LCFF Budget Overview for Parents

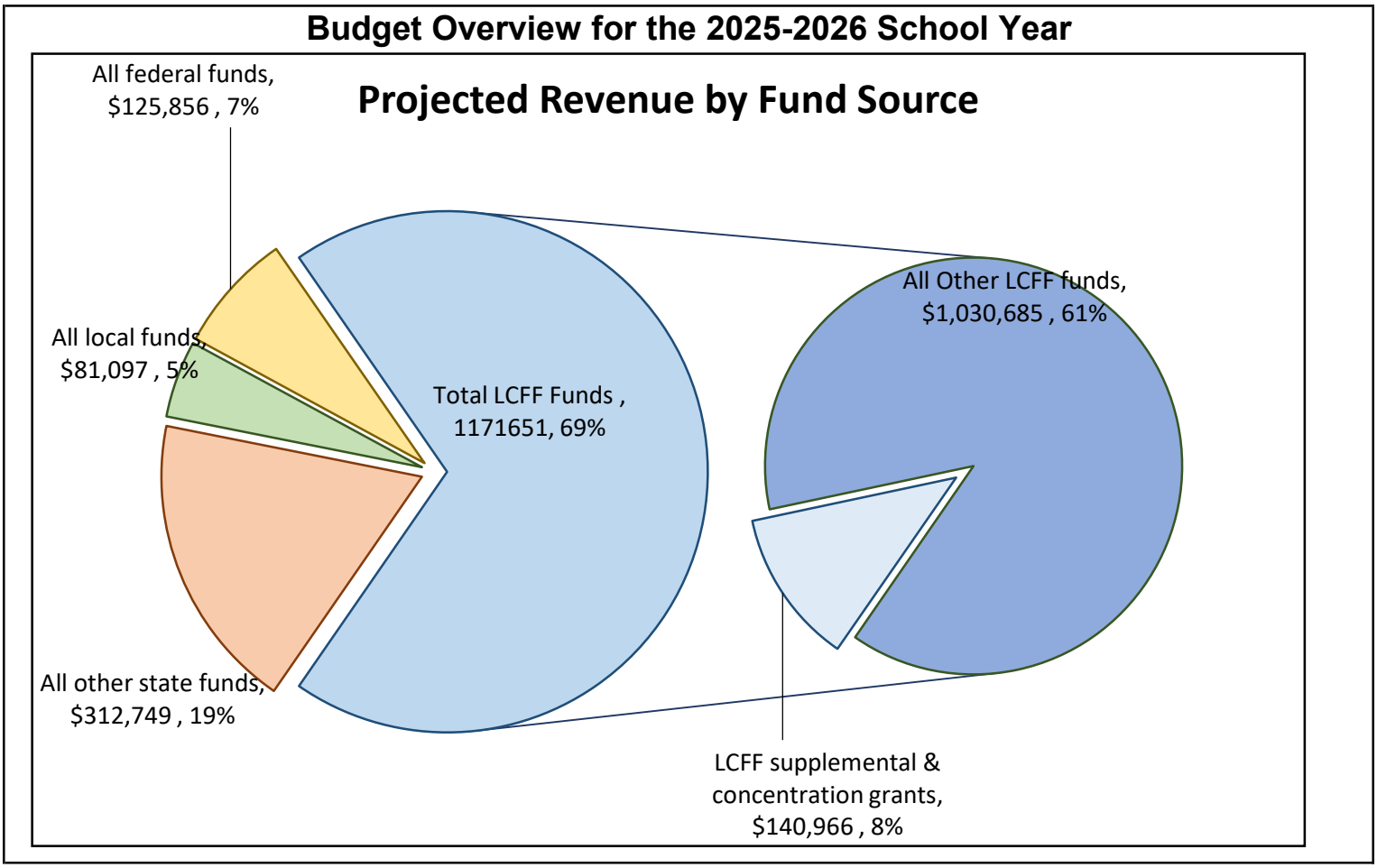
Local Educational Agency (LEA) Name: International School for Science and Culture

CDS Code: 30 10306 0139469

School Year: 2025-2026

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

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

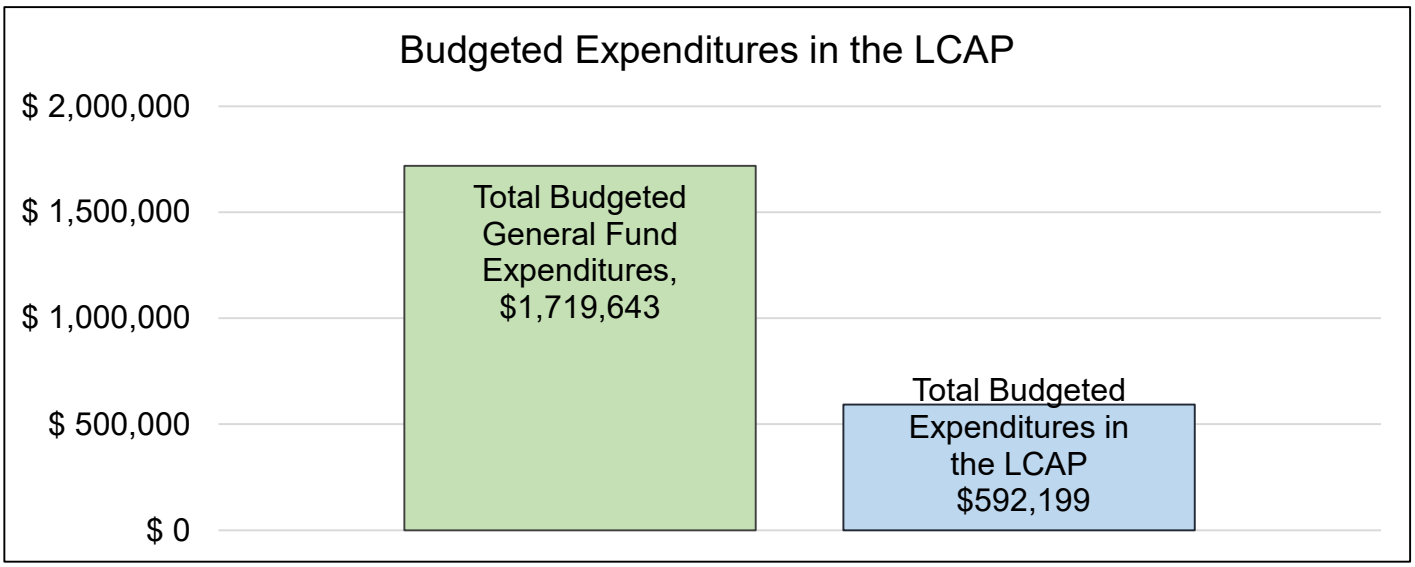


This chart shows the total general purpose revenue International School for Science and Culture expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for International School for Science and Culture is $1,691,353.00, of which $1,171,651.00 is Local Control Funding Formula (LCFF), $312,749.00 is other state funds, $81,097.00 is local funds, and $125,856.00 is federal funds. Of the $1,171,651.00 in LCFF Funds, $140,966.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much International School for Science and Culture plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: International School for Science and Culture plans to spend $1,719,643.00 for the 2025-2026 school year. Of that amount, $592,199.44 is tied to actions/services in the LCAP and $1,127,443.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

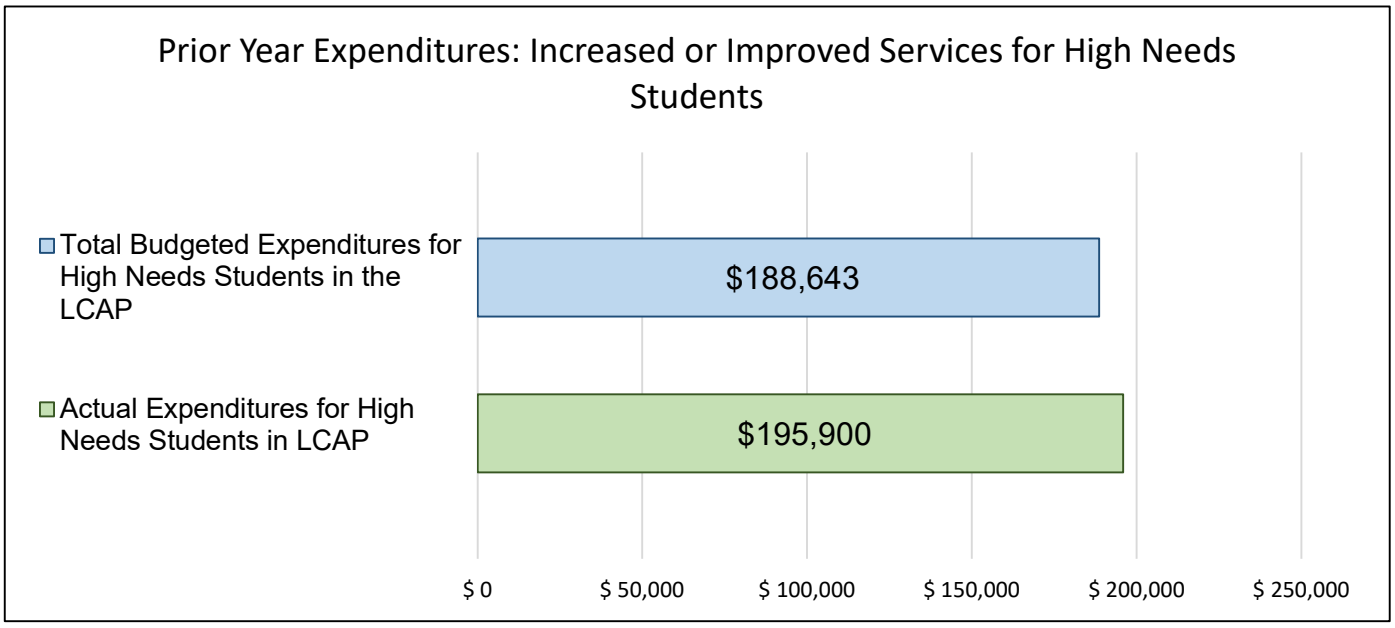
General Fund Budget Expenditures for the school year that are not included in the LCAP include some salaries and benefits, office supplies, food, oversight fees, due and membership, license and fees, and operating expenses such as insurance, rental leases, rent, consultant fees, accounting and business services, payroll, legal services, fingerprinting fees, recruitment advertising, and utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, International School for Science and Culture is projecting it will receive $140,966.00 based on the enrollment of foster youth, English learner, and low-income students. International School for Science and Culture must describe how it intends to increase or improve services for high needs students in the LCAP. International School for Science and Culture plans to spend $181,968.45 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 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, International School for Science and Culture's LCAP budgeted $188,643.00 for planned actions to increase or improve services for high needs students. International School for Science and Culture actually spent $195,900.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

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

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

Plan Summary 2025-2026

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.

