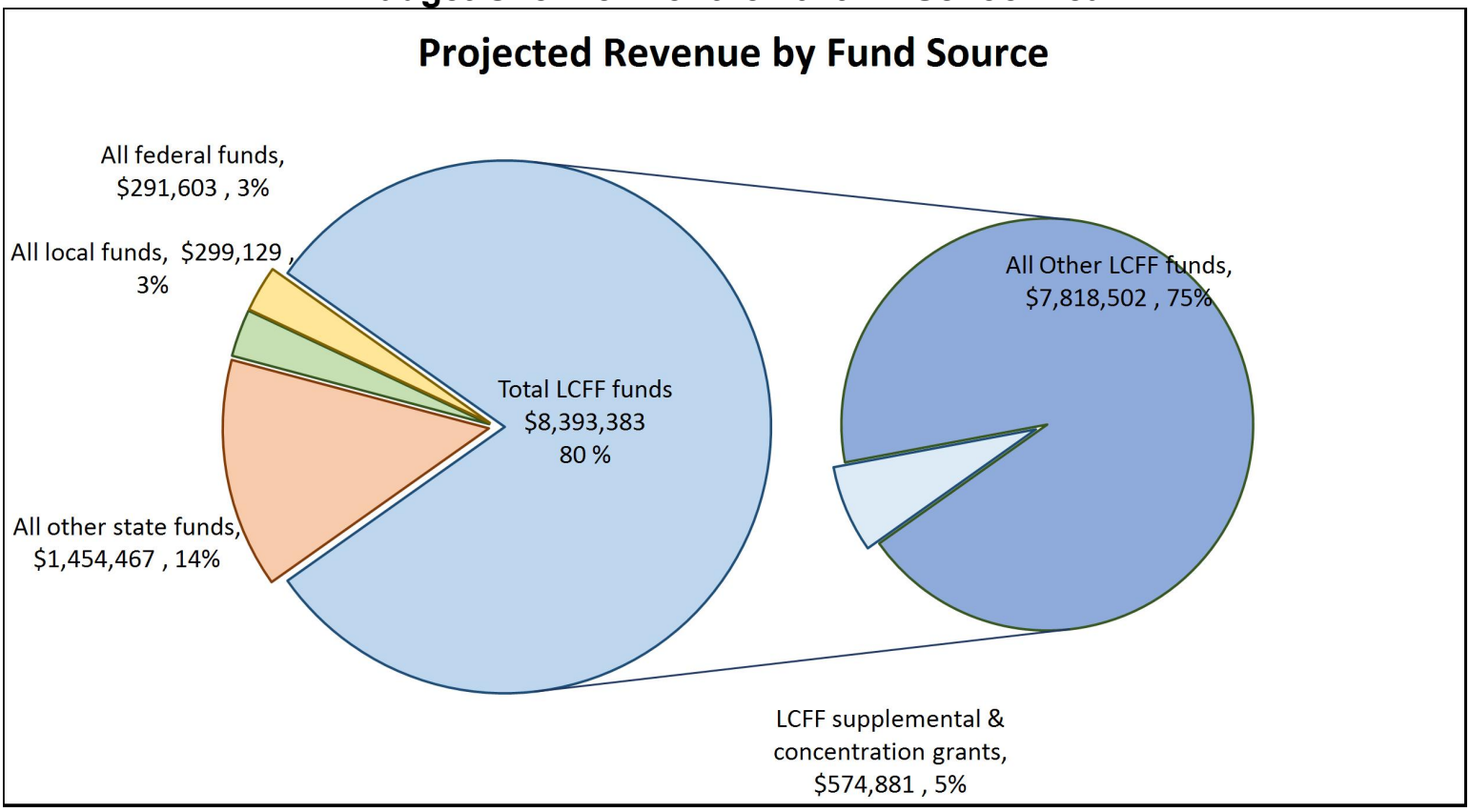
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine International Academy
CDS Code: 30-10306-0140822
School Year: 2026-27
LEA contact information:
Dr. Stephanie Henry
Executive Director
shenry@irvineia.org
949-242-6164

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

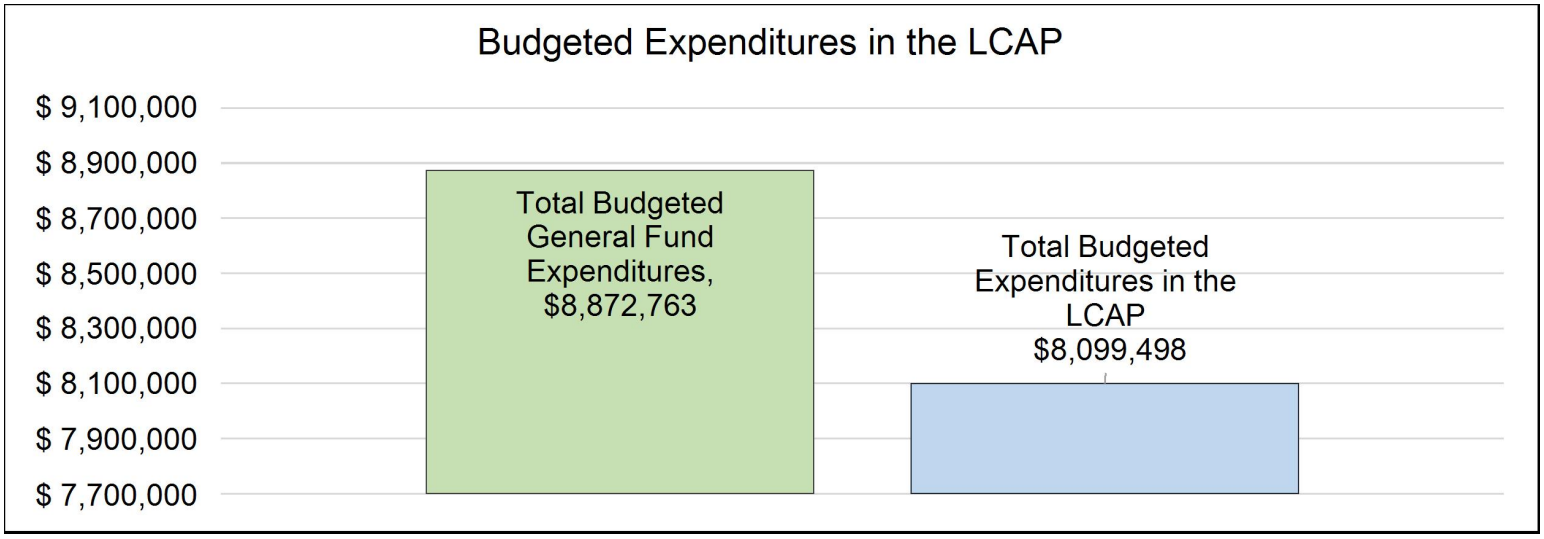


This chart shows the total general purpose revenue Irvine International Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Irvine International Academy is $10,438,582, of which $8,393,383 is Local Control Funding Formula (LCFF), $1,454,467 is other state funds, $299,129 is local funds, and $291,603 is federal funds. Of the $8,393,383 in LCFF Funds, $574,881 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Irvine International Academy 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: Irvine International Academy plans to spend $$8,872,763 for the 2026-27 school year. Of that amount, $$8,099,498 is tied to actions/services in the LCAP and $773,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational costs, banking and payroll service fees, Authorizer Oversight fees, fees and interest, and legal fees.

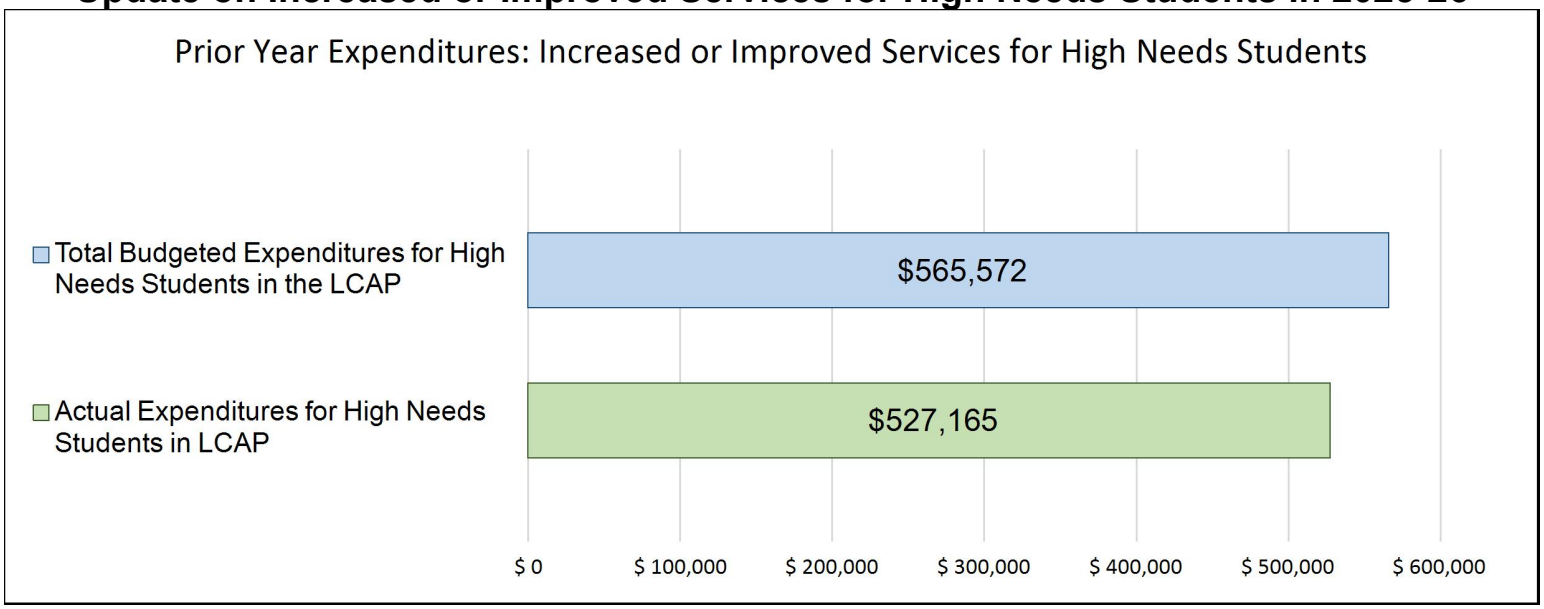
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Irvine International Academy is projecting it will receive $574,881 based on the enrollment of Foster Youth, English learner, and low-income students. Irvine International Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine International Academy plans to spend $$600,814 towards meeting this requirement, as described in the LCAP.

