 346,935	$ 335,769	
1	7	Response to Intervention	Yes	$ 100,534	$ 100,727	
2	1	PBIS	Yes	$ 291,084	$ 315,429	
2	2	Student Enrichment	Yes	$ 197,812	$ 187,595	
2	3	MTSS and Student Well Being	Yes	$ 126,852	$ 123,086	
2	4	Staff Culture	No	$ 282,068	$ 283,477	
2	5	Family Communication & Engagement	No	$ 153,378	$ 151,429	
2	6	Health, Safety & Operations	No	$ 2,004,306	$ 2,162,035	
3	1	College Knowledge & Access	No	$ 55,204	$ 30,638	
3	2	College Counseling	Yes	$ 55,204	$ 30,638	
3	3	College Visits	Yes	$ 15,000	$ 3,750	
3	4	Family Engagement for College Readiness	No	$ 2,449	$ 2,225	

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,083,682	$ 1,075,627	$ 1,083,682	$ (8,055)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Data Driven Instruction	Yes	$ 120,416	$ 120,390	0.000%	0.000%
1	4	English Language Development	Yes	$ 14,908	$ 14,850	0.000%	0.000%
1	6	Professional Development and Coaching	Yes	$ 330,622	$ 329,456	0.000%	0.000%
1	7	Response to Intervention	Yes	$ 48,837	$ 49,030	0.000%	0.000%
2	1	PBIS	Yes	$ 291,084	$ 315,429	0.000%	0.000%
2	2	Student Enrichment	Yes	$ 127,908	$ 117,691	0.000%	0.000%
2	3	MTSS and Student Well Being	Yes	$ 126,852	$ 133,086	0.000%	0.000%
3	2	College Counseling	Yes	$ -	$ -	0.000%	
3	3	College Visits	Yes	$ 15,000	$ 3,750	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,304,744	$ 1,063,682	0.000%	24.710%	$ 1,083,682	0.000%	25.174%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG

funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

- Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of

$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).