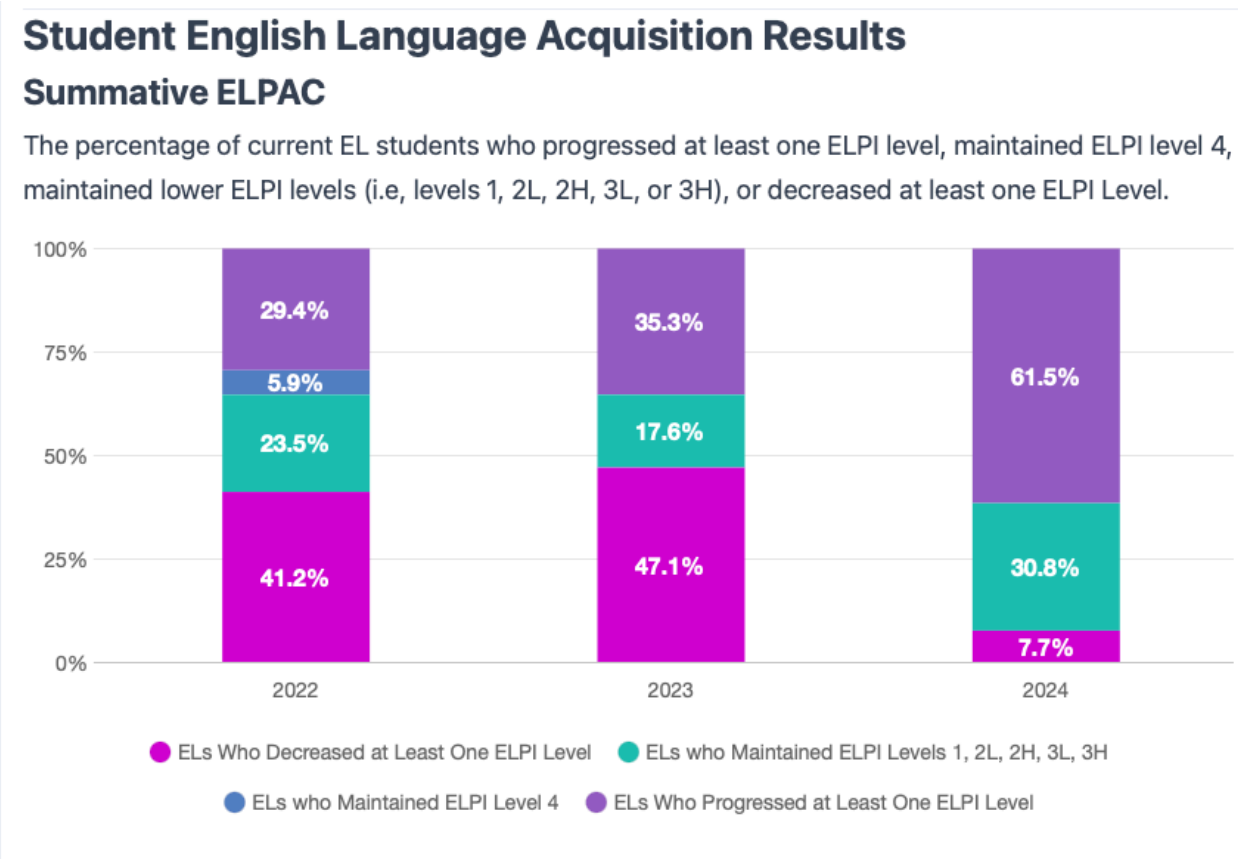
International School For Science And Culture (ISSAC) is a K-8 directly funded charter school which opened its doors in September 2019. Located in Costa Mesa, ISSAC is authorized by the Orange County Department of Education, and is open to students from any district in California with priority for students from the Newport-mesa Unified School District. In the year 2024-2025, ISSAC serviced 111 students, of which approximately 46.85% were Hispanic/Latino students, 21.62% White students, and 14.41% Asian or Filipino students, 0.9% Black or African Americans, 14.41% were mixed races and 21.6% declined to answer. 34% of students qualified for FRPM. The English Learner percentage was at 17%. ISSAC professional team includes 7 certificated staff and 9 classified staff. At ISSAC, we aim to cultivate global citizens who are empowered to build a peaceful society. By developing students as self-motivated, confident, and competent life-long learners, we hope our students will solve problems through critical and creative thinking, innovate ideas for modern needs, and participate fully and functionally in a global society. ISSAC's balanced approach to modern education ensures students excel in academics, in language and cultural exchanges, and in self-development and community building. Currently, there is a need for young people to grow with a high degree of academic, linguistic-cultural, and social-emotional competence. To address this need, we provide education in STREAM (Science, Technology, Reading, Engineering, Arts, Mathematics) skills, language learning through our Trilingualism program, and character development through social-emotional learning for the global citizen. All traditional academic subjects are aligned with the California Common Core State Standards, and Mathematics and English language arts are integrated daily. Integration emphasizes on front-loading vocabulary and concepts. Our science curriculum is inquiry-driven and includes discovery/invention projects. Social Studies includes writing/journalism projects. Movement is also integrated daily, with formal Physical Education offerings at least twice a week focusing on gymnastics, sports, and physical skills that enhance human brain development. The trilingual education approach is not an immersion program. All academic subjects are taught in English. The foreign language classes in Spanish and Mandarin Chinese are taught separately, and focus on interpersonal communication, particularly speaking and understanding spoken language. Reading and writing are being taught in these languages, and some academic content may be repeated in the target language.

Reflections: Annual Performance

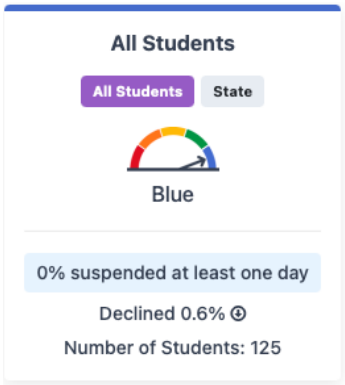
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on the 2023 and 2024 Dashboard, ISSAC experienced several key successes during the 2023–2024 school year. Notably, 61.5% of English Learner students progressed at least one ELPI level, a significant improvement from 35.3% in the previous year, while 30.8% maintained their levels and only 7.7% decreased. The school maintained a zero suspension rate, reflecting a positive and supportive school climate. ISSAC also met the state standards in both Parent and Family Engagement and the Local Climate Survey, demonstrating strong community involvement and satisfaction. Among the teaching staff, 6 out of 7 teachers held clear credentials, and the one intern-credentialed teacher will not be returning for the upcoming school year.

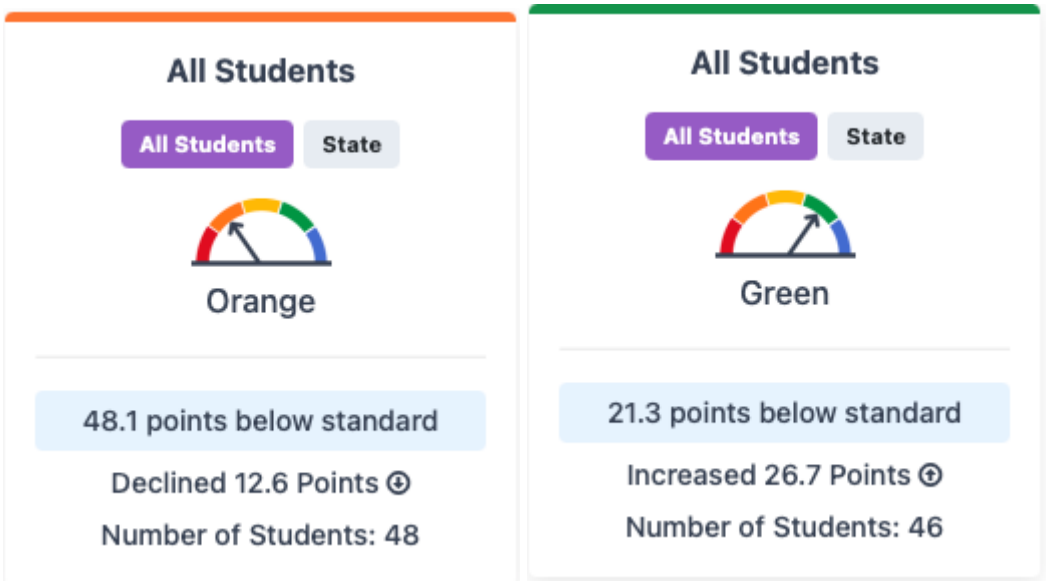
ISSAC saw measurable progress in overall math performance. Math scores for all students increased by 26.7 points from the previous year, with a 59.7-point gain among socioeconomically disadvantaged students. Although the school remains 33.6 points below the state standard, efforts are underway to address this gap through targeted instructional strategies and support systems. This improvement reflects the school's ongoing focus on academic growth for all student groups.



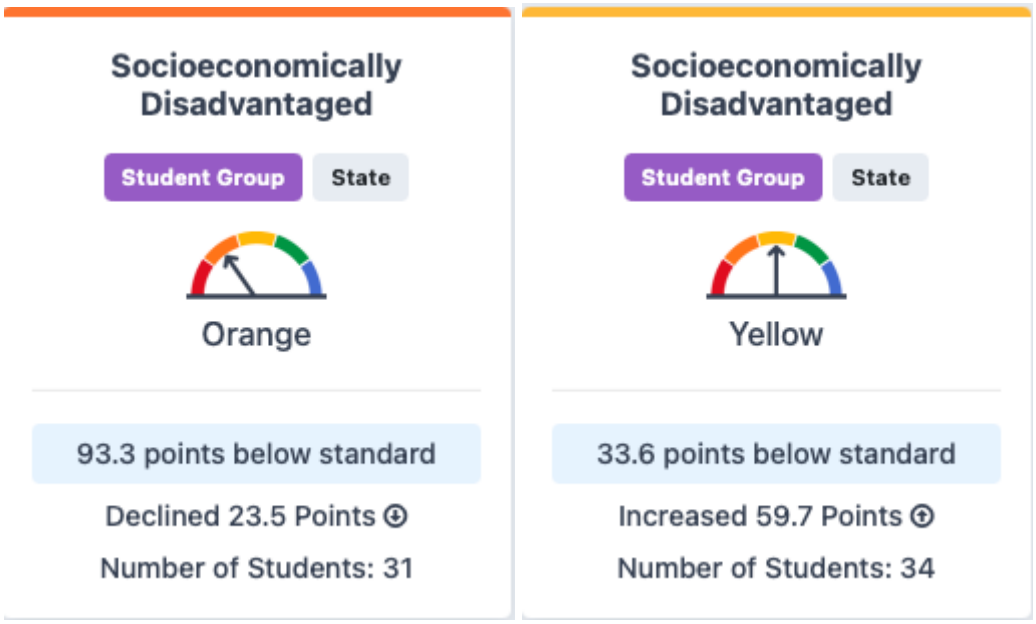
No suspension rate



Math Overall 2023/Overall 2024 - Improvement

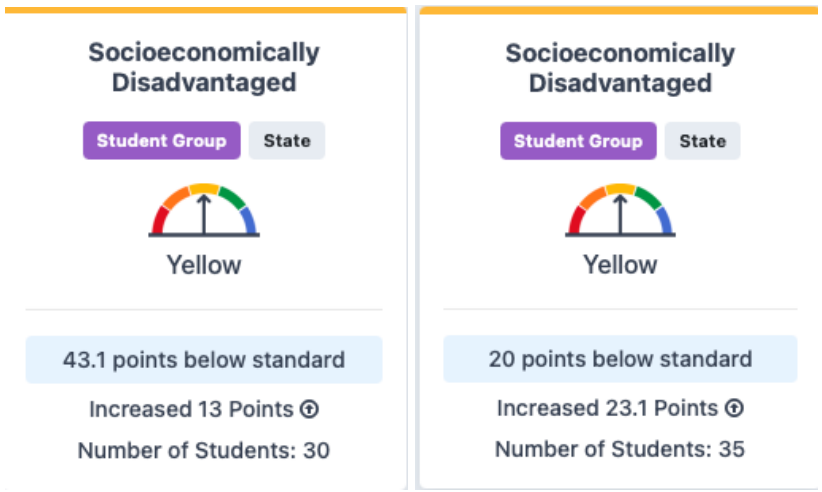


Math 2023/ Math 2024 Subgroup- Improvement

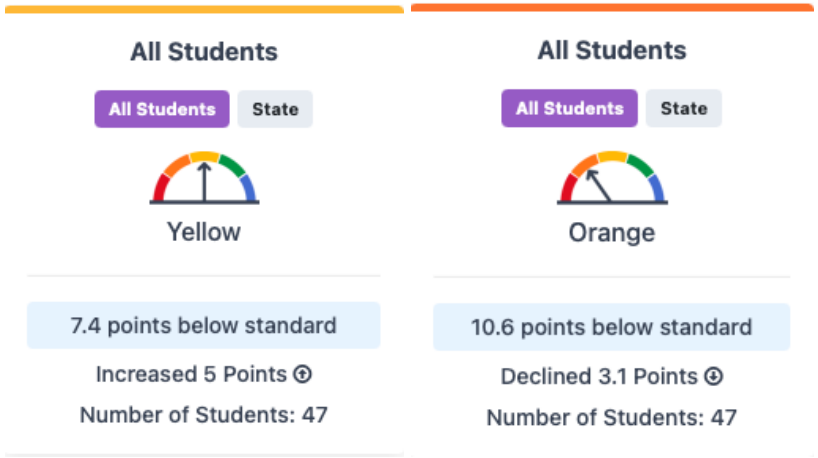


An area of improvement for ISSAC is English Language Arts (ELA), where overall scores for subgroups remained the same from 2023 to 2024. While this indicates that students are on the right trajectory and have covered approximately half of the distance toward meeting state standards, further progress is needed. In response, the school is intensifying efforts by implementing targeted instructional strategies, increasing small group interventions, and aligning curriculum more closely with ELA standards to better support student growth, particularly among identified subgroups.