In 2026-27, Irvine International Academy is projecting it will receive $543,204.00 based on the enrollment of foster youth, English learner, and low-income students. Irvine International Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine International Academy plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Irvine International Academy's LCAP budgeted $565572 for planned actions to increase or improve services for high needs students. Irvine International Academy actually spent $$527,165 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $38,407 had the following impact on Irvine International Academy’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $565,572 and $527,165 had the following impact on Irvine International Academy's ability to increase or improve services for high needs students: We were able to provide a higher level of support for our high needs students including more group instruction, targeted interventions during ELD and MLD time, and staff support, including a Coordinator of ELD and Assessment.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine International Academy	Dr. Stephanie Henry Executive Director	shenry@irvineia.org 949-242-6164

Plan Summary [2026-27]

General Information

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

Irvine International Academy Charter School is a Mandarin immersion public charter school located in Irvine, California, serving approximately 600 students in grades TK-8. Student demographics include 62% Asian, 7% 2+ Races, 19% White, 5% Hispanic, 2% African American, and 5% Filipino. IIA's student population is over 26% English Language Learners (ELL), 22% Socio-Economically Disadvantaged, and 6% Students with Disabilities.

Irvine International Academy's (IIA) educational model integrates a Mandarin Language Immersion educational framework within a State Standards-aligned curriculum ensuring that our students are prepared to excel and prosper in the 21st century. IIA aligns with this curriculum by delivering state standards through a one-way 50:50, Mandarin/English immersion model.

The proportion of instruction in Mandarin and English may shift gradually as students move up in grade level. Transitional Kindergarten (TK) through fifth (5) grade students spend 50% of their time exclusively immersed in Mandarin, while 50% of the content is delivered in English. Subjects taught in Mandarin are taught by bilingual teachers with native proficiency in Mandarin. Students in Grades 6-8 have a Mandarin Language period each day.

IIA creates a progressive learning environment for TK through 8th grade students, preparing them to be lifelong learners. English and Chinese are spoken by a substantial number of individuals around the world. IIA believes that this pairing of two languages will allow our students to become more familiar with and be able to navigate various cultural situations with much more ease – the definition of the Global Citizen. IIA provides a bilingual and bicultural education that promotes high academic achievement and cultivates students' social emotional

intelligence and curiosity, equipping them with 21st century learning skills to thrive in our dynamic global society. IIA aligns with the state initiative to equip students with world language skills to better appreciate and more fully engage with the rich and diverse mixture of cultures, heritages, and languages found in California and the world.

To capture the full range of abilities and talents that students possess, we differentiate learning to meet individual student needs through different approaches. These are the following: Linguistic, Logical/Mathematical, Spatial, Musical, Bodily/Kinesthetic, Interpersonal, Intrapersonal, and Naturalist intelligences. In addition, students participate in a learning environment that encourages intellectual risks and higher-level thinking. Creative, problem-solving skills are practiced in the classroom, and Bloom's Taxonomy is used to establish critical thinking objectives to plan lessons, assess learning, and ensure instruction and assessment align.

Reflections: Annual Performance

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

As we review this academic year, the data underscores our commitment to excellence. Our students' growth and achievements reflect the collaborative efforts of educators, families, and the community. Our CAASPP scores showed a slight decline, although we added almost 100 additional students and an additional grade level to our enrollment. Here are the key highlights:

1. Mathematics Proficiency:
- SBAC Math: 75% of IIA students in grades 3-8 met or exceeded standards in mathematics, declining from 82% in 2024-25. Our Mathematics progress on the dashboard was green, yet maintaining a high achievement of 63.4 points above standard.
- IIA incorporated small groups in math instruction this year to enhance student connections and mathematics understanding..

2. English Language Arts (ELA) Growth:
- SBAC ELA: 77.6% of IIA students in grades 3-8 met or exceeded standards in ELA, increasing from 76% in 2023-24. Our ELA progress on the dashboard was green, with a score of 63.4 points above standard.

-This significant improvement reflects enhanced literacy skills and critical thinking. IIA continues to celebrate the impact of literacy programs and targeted interventions, including the implementation of small group targeted intervention time for all students.

3. Science Achievement:
- SBAC Science: 65.6% of students met or exceeded standards in grades 5 and 8. This high level of achievement underscores our commitment to our STEAM program.
- IIA plans to continue utilizing the Project Lead the Way curriculum to enrich our science program and TWIG/TCI science curriculum.

4. Local Data Insights:
- I-Ready: ELA Improved from 81% met or exceeded standards at the end of last year to % met or exceeded at the end of this year which demonstrates effective interventions. Math Improved from 87% met or exceeded standards at the end of last year to % met or exceeded at the end of this year.

-IIA teachers will continue to implement iReady assessments and utilize MyPath for individualized intervention in math and ELA.

5. Mandarin Language Proficiency Advancement:

- Our Level Learning Mandarin assessment showed remarkable growth—In the fall, 10% students met or exceeded Mandarin standards to 34% by mid-year. When comparing mid-year data from the last two years, 2024-25 mid-year achievement was 16% compared to 34% mid-year in 2025-26.
- IIA will continue to provide core content instruction in both Mandarin and English to increase student understanding and connection making. Our leadership leadership team and Curriculum Advisory Committees have been defining our 50/50 dual immersion model to better align our programs, refine our practices, and to share with families and new staff in the future.

6. Reclassified Fluent English Proficient Rate:

- Our reclassification rate to for 2024-2025 was 16%.
- English Learner progress on the dashboard was green and increased by 5.2% with 50.7% of English Learners making progress.
- IIA continues to emphasize a strong ELD program and has implemented designated ELD small group instructional time and has also hired an ELD and Assessment Coordinator to monitor the ELD program.

7. Attendance and Chronic Absenteeism Rates:

- IIA's chronic absenteeism rate for 2024-2025 was 5.7%, which was green on the dashboard, and reflected a 2.7% decline from the previous year.
- IIA's attendance rate has maintained over 96% for 2024-25 and 2025-26.
- IIA had a strong focus this year on improved attendance, ensuring that students missing school for long periods completed independent study to stay current with instruction and academic progress. Also frequent communication occurred with students with excessive absences. IIA focused on parent communication and education regarding attendance.

8. Suspension and Expulsion Rates:

-IIA's suspension rate was 1.4% in 2024-2025 which was orange on the dashboard and an increase of 1.2% from the previous year.

- IIA has monitored suspensions, disciplinary practices, and alternative means of suspension to address student behaviors. We expect a decrease in the 2025-26 data.

Conclusion:

IIA is extremely honored to be awarded the 2025 California Distinguished School Award, one of only two charter schools in Orange County to receive this award. IIA was also named Top TK-8 Charter by Education Insider Magazine, #1 TK-8 Charter in OC and #1 Middle School Charter in OC by Niche, and Best Bilingual School in OC by Parenting OC. Our Mandarin program is also continuing to strengthen our program and we have added additional assessments to measure proficiency including the AAPPL.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory	The LCAP Advisory Committee meets 3 times per year to discuss actions, goals, expenditures, and examine progress on metrics. This year meetings were held on January 13. 2026 to review the Annual Update and review data, March 2, 2026 to review actions and services and receive input from families and staff, and April 14, 2026 to share updates to the actions and services.
Executive Director Advisory Committee	We added several advisory committees this year, including the Executive Director's Advisory Committee which met quarterly on September 16, 2025, November 18, 2025, February 10, 2026, and May 12, 2026. The committee discussed important topics such as enrollment trends. Prop 39 progress/ facilities, LCAP and LCAP survey results, curriculum updates, instructional and program updates/ initiatives, and input sessions into Board Policies, such as the new Homework Policy.
Curriculum Advisory Committee	The Curriculum Advisory Committee was added after receiving input from IIA families. The committee met monthly, beginning on December 18, 2025 to discuss the pilot and upcoming adoptions for Comprehensive Sexual Health for 8th grade students, elementary and middle school math adoptions, elementary science adoptions, and early literacy programs for TK - 2. Meeting dates were December 12, 2025, January 22, 2026, February 26, 2026, March 19, 2026, April 23, 2026, and May 21, 2026.
Mandarin Program Advisory Committee	The Mandarin Program Advisory Committee was added after parent input and interest in learning more about our Mandarin instructional

Educational Partner(s)	Process for Engagement
	program. Our Assistant Principal of Mandarin Instruction held meetings on 9/11, 11/13, 1/22, 3/36, and 5/28.
School Site Council (SSC)	The School Site Council met 4 times this year to discuss school programs and ways to improve student academic achievement and school climate and culture. School site council met on 11/6, 1/8, 3/12, and 5/7 during the 2025-26 school year.
English Language Advisory Committee (ELAC)	The ELAC met several times this year to update the EL Master plan, discuss EL progress, review the ELD program and the ELPAC, and create an ELD brochure. 2025-26 meeting dates were 8/29. 11/21, 2/27, and 5/22.
Coffee with the Principal	Each month Principal Schmitter meets with parents to go over relevant topics, progress toward school goals, answer questions and elicit parent feedback on school priorities. Meeting dates for the 2025-26 school year were August 21, September 18, October 23, November 13, December 18, January 22, February 26, March 19, April 23, and May 21.
Parent Workshops	Parent Workshops are also held monthly and each workshop has a different topic. This year, we covered topics such as parent volunteer opportunities, English Learner support, an in-depth academic data review, an overview of our GATE program, CAASPP preparation and more. Meeting dates for the 2025-26 school year were: 8/28, 9/25, 10/30, 11/20, 1/29, 2/26, 3/26, 4/30, and 5/28.
Safety Committee	The safety committee meets throughout the year to discuss school safety, update the school safety plan, and discuss progress toward school safety goals and metrics.
Instructional Leadership Team (ILT)	The instructional leadership team, made up of teachers and administrative staff, meets monthly to discuss school progress toward goals, current needs and achievements, and gather input on any program modifications.
Monthly Staff Meetings	Staff meetings are held each month to provide updates and solicit input for school planning, including the LCAP.
LCAP Stakeholder Survey	A survey was sent to all IIA stakeholders, including parents, students, and staff members, to elicit input on school goals, academic achievement, climate, culture, and communication. The survey was sent to stakeholders in December 2025 and was translated into Mandarin, Russian, and Spanish. .