ELA 2023/ELA 2042 Subgroup



ELA Overall 2023/Overall 2024



STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	6	33.3%	Below
County	19,896.14	88.7%	Above
Statewide	277,698.04	83.2%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=30103060139469&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
3

There was an inaccuracy on the dashboard: the correct percentage of full-time equivalent teachers with appropriate credentials at ISSAC is 50%, not 33.3%. Out of six teachers, three held clear credentials, while the remaining three were on either Short-Term Staff Permits or Single Subject Credentials—consistent with the updated 50% rate of appropriately credentialed staff.

Finally, ISSAC has a remaining balance for learning recovery which we were allocated $189,152.00. No amount has yet been expended.

Reflecting on the 2023 and 2024 CA Dashboard and local data, ISSAC observed several notable successes during the 2023–2024 school year. One of the most significant improvements was among English Learners: 61.5% progressed at least one ELPI level, a substantial increase from 35.3% in 2023, while 30.8% maintained their level and only 7.7% declined. In math, all students showed measurable progress, with scores increasing by 26.7 points overall. The socioeconomically disadvantaged student group made the most substantial gains, improving by 59.7 points. Although ISSAC remains 33.6 points below the state standard in math, this growth demonstrates that targeted interventions are having a

positive impact, particularly for high-need student groups. Additionally, ISSAC maintained a 0% suspension rate and met performance standards in both Parent and Family Engagement and the Local Climate Survey, indicating a safe and inclusive school climate.

Despite these gains, English Language Arts (ELA) remains an area for improvement. ELA scores for student subgroups remained unchanged from 2023 to 2024, suggesting that students are on the right trajectory but have not yet demonstrated measurable growth toward the state standard. In response, ISSAC is intensifying its efforts through targeted instructional practices, increased small group intervention, and improved alignment of curriculum with grade-level standards to better support students, especially in underperforming subgroups.

Regarding teacher assignments, the Dashboard initially reported 33.3% of full-time equivalent (FTE) teachers with appropriate credentials. However, this was inaccurate; the correct percentage is 50%, as 3 of the 6 teachers held clear credentials, while the remaining 3 held either Short-Term Staff Permits or Single Subject Credentials outside their authorized area. The teacher with the intern credential is not returning in the following school year.

As part of this reflection, ISSAC recognizes that the socioeconomically disadvantaged student group received the lowest performance level (red) on the 2023 Dashboard in both ELA and Math. This has guided the allocation of additional academic support and targeted intervention strategies outlined in the LCAP to close achievement gaps and provide equitable access to academic success.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

Insert or delete rows, as necessary.

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

A few themes emerged from the discussions with the educational partners:

1) Process and Standards for school communication, school safety, and student discipline and activities
2) Request for more language practice skills on foreign language
3) More parent involvement and engagement on PBL activities
4) More emotional based learning and skills to support the students
5) Library and Reading program
6) Field trips and requests for more school bus transportation for field trips
7) Consistent Art activities
8) Advanced learning opportunities in mathematics and science

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Identifying and supporting the needs of specific subgroups allows for more personalized and effective teaching strategies, leading to better student outcomes. When students feel seen and supported, their engagement and motivation to learn increase, resulting in higher academic achievement. Strengthening community and family involvement to support student learning and well-being in each subgroup is beneficial, and builds trust within the community, by showing a commitment to all students' success. By establishing and pursuing these goals, schools can ensure they meet the needs of their diverse student populations effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Standardized Test Scores	[2022-2023 Baseline] SBAC: ELA: 54% has met or exceeded standard Math: 56.82% has met or exceed standard CAST: 43.75 has met or exceed standard ELPAC: 24% proficient	2024-2025 SBAC: ELA: 78.43% has met or exceeded standard Math: 70.59% has met or exceeded standard CAST: 64.29% has met or exceeded standard ELPAC: 47% proficient		SBAC: ELA: 65% has met or exceeded stand Math: 65% has met or exceed standard CAST: 60% has met or exceed standard ELPAC:	2024-2025 SBAC: ELA: Increased 24% Math: Increased 14% CAST: 21% ELPAC: 23% proficient
Metric 2	Individualized Education Plan	[2022-2023 Baseline] 90% of the IEP goals were met	95% of the IEP goals were met		ELA: 65% has met or exceeded stand	5% increase
Metric 3	Attendance Rates	95.85% Attendance Rate based on CALPADS 14.2	97.26% Attendance Rate based on CALPADS 14.2		Math: 65% has met or exceed standard	1.41% increase
Metric 4	Behavioral Metrics	0.6% Suspension Rate	0% suspension rate		To main less than 2% suspension rate	0.6% decrease

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, ISSAC systematically implemented each of its LCAP action items to support academic progress, student well-being, and equity. Action 1: Disaggregate Data and Monitor Progress was implemented consistently through weekly data meetings involving all teachers and administrators. These sessions enabled real-time identification of achievement gaps among subgroups and led to timely reteaching and intervention. ISSAC staff is still developing the ability to analyze subgroups rather than analyzing by grade level or individual students. A challenge in early implementation was the need for additional staff training in data interpretation; this has been identified as a priority for targeted professional development in the upcoming academic year.

Action 2: Targeted and Culturally Responsive Teaching was advanced through inclusive curriculum materials and the application of strategies such as Guided Language Acquisition Design (GLAD) and differentiated instruction. While implementation occurred schoolwide, the effectiveness varied across classrooms due to differences in teacher readiness and experience with culturally responsive practices. ISSAC responded by increasing coaching and modeling and will continue these efforts next year to ensure consistency and instructional quality.

Action 3: Special Education Services were implemented with fidelity, including regular IEP reviews and promotion of inclusive practices. A new requirement involving transition planning posed an initial challenge; however, the school successfully completed the process in accordance with expectations. ISSAC is committed to strengthening and enriching this process further in the next school year to better serve students with disabilities as they transition into high school.

Action 4: Resource Allocation and Wraparound Services was largely implemented as planned, providing equitable access to Chromebooks, instructional materials, tutoring, and extended learning programs. In response to student progress monitoring, individualized tutoring services were expanded mid-year, particularly for unduplicated pupils. This adjustment contributed to notable academic gains, including a 24% increase in SBAC ELA scores, a 14% increase in SBAC Math scores, and a 23% increase in ELPAC proficiency rates, as outlined in Metric 1.

Action 5: Social-Emotional Support was fully implemented, with SEL curriculum integrated into classroom routines and increased availability of counseling services. The school achieved a 0% suspension rate, reflecting the impact of proactive behavioral supports. One area for continued improvement is strengthening collaboration and communication between classroom teachers and external mental health providers to more effectively meet student needs.

Overall, ISSAC remained committed to implementing its LCAP actions with fidelity. Adjustments made during the year were in direct response to student performance data and implementation feedback. These experiences reflect a responsive, data-informed approach and demonstrate ISSAC’s ongoing commitment to continuous improvement and equitable outcomes for all student groups.

A material difference occurred in the area of Socio-Emotional Support, where estimated actual expenditures exceeded the originally budgeted amount. This increase was due to the school’s decision to allocate 15 minutes per day per teacher for dedicated socio-emotional check-ins and support, which was not fully reflected in the initial budget. As a result, the estimated actual percentage of improved services

for unduplicated pupils was higher than planned, reflecting the school's expanded commitment to daily emotional well-being and responsive support.

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

The actions implemented by ISSAC during the 2024–2025 school year demonstrated overall effectiveness in producing targeted results across multiple metrics. Action 1: Disaggregate Data and Monitor Progress proved highly effective in supporting academic achievement. Weekly data reviews by teachers and administrators enabled early identification of subgroup needs, which led to timely interventions and reteaching. This action directly contributed to measurable gains in Metric 1: Standardized Test Scores, where SBAC ELA scores increased by 24%, Math scores by 14%, and ELPAC proficiency by 23% compared to the 2022–2023 baseline.

Action 2: Targeted and Culturally Responsive Teaching, which included strategies such as Guided Language Acquisition Design (GLAD) and differentiated instruction, was effective in improving student engagement and academic outcomes. This was reflected in the increase in CAST results, which rose by over 20 percentage points, and in the SBAC scores, with over 70% of students now meeting or exceeding standards in ELA and Math. These results indicate that inclusive and responsive teaching methods are successfully contributing to student growth across diverse learner groups.

Action 3: Special Education Services showed moderate effectiveness. The consistent implementation and review of IEPs contributed to a 5% increase in Metric 2: IEP Goal Completion, rising from 90% to 95%. While this reflects progress, additional refinement in transition planning and service delivery is planned to further improve outcomes for students with disabilities.

Action 4: Resource Allocation and Wraparound Services was effective in improving student engagement and access to learning and individualized support. The increase in Metric 3: Attendance, from 95.85% to 97.26%, suggests that equitable access to Chromebooks, tutoring, and enrichment opportunities contributed to stronger daily participation and reduced absenteeism.

Action 5: Social-Emotional Support demonstrated clear effectiveness in promoting a safe and supportive learning environment. Through schoolwide SEL implementation and expanded counseling services, ISSAC achieved a 0% suspension rate in Metric 4: Behavioral Metrics, exceeding the goal of maintaining suspensions below 2%. For example, nature-based leadership training was offered to middle school students who come from low socio-economic subgroup, who might not have access to such training. This outcome suggests that proactive emotional and behavioral supports were successful in fostering a positive school climate.

Overall, the actions were strategically aligned with their intended metrics and produced significant results, particularly in academic performance, engagement, and school climate. Where needed, ISSAC has identified specific areas for further improvement to ensure continued growth and equitable outcomes for all student groups.

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.

As a result of data analysis and review of student progress on the ELPAC, ISSAC has made a change to the expected outcome for English Learner proficiency. For Year 3, the ELPAC target has been adjusted to reflect a goal of 24% of students being reclassified as proficient each year. This revised metric is aligned with other annual progress expectations in the LCAP and is designed to set a realistic and measurable reclassification rate based on historical data trends. While ELPAC outcomes improved by 23% in 2024 compared to baseline levels, a consistent annual reclassification rate target is necessary to ensure sustained progress. No existing action has been identified as ineffective over the three-year period; rather, this update strengthens the clarity and consistency of the goal. The new target provides a more structured benchmark for evaluating the impact of instructional strategies and English Learner supports moving forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Disaggregate Data and Monitor Progress	Weekly performance data analysis and formative assessment by subgroups and unduplicated pupils to identify gaps and areas needing improvement and track the progress of each subgroup to provide timely scaffolding, intervention, and reteaching. All teachers and administration will be present.	$15,064	Yes
Action 2	Targeted and Culturally Responsive Teaching	Incorporate diverse perspectives and materials that reflect the backgrounds and experiences of all students through an inclusive Curriculum, strategies to make content accessible to all learners, such as Guided Language Acquisition Design (GLAD) and differentiating to ensure that all learners are appropriately challenged and supported through.	$8,200	Yes
Action 3	Special Education Services	Ensure that IEPs are effectively implemented and regularly reviewed to meet the unique needs of special education students, and promoting inclusive practices that allow special education students to learn alongside their peers as much as possible.	$20,000	No
Action 4	Resource Allocation and Wraparound Services	Ensure equitable distribution of resources, including access to technology, instructional materials, extracurricular opportunities, and extended learning opportunities services, such as counseling, nutrition programs, tutoring, after-school programs, summer school to reinforce skills and prevent learning loss	$93,015	Yes
Action 5	Social-Emotional Support	Implement social-emotional learning (SEL) programs to help students develop resilience, self-regulation, and positive relationships and provide access to counseling and mental health services to support students' emotional well-being. This action will be targeted towards subgroups and unduplicated pupils.	$10,510	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Desired Results Developmental Profile (DRDP)	ISSAC does not have a baseline for this metric Updated: A baseline will be provided once the assessment is applicable	N/A		90% of students in TK & KN are meeting DRDP standards	N/A
Metric 2	Credentialed Teachers	100% of teachers that are appropriately credentialed and assigned	100% of teachers are credentialed		100% of teachers that are appropriately credentialed and assigned	No Difference

Metric 3	Standards Based Materials	100% of students that have access to standards-aligned materials	100% access		100% of students that have access to standards-aligned materials	No Difference
Metric 4	Courses	100% of students with access to (including UP & Students with Disabilities) & are enrolled in a broad course of study: Social Science, Science, Spanish, Mandarin, PE.	100% access		100% of students have access to and are enrolled in a broad course of studies (social sciences, Science, Spanish, Mandarin, PE).	No Difference
Metric 5	EL Services	100% of programs/services will enable EL to access CCSS and ELD Standards.	100% participation		100% of programs/services will enable EL to access CCSS and ELD Standards.	No Difference
Metric 6	Professional Development Sign in Sheets	100% of teachers attend professional developments.	100% participation		100% teacher attendance at professional developments - as applicable to their job duties. access information	No Difference

Metric 7	NWEA MAP	ELA: 40.33% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment. Math: 48.13% of students performed at or above grade level on the NWEA MAP Spring 2023 assessment.	ELA: 35% of students performed at or above grade level on the NWEA MAP Spring 2024 assessment. Math: 68% of students performed at or above grade level on the NWEA MAP Spring 2024 assessment.		At least 70% of students perform at or above grade level in both ELA and Math on local benchmark assessments.	ELA: 5% Difference Math: 20% Difference
Metric 8	RFEP Rate	24% Reclass Rate	47% Reclassification Rate		Maintain a reclass rate of 20%	23% increase

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, ISSAC implemented standards-aligned curriculum and instructional strategies across all grade levels as part of its articulated goal to ensure access to a broad and rigorous course of study. In the youngest three classes, teachers implemented EngageNY for math, using visuals, songs, and manipulatives to support conceptual understanding and skill development. Instruction was supported by hands-on center activities designed for independent and small-group practice. IXL was used to provide individualized skill reinforcement aligned to students' academic levels. For English Language Arts, Wonders was used effectively to guide small group instruction, allowing for differentiation based on fluency and comprehension levels. Core Knowledge was implemented for science and social studies content, and GLAD strategies—including pictorial input charts, songs, chants, and graphic organizers—were used to support vocabulary development and content accessibility, especially for English Learners.

In the upper-grade classes, Big Ideas Math served as the primary math curriculum and was adjusted to meet the diverse needs of students. Instruction was delivered in differentiated small groups, with enrichment opportunities for students at or above grade level and skill-focused interventions using IXL and Study.com for those needing additional support. Science and social studies were integrated into reading and writing instruction using leveled texts, visuals, and teacher-led read-alouds to build comprehension.

A key success was the effective use of small-group instruction and visual supports, which allowed for differentiation and greater student engagement across classrooms. Teachers noted that combining science and social studies with literacy instruction increased content retention and allowed for efficient use of instructional time. One challenge is that ISSAC is still developing children's literacy skills to meet the requirements of the science and social studies curriculum. To address this, the school is exploring adjusting ELA reading to a larger percentage of non-fiction, adjusting ELA writing to include more expository writing.

All planned actions were implemented as described in the adopted LCAP, with minor adaptations to delivery methods based on classroom needs and student progress. Overall, ISSAC's instructional implementation during the year demonstrated flexibility, responsiveness, and a continued commitment to meeting the needs of all learners.

Action 1: Professional Learning Development for All Staff

During the 2024–2025 school year, ISSAC implemented a comprehensive professional development plan aligned with Common Core and NGSS standards. Certificated staff participated in 10 days of summer training followed by regular PD sessions throughout the year. Topics included ELA/ELD, math, NGSS, project-based learning, GLAD strategies, RTI/MTSS frameworks, and data analysis. Staff also engaged in peer observations, classroom walkthroughs, and instructional coaching. One success was the increased use of data-informed instruction across classrooms, which contributed to measurable gains in SBAC and ELPAC scores. A challenge identified was the need for Professional Development opportunities that are more responsive to the specific staff needs. In response, ISSAC had surveyed the staff at the end of the school year requesting topics to be discussed for next year.

Action 2: Core Curriculum to Be Purchased

ISSAC successfully provided all students with access to standards-aligned core and supplemental curriculum in 2024–2025. Core materials included Engage New York, Core Knowledge, Big Ideas Math, and supplemental tools like IXL, Illuminate, Discovery Education, Mystery Science, and Generation Genius. These resources were implemented in alignment with California content standards and supported differentiated instruction across grade levels. Teachers reported that platforms like IXL and Generation Genius allowed for targeted skill practice and concept reinforcement. The curriculum implementation directly supported gains in ELA, math, and science assessment metrics. A minor challenge was that students also need training on digital platforms, which will be prioritized at the beginning of the school year to receive orientation with the curricula.

Action 3: Trilingual Education

In 2024–2025, ISSAC continued implementation of its trilingual education model, offering instruction in Spanish, Mandarin/ Chinese, and Japanese alongside core English instruction. All students received weekly language lessons supported by appropriate instructional materials and culturally responsive content. Student interest and engagement were strong, and language teachers collaborated with classroom teachers to reinforce vocabulary through content-based instruction. A key success was the integration of cultural events and presentations tied to language instruction, increasing student motivation. However, a challenge is to identify and implement consistent and complete metrics to measure student achievement. ISSAC is exploring assessment solutions to maintain program quality and consistency in the next school year.

Action 4: Programs for English Learners

ISSAC effectively implemented both designated and integrated ELD instruction throughout 2024–2025 using a combination of GLAD strategies, small group lessons, and scaffolded core instruction. English Learners received support based on language proficiency levels, and instructional staff used formative assessments to monitor growth. Supplemental ELD materials and visual supports were integrated into science and social studies instruction through Core Knowledge units. The school saw a 23% increase in ELPAC proficiency, reflecting the effectiveness of these supports. A noted challenge was balancing instructional time for ELs in small group pull-outs without reducing access to core instruction. Teachers mitigated this through push-in support and flexible grouping strategies.

Action 5: Student Technology

ISSAC maintained a 1:1 student-to-device ratio for all enrolled students, with Chromebooks and appropriate accessories distributed and maintained throughout the year. Students regularly accessed learning platforms such as IXL, Study.com, Google Classroom, and Illuminate for assignments, assessments, and project work. This access enabled differentiation and real-time progress monitoring. Student feedback indicated increased confidence in using digital tools for research and writing. The school experienced occasional device maintenance issues, which were addressed through on-site tech support and scheduled device checks. Overall, the technology program supported increased student engagement and independent learning.

Action 6: Staff Technology

All ISSAC staff were equipped with essential technology tools including laptops, projectors, document cameras, and printers. Teachers used these tools to deliver interactive lessons, share multimedia content, and manage data-driven instruction. Google Apps for Education (GAFE) was utilized schoolwide for collaboration, grading, and planning. The school experienced success in the seamless integration of technology into daily instruction. A challenge encountered was ensuring that new staff received timely onboarding and tech training, which the school addressed through support from returning teachers and IT staff. Technology access for staff contributed to increased instructional efficiency and improved communication across the school.

Action 7: Promote Student Engagement

ISSAC prioritized student engagement through structured Morning Meetings, after-school clubs, field trips, leadership opportunities through Student Council, and regular Demonstrations of Learning tied to PBL units. Students participated in activities that promoted collaboration, critical thinking, and community-building. A highlight was the schoolwide science exposition and cross-grade PBL presentations, which were frequently cited in student surveys as highly engaging. A challenge arose in maintaining consistent after-school club participation due to transportation limitations for some students. ISSAC is considering adjusted dismissal options or family support solutions to increase access. Overall, these programs contributed to a 97.26% attendance rate and zero suspension rate, reflecting a positive and inclusive school culture.

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

A material difference occurred in Professional Development and Core Curriculum expenditures. Professional Development costs were lower than budgeted due to having fewer teaching staff than anticipated, which reduced overall training expenses. Additionally, Core Curriculum expenditures were below projections because most of the instructional materials used were open-source or provided at no cost, leading to significant savings. These differences resulted in a lower estimated actual expenditure compared to the original budget, without impacting the quality of services provided. Trilingual Education was over the projected budget because of the additional language and the program instructional time is now reflected in this item.

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

Action 1: Professional Learning Development for All Staff was fully implemented during the 2024–2025 school year. All certificated staff participated in summer professional development and ongoing training throughout the year on topics such as ELA/ELD, math standards, NGSS, RTI/MTSS, and data analysis. Peer observations and walkthroughs supported collaborative learning. This action was highly effective, as evidenced by Metric 6, showing 100% teacher participation in professional development, and Metric 7, where improvements were observed in student academic performance on benchmark assessments. A challenge was the need for differentiated training based on teacher experience, which will be addressed in the next cycle.

Action 2: Core Curriculum to Be Purchased ensured that all students had access to standards-aligned curriculum and supplemental tools such as EngageNY, IXL, Core Knowledge, and Discovery Education. This action supported the achievement of Metric 3, confirming 100% access to standards-based materials, and contributed to growth seen.

Action 3: Trilingual Education was implemented with instruction provided in Spanish, Mandarin, and Japanese, along with culturally responsive materials. This action aligns with Metric 4, which shows that 100% of students were enrolled in a broad course of study. While the program was well-received, ensuring consistent instructional time for each language, especially in upper grades, posed a scheduling challenge that ISSAC is working to address.

Action 4: Programs for English Learners provided both designated and integrated ELD instruction using GLAD strategies and supplemental materials. This action was effective, with Metric 5 confirming 100% of ELs received services enabling access to the CCSS and ELD standards. Furthermore, Metric 8 showed a 42% reclassification rate—well above the 24% target—indicating strong outcomes for English Learners. A challenge included coordinating push-in versus pull-out services, which was addressed through flexible grouping.

Action 5: Student Technology maintained a 1:1 student-device ratio, enabling digital access through platforms like IXL, Google Classroom, and Study.com. This supported academic engagement and aligns with Metric 4 (broad access to study) and Metric 7 (performance improvements in ELA and math). Some technical issues arose with devices, but these were resolved through timely tech support and maintenance.

Action 6: Staff Technology ensured all teachers and support staff were equipped with laptops, document cameras, projectors, and access to digital tools. This action supported instructional delivery and aligns with Metric 2, where 100% of staff were appropriately credentialed and equipped to fulfill their duties. The main challenge involved onboarding new staff, which was addressed through IT support and mentoring.

Action 7: Promote Student Engagement was implemented through daily morning meetings, after-school clubs, field trips, student leadership (Student Council), and project-based Demonstrations of Learning. These efforts supported the goals of a whole-child approach and align with Metric 1 (DRDP baseline being established), Metric 4 (broad course access), and Metric 7 (improved academic performance). A logistical barrier was after-school club access for students with limited transportation, which is being reviewed for next year.