Educational Partner(s)	Process for Engagement
Board Public Hearing	A public hearing for input on the LCAP was held on May 19, 2026.

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

The feedback and discussions from all of the IIA stakeholder input sessions and various committees has been reviewed and utilized to inform our LCAP goals and actions. The following are several examples of how the feedback was used to inform the LCAP:

1. Mandarin Instruction Improvement: There was a strong consensus among stakeholders regarding the need to enhance the quality and effectiveness of Mandarin instruction, as well as incorporate assessment data to determine the program effectiveness. There was also feedback regarding the implementation of math, social studies, and science instruction in Mandarin, in order to strengthen core content understanding and connection-building. The LCAP action regarding Mandarin instruction has been updated and additional funding has been provided to help ensure Mandarin instruction is improved. We are also adding a focus on encouraging Mandarin speaking to improve language skills.

2. Increased Small Group Interventions and Supports: Participants highlighted the importance of continuing to provide additional small group supports to address the diverse learning needs of students. Recognizing that some scholars may require targeted interventions and personalized instruction, stakeholders emphasized the value of tailored support to facilitate academic growth. There was a desire for more English supports for our ELs and Mandarin small group supports for our non-native Mandarin speakers.

3. Enrichment Programs: Stakeholder feedback illuminated the need for increased enrichment opportunities both during and outside of the regular school day. We have updated actions and expenditures to include small group enrichment opportunities including Mandarin enrichment, after-school enrichment, a Gifted and Talented program, improved elective offerings in middle school, and field trip opportunities.

4. Social-Emotional Learning (SEL) Supports and Services: Stakeholders expressed a strong desire for the implementation of SEL supports and services. Recognizing the importance of fostering students' social-emotional well-being, participants emphasized the need for targeted interventions, trauma-informed instruction, and resources to support students' emotional growth and resilience. In particular it was recommended to pilot an SEL curriculum next year and implement Tier 2 for PBIS.

5. Parent Communication: Participants highlighted the importance of increased parent/family communication. Earlier messaging about events and community engagement opportunities will be provided. Continued focus on clear, consistent communication between school and families. Creating a calendar of events in the summer to share with families at the beginning of the year. Incorporate more community service events and partner with local community organizations. Incorporate more activities and parent workshops related to the Chinese culture and Mandarin language.

6. LCAP Document: Stakeholder feedback suggested that the actions for each goal were overly generalized and it would be important to add some specific examples of programs and/or approaches to implementation.

These identified trends and needs were instrumental in shaping the final version of the LCAP, ensuring that the goals and actions reflected the aspirations and priorities of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all scholars are meaningfully engaged and achieve in a rigorous and standard-aligned dual-immersion program in both English and Mandarin and students are engaged in academic intervention if necessary.	Broad Goal

State Priorities addressed by this goal.

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.

Following our fifth full year as a charter school, a focused approach towards dual-immersion instruction in English and Mandarin continues to be essential. Our aim is to provide rigorous, standards-aligned, and culturally responsive instruction to accelerate learning for our scholars. We actively listened to the feedback of our stakeholders who highlighted the need for additional support to help our scholars catch up in both English and Mandarin. Since we have over 30% EL we have the need to make our ELD program more robust. Also since many of our students are non-native Mandarin speakers, our focus is to increase the supports in Mandarin Language Development.

To address these challenges, we recognized the importance of dedicating resources to an intervention program that specifically targets scholars who require extra support in both English and Mandarin instruction. Our goal is to provide accelerated learning opportunities through rigorous, standards-aligned instructional guidelines in both languages. Additionally, we plan to continue curriculum mapping for our Mandarin program and implementation of the Mandarin curriculum we adopted last year. Both languages will be supported through English Language Development and Mandarin Language Development programs.

While we have been successful in maintaining SBAC scores in ELA and Math that surpass the required standards, we acknowledge the need for stronger assessment and data infrastructure to track student achievement progress in Mandarin. The Level Learning system and AAPPL assessment enable us to gather up-to-date, multi-sourced information that will guide instruction and contribute to the improvement of scholar achievement. Furthermore, this data-driven approach will assist in supporting identified student groups by utilizing demographic and programming information.

Aligned with our organization's Core Values, this goal and actions serve as driving forces in achieving improved outcomes in English and Mandarin education across our school and communities. By addressing the challenges presented by the pandemic and dedicating resources to targeted interventions, we strive to ensure the academic success of all our scholars.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Course Access: 100% of students will have access to PE, STEAM, and music.	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	100%	Same 100%
1.2	Annual Growth on I-Ready Math percent meeting or exceeding grade level standards for all significant subgroups (Priority 8 other pupil outcomes)	SY 23-24: 87% met or exceeded	SY 24-25: 84%	SY 25-26: 85% Mid-Year	90%	-2%
1.3	Annual Growth on I-Ready ELA percent meeting or exceeding grade level standards for all significant subgroups (Priority 8 other pupil outcomes)	SY 23-24: 81% met or exceeded	SY 24-25: 80% Early On Grade Level or Above	SY 25-26: 81% Mid-Year	85%	Same
1.4	Annual Growth on CAASPP ELA percent meeting or exceeding standards for all significant subgroups	SY 22-23 SBAC ELA All: 75.61% Met or Exceeded Standards	SY 23-24 SBAC ELA All: 88.98%	SY 24-25 SBAC ELA All: 77.6%	90%	+2%
1.5	Annual Growth on CAASPP Math percent meeting or exceeding standards for all significant subgroups	SY 22-23 SBAC Math All: 83.53% Met or Exceeded Standards	SY 23-24 SBAC Math All: 81.82%	SY 24-25 SBAC Math All: 75%	90%	-8.5%
1.6	Annual Growth on CAASPP Science percent meeting or exceeding standards for all significant subgroups	SY 22-23 Science All: 50% Met or Exceeded Standards	SY 23-24 SBAC Science All: 86.66%	SY 24-25 CAST Science All: 65.6%	90%	+15.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Teacher retention rate	SY 23-24: 83% (15 of 18 teachers returning)	SY 24-25: 80%	SY 25-26: 89%	95%	+6%
1.8	Appropriately assigned instructional staff	SY 23-24: 94% (Revised from 100%)	SY 24-25: 100%	SY 25-26: 100%	100%	+6%
1.9	Standards-aligned curriculum for all students for all core subjects	SY 23-24: 100%	SY 24-25: 100%	SY 25-26: 100%	100%	Same 100%
1.10	Mandarin Proficiency Level - Learning Level assessments	SY 23-24: 40%	SY 24-25: 43% Reading Comprehension, 35% Language and Vocabulary	SY 25-26: 54% Reading Comprehension and 41% Language and Vocabulary.	65% Reading Comprehension, 50% Language and Vocabulary	+11% Reading Comprehension and +6% for Language and Vocabulary
1.11	Reclassified Fluent English Proficiency Rate	SY 23-24: 21%	SY 24-25: 16%	SY 25-26: 19%	30%	-2%
1.12	CAASPP SBAC ELA Distance From Standard (DFS) as measured by the CA School Dashboard	2023 CA School Dashboard ELA: All: 68.9 pts above standard (Blue) Asian: 79.2 pts above standard (Blue)	2024 CA School Dashboard ELA: All: 93.5 pts above standard (Blue) Asian: 96.7 pts above standard (Blue)	2025 CA School Dashboard ELA: All: 74.7 pts above standard (Green) Asian:88.7 pts above standard (Green)	CA School Dashboard ELA: All: 80 pts above standard (Blue) Asian: 90 pts above standard (Blue)	All: +5.8 points Asian:+9.5 points
1.13	CAASPP SBAC Math Distance From Standard (DFS) as measured by the CA School Dashboard	2023 CA School Dashboard Math: All: 79.5 pts above standard (Blue) Asian: 94.1 pts above standard (Blue)	2024 CA School Dashboard Math: All: 88.7 pts above standard (Blue) Asian: 100.1 pts above standard (Blue)	2025 CA School Dashboard Math: All: 63.4 pts above standard (Green) Asian: 77.3 pts above standard (Green)	CA School Dashboard Math: All: 90 pts above standard (Blue) Asian: 100 pts above standard (Blue)	All: -16.1 points Asian: -17 points
1.14	English learners making progress toward proficiency as measured	2023 CA School Dashboard:	2024 CA School Dashboard:	2025 CA School Dashboard 50.7% making progress toward	65% making progress toward English proficiency	-8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CA School Dashboard	58.8% making progress toward English proficiency	45.5% making progress toward English proficiency	English proficiency (Green)		
1.15	LCAP Student Survey - Academic Programs and Resources % responding Strongly Agree or Agree	2024-2025 LCAP Stakeholder Survey My School has high expectations for students: 57% My School encourages high academic achievement: 69% My School provides effective Mandarin Instruction: 40% My school provides academic help: 61% At my school I have interesting programs and activities: 52% My school prepares me for high school: 52%	2024-2025 LCAP Stakeholder Survey My School has high expectations for students: 57% My School encourages high academic achievement: 69% My School provides effective Mandarin Instruction: 40% My school provides academic help: 61% At my school I have interesting programs and activities: 52%	2025-26 LCAP Stakeholder Survey My School has high expectations for students: 67.1% My School encourages high academic achievement: 75.5% My School provides effective Mandarin Instruction: 49.1% My school provides academic help: 62.6% At my school I have interesting programs and activities: 67.1%	My School has high expectations for students: +6% My School encourages high academic achievement: +6% My School provides effective Mandarin Instruction: +6% My school provides academic help: +6% At my school I have interesting programs and activities: +6%	2024-25 Baseline: My School has high expectations for students: +11.1% My School encourages high academic achievement: +6.5% My School provides effective Mandarin Instruction: +9.1% My school provides academic help: +1.6% At my school I have interesting programs and activities: +15.1%
1.16	LCAP Staff Survey - Academic Programs and Resources % responding Strongly Agree or Agree	2024-2025 LCAP Stakeholder Survey IIA has high expectations for students: 96% IIA encourages high academic achievement: 100% IIA provides effective Mandarin Instruction: 86%	2024-2025 LCAP Stakeholder Survey IIA has high expectations for students: 96% IIA encourages high academic achievement: 100%	2025-26 LCAP Stakeholder Survey IIA has high expectations for students: 86.1% IIA encourages high academic achievement: 94.4%	IIA has high expectations for students: +2% IIA encourages high academic achievement: Maintain IIA provides effective Mandarin Instruction: +3%	2024-25 Baseline: IIA has high expectations for students: -9.9% IIA encourages high academic achievement: -5.6% IIA provides effective Mandarin Instruction: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IIA provides effective academic supports: 79% IIA provides engaging enrichment programs and activities: 86% IIA prepares students for high school: 68%	IIA provides effective Mandarin Instruction: 86% IIA provides effective academic supports: 79% IIA provides engaging enrichment programs and activities: 86% IIA prepares students for high school: 68%	IIA provides effective Mandarin Instruction: 88.9% IIA provides effective academic supports: 75% IIA provides engaging enrichment programs and activities: 69.5% IIA prepares students for high school: 88.9%	IIA provides effective academic supports: +6% IIA provides engaging enrichment programs and activities: +3% IIA prepares students for high school: +6%	IIA provides effective academic supports: -4% IIA provides engaging enrichment programs and activities: -16.5% IIA prepares students for high school: +20.9%
1.17	LCAP Parent / Guardian Survey - Academic Programs and Resources % responding Strongly Agree or Agree	2024-2025 LCAP Stakeholder Survey IIA has high expectations for students: 85% IIA encourages high academic achievement: 86% IIA provides effective Mandarin Instruction: 78% IIA provides effective academic supports: 66% IIA provides engaging enrichment programs and activities: 62% IIA prepares students for high school: 65%	2024-2025 LCAP Stakeholder Survey IIA has high expectations for students: 85% IIA encourages high academic achievement: 86% IIA provides effective Mandarin Instruction: 78% IIA provides effective academic supports: 66% IIA provides engaging enrichment programs and activities: 62% IIA prepares students for high school: 65%	2025-26 LCAP Stakeholder Survey IIA has high expectations for students: 71.9% IIA encourages high academic achievement: 73.6% IIA provides effective Mandarin Instruction: 77.7% IIA provides effective academic supports: 58.6% IIA provides engaging enrichment programs and activities: 52.9%	IIA has high expectations for students: +3% IIA encourages high academic achievement: +3% IIA provides effective Mandarin Instruction: +6% IIA provides effective academic supports: +6% IIA provides engaging enrichment programs and activities: +6% IIA prepares students for high school: +6%	2024-25 Baseline: IIA has high expectations for students: -13.1% IIA encourages high academic achievement: -12.4% IIA provides effective Mandarin Instruction: -0.3% IIA provides effective academic supports: -7.4% IIA provides engaging enrichment programs and activities: -9.1% IIA prepares students for high school: -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				IIA prepares students for high school: 57.8%		
1.18	Professional Development Opportunities	2024-2025 number of professional development opportunities: Certificated: 16 Classified: 6 Administration: 20	2024-2025 number of professional development opportunities: Certificated: 16 Classified: 6 Administration: 20	2025-2026 number of professional development opportunities: Certificated: 16 Classified: 10 Administration: 20	Number of professional development opportunities: Certificated: 16 Classified: 10 Administration: 20	2024-25 Baseline: Number of professional development opportunities: Certificated: Same Classified: +4 Administration: 20

Goal Analysis [2025-26]

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

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

Irvine International Academy had overall success in meeting our academic achievement goals for 2025-2026. We maintained high academic achievement while working with our Instructional Leadership Team to refine our dual immersion instructional model. We implemented Thinking Maps school wide, which will lead to the implementation of a school wide writing program in 2026-27. We were also awarded California Distinguished school in 2025, as well as Best Bilingual School in Orange County, and #1 TK-8 Charter in Orange County by Niche. These achievements were tied directly to our Goal 1 actions and programs, including high quality professional development, effective, targeted interventions and supports, and utilizing standards-aligned curriculum and resources. We have also continued to improve our Mandarin program by adopting a new Mandarin Language curriculum, creating pacing guides, and aligning to core content instruction.

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

Action 1.1 - Conferences and professional learning opportunities were not reflected in the LCAP.
Action 1.2 - With an increase in student enrollment, we added some additional positions. Also, some of our new staff were more experienced and came in with a higher salary.
Action 1.6 - More teachers relied on classroom libraries of Mandarin and English readers, so we spent less in the library
Action 1.7 - The writing program implementation was less than projected and partially funded by Title II, This action will be eliminated in 26-27 and costs for the writing program will be captured in 1.1 Professional Learning. A new action will be added to capture materials and supplies.
Action 1.9 - Special Education costs increased due to the addition of a Speech Language Pathologist and a .5 Education Specialist.

Action 1.10 - The GATE assessment costs were less than expected and as we were in year 1 of implementation of the GATE Program, most activities did not have an associated cost.
Action 1.13 - The new STEAM Elementary Teacher had more experience and therefore, was more expensive.

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

All of our actions for Goal 1 were effective in helping us reach our high levels of academic and social emotional strength. However, the actions that appear to be the most effective are 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.10, 1.11, 1.12, 1.13, 1.14, and 1.15. Our focus on improving instructional practices, such as Thinking Maps, with early implementation of a comprehensive writing program, yielded strong results. Mandarin instruction has also continued to be a focus and led to refinement of our 50/50 instructional model, implementation of a new curriculum, and the pilot of a science program that could be taught in Mandarin and English. In order to create more alignment between our actions and their actual implementation and effectiveness, we did revise some our actions for 2026-2027, and added three additional actions, as shown below.
We found that providing a separate action for Writing Instruction, especially during the implementation phase, was disjointed. We merged the Writing Instruction action with 1.1 and 1.3 Professional Learning and Coaching/ support. Three additional actions were added to provide more transparency with our LCAP and allow staff to better capture our spending practices: 1.7 (previously Writing Instruction) became Materials and Supplies, and we added an action 1.16 or Field Trips and Civic Learning and 1.17 TK Instruction to focus on those programs.

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.

Metrics were revised for the 25-26 school year, so the new data points were maintained.
New Metrics were added to reflect the English Language Arts Growth and Mathematics Growth reports on the 2025 CA School Dashboard.
Action 1.1 - Revised to add specificity of known and planned Professional Learning opportunities, as well as listing some known conferences and trainings, such as ACSA and Aeries. The implementation of a writing program was also merged into this action.
Action 1.3 - The action was revised to further define coaching opportunities and specify individuals providing coaching opportunities, such as Principal, Assistant Principal, our Instructional Leadership Team, EL Coordinator, and the addition of Trainer of Trainers.
Action 1.5 - Revised to add specific assessments to be reflected in this action, including AAPPL, Level Learning, iReady and iReady MyPath, the Reading Difficulties Risk Screener, and all State mandated assessments.
Action 1.7 - Removed because the Writing Program was embedded in Action 1.1 Professional Learning.
New Action 1.7 - New action added to reflect Materials and Supplies, to ensure more transparency with spending.
Action 1.13 -Revised to reflect purchases for STEAM and Specialty Classes, including Music Instruction, PE Equipment, Intramural Sports, Yearbook, etc. These other specialty programs were not specifically called out in the LCAP, so this will ensure greater transparency.
New Action 1.16 - Added to capture spending on field trips, enrichments, and civic learning
New Action 1.15 - Added an action focused on our TK program, as recommended by CDE and the UPK Initiative.

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	Staff Development & Support	Provide high quality staff development and support for teachers, paraprofessionals, and other staff for all adopted curriculum and implementation focus areas to support all students, such as: GLAD training, Thinking Maps, Science of Reading, Write from the Beginning, Co-teaching Model, and Classroom Management. Professional learning may also include professional conferences, leadership training (ACSA), and technical training for Aeries and/or CALPADS. (Title II additional funding)	$40,000.00	No
1.2	Hire & Retain Highly Qualified Teachers and Staff	Hire & retain high-quality, credentialed teachers, classified, and administrative staff to support all student populations, and further develop retention and onboarding efforts.	$3,862,323.00	No
1.3	Coaching & Support	Provide high quality coaching and support, utilizing professional growth plans, weekly observations, lesson plans, and one-on-one feedback. Coaching will be provided by administrators, Instructional Leadership Team, ELD & Assessment Coordinator, and Trainer of Trainers	$101,195.00	No
1.4	Intervention & Acceleration	Continued identification, analysis and prioritization of instructional interventions and acceleration. Focused support directed to English Learners for reclassification based on multiple sources of academic assessment data. Continued implementation of structured small group instruction in TK-grade 8, including ELD, MLD, intervention, and enrichment. (Title I Additional Funding)	$335,946.00	Yes
1.5	Assessments & Programs	Provide high quality assessment/supplemental programs and curriculum for varied students based on academic/assessment data throughout the school year and during intercessions and after school programs. Assessment programs include iReady assessments with MyPath support,	$77,570.00	No