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

An update to the DRDP (Desired Results Developmental Profile) metric was necessary during the 2024–2025 school year, as there were no students enrolled in the age range to which the assessment applies. As a result, the baseline and outcome data for this metric could not be established. This change was made to accurately reflect the student population and ensure that metrics used in the LCAP are applicable and meaningful. No action related to DRDP was identified as ineffective, but the LEA will revisit this metric in future years if enrollment includes Transitional Kindergarten (TK) or Kindergarten students who meet the age and program criteria. This update ensures more accurate goal-setting and data analysis aligned with actual student demographics.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Action 1	Professional Learning Development for All Staff	All certificated staff will attend regularly scheduled meetings and Professional Development sessions, participate in peer observation, classroom walkthroughs, and attend conferences/workshops, including 10 days of summer PD. Professional Development topics/areas will include: • Common Core ELA & ELD Standards • Common Core Math Standards and curriculum adoption • Next Generation Science Standards • Creating a Positive Classroom of Academic Progress Assessments • Data analysis to inform instruction • Project-based Learning (PBL), inquiry approach • Google Apps for Education (GAFE) using Google Platform • Establishing and Implementing an effective Response to Intervention (RTI) Program in combination with a Multi-tiered System of Supports (MTSS) • How to use our Student Information System: School Pathways	$32,204	No
Action 2	Core Curriculum To Be Purchased	Every student will have access to standards aligned curriculum and additional supplemental resources such as, but not limited to: Engage New York, Learn Math Fast, Core Knowledge, IXL, Illuminate, Generation Genius, Mystery Science, and Discovery Education.	$29,936	No
Action 3	Trilingual Education	Every student will receive rigorous instruction in Spanish, Mandarin Chinese and Japanese in addition to English. All students will be provided with the curriculum and materials necessary for these lessons.	$15,400	No

Action 4	Programs for EL students	ISSAC will ensure all English language learners will receive appropriate and required designated and integrated ELD instruction, including the use of GLAD strategies and any other supplemental EL curriculum purchased by the school, as well as assess ELs to strengthen the ELD Program.	$15,981	Yes
Action 5	Student Technology	ISSAC Charter School will implement a 1:1 student to device ratio for students, and purchase any other required technological hardware and software to support the 1:1 program.	$4,150	No
Action 6	Staff Technology	All staff will be provided with the technology they require to complete their duties, including but not limited to, laptops, document cameras, projectors, copiers, etc.	$2,050	No
Action 7	Promote Student Engagement	Students will be provided with extended learning opportunities through Daily Morning Meetings, field trips, after school clubs and tutoring, leadership through Student Council, and participating in Demonstrations of Learning.	$4,375	No

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Maintain suspension rates <2%.	0.71% suspension	0%		Suspension rate is maintained at <2%.	Met target
Metric 2	Parent Survey	Spring School 2023 Survey: 52% parent 1:1 participation	Fall Survey: 57% of parent participation Spring Survey: 68% of parent participation		80% participation on the parent climate survey.	Increase 5% in Fall and 16% in Spring
Metric 3	Student Survey	Student survey: 69% of students participated in the survey for 2022-2023 (90 responses)	55% student survey		100% participation on the student climate survey.	14% decrease

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, ISSAC implemented multiple actions to promote student engagement and parent involvement as articulated in the LCAP. In the youngest three classes, students were engaged through the use of structured incentive systems, including team points tied to social-emotional skills such as respect, active listening, and collaboration. Instructional strategies such as partner talk, chants, and songs were regularly used to reinforce academic vocabulary and build student confidence in using content-specific language. Participation was further encouraged through the distribution of vocabulary-based visual “awards,” fostering both motivation and language development. Parent engagement was actively supported through the consistent use of Class Dojo and Google Classroom, where teachers shared weekly updates, photos, and important announcements. Information regarding these platforms and providing access are accomplished at the Open House in the beginning of the year. Families were also invited to attend PBL culminating events where students presented their learning through songs, performances, and presentations on topics such as health, business, and the environment—further reinforcing the home-school connection.

In the upper-grade classes, Google Classroom was used consistently to inform students and families about assignments, expectations, and due dates. Teachers reported success in maintaining clear communication, and parent-teacher conferences were particularly effective in supporting individual student growth through two-way dialogue.

One overall success across grade levels was the consistent implementation of technology tools (Class Dojo and Google Classroom) to strengthen communication and foster student accountability. A minor challenge was ensuring that all families engaged consistently with digital platforms. Teachers addressed this by offering reminders and alternative forms of outreach as needed. All actions described were implemented as planned, with no major deviations from the adopted LCAP. The emphasis on both classroom-based strategies and family involvement contribute meaningfully to a positive and inclusive school culture.

Action 1: School Safety Plan was fully executed with the Leadership Team reviewing and revising the Comprehensive School Safety Plan, training all staff, equipping classrooms with emergency kits, and conducting monthly safety drills. This proactive approach ensured staff and students were prepared and contributed to a strong sense of security on campus. Action 2: Student Supervision was supported by the development and adherence to a comprehensive supervision schedule, which covered key areas during arrival, recess, lunch, and dismissal, effectively maintaining student safety throughout the day. For 24-25 SY, ISSAC has identified specific opportunities to improve student supervision at morning drop off transition and will increase staff and parent volunteer support during this time.

To assess perceptions of safety and school connectedness, Action 3: Surveys were administered to staff, students, and parents. Feedback collected indicated high levels of trust and engagement, and provided actionable insights to improve areas such as digital safety and mental health resources. As part of Action 4: Digital Safety, ISSAC successfully used GoGuardian to monitor online activity and protect students from inappropriate digital content. Teachers reported that these tools helped reinforce digital citizenship and appropriate use of technology during instruction.

Action 5: Opportunities for Parent/Family Involvement were implemented through School Site Council (SSC), English Learner Advisory Committee (ELAC), Chat with the Chief sessions, parent-teacher conferences, and workshops. These opportunities facilitated open communication and active participation in school decisions. A noted success was strong family turnout during project-based learning events, which helped foster stronger home-school connections.

Similarly, Action 6: Community Engagement was achieved by inviting local professionals and volunteers to participate in assemblies, PBL exhibitions, school clean-up days, and fundraising efforts. Community involvement not only enriched student learning but also enhanced school visibility and support. A challenge in this area involved coordinating volunteer availability, which the school addressed by offering flexible time slots for participation.

Under Action 7: Facilities, ISSAC completed several maintenance and improvement projects, ensured all classrooms were adequately furnished, and began a needs assessment to determine future upgrades in campus security, including potential surveillance enhancements. These efforts supported a clean and inclusive learning environment.

Lastly, Action 8: Attendance Coordinator duties were carried out by a designated staff member who tracked attendance patterns, followed up with families, and implemented interventions, particularly for unduplicated pupils. The coordinator's efforts contributed to a reduction in chronic absenteeism and improved engagement with families facing barriers to consistent attendance.

Overall, all safety and engagement-related actions were implemented as planned, with only minor adjustments needed. These efforts significantly contributed to a positive, inclusive, and well-managed school climate.

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

N/A

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

The actions implemented by ISSAC during the 2024–2025 school year to support school safety, student well-being, and stakeholder engagement were largely effective in achieving targeted outcomes. Actions 1 (School Safety Plan) and 2 (Student Supervision) were particularly effective in promoting a safe school environment, as evidenced by Metric 1, which showed a 0% suspension rate—exceeding the target of maintaining suspension rates below 2%. Monthly emergency drills, regular staff training, and clearly defined supervision schedules contributed to a proactive and prepared school climate.

Action 3 (Surveys) had mixed effectiveness. Parent engagement, measured through Metric 2, improved from 52% participation in Spring 2023 to 68% in Spring 2024, indicating that the strategies to engage families—such as Chat with the Chief and workshops—were effective in increasing parental involvement. However, student participation in climate surveys, measured by Metric 3, declined from 69% to 55%, suggesting that current survey outreach methods were less effective for students. This area will require targeted strategies next year to ensure higher response rates and more representative student feedback.

Action 4 (Digital Safety) was effective in maintaining a secure online learning environment. The implementation of GoGuardian and Charter Tech Services helped minimize online distractions and inappropriate content. While not directly tied to a specific survey metric, these tools supported the overall safety reflected in Metric 1 and contributed to positive feedback from both staff and families.

Actions 5 (Parent/Family Involvement) and 6 (Community Engagement) were generally effective in improving school connectedness. The increase in parent survey participation (Metric 2) suggests that opportunities such as SSC, ELAC, and project-based learning showcases helped strengthen home-school partnerships. Community involvement, though not directly tied to a metric, supported broader engagement and enriched the student experience.

Action 7 (Facilities) was effectively implemented to support a safe and inclusive learning environment. Classroom furnishings, play equipment, and the start of a security needs assessment addressed both safety and access needs. These efforts align with the success of Metric 1, as a clean and well-maintained environment supports positive behavior and a respectful school culture.

Action 8 (Attendance Coordinator) was partially effective. While this action is not directly linked to one of the identified metrics, it played a critical role in addressing chronic absenteeism among unduplicated pupils. Continued efforts in this area are expected to support improvement in both academic and engagement-related metrics over time.

In summary, the majority of ISSAC's actions were effective in producing their intended outcomes, particularly as demonstrated by success in Metric 1 (suspension rates) and Metric 2 (parent survey participation). Metric 3 (student survey participation) reflected an area where strategies were less effective and will require refinement in the upcoming year. Grouping these actions and analyzing their impact provides a clear understanding of where progress has been made and where additional efforts are needed.

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.

No changes have been made for this goal

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	School Safety Plan	To provide a safe learning community, the Leadership Team will annually review and revise the Comprehensive School Safety Plan and train the entire staff on the School Safety Plan, emergency kits/backpacks for each classroom will be purchased, and monthly drills will take place.	$0	No
Action 2	Student Supervision	The Administrative Team will develop a staff supervision schedule that includes supervision of students throughout the school day	$33,282	No

Action 3	Surveys	ISSAC will administer staff, parent, and student surveys to measure school safety and connectedness.	$0	No
Action 4	Digital Safety	ISSAC will utilize Go Guardian and Charter Tech Services to ensure safety of students online.	$2,691	No
Action 5	Opportunities for Parent/Family Involvement	At ISSAC Charter School, parents will have the opportunity to be involved in their child's education and in the decision-making process of the school through: • School Site Council (SSC). • English Language Advisory Committee (ELAC) • Chat With the Chief • Parent workshops on various topics • Parent-Teacher Conferences	$9,846	No
Action 6	Opportunities for Community Engagement	At ISSAC, community members will be regularly invited to participate and contribute in school events and projects including: • Project Based Learning • School Volunteer Work Days • Assembly Presenters • Fundraising • Career Technical Education Partners	$9,846	No
Action 7	Facilities	In order to provide all students and staff with a safe, clean, and well-maintained school site, ISSAC will: • Provide site repairs and/or maintenance to provide an inclusive learning environment and universal access, • Equip all classrooms with furniture, including outdoor play equipment, • Conduct a needs assessment for campus security and monitoring (surveillance cameras, etc.)	$14,104	No

Action 8	Attendance Coordinator	A staff member on-site will act as an Attendance Coordinator for ISSAC, addressing the needs of the school and its students/families to ensure students attend school, resulting in a lower chronic absenteeism rate. Issues of attendance disproportionately affect the unduplicated pupil population, and therefore, there will be a focus on supporting the needs of these students and families.	$4,656	Yes

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

within the organization will result in improved instructional and management practices, and will consequently lead to gains in academic performance, behavior management, and efficiency.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Attendance Rates	95.85% Attendance Rate based on CALPADS 14.2	97.26% Attendance Rate based on CALPADS 14.2		Keep Attendance Rate above 95%	1.41% difference
Metric 2	Behavioral Referral	ISSAC does not have a baseline for this metric	0.01% behavior referrals		Reduce the number of student referrals by 2% every year	ISSAC is on the target frame.
Metric 3	Suspension	Maintain under 2%< suspension rate	0% suspension		Maintain under 2%< suspension rate	Met target goal
Metric 4	Parent Survey	Spring School 2023 Survey: 52% parent 1:1 participation	Spring Survey: 57% of parent participation Fall Survey: 68% of parent participation		80% participation on the parent climate survey.	23% difference for Spring Survey 12% difference for Fall Survey
Metric 5	Student Survey	Student survey: 69% of students participated in the survey for 2022-2023 (90 responses)	55% student survey		100% participation on the student climate survey.	45 % difference

Metric 6	Standardized Test Scores	[2022-2023 Baseline] SBAC: ELA: 54% has met or exceeded standard Math: 56.82% has met or exceed standard CAST: 43.75 has met or exceed standard ELPAC: 24% proficient	2024-2025 SBAC: ELA: 78.43% has met or exceeded standard Math: 70.59% has met or exceeded standard CAST: 64.29% has met or exceeded standard ELPAC: 47% proficient		SBAC: ELA: 65% has met or exceeded stand Math: 65% has met or exceed standard CAST: 60% has met or exceed standard ELPAC: 24% proficiency	SBAC: ELA: Increased 24% Math: Increased 14% CAST: 21% ELPAC: 23% proficient
Metric 7	Individualized Education Plan	[2022-2023 Baseline] 90% of the IEP goals were met	95% of the IEP goals were met		Maintain 90% of the IEP Goals	5% Increase

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

During the 2024–2025 school year, ISSAC effectively implemented its articulated goal of using data to drive instructional improvement and align operational practices across grade levels. At all grade levels, data sources such as NWEA MAP, IXL analytics, and formative assessments played a central role in instructional planning, student grouping, and targeted intervention. In the primary grades, teachers regularly used trimester NWEA data to monitor individual student progress and adjust instruction in real time. IXL was used to pinpoint whether students were working above or below grade level, allowing educators to tailor lessons to match individual readiness levels. Formative assessments, including quick checks, quizzes, and exit tickets, were implemented

consistently to ensure daily understanding. A significant success in these classes was the structured use of small group reading instruction, which effectively supported reading fluency and comprehension while also offering enrichment for advanced learners.

In the upper grades, instructional decisions were similarly informed by daily performance, NWEA trends, and IEP progress monitoring. Students engaged in pre-reading questioning strategies, content-based note-taking, and digital learning platforms like IXL and Study.com. Teachers used post-instruction quizzes and tests to determine student understanding and identify those in need of reteaching. A structured system of reteaching and retesting, paired with student reflection activities, helped reinforce a growth mindset and foster ownership of learning. Data from NWEA also supported the formation of flexible groups in math, while collaboration with the SPED team ensured IEP goals were consistently met and monitored.

A key success across all grades was the alignment between data collection and instructional response, allowing for a consistent, responsive learning environment. Additionally, parent communication through ClassDojo and newsletters strengthened the school-home partnership, ensuring families were informed and connected to their child's academic progress. There were no significant deviations from the adopted LCAP; rather, the school expanded its use of tools like IXL and increased SPED team integration beyond what was originally outlined. Overall, the goal of fostering a data-driven, aligned approach to instructional execution and school operations was implemented with fidelity and yielded observable improvements in teaching, intervention, and student outcomes.

During the 2024–2025 school year, ISSAC implemented multiple coordinated actions to support high-quality instruction, data-informed decision-making, and services tailored to the needs of all students, particularly unduplicated and special education populations. Action 1 (Teaching Staff) was carried out by ensuring that all instructional staff were properly credentialed and placed appropriately to support the base educational program. This foundation enabled teachers to effectively deliver standards-aligned instruction using assessment tools like NWEA MAP and IXL. In alignment with Action 2 (Staffing for SPED Services), ISSAC worked collaboratively with the Los Angeles County Office of Education (LACOE) SELPA and other specialized service providers, and ensured active collaboration with a dedicated SPED teacher and aides. Teachers tracked IEP goals and met regularly with the SPED team to tailor instruction for students with disabilities.

Action 3 (Project-Based Learning) was supported through cross-grade collaboration and planning time that allowed teachers to embed inquiry-based practices and STREAM elements into instruction. For example, small group instruction in reading and math often involved hands-on and integrative activities that aligned with PBL and standards in science and social-emotional learning. Project-based learning is a powerful teaching tool that still has greater potential in its implementation at ISSAC. In order to achieve greater gains from the PBL, the key is collaboration among the ISSAC staff implementing PBL activities. Greater attention to planning and collaboration, providing time with all concerned staff members present, will provide a path to greater benefits from our PBL activities. In addition, post-project analysis and reflection step will be implemented. In connection with Action 4 (Assessments), ISSAC implemented a combination of state-mandated tests and internal benchmarks—such as formative quizzes, exit tickets, and skill-based assessments—to monitor student learning and guide instructional decisions. This data was essential for tailoring intervention and enrichment through Action 5 (RTI and MTSS). Students who struggled were placed in small-group intervention, offered opportunities to retest, and supported with scaffolded instruction.

The success of these actions was strengthened by Action 6 (Instructional Assistants), who provided essential small-group support in classrooms, particularly for unduplicated pupils. Research shows that instructional assistants help mitigate learning loss by enabling more targeted and individualized instruction. To further support learning recovery, ISSAC plans to add three additional instructional aides next year, with an estimated allocation of $63,050. The

effectiveness of this support will be monitored through Metric 6 (Standardized Test Scores). Additionally, Action 7 (Teacher Prep Time) allowed for regular grade-level collaboration, where teachers used academic data from NWEA and IXL to group students, differentiate instruction, and plan content that meets both remedial and advanced learning needs.

As part of ISSAC's commitment to Action 8 (Define Processes and Implement Training), staff worked collaboratively to develop clear systems for instructional delivery, assessment, and data collection. Communication tools such as shared spreadsheets, ClassDojo, and weekly staff check-ins promoted transparency and alignment across classrooms. This was reinforced through Action 9 (Utilize Data for Continuous Improvement), with regular analysis of NWEA and formative data guiding instructional adjustments and student regrouping. These actions promoted a culture of responsiveness and refinement, ensuring that school processes continuously evolved to meet student needs.

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.

Material differences were observed in several areas. Project-Based Learning (PBL) expenditures were lower than budgeted because ISSAC used free resources from PBL Works and existing instructional materials. Instructional Aide costs were higher than projected, as additional aides were hired to provide effective in-class academic support, particularly benefiting unduplicated students. Teacher prep time expenditures were also lower than expected due to a reduced number of teaching staff, which decreased the overall allocation needed for prep coverage.

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

The actions ISSAC implemented in 2024–2025 to clarify internal processes, align practices with school goals, and use data for continuous improvement were largely effective, as evidenced by multiple performance metrics. Action 1 (Teaching Staff) was effective in establishing a stable instructional foundation. All teachers were appropriately credentialed and placed, contributing to instructional consistency and supporting Metric 6, where SBAC scores showed significant increases—ELA rose from 54% to 78.43%, and Math from 56.82% to 70.59%. This indicates instructional processes were aligned and strengthened by effective staffing.

Action 2 (Staffing for SPED Services) also proved effective, particularly in supporting students with disabilities. Collaboration with the SPED team and goal tracking contributed to improved outcomes under Metric 7, with IEP goal achievement increasing from 90% to 95%. These results reflect that aligned service delivery and documentation procedures were implemented with fidelity.

Action 3 (Project-Based Learning) supported instructional innovation and cross-disciplinary planning. Though not tied to a single metric, student engagement in PBL and related presentations reinforced growth in Metric 4 (Parent Survey Participation), which rose from 52% to 68%, indicating increased parent awareness and involvement—key signs of well-communicated and visible instructional processes.

Action 4 (Assessments) was a cornerstone of ISSAC's progress in clarifying instructional focus. Formative and benchmark assessments were used consistently, driving growth across Metric 6, including a 23% gain in ELPAC proficiency. This suggests that data collection and instructional adjustments were timely and well-aligned with standards.

Action 5 (RtI and MTSS) demonstrated moderate to high effectiveness. Teachers implemented small-group reteaching and retesting protocols, improving equity in access to content. This system helped maintain strong attendance and behavior outcomes: Metric 1 (Attendance) increased from 95.85% to 97.26%, and Metric 3 (Suspension) remained at 0%, confirming the positive impact of preventive, data-informed systems on student engagement and behavior.

Action 6 (Instructional Assistants) also supported academic interventions and inclusive practices, especially for unduplicated students. Though not directly tied to a standalone metric, their contribution is reflected in gains across Metrics 6 and 7, particularly through improved IEP goal outcomes and subgroup support in ELA and Math.

Action 7 (Teacher Prep Time) enabled collaboration and differentiated instruction, helping ensure that planning and instructional adjustments were timely and equitable. The gains in standardized test performance support the effectiveness of this action. Additionally, teachers reported improved alignment between lesson content and student readiness, reinforcing the efficiency of internal planning processes.

Action 8 (Define Processes and Implement Training) and Action 9 (Utilize Data for Continuous Improvement) were foundational to ensuring systemic coherence. Weekly data reviews, cross-grade collaboration, and the integration of platforms like NWEA, IXL, and SPED trackers fostered a strong culture of data use. These structures directly supported improved outcomes in Metrics 6 and 7, and positively influenced school climate metrics (e.g., behavior referrals were extremely low at 0.01%, per Metric 2).

One area requiring improvement is Metric 5 (Student Survey Participation), which dropped from 69% to 55%. This suggests a need for better communication processes targeting students, which may be addressed through increased student voice opportunities or structured digital survey practices.

In summary, most actions were effective in supporting ISSAC's goal of process clarity, instructional alignment, and data-informed operations. Metrics show strong improvement in student achievement, engagement, and family involvement, validating the school's structured, collaborative, and data-driven approach. The school will continue refining survey engagement strategies for students while sustaining the successful components of its implementation.

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Teaching Staff	ISSAC Charter will employ properly credentialed educators and ensure they are appropriately placed to support the school's base educational program.	$227,713	No
Action 2	Staffing, Services & Program To Service Sped Students	ISSAC will partner with the Los Angeles County of Education (LACOE) SELPA, other Special Education vendors, as well as hire a SPED teacher and aides.	$124,809	No
Action 3	Project-Based Learning	Provide opportunities and resources for the teaching staff to collaborate and develop Project-Based Learning experiences for the learners, which incorporate the Sciences, Technology, Reading, Engineering, Arts, Mathematics (STREAM), Social-Emotional Education, and Physical Education.	$6,000	No
Action 4	Assessments	ISSAC Charter School will participate in both state-mandated assessments, as well as implement multiple types of internal benchmark assessments to monitor each student's academic progress and identify areas of strengths/needs.	$1,688	No
Action 5	Programs to Provide Academic Interventions	The school will implement a Response to Intervention (RtI) Model, in combination with the Multi-Tiered System of Supports (MTSS), to create an integrated and comprehensive interventions framework that addresses student needs academically, behaviorally, and socially.	$6,776	No

Action 6	Instructional Assistants	LREBG Action ISSAC will employ 6 Instructional Assistants to assist classroom teachers in providing student support, ensuring additional support for unduplicated students. Three instructional assistants will be supported by LREBG. Research shows that Instructional aides help reduce learning loss by supporting small-group and individualized instruction. Instructional aides can improve student engagement and allow for more targeted support, leading to better outcomes, especially for at-risk and unduplicated students. Metric: Metric 6 on Standardized Test LREBG Funds supporting this action: $63,050 annually.	$178,322	Yes
Action 7	Teacher Prep Time	Teachers have designated teacher prep time (about ⅙ of their time) that is used for lesson planning and collaboration between grade levels. This prep time is used to plan for differentiated and scaffolded learning experience that specifically supports the needs of the unduplicated students, but will also benefit the rest of the student population.	$56,052	Yes
Action 8	Define Processes and Implement Training	Collaborate with stakeholders to develop comprehensive, clear, and detailed processes and standards. Ensure alignment with the school's overarching objectives and educational philosophy.	$13,313	No
Action 9	Utilize Data for Continuous Improvement	Set up weekly check-ins and feedback mechanisms to refine and adjust processes and standards by encouraging a culture that values continuous improvement.	$0	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$140,966	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10%	0%	$0	10%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1.1	Unduplicated test scores show gaps on the academic levels.	ISSAC is committed to the success of every student. When it comes to unduplicated student groups, ISSAC will have weekly performance data analysis and formative assessment to identify gaps and areas needing improvement and track the progress of each subgroup to provide timely scaffolding, intervention, and reteaching. Since more than 60% of our population is unduplicated and we observe the needs in ISSAC among the non-unduplicated population. Therefore, we decided to implement the solution school wide.	Metric 1: Standardized Test Scores
1.2	Lack of cultural awareness for the cultural experience and examples from their background	Students from the unduplicated and subgroups are less likely to have a broad cultural exposure and comfort level. Tuning in to their identities and mutual background will help the pupils to feel comfortable, to be seen and to be intrinsic motivated. The benefit is palpable and having cross-cultural activities enable all students to expand their multicultural lens to experience the world in a more authentic way.	Metric 3: Attendance Rates Metric 4: Behavioral Metric
1.4	Unique needs among unduplicated that needs further resource allocation based on the action 1 data monitoring	Students from the unduplicated and subgroup populations might not have the same resources and services offered by the families or guardians. To ensure equitable distribution of resources, ISSAC will continue to offer counseling, nutrition programs, tutoring, after-school programs, summer school to reinforce skills and prevent learning loss.	Metric 1: Standardized Test Scores Metric 3: Attendance Rates