Action #	Title	Description	Total Funds	Contributing
		ESGI Assessments, Reading Risk Screener, and all State mandated assessments (CAASPP, PFT, ELPAC, etc). Preparation programs for assessments, such as CAASPP testing, and assessment communications for parents are included. (RDRS Additional Funding)		
1.6	Library	Purchase and develop school library equipment and resources according to model library standards as well as classroom leveled readers for both English and Mandarin	$10,000.00	No
1.7	Materials and Supplies	Sufficient supplies will be available to teachers and staff to facilitate student academic achievement, including paper and office supplies, art supplies, and supplies for electives. Copy and printing costs for instructional materials and school operations are also included.	$45,000.00	No
1.8	ELD Program	Scholars who are identified as English learners will take the ELPAC annually and results will determine EL levels and reclassification status. The school's EL Master Plan will be used to guide EL curriculum and instruction. Each English learner will have a portfolio in which to keep evidence and artifacts of language progression and classification levels. (Title III Additional Funding).	$43,587.00	Yes
1.9	Special Education Program	Students with disabilities will receive instruction and resources in a full-inclusion model that are fully aligned with CCSS and other State Standards. The IIA SPED Team will be staffed as deemed appropriate by needs and assessments, including the Director of Student Services, Speech Language Pathologist (SLP), Education Specialist, Instructional Assistants, and a Behavior Intervention Instructional Aide. The IIA SPED Team and outside contractors will provide instructional and social emotional support as outlined in the scholar's IEP. Service minutes will be tracked and recorded in SEIS. We will maintain a strong collaboration with El Dorado SELPA for compliance and support. (Federal Special Education Funds)	$546,007.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	GATE Identification and Enrichment	IIA will support a GATE program for gifted students to address their unique and diverse learning characteristics. Students in grade 3 will be annually assessed using the NNAT or OLSAT to determine GATE eligibility. GATE enrichment activities will be provided for eligible students and may include an after school enrichment program, field trips, and differentiated classroom instruction in small groups. Additional opportunities will be sought out for our gifted students.	$10,000.00	No
1.11	Curriculum and Materials	All curriculum and materials will be standard-aligned. Materials will be purchased as needed to ensure that all core curriculum and supplemental materials will be available to all scholars. Materials may include subscriptions to online educational programming, leveled libraries, science materials, and core curriculum. Create curriculum maps to align resources and provide cohesion between the English and Mandarin instruction. Math and Science curricula are currently under review, ELA is Wonders and Social Studies is SAVVAS. Heggerty will be added for grades TK - 2 to support Science of Reading initiatives in the areas of phonics and Phonemic Awareness. Materials to support hands-on learning and science labs will also be supported.	$140,000.00	No
1.12	Middle school	Provide a cohesive middle school program with standards aligned courses and curriculum. Provide engaging middle school elective offerings and leveled classes to address students' varying needs, including an accelerated math pathway and advanced Mandarin course. Provide Microscopes and other equipment to support advanced programs. Math and Science curricula are currently under review, ELA uses and Social Studies uses TCI. A comprehensive sexual health curriculum is utilized in the 8th grade and is aligned to the California Healthy Youth Act.	$55,000.00	No
1.13	STEAM Instruction & Specialty Classes	Provide hands-on, project-based STEAM instruction to all students using the Project Lead the Way curriculum and other supplemental resources. Materials for hands-on labs, art materials, and technology are also	$155,195.34	No

Action #	Title	Description	Total Funds	Contributing
		included. Middle School electives, such as Yearbook and Engineering, and recess equipment are also included. Support our music and physical education programs with needed instruments, equipment, and fees for an intramural sports program to support physical health and student well-being.		
1.14	Mandarin Instruction	Continue to refine the Mandarin program by utilizing a Mandarin literacy curriculum, Meizhou Chinese, that supports language acquisition, including speaking and writing. Professional development will be provided to strengthen language and content-area instruction in Mandarin. Provide Mandarin-speaking IAs in all dual immersion classrooms.	$493,493.00	No
1.15	Summer and After School Programs	Provide summer academic support and enrichment programs, especially focused on unduplicated student groups and students not meeting academic standards. Provide after school enrichment and support programs to provide homework help, academic intervention and support, enrichment, sports, STEAM, visual and performing arts, etc. (ELOP Additional Funds)	$244,700.00	Yes
1.16	Field Trips/ Civic Learning Enrichment	Create experiential learning opportunities for students, including field trips, civic learning in the community, and other classroom educational enrichment to enhance student learning.	$46,362.00	No
1.17	TK Instruction	Provide a high-quality, developmentally appropriate Transitional Kindergarten (TK) program that ensures all students, particularly unduplicated pupils, gain foundational social-emotional, literacy, and numeracy skills necessary for academic success. Add support for TK Mandarin with Easy Steps to Chinese Books for Kids.	$435,301.36	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Positive School Climate and Student Engagement - Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

IIA is committed to promoting the social and emotional well-being of all students and staff members. As we continue to navigate the educational landscape in the aftermath of the pandemic, we recognize the impact it has had on student achievement data and the increased work-related stress faced by teachers. In light of these challenges, we continue to focus on the goal to prioritize and support everyone's social and emotional well-being.

To achieve this goal, we have devised several actions. One such action is the implementation of a Socio-Emotional Learning curriculum, which will be implemented once a week. Additionally, we will provide training for teachers and equip them with the necessary resources to effectively support their students in this aspect. A key component of our plan is the incorporation of a Social and Emotional Learning (SEL) curriculum and MTSS, which will encompass trauma-informed instruction tools and resources.

IIA will also build character traits in students as a way to build good character, perseverance and good citizenship. Community circles are ways to also engage students in safe conversations with their peers and teachers when conflict arise.

Drawing upon stakeholder input, we have identified specific services for students who are struggling in either English or Mandarin. These services include parent education regarding the importance of regular attendance, providing a free after-school program with academic and enrichment opportunities, supplying necessary school materials, offering small group support, organizing parent conferences and meetings to address needs and develop plans, implementing a positive reward system with acknowledgments and monthly recognition during assemblies, maintaining ongoing communication with parents through Parent Square, granting access to the Parent and Student Portal as well as platforms like Class Dojo, and incorporating Positive Behavior Interventions and Supports (PBIS).

Through these comprehensive actions and support services, IIA aims to foster the social and emotional well-being of all individuals within our school community.

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	SY 23-24: 95%	SY 24-25: 96.7%	SY 25-26: 96.6%	96%	+1%
2.2	Chronic Absenteeism rate	2023 CA School Dashboard: All: 12.7% (Yellow) SED: 22.2% (Orange) EL: 16% (Yellow) Asian: 13% (Yellow) Two or More Races: 12% (Yellow)	2024 CA School Dashboard: All: 8.5% (Green) SED: 19.2% (Yellow) EL: 10.6% (Yellow) Asian: 6.3% (Green) 2 or more Races: No Color	2025 CA School Dashboard: All: 5.7% (Green) SED: 10% (Green) EL: 8.5% (Green) Asian: 2.8% (Blue) 2 or More Races: 3.3% (No Color)	CA School Dashboard: All: 8% SED: 10% EL: 10% Asian: 5% Two or More Races: 8%	All: Decreased 7% SED: Decreased 12.2% EL: Decreased 6% Asian: Decreased 10.2% 2 or more Races: Decreased 8.7%
2.3	Suspension rate by subgroup	2023 CA School Dashboard: All: .8% (Green) SED: 2.2% (Orange) EL: 2.6% (Orange) Asian: 0% (Blue) Two or More Races: 1.1% (Orange)	2024 CA School Dashboard: All: 0.2% (Blue) SED: 0.9% (Green) EL:, 10.6%(Yellow) Asian: 0.4% (Green) Two or More Races: No Color	2025 CA School Dashboard: All: 1.4% (Orange) SED: 2.9% (Orange) EL: 2.1% (Orange) Asian: 1.1% (Orange) Two or More Races: 0% (No Color)	CA School Dashboard: All: 2% or less SED: 2% or less EL: 2% or less Asian: 2% or less Two or More Races: 2% or less	All: Increased 0.6% SED: Increased 0.7% EL: Decreased 0.5% Asian: Increased 1.1% Two or More Races: Decreased 1.1%
2.4	Expulsion rate	SY 23-24: 0%	SY 24-25: 0%	SY 25-26: 0%	0%	Same as baseline: 0%
2.5	Parent / Guardian LCAP Stakeholder Survey Results - School Climate and Student Engagement % responding strongly agree or agree	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 86% Students feel like they have a positive relationship with teachers: 88%	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 86% Students feel like they have a positive	2025-2026 LCAP Stakeholder Survey Students feel like they belong: 82.7% Students feel like they have a positive	Students feel like they belong: +3% Students feel like they have a positive relationship with teachers: +3%	2024-25 is the baseline Students feel like they belong: -3.3% Students feel like they have a positive relationship with teachers: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students trust teachers and staff: 86% IIA is a safe place for students: 82% IIA is a positive learning environment: 89% IIA is a well maintained facility: 66% IIA is an engaging learning environment: 82%	relationship with teachers: 88% Students trust teachers and staff: 86% IIA is a safe place for students: 82% IIA is a positive learning environment: 89% IIA is a well maintained facility: 66% IIA is an engaging learning environment: 82%	relationship with teachers: 82.7% Students trust teachers and staff: 82.6% IIA is a safe place for students: 81.8% IIA is a positive learning environment: 79.3% IIA is a well maintained facility: 70.3% IIA is an engaging learning environment: 72.7%	Students trust teachers and staff: +3% IIA is a safe place for students: +3% IIA is a positive learning environment: +3% IIA is a well maintained facility: +6% IIA is an engaging learning environment: +3%	Students trust teachers and staff: -3.4% IIA is a safe place for students: -0.2% IIA is a positive learning environment: -9.7% IIA is a well maintained facility: +4.3% IIA is an engaging learning environment: -9.3%
2.6	Student LCAP Stakeholder Survey Results - School Climate and Student Engagement % responding strongly agree or agree	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 65% Students feel like they have at least on adult they can go to for help: 59% Students trust teachers and staff: 56% Students like going to school: IIA is a safe place for students: 62% IIA is a positive learning environment: 62%	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 65% Students feel like they have at least on adult they can go to for help: 59% Students trust teachers and staff: 56% Students like going to school: IIA is a safe place for students: 62%	2025-2026 LCAP Stakeholder Survey Students feel like they belong: 61.9% Students feel like they have at least on adult they can go to for help: 72.2% Students trust teachers and staff: 65.1% Students like going to school: 37.4%	Students feel like they belong: +6% Students feel like they have at least on adult they can go to for help: +6% Students trust teachers and staff: +6% Students like going to school: +6% IIA is a safe place for students: +6% IIA is a positive learning environment: +6%	2024-25 is the baseline Students feel like they belong: -3.1% Students feel like they have at least on adult they can go to for help: +13.2% Students trust teachers and staff: +9.1% Students like going to school: 34.2% IIA is a safe place for students: +8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IIA provides fair and appropriate discipline: 52%	IIA is a positive learning environment: 62% IIA provides fair and appropriate discipline: 52%	IIA is a safe place for students: 70.3% IIA is a positive learning environment: 64.5% IIA provides fair and appropriate discipline: 55.4%	IIA provides fair and appropriate discipline:+6%	IIA is a positive learning environment: +2.5% IIA provides fair and appropriate discipline: +3.4%
2.7	School Facility Good Repair Status as collected by OCDE FIT data.	22-23 SARC: Good	2024-2025 SARC - Exceptional	2025-26 SARC - Exemplary	Exemplary	Meets target, increased from baseline
2.8	Staff LCAP Stakeholder Survey Results - School Climate and Student Engagement % responding strongly agree or agree	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 93% Students feel like they have a positive relationship with teachers: 96% Students trust teachers and staff: 93% IIA is a safe place for students: 96% IIA is a positive learning environment: 100% IIA is a well maintained facility: 89% IIA is an engaging learning environment: 96%	2024-2025 LCAP Stakeholder Survey Students feel like they belong: 93% Students feel like they have a positive relationship with teachers: 96% Students trust teachers and staff: 93% IIA is a safe place for students: 96% IIA is a positive learning environment: 100% IIA is a well maintained facility: 89%	2025-2026 LCAP Stakeholder Survey Students feel like they belong: 91.7% Students feel like they have a positive relationship with teachers: 94.4% Students trust teachers and staff: 94.4% IIA is a safe place for students: 91.7% IIA is a positive learning environment: 97.2%	Students feel like they belong: +3% Students feel like they have a positive relationship with teachers: +2% Students trust teachers and staff: +3% IIA is a safe place for students: +2% IIA is a positive learning environment: Maintain 100% IIA is a well maintained facility: +3% IIA is an engaging learning environment: +2%	2024-25 is the baseline Students feel like they belong: -1.3% Students feel like they have a positive relationship with teachers: -1.6% Students trust teachers and staff: +1.4% IIA is a safe place for students: -4.3% IIA is a positive learning environment: -2.8% IIA is a well maintained facility: -8.5% IIA is an engaging learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			IIA is an engaging learning environment: 96%	IIA is a well maintained facility: 80.5% IIA is an engaging learning environment: 97.2%		environment: +1.2%