1.5	Unique challenges among the unduplicated population	ISSAC will implement social-emotional learning (SEL) programs to help students develop resilience, self-regulation, and positive relationships and provide access to counseling and mental health services to support students' emotional well-being targeted towards subgroups and unduplicated pupils. ISSAC will create social-emotional learning programs allowing students to develop appreciation for their unique identity, unique circumstances and ISSAC wants them to operate with a positive outlook. The specific of learning for other students may be to gain compassion for others. For the sake of the unduplicated population, a social support is crucial especially among the peers.	Metric 3: Attendance Rates Metric 4: Behavioral Metric
4.7	Unduplicated student groups are vulnerable to academic challenges due to limited access to educational resources and language barrier.	Students will see more success by receiving more one-to-one or small group instructions from instructional assistants. Individual attention will help close learning gaps especially for students with high learning anxiety. Although unduplicate students are the most vulnerable student group, ISSAC acknowledges that all struggling students will benefit from instructional assistants.	Metric 5: Standardized Test Scores
4.8	Unduplicated student groups tend to have diverse learning styles and require more accommodations.	Teachers need time to tailor their lessons and provide accommodations for students of diverse needs. Lessons should be inclusive of all levels and learning styles. Students with disabilities and high-achieving students will also benefit from accommodations and modifications.	Metric 5: Standardized Test Scores Metric 6: Individualized Education Plan

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 1,262,751	$ 152,195	12.053%	1.480%	13.533%

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

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

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,262,751	$ 152,195	12.053%	1.480%	13.533%	$ 188,643	0.000%	14.939%	**Total:**	$ 188,643
								LEA-wide Total:	$ 176,818
								Limited Total:	$ 11,825
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Disaggregate Data and Monitor Progress	Yes	LEA-wide	All	Elementary	$ 11,478	0.000%
1	2	Targeted and Culturally Responsive Teachir	Yes	LEA-wide	All	Elementary	$ 8,223	0.000%
1	3	Special Education Services	No	LEA-wide		Elementary	$ -	0.000%
1	4	Resource Allocation and Wraparound Servic	Yes	LEA-wide	All	Elementary	$ 54,717	0.000%
1	5	Social-Emotional Support	Yes	LEA-wide	All	Elementary	$ -	0.000%
2	1	Professional Learning Development for All S	No	LEA-wide		Elementary	$ -	0.000%
2	2	Core Curriculum To Be Purchased	No	LEA-wide		Elementary	$ -	0.000%
2	3	Trilingual Education	No	LEA-wide		Elementary	$ -	0.000%
2	4	Programs for EL students	Yes	Limited	English Learners	Elementary	$ 11,825	0.000%
2	5	Student Technology	No	LEA-wide		Elementary	$ -	0.000%
2	6	Staff Technology	No	LEA-wide		Elementary	$ -	0.000%
2	7	Promote Student Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	1	School Safety Plan	No	LEA-wide		Elementary	$ -	0.000%
3	2	Student Supervision	No	LEA-wide		Elementary	$ -	0.000%
3	3	Surveys	No	LEA-wide		Elementary	$ -	0.000%
3	4	Digital Safety	No	LEA-wide		Elementary	$ -	0.000%
3	5	Opportunities for Parent/Family Involvement	No	LEA-wide		Elementary	$ -	0.000%
3	6	Opportunities for Community Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	7	Facilities	No	LEA-wide		Elementary	$ -	0.000%
3	8	Attendance Coordinator	Yes	LEA-wide	All	Elementary	$ 4,434	0.000%
4	1	Teaching Staff	No	LEA-wide		Elementary	$ -	0.000%
4	2	Staffing, Services & Program to Service Spe	No	LEA-wide		Elementary	$ -	0.000%
4	3	Project-Based Learning	No	LEA-wide		Elementary	$ -	0.000%
4	4	Assessments	No	LEA-wide		Elementary	$ -	0.000%
4	5	Programs to Provide Academic Intervention	No	LEA-wide		Elementary	$ -	0.000%
4	6	Instructional Assistants	Yes	LEA-wide	All	Elementary	$ 43,945	0.000%
4	7	Teacher Prep Time	Yes	LEA-wide	All	Elementary	$ 54,022	0.000%
4	8	Define Processes and Implement Training	No	LEA-wide		Elementary	$ -	0.000%
4	9	Utilize Data for Continuous Improvement	No	LEA-wide		Elementary	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 814,449.08	$ 815,957.55

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	Disaggregate Data and Monitor Progress	Yes	$ 11,478	$ 13,748
1	2	Targeted and Culturally Responsive Teaching	Yes	$ 8,223	$ 8,314
1	3	Special Education Services	No	$ 18,000	$ 20,147
1	4	Resource Allocation and Wraparound Services	Yes	$ 94,135	$ 91,200
1	5	Social-Emotional Support	Yes	$ 1,500	$ 9,018
2	1	Professional Learning Development for All Staff	No	$ 32,914	$ 23,509
2	2	Core Curriculum To Be Purchased	No	$ 22,000	$ 8,263
2	3	Trilingual Education	No	$ 500	$ 29,902
2	4	Programs for EL students	Yes	$ 11,825	$ 10,840
2	5	Student Technology	No	$ 5,000	$ 5,245
2	6	Staff Technology	No	$ 8,000	$ 7,183
2	7	Promote Student Engagement	No	$ 3,000	$ 3,167
3	1	School Safety Plan	No	$ -	$ -
3	2	Student Supervision	No	$ 29,897	$ 32,666
3	3	Surveys	No	$ -	$ -
3	4	Digital Safety	No	$ 2,500	$ 2,691
3	5	Opportunities for Parent/Family Involvement	No	$ 9,377	$ 10,103
3	6	Opportunities for Community Engagement	No	$ 9,377	$ 10,103
3	7	Facilities	No	$ 9,845	$ 10,120
3	8	Attendance Coordinator	Yes	$ 4,434	$ 4,453
4	1	Teaching Staff	No	$ 179,418	$ 180,084
4	2	Staffing, Services & Program to Service Sped Students	No	$ 152,252	$ 123,139
4	3	Project-Based Learning	No	$ 6,000	$ 402
4	4	Assessments	No	$ 2,100	$ 1,688
4	5	Programs to Provide Academic Intervention	No	$ 5,739	$ 6,182
4	6	Instructional Assistants	Yes	$ 120,955	$ 142,631
4	7	Teacher Prep Time	Yes	$ 54,022	$ 48,096
4	8	Define Processes and Implement Training	No	$ 11,959	$ 13,066
4	9	Utilize Data for Continuous Improvement	No	$ -	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 116,549	$ 188,643	$ 195,900	$ (7,257)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Disaggregate Data and Monitor Progress	Yes	$ 11,478	$ 12,396.12	0.000%	0.000%
1	2	Targeted and Culturally Responsive Teaching	Yes	$ 8,223	$ 8,313.76	0.000%	0.000%
1	3	Special Education Services	No	$ -	$ -	0.000%	0.000%
1	4	Resource Allocation and Wraparound Services	Yes	$ 54,717	$ 65,361.80	0.000%	0.000%
1	5	Social-Emotional Support	Yes	$ -	$ 3,511.62	0.000%	0.000%
2	1	Professional Learning Development for All Staff	No	$ -	$ -	0.000%	0.000%
2	2	Core Curriculum To Be Purchased	No	$ -	$ -	0.000%	0.000%
2	3	Trilingual Education	No	$ -	$ -	0.000%	0.000%
2	4	Programs for EL students	Yes	$ 11,825	$ 10,840.00	0.000%	0.000%
2	5	Student Technology	No	$ -	$ -	0.000%	0.000%
2	6	Staff Technology	No	$ -	$ -	0.000%	0.000%
2	7	Promote Student Engagement	No	$ -	$ -	0.000%	0.000%
3	1	School Safety Plan	No	$ -	$ -	0.000%	0.000%
3	2	Student Supervision	No	$ -	$ -	0.000%	0.000%
3	3	Surveys	No	$ -	$ -	0.000%	0.000%
3	4	Digital Safety	No	$ -	$ -	0.000%	0.000%
3	5	Opportunities for Parent/Family Involvement	No	$ -	$ -	0.000%	0.000%
3	6	Opportunities for Community Engagement	No	$ -	$ -	0.000%	0.000%
3	7	Facilities	No	$ -	$ -	0.000%	0.000%
3	8	Attendance Coordinator	Yes	$ 4,434	$ 4,452.56	0.000%	0.000%
4	1	Teaching Staff	No	$ -	$ -	0.000%	0.000%
4	2	Staffing, Services & Program to Service Sped Students	No	$ -	$ -	0.000%	0.000%
4	3	Project-Based Learning	No	$ -	$ -	0.000%	0.000%
4	4	Assessments	No	$ -	$ -	0.000%	0.000%
4	5	Programs to Provide Academic Intervention	No	$ -	$ -	0.000%	0.000%
4	6	Instructional Assistants	Yes	$ 43,945	$ 51,938.20	0.000%	0.000%
4	7	Teacher Prep Time	Yes	$ 54,022	$ 39,085.85	0.000%	0.000%
4	8	Define Processes and Implement Training	No	$ -	$ -	0.000%	0.000%
4	9	Utilize Data for Continuous Improvement	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,025,225	$ 116,549	1.480%	12.848%	$ 195,900	0.000%	19.108%	$0.00 - No Carryover	0.00% - No Carryover

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$ 1,409,174	$ 140,966	10.003%	0.000%	10.003%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 592,199	$ 295,697	$ -	$ 52,084	$ 939,980.44	$ 644,267	$ 295,714