Goal Analysis [2025-26]

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

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

Goal 2 focuses on school climate, culture, and safety which is a huge priority at IIA. We continue to build programs that support of students social and emotional well being as school engagement. This year, IIA sent a team to the second year of OCDE PBIS cohort 1 training for further improve our PBIS implementation. This team brought back valuable information and shared with the whole staff. We also added a student store for students to "buy" prizes with their Panda tickets, which they earn through positive behaviors and exemplifying our character traits.
IIA also focused on creating weekly small group instruction for targeted support. Students received ELD support, academic support, Mandarin support, or enrichment based on their specific needs. We provided this support using our classroom teachers, IAs, ELD Coordinator, and Mandarin Assistant Principal.
We did not implement a SEL curriculum this year, and instead continued to implement our Character Counts program. We plan to pilot and adopt a SEL curriculum in 2026-27.
We revised our independent study program and focused on parent education to encourage positive attendance and decrease absences.
We provided specific professional development on classroom management, but will begin our implementation of MTSS and coordinating all the separate components of MTSS in the 2026-27 school year.
We did not provide schoolwide assemblies focusing on the topics in action 2.2, but did provide monthly assemblies focused on the PBIS PAWS program. We will incorporate assemblies regarding bullying, cyber-safety, mind and body health, etc. next 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.

Action 2.1 - We moved the purchase of Aeries to action 2.9, so this action is much lower. We also planned on hiring an Intervention Aide to support our MTSS Framework, but were not able to fill that position this year.
Action 2.2 - IIA did not bring outside vendors in to provide these assemblies. We provided PBIS PAWS assemblies utilizing our own staff, so there was no additional cost. We do plan on bringing in outside vendors in 2026-27.
Action 2.4 - We delayed the piloting of the SEL curriculum until next year. We focused on further defining our 50/50 dual immersion model this year so we knew where to include the SEL Curriculum in the instructional model.

Action 2.5 - With an increase in enrollment, we added additional Campus Supervisors and a Health Tech position to support student safety and wellness. We also spent additional funds to replenish our emergency supplies.
Action 2.6 - We collapsed the Mental Health action in with other actions as it was redundant.
Action 2.8 - Lightspeed implementation and filtering software came up much less expensive that we projected.
Action 2.9 - We hired an attendance clerk to support short term independent study options and monitor attendance through our SIS

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

Goal 2 has been a priority for IIA this year and the actions have been very effective. Our PBIS model had been improved and we have increased our positive reward system for students, including a student store. Attendance has been maintained at a high level due to a focus on parent education regarding attendance and engagement. Our engagement activities, such as field trips, cultural events, and school activities were very successful this year, drawing a large percentage of our student and family population and improving school culture, climate, and connectivity. With the increase in enrollment, we have improved campus safety protocols, supervision, and emergency preparedness supplies.

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

Action 2.1 - Revised action to build upon MTSS implementation for the 2026-27 school year
Actions 2.4 and 2.6 - SEL and Mental Health actions were combined to create a clearer action and avoid redundancy
Action 2.5 - More detail was added to define our efforts in Campus Safety
Action 2.6 - New action regarding food services was added to support our budgeting alignment to LCAP Actions and Goals.
Action 2.7 - Included more items for Facilities, including monthly fees in our Facilities Use Agreement
Actions 2.10 - More specificity added in ensure that operational software systems not targeted to student learning were also included.
Action 2.10 - New action regarding technology, equipment, and classroom resources.
Action 2.11 - Expanded to include the various supports fo classroom behaviors, including training for inclusion practices, behavioral management, and classroom management.

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	MTSS & PBIS	A Multi-Tiered System of Supports (MTSS) Framework will be implemented and training will be provided, with a Positive Behavioral Intervention and Supports (PBIS) domain and training, to support the behavioral and social-emotional development of all students, promote a safe school climate, and improve academic outcomes. An intervention aide will support a MTSS framework and provide support for low income	$55,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, ELs, and struggling students. PBIS provides positive rewards for students to improve student behavior and recognize students in monthly assemblies for positive behavior.		
2.2	Assemblies	Monthly grade level and school-wide educational assemblies addressing topics such as: bullying, growth mindset, digital citizenship, mind and body health, neighborhood safety and programs addressing equity and social justice.	$6,000.00	No
2.3	Community Building	Provide community building events such as field days, volunteer events, or community clean up days that promote a sense of school community and civic learning. Continue providing school events that provide enrichment and build school community, such as Mid-Autumn Festival, Lunar New Year, etc. Continue to provide events that highlight Chinese Culture	$6,000.00	No
2.4	SEL Curriculum / Mental Health	Pilot and incorporate a Social and Emotional Learning (SEL) training, curriculum, including trauma-informed instruction tools and resources, to promote the social and emotional well-being of students and staff. Provide SEL and mental health programs for families and students, with an emphasis on English Learners, low income students, and Foster Youth who may need additional support in this area.	$54,000.00	Yes
2.5	Campus Safety	Development and implementation of Comprehensive School Safety Plans and regular safety drills. Provision of safety training for staff, including CPR, active shooter, emergency response, bullying prevention etc. Provision of safety and disaster preparedness equipment and other security equipment, including but not limited to RAPTOR Security System, a visitor badging system, and security cameras. Campus supervisors will support and promote school safety, as well as a positive school climate. The addition of a Health Technician will support the safety and well-being of students, as well as vision and hearing screenings.	$261,193.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Food Services	Provide staffing and nutritious food before school, recess, and lunch time to support the breakfast and lunch program for all students, including those receiving free and reduced lunch programs. (NSLP and Grants Additional funding)	$90,000.00	No
2.7	Facilities, Staffing, and Supplies	Utilize custodial/ facility staff and services to ensure safety of grounds and a well maintained and clean facility that promotes a warm, welcoming, and safe place of learning. Custodial staff will have supplies to ensure a clean and well-maintained facility. Required fees for the use of the campus will be paid monthly.	$641,000.00	No
2.8	Cyber-Security/ Device Management	Provide cyber-safety education for students. Provide Lightspeed, a device monitoring and filtering software for student Chromebooks. Maintain and improve infrastructure to support school-wide technology use and device management.	$20,000.00	No
2.9	Attendance Support	Provide training and support resources for SART in an effort to reduce chronic absenteeism targeted to all students, including our English Learners and SPED populations. Implement wellness programs, attendance incentive programs, parent resources, and outreach, and short term independent study options and support for families to improve attendance and help students who are absent stay up-to-date on coursework. Maintain student cume file records and monitor attendance through Aeries, our Student Information System (SIS).	$52,610.36	Yes
2.10	Technology and Equipment	Provide access to technology for all grade levels to support all student learning and staff instruction. Create Chromebook refresh plans for all grades, classroom technology, and teacher computers. Provide technology for electives, technology for labs, and upgrade technology for the MPR. Ensure that classrooms and other school areas have sufficient furniture and equipment to support student learning and activities, such as smartboards, projectors, and cameras.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Software systems include Adobe pro and Microsoft for select administrators, CANVA for teachers, add other tech software not targeted to student learning		
2.11	Classroom behavior supports	Support a PBIS Coordinator stipend position and Tier 2 training for our PBIS team. Collaborate with the El Dorado SELPA, IIA administrators, and our Behavior Intervention Instructional Aide to provide training and Professional Development to teachers on inclusion practices, behavioral intervention, classroom management, and PBIS. (Federal Special Education Funding)	$3,000.00	No
2.12				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Support and Engagement - Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Family involvement is crucial for the well-rounded development of children. When families are engaged and actively participate in their children's education, it creates a positive impact on the overall school climate and leads to improved academic outcomes. Recognizing the importance of family involvement, IIA acknowledges that families, particularly those who are first-generation Chinese immigrants, may face language barriers when interacting with the school.

Currently, the average attendance of parents at school and family meetings stands at 20-30 parents. However, IIA aims to enhance this number significantly in order to foster a strong sense of community where families actively participate and learn alongside their children. By increasing family engagement, we can build a collaborative environment that empowers parents to be actively involved in their children's educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The number of families that will participate in the annual Family and Student Survey	SY 23-24: 67% (Revised to 13%)	SY 24-25: 24%	SY 25-26: 27%	80%	+14%
3.2	Parent / Guardian LCAP Stakeholder Survey Results -	SY 24-25 LCAP Stakeholder Survey Results:	SY 24-25 LCAP Stakeholder Survey Results:	SY 25-26 LCAP Stakeholder Survey Results:	IIA encourages parent's input in	2024-25 is the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Communication and Parent Involvement % responding strongly agree or agree	IIA encourages parent's input in school goals and activities: 73% IIA creates meaningful involvement activities for parents: 76% IIA provides adequate parent education opportunities: 69% IIA provides adequate communication with parents: 65%	IIA encourages parent's input in school goals and activities: 73% IIA creates meaningful involvement activities for parents: 76% IIA provides adequate parent education opportunities: 69% IIA provides adequate communication with parents: 65%	IIA encourage parent's input in school goals and activities: 83.4% IIA creates meaningful involvement activities for parents: 76.9% IIA provides adequate parent education opportunities: 70.3% IIA provides adequate communication with parents: 73.6%	school goals and activities: +3% IIA creates meaningful involvement activities for parents: +3% IIA provides adequate parent education opportunities: +6% IIA provides adequate communication with parents: +6%	IIA encourages parent's input in school goals and activities: +10.4% IIA creates meaningful involvement activities for parents: +0.9% IIA provides adequate parent education opportunities: +1.3% IIA provides adequate communication with parents: +8.6%
3.3	Percentage of parents accessing Parent Square	SY 23-24: 50%	SY 24-25: 74%	SY 25-26: 91.1%	80%	+41.1%
3.4	Number of families contributing/ providing parent input on decision making at Coffee with the Principal, SSC and ELAC	SY 23-24: Coffee with the Principal - 20% SSC - Baseline is year 1 ELAC - 10% of EL families participated	SY 24-25: Coffee with the Principal - 9% SSC - 10 Members, 100% participated ELAC - 8% of EL families participated	SY 25-26: Coffee with the Principal - 10% SSC - 9 Members, 90% participated ELAC - 8% of EL families participated	Coffee with the Principal - 50% SSC - 50% ELAC - 50% of EL families participated	Coffee with the Principal - (-10%) SSC - +40% ELAC - (-2%)
3.5	Staff LCAP Stakeholder Survey Results - Communication and	SY 24-25 LCAP Stakeholder Survey Results:	SY 24-25 LCAP Stakeholder Survey Results:	SY 25-26 LCAP Stakeholder Survey Results:	IIA encourages parent's input in	2024-25 is the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Involvement % responding strongly agree or agree	IIA encourages parent's input in school goals and activities: 92% IIA creates meaningful involvement activities for parents: 96% IIA provides adequate parent education opportunities: 81% IIA provides adequate communication with parents: 85%	IIA encourages parent's input in school goals and activities: 92% IIA creates meaningful involvement activities for parents: 96% IIA provides adequate parent education opportunities: 81% IIA provides adequate communication with parents: 85%	IIA encourages parent's input in school goals and activities: 97.2% IIA creates meaningful involvement activities for parents: 97.2% IIA provides adequate parent education opportunities: 88.8% IIA provides adequate communication with parents: 91.6%	school goals and activities: +2% IIA creates meaningful involvement activities for parents: +2% IIA provides adequate parent education opportunities: +3% IIA provides adequate communication with parents: +3%	IIA encourages parent's input in school goals and activities: +5.2% IIA creates meaningful involvement activities for parents: +1.2% IIA provides adequate parent education opportunities: +7.8% IIA provides adequate communication with parents: +6.6%
3.6	Community Engagement Activities	SY 24-25: Number of community engagement activities: 8 (Orientation, Back to School Night, Mid-Autumn Festival, Winter Concert, Lunar New Year and Talent Show, Open House, Spring Recital, Promotion)	SY 24-25: Number of community engagement activities: 8 (Orientation, Back to School Night, Mid-Autumn Festival, Winter Concert, Lunar New Year and Talent Show, Open House, Spring Recital, Promotion)	SY 25-26: Number of community engagement activities: 8 (Orientation, Back to School Night, Mid-Autumn Festival, Winter Concert, Lunar New Year and Town Hall, Open House, Spring Recital, Promotion)	Number of community engagement activities: 8	Maintained 8 Activities

Goal Analysis [2025-26]

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

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

IIA provides a wide variety of family engagement and education opportunities, including cultural events, Open House, parent workshop, etc. IIA provide various communication platforms to increase parent awareness and involvement in their child's education. These include Parent Square, Google Classroom, ClassDojo, and the IIA website. Participation at community events was extremely high this year, with many families attending each event.

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

Action 3.1 - Parent education opportunities and resources were provided by staff or volunteer partnerships, so we did not spend the full budgeted amount.
Action 3.2 - Our Community Outreach Coordinator's pay was moved from salary to hourly, so the pay increased slightly
Action 3.3 - Most community partnership evens were covered by PTO and donations, so we did not use the total amount
Action 3.6 - With new leadership, branding activities did not start until mid-year, so we spent significantly less than budgeted.

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

Goal 3 was extremely effective in building community engagement, providing resources and education to families, and building effective communication. We are continuing to assess our communication platforms and streamline our messaging so that families receive required notifications and information, but in an efficient, streamlined manner. A Communication Plan was developed and implemented to ensure aligned communication across the school and three additional advisory committees were implemented and very well attended this year -- Executive Director's Advisory Committee, Curriculum Advisory Committee, and the Mandarin Program Advisory Committee.

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.

Most actions were updated to include more detail and specificity to help staff align spending to the LCAP.
Action 3.1- Revised action to include a more comprehensive list of parent engagement opportunities including the addition of three advisory committees
Action 3.2 - Revised Action 3.2 to remove the reference to the office assistant and generalize it to providing community resources and support, especially to underrepresented families and those needing extra support.
Action 3.3 - Many of the Community Partnership events were covered by PTO or other donations. We updated the language to better align spending with the action.
Action 3.5 - Moved from Action 2.5 to provide consistent information and communication via online platforms such as ParentSquare, Google Classroom, and ClassDojo. Provide training for parents to sign up and utilize these communication platforms.
Action 3.6 - Added action to provide welcome resources for new families, especially those enrolling during the school year so that the students and families become engaged in the IIA community.

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	Parent Engagement and Workshops	Provide regular Parent Education Workshops and curriculum for families in the areas of academic support for English and Mandarin, Mental Health, Parent Education etc. Other opportunities for parent engagement include Monthly Coffee with the Principal meetings, Curriculum Advisory Committee meetings, Executive Director Advisory Committee meetings, LCAP Advisory Committee meetings, Mandarin Program Advisory Committee meetings, School Site Council Meetings, and English Learner Advisory Council meetings (ELAC)	$3,000.00	Yes
3.2	Bilingual community outreach support	Provide support and resources for interpretation, advocacy and resources for our Mandarin, Russian, and other non-English speaking only families. Maintain a Communication Outreach Coordinator to support parents and share resources to help students in the classroom and at home. Provide resources such as school supplies, clothing, free meals, and mental health support for low income families.	$84,758.00	Yes
3.3	Community Partnerships and Engagement	Provide community engagement activities such as Lunar New Year, Mid-Autumn Festival, etc. to encourage community building and cultural awareness in our dual immersion program. Participate in city-wide events, such as Love Irvine and Illuminate Irvine. Support student recognition events such as Pathway to Civic Learning awards, Pathway to Seal of Biliteracy recognitions, 5th and 8th grade promotion events, and competition learning events at the state and national level.	$15,000.00	Yes
3.4	Family Access to Dual-Immersion online support	Provide families with materials to access high quality Mandarin education and support. Maintain a Mandarin Program Advisory Committee to promote parent education of the dual immersion program and increase academic engagement. Build a sense of connection in our dual immersion program by offering Mandarin events such as Mandarin Masters.	$43,626.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Communication	Provide consistent information and communication via online platforms including, but not limited to, ParentSquare, Google Classroom, ClassDojo, Survey Monkey, and the IIA website (Edlio). Provide training for parents to sign up and utilize these communication platforms. Maintain a comprehensive communication plan including regular communication memos from the principal and assistant principal, social media platforms, and print.	$10,186.00	No
3.6	Welcome Resources and Recruitment	Provide welcome resources for new families, especially those enrolling during the school year, so that the students and families become engaged in the IIA community. Develop school outreach activities and provide recruitment materials to encourage diverse families to join the IIA community. Maintain an enrollment system to support communication with our waitlist for enrollment and lottery system.	$15,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$574,881	$0.00

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
7.353%	0.000%	$0.00	7.353%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Intervention & Acceleration **Need:** Our English Learners, Low Income, Foster Youth need continuous support in all academic areas in a whole group and small group setting. **Scope:**	Our low income, EL, and foster students need small group support to improve academic achievement and English / Mandarin proficiency. Howeever, all student benefit from this small group instruction because it can also provide targeted supports to struggling students and enrichment / acceleration opportunities for advanced students.	CAASPP, IReady ELA and Math, and Level Learning assessment results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.15	**Action:** Summer and After School Programs **Need:** EL, low income, and foster youth need targeted instruction and support in math and ELA during the summer and after school programs. **Scope:** Schoolwide	The summer and after school programs will provide targeted support for unduplicated pupils through homework help, intervention, targeted math and ELA support, ELD and MLD support, and enrichment/engagement activities. The whole school can benefit from these activities by providing support and enrichment opportunities.	EL reclassification, SBAC and iReady results
2.1	**Action:** MTSS & PBIS **Need:** English Learners and low socio-economically disadvantaged students need extra support to navigate the challenges of learning a new language as well as having fewer resources to persevere through school. **Scope:** Schoolwide	IIA will address these needs through MTSS in which ELs and low socio-economically disadvantage students will be identified, supported and monitored for ELD skills, emotional needs, and school services.	-Absenteeism rate -Chronic absenteeism rate • Family and student surveys addressing safety, climate and teacher student relationships.
2.4	**Action:** SEL Curriculum / Mental Health **Need:** Unduplicated students need SEL supports including mental health services to navigate	Provide SEL supports. Provide mental counseling services as identified in a MTSS.	• Family and student surveys addressing safety, climate and teacher student relationships.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges of learning a new language, of being socio-economically disadvantage, and of being in foster care. The whole school can also benefit from SEL instruction and curriculum as well as counseling supports. **Scope:** Schoolwide		• Suspension rates • Attendance rates
2.9	**Action:** Attendance Support **Need:** Attendance supports benefits all students, but a special emphasis and extra will be provided to English Learners, SPED, and Low Income students. These student groups are experiencing a higher level of chronic absenteeism due to missing school. **Scope:** Schoolwide	All students can benefit from attendance outreach and wellness programs, but we will specifically monitor our unduplicated pupils.	Chronic Absenteeism on the CA School Dashboard and ADA Rates
3.1	**Action:** Parent Engagement and Workshops **Need:** Parent education opportunities to ensure that all families, including low income, EL, and homeless, have information regarding student progress, available resources, assessment, PBIS, etc. Focus on encouraging parents of unduplicated students to attend parent information sessions and utilize resources.	Provide translation services, online resources, video recordings of workshops for parents who are not able to attend, and focused parent education opportunities for EL and low income families. This will provide information to increase parent involvement, understanding of school programs, and ability to help student's succeed. This is not only important for unduplicated families, but also for all families.	Number of parents attending events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.3	**Action:** Community Partnerships and Engagement **Need:** ELs and Low Income students need to be exposed to various cultures in their community as they acquire a second language. They also need experiences in understanding these cultures and learning from them. **Scope:** Schoolwide	Collaborating with the local community for educational history and field trips, as well as community service projects with a focus on Chinese culture, can provide students with exposure to diverse cultures and real-world contexts where they'll need to use English. In a Mandarin dual-immersion school, these types of cultural events and service learning benefit all students.	Number of filed trips and community service events

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
1.8	**Action:** ELD Program **Need:** English Learners need explicit instruction and curriculum in a designated time in the day as well as specific strategies of supports during	Curriculum and explicit English instruction during designated times will provide students with tailored and targeted language instruction outside their normal content instructional times so they can master their listening, speaking, reading and writing skills learning English structures and vocabulary. Integrated ELD strategies provide	RFEP rates and progress toward English proficiency rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	integrated times in other content areas throughout the instructional day. **Scope:** Limited to Unduplicated Student Group(s)	students to learn English in their content classes so that they can learn and use Tier 3 words.	
3.2	**Action:** Bilingual community outreach support **Need:** ELs and parents of ELs need direct support from the school as they acquire the English Language and navigate academic content areas in a language other than their native language. Low income families require support and resources to ensure that they are able to access school information and provide support for student success. **Scope:** Limited to Unduplicated Student Group(s)	Community Liaison provides direct support of EL families, translation services for school and families, workshops and trainings to help parents find resources to support their EL student at home and in school. Resources and supplies for students in need.	RFEP rates Parent surveys

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.

In Goal 1, Action 8: This action aims to provide small group and individualized academic and social emotional support to English Language learners through the use of instructional assistants and an EL Coordinator. Students will receive individualized support above and beyond the designated and integrated ELD, including after school intervention, homework help, instructional assistants in every classroom and a coordinator to consistently monitor progress and make adjustments to the academic plan.

In Goal 3, Action 2, assigning a bilingual community outreach coordinator aims to increase the level of support and engagement for Mandarin-speaking families, including foster youth. By providing advocacy and resources in their native language, this action seeks to improve the involvement and connection of these families with the school community.

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,818,502	574,881	7.353%	0.000%	7.353%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,265,639.06	$767,609.00	$0.00	$66,250.00	$8,099,498.06	$6,402,944.06	$1,696,554.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Development & Support	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.2	Hire & Retain Highly Qualified Teachers and Staff	All	No			All Schools	Ongoing	$3,862,323.00	$0.00	$3,862,323.00				$3,862,323.00	
1	1.3	Coaching & Support	All	No			All Schools	Ongoing	$101,195.00	$0.00	$101,195.00				$101,195.00	
1	1.4	Intervention & Acceleration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$335,946.00	$0.00	$335,946.00				$335,946.00	
1	1.5	Assessments & Programs	All	No			All Schools	Ongoing	$0.00	$77,570.00	$77,570.00				$77,570.00	
1	1.6	Library	All	No			All Schools	Ongoing	$0.00	$3,742.00	$3,742.00				$10,000.00	
1	1.7	Materials and Supplies	All	No			All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.8	ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$38,587.00	$5,000.00	$43,587.00				$43,587.00	
1	1.9	Special Education Program	Students with Disabilities	No			All Schools	Ongoing	$149,651.00	$396,356.00		$479,757.00		$66,250.00	$546,007.00	
1	1.10	GATE Identification and Enrichment	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.11	Curriculum and Materials	All	No			All Schools	Ongoing	$0.00	$140,000.00	$140,000.00				$140,000.00	
1	1.12	Middle school	All	No			All Schools	Ongoing	$0.00	$55,000.00	$55,000.00				$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	STEAM Instruction & Specialty Classes	All	No			All Schools	Ongoing	$115,195.34	$40,000.00	$155,195.34				$155,195.34	
1	1.14	Mandarin Instruction	All	No			All Schools	Ongoing	$429,493.00	$64,000.00	$493,493.00				$493,493.00	
1	1.15	Summer and After School Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$201,900.00	$42,800.00		$244,700.00			$244,700.00	
1	1.16	Field Trips/ Civic Learning Enrichment	All	No			All Schools								$46,362.00	
1	1.17	TK Instruction	All	No			All Schools		$422,901.36	$12,400.00	$435,301.36				$435,301.36	
2	2.1	MTSS & PBIS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,565.00	$32,500.00	$55,065.00				$55,065.00	
2	2.2	Assemblies	All	No			All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.3	Community Building	All	No			All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.4	SEL Curriculum / Mental Health	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$34,000.00	$20,000.00	$54,000.00				$54,000.00	
2	2.5	Campus Safety	All	No			All Schools	Ongoing	$241,193.00	$20,000.00	$261,193.00				$261,193.00	
2	2.6	Food Services	All	No			All Schools	Ongoing	$81,000.00	$9,000.00	$90,000.00				$90,000.00	
2	2.7	Facilities, Staffing, and Supplies	All	No			All Schools	Ongoing	$121,000.00	$520,000.00	$641,000.00				$641,000.00	
2	2.8	Cyber-Security/ Device Management	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.9	Attendance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,610.36	$0.00	$52,610.36				$52,610.36	
2	2.10	Technology and Equipment	All	No			All Schools	Ongoing	$75,000.00	$75,000.00	$150,000.00				$150,000.00	
2	2.11	Classroom behavior supports	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.1	Parent Engagement and Workshops	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.2	Bilingual community outreach support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$79,758.00	$5,000.00	$41,606.00	$43,152.00			$84,758.00	
3	3.3	Community Partnerships and Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.4	Family Access to Dual-Immersion online support	All	No			All Schools	Ongoing	$38,626.00	$5,000.00	$43,626.00				$43,626.00	
3	3.5	Communication	All	No			All Schools	Ongoing	$0.00	$10,186.00	$10,186.00				$10,186.00	
3	3.6	Welcome Resources and Recruitment	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,818,502	574,881	7.353%	0.000%	7.353%	$600,814.36	0.000%	7.685 %	**Total:**	$600,814.36
								LEA-wide Total:	$0.00
								Limited Total:	$85,193.00
								Schoolwide Total:	$515,621.36

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	**1.4**	Intervention & Acceleration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$335,946.00	
1	**1.7**	Materials and Supplies				All Schools	$45,000.00	
1	**1.8**	ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$43,587.00	
1	**1.15**	Summer and After School Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.1**	MTSS & PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$55,065.00	
2	**2.4**	SEL Curriculum / Mental Health	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$54,000.00	
2	**2.9**	Attendance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$52,610.36	

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 (%)
3	3.1	Parent Engagement and Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.2	Bilingual community outreach support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$41,606.00	
3	3.3	Community Partnerships and Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,730,024.00	$7,815,540.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Development & Support	No	$2,960.00	$15,405.30
1	**1.2**	Hire & Retain Highly Qualified Teachers and Staff	No	$2,636,447.00	$3,707,625.98
1	**1.3**	Coaching & Support	No	$79,375.00	$98,440.72
1	**1.4**	Intervention & Acceleration	Yes	$335,946.00	$319,853.00
1	**1.5**	Assessments & Programs	No	$77,570.00	$68,015.00
1	**1.6**	Library	No	$3,742.00	$1,001.58
1	**1.7**	Writing Instruction	No	$40,000.00	$9,396/91
1	**1.8**	ELD Program	Yes	$28,293.00	$37.417.00
1	**1.9**	Special Education Program	No	$546,007.00	$520,361.00
1	**1.10**	GATE Identification and Enrichment	No	$10,000.00	$1,112.00
1	**1.11**	Curriculum and Materials	No	$111,000.00	$108.753,92

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	1.12	Middle school	No	$47,000.00	$33,947.87
1	1.13	STEAM Instruction	No	$71,000.00	$131,653.82
1	1.14	Mandarin Instruction	No	$206,477.00	$477,412.82
1	1.15	Summer and After School Programs	Yes	$244,700.00	$264,700.00
2	2.1	MTSS & PBIS	Yes	$119,360.00	$11,495.02
2	2.2	Assemblies	No	$6,000.00	$0
2	2.3	Community Building	No		$0
2	2.4	SEL Curriculum	Yes	$20,000.00	$0
2	2.5	Campus Safety	No	$165,938.00	$212,185.93
2	2.6	Mental Health	Yes	$25,000.00	$0
2	2.7	Facilities	No	$621,116.00	$675,310.75
2	2.8	Cyber-Security	No	$20,000.00	$5,000.00
2	2.9	Attendance Support	No	$25,000.00	$93,275.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.10**	Technology and Equipment	No	$147,457.00	$110,610.85
2	**2.11**	Classroom behavior supports	No	$3,000.00	$2,700.00
3	**3.1**	Parent Engagement and Workshops	Yes	$3,000.00	$2,000.00
3	**3.2**	Bilingual community outreach support	Yes	$62,125.00	$75,344.79
3	**3.3**	Community Partnerships and Engagement	Yes	$15,000.00	$826.00
3	**3.4**	Family Access to Dual-Immersion online support	No	$33,325.00	$37,455.20
3	**3.5**	Communication	No	$8,186.00	$5,240.38
3	**3.6**	Welcome Resources and Recruitment	No	$15,000.00	$4,729.55

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$518,330	$565,572.00	$527,165.81	$38,406.19	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Intervention & Acceleration	Yes	$335,946.00	$319,853		
1	1.8	ELD Program	Yes	$28,293.00	$37,417		
1	1.15	Summer and After School Programs	Yes				
2	2.1	MTSS & PBIS	Yes	$119,360.00	$11,950.02		
2	2.4	SEL Curriculum	Yes	$20,000.00	$0		
2	2.6	Mental Health	Yes	$25,000.00	$0		
3	3.1	Parent Engagement and Workshops	Yes	$3,000.00	$0		
3	3.2	Bilingual community outreach support	Yes	$18,973.00	$75,344.79		
3	3.3	Community Partnerships and Engagement	Yes	$15,000.00	$826,01		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,652,440	$518,330	0	7.792%	$527,165.81	0.000%	7.924%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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