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Disaggregate Data and Monitor Progress	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 15,064	$ -	$ 15,064	$ -	$ -	$ -	$ 15,064	0.000%
1	2	Targeted and Culturally Responsive Teaching	All	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 8,200	$ 8,200	$ -	$ -	$ -	$ 8,200	0.000%
1	3	Special Education Services	SWD	No	LEA-wide	N/A	Elementary	Ongoing	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
1	4	Resource Allocation and Wraparound Services	All	Yes	LEA-wide	All	Elementary	Ongoing	$ -	$ 93,015	$ 60,706	$ 32,309	$ -	$ -	$ 93,015	0.000%
1	5	Social-Emotional Support	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 10,510	$ -	$ 10,510		$ -	$ -	$ 10,510	0.000%
2	1	Professional Learning Development for All Staff	All	No	LEA-wide	All	Elementary	Ongoing	$ 20,328	$ 11,876	$ 29,063	$ -	$ -	$ 3,141	$ 32,204	0.000%
2	2	Core Curriculum To Be Purchased	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 29,936	$ 29,936	$ -	$ -	$ -	$ 29,936	0.000%
2	3	Trilingual Education	All	No	LEA-wide	All	Elementary	Ongoing	$ 15,400	$ -	$ 15,400	$ -	$ -	$ -	$ 15,400	0.000%
2	4	Programs for EL students	English Learners	Yes	Limited	English Learners	Elementary	Ongoing	$ -	$ 15,981	$ 15,981	$ -	$ -	$ -	$ 15,981	0.000%
2	5	Student Technology	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 4,150	$ 4,150	$ -	$ -	$ -	$ 4,150	0.000%
2	6	Staff Technology	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 2,050	$ 2,050	$ -	$ -	$ -	$ 2,050	0.000%
2	7	Promote Student Engagement	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 4,375	$ 4,375	$ -	$ -	$ -	$ 4,375	0.000%
3	1	School Safety Plan	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	2	Student Supervision	All	No	LEA-wide	All	Elementary	Ongoing	$ 33,282	$ -	$ 33,282	$ -	$ -	$ -	$ 33,282	0.000%
3	3	Surveys	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Digital Safety	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 2,691	$ 2,691	$ -	$ -	$ -	$ 2,691	0.000%
3	5	Opportunities for Parent/Family Involvement	All	No	LEA-wide	All	Elementary	Ongoing	$ 9,846	$ -	$ 9,846	$ -	$ -	$ -	$ 9,846	0.000%
3	6	Opportunities for Community Engagement	All	No	LEA-wide	All	Elementary	Ongoing	$ 9,846	$ -	$ 9,846	$ -	$ -	$ -	$ 9,846	0.000%
3	7	Facilities	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 14,104	$ 14,104	$ -	$ -	$ -	$ 14,104	0.000%
3	8	Attendance Coordinator	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 4,656	$ -	$ 4,656	$ -	$ -	$ -	$ 4,656	0.000%
4	1	Teaching Staff	All	No	LEA-wide	All	Elementary	Ongoing	$ 227,713	$ -	$ 227,713	$ -	$ -	$ -	$ 227,713	0.000%
4	2	Staffing, Services & Program to Service Sped Students	All	No	LEA-wide	All	Elementary	Ongoing	$ 23,160	$ 101,649	$ -	$ 110,317	$ -	$ 14,492	$ 124,809	0.000%
4	3	Project-Based Learning	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 6,000	$ 6,000	$ -	$ -	$ -	$ 6,000	0.000%
4	4	Assessments	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ 1,688	$ 1,688	$ -	$ -	$ -	$ 1,688	0.000%
4	5	Programs to Provide Academic Intervention	All	No	LEA-wide	All	Elementary	Ongoing	$ 6,776	$ -	$ 6,776	$ -	$ -	$ -	$ 6,776	0.000%
4	6	Instructional Assistants	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 178,322	$ -	$ 10,800	$ 133,071	$ -	$ 34,451	$ 178,322	0.000%
4	7	Teacher Prep Time	All	Yes	LEA-wide	All	Elementary	Ongoing	$ 56,052	$ -	$ 56,052	$ -	$ -	$ -	$ 56,052	0.000%
4	8	Define Processes and Implement Training	All	No	LEA-wide	All	Elementary	Ongoing	$ 13,313	$ -	$ 13,313	$ -	$ -	$ -	$ 13,313	0.000%
4	9	Utilize Data for Continuous Improvement	All	No	LEA-wide	All	Elementary	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,409,174	$ 140,966	10.003%	0.000%	10.003%	$ 181,968	0.000%	12.913%	**Total:**	$ 181,968
								LEA-wide Total:	$ 165,988
								Limited Total:	$ 15,981
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Disaggregate Data and Monitor Progress	Yes	LEA-wide	All	Elementary	$ 15,064	0.000%
1	2	Targeted and Culturally Responsive Teachir	Yes	LEA-wide	All	Elementary	$ 8,200	0.000%
1	3	Special Education Services	No	LEA-wide		Elementary	$ -	0.000%
1	4	Resource Allocation and Wraparound Servic	Yes	LEA-wide	All	Elementary	$ 60,706	0.000%
1	5	Social-Emotional Support	Yes	LEA-wide	All	Elementary	$ 10,510	0.000%
2	1	Professional Learning Development for All S	No	LEA-wide		Elementary	$ -	0.000%
2	2	Core Curriculum To Be Purchased	No	LEA-wide		Elementary	$ -	0.000%
2	3	Trilingual Education	No	LEA-wide		Elementary	$ -	0.000%
2	4	Programs for EL students	Yes	Limited	English Learners	Elementary	$ 15,981	0.000%
2	5	Student Technology	No	LEA-wide		Elementary	$ -	0.000%
2	6	Staff Technology	No	LEA-wide		Elementary	$ -	0.000%
2	7	Promote Student Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	1	School Safety Plan	No	LEA-wide		Elementary	$ -	0.000%
3	2	Student Supervision	No	LEA-wide		Elementary	$ -	0.000%
3	3	Surveys	No	LEA-wide		Elementary	$ -	0.000%
3	4	Digital Safety	No	LEA-wide		Elementary	$ -	0.000%
3	5	Opportunities for Parent/Family Involvement	No	LEA-wide		Elementary	$ -	0.000%
3	6	Opportunities for Community Engagement	No	LEA-wide		Elementary	$ -	0.000%
3	7	Facilities	No	LEA-wide		Elementary	$ -	0.000%
3	8	Attendance Coordinator	Yes	LEA-wide	All	Elementary	$ 4,656	0.000%
4	1	Teaching Staff	No	LEA-wide		Elementary	$ -	0.000%
4	2	Staffing, Services & Program to Service Spe	No	LEA-wide		Elementary	$ -	0.000%
4	3	Project-Based Learning	No	LEA-wide		Elementary	$ -	0.000%
4	4	Assessments	No	LEA-wide		Elementary	$ -	0.000%
4	5	Programs to Provide Academic Intervention	No	LEA-wide		Elementary	$ -	0.000%
4	6	Instructional Assistants	Yes	LEA-wide	All	Elementary	$ 10,800	0.000%
4	7	Teacher Prep Time	Yes	LEA-wide	All	Elementary	$ 56,052	0.000%
4	8	Define Processes and Implement Training	No	LEA-wide		Elementary	$ -	0.000%
4	9	Utilize Data for Continuous Improvement	No	LEA-wide		Elementary	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)
2024-25	$ 1,262,751	$ 152,195	12.053%	1.480%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds
Totals	$ 510,901	$ 263,498	$ -	$ 40,050

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?
1	1	Disaggregate Data and Monitor Progress	All	Yes
1	2	Targeted and Culturally Responsive Teaching	All	Yes
1	3	Special Education Services	SWD	No
1	4	Resource Allocation and Wraparound Services	All	Yes
1	5	Social-Emotional Support	All	Yes
2	1	Professional Learning Development for All Staff	All	No
2	2	Core Curriculum To Be Purchased	All	No

2	3	Trilingual Education	All	No
2	4	Programs for EL students	English Learners	Yes
2	5	Student Technology	All	No
2	6	Staff Technology	All	No
2	7	Promote Student Engagement	All	No
3	1	School Safety Plan	All	No
3	2	Student Supervision	All	No
3	3	Surveys	All	No
3	4	Digital Safety	All	No
3	5	Opportunities for Parent/Family Involvement	All	No
3	6	Opportunities for Community Engagement	All	No
3	7	Facilities	All	No
3	8	Attendance Coordinator	All	Yes
4	1	Teaching Staff	All	No
4	2	Staffing, Services & Program to Service Sped Students	All	No
4	3	Project-Based Learning	All	No
4	4	Assessments	All	No
4	5	Programs to Provide Academic Intervention	All	No
4	6	Instructional Assistants	All	Yes
4	7	Teacher Prep Time	All	Yes
4	8	Define Processes and Implement Training	All	No
4	9	Utilize Data for Continuous Improvement	All	No

Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
13.533%

Total Funds	Total Personnel	Total Non-personnel
$ 814,449.08	$ 526,649	$ 287,800

Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
LEA-wide	All	Elementary	Ongoing	$ 11,478	$ -
LEA-wide	All	Elementary	Ongoing	$ 8,223	$ -
LEA-wide	N/A	Elementary	Ongoing		$ 18,000
LEA-wide	All	Elementary	Ongoing	$ 13,157	$ 80,978
LEA-wide	All	Elementary	Ongoing		$ 1,500
LEA-wide	All	Elementary	Ongoing	$ 16,604	$ 16,310
LEA-wide	All	Elementary	Ongoing		$ 22,000

LEA-wide	All	Elementary	Ongoing		$ 500
Limited	English Learners	Elementary	Ongoing	$ 11,825	$ -
LEA-wide	All	Elementary	Ongoing		$ 5,000
LEA-wide	All	Elementary	Ongoing		$ 8,000
LEA-wide	All	Elementary	Ongoing		$ 3,000
LEA-wide	All	Elementary	Ongoing		$ -
LEA-wide	All	Elementary	Ongoing	$ 29,897	$ -
LEA-wide	All	Elementary	Ongoing		$ -
LEA-wide	All	Elementary	Ongoing		$ 2,500
LEA-wide	All	Elementary	Ongoing	$ 9,377	$ -
LEA-wide	All	Elementary	Ongoing	$ 9,377	$ -
LEA-wide	All	Elementary	Ongoing		$ 9,845
LEA-wide	All	Elementary	Ongoing	$ 4,434	$ 0
LEA-wide	All	Elementary	Ongoing	$ 179,418	$ -
LEA-wide	All	Elementary	Ongoing	$ 40,185	$ 112,067
LEA-wide	All	Elementary	Ongoing		$ 6,000
LEA-wide	All	Elementary	Ongoing		$ 2,100
LEA-wide	All	Elementary	Ongoing	$ 5,739	$ -
LEA-wide	All	Elementary	Ongoing	$ 120,955	$ -
LEA-wide	All	Elementary	Ongoing	$ 54,022	$ -
LEA-wide	All	Elementary	Ongoing	$ 11,959	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ -

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
$ 11,478	$ -	$ -	$ -	$ 11,478	0.000%
$ 8,223	$ -	$ -	$ -	$ 8,223	0.000%
	$ 18,000	$ -	$ -	$ 18,000	0.000%
$ 54,717	$ 39,418	$ -		$ 94,135	0.000%
	$ 1,500	$ -	$ -	$ 1,500	0.000%
$ 28,970		$ -	$ 3,944	$ 32,914	0.000%
$ 22,000		$ -		$ 22,000	0.000%

$ 500		$ -		$ 500	0.000%
$ 11,825		$ -		$ 11,825	0.000%
$ 5,000		$ -		$ 5,000	0.000%
$ 8,000		$ -		$ 8,000	0.000%
$ 3,000		$ -		$ 3,000	0.000%
		$ -		$ -	0.000%
$ 29,897		$ -		$ 29,897	0.000%
		$ -		$ -	0.000%
$ 2,500		$ -		$ 2,500	0.000%
$ 9,377		$ -		$ 9,377	0.000%
$ 9,377		$ -		$ 9,377	0.000%
$ 9,845		$ -		$ 9,845	0.000%
$ 4,434		$ -		$ 4,434	0.000%
$ 167,994	$ 11,424	$ -		$ 179,418	0.000%
	$ 142,551	$ -	$ 9,701	$ 152,252	0.000%
$ 6,000	$ -	$ -		$ 6,000	0.000%
$ 2,100	$ -	$ -		$ 2,100	0.000%
$ 5,739	$ -	$ -		$ 5,739	0.000%
$ 43,945	$ 50,605	$ -	$ 26,405	$ 120,955	0.000%
$ 54,022	$ -	$ -	$ -	$ 54,022	0.000%
$ 11,959	$ -	$ -	$ -	$ 11,959	0.000%
$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)
$ 1,262,751	$ 152,195	12.053%

Goal #	Action #	Action Title
1	1	Disaggregate Data and Monitor Progress
1	2	Targeted and Culturally Responsive Teachin
1	3	Special Education Services
1	4	Resource Allocation and Wraparound Servic
1	5	Social-Emotional Support
2	1	Professional Learning Development for All S
2	2	Core Curriculum To Be Purchased
2	3	Trilingual Education
2	4	Programs for EL students
2	5	Student Technology
2	6	Staff Technology

2	7	Promote Student Engagement
3	1	School Safety Plan
3	2	Student Supervision
3	3	Surveys
3	4	Digital Safety
3	5	Opportunities for Parent/Family Involvement
3	6	Opportunities for Community Engagement
3	7	Facilities
3	8	Attendance Coordinator
4	1	Teaching Staff
4	2	Staffing, Services & Program to Service Spe
4	3	Project-Based Learning
4	4	Assessments
4	5	Programs to Provide Academic Intervention
4	6	Instructional Assistants
4	7	Teacher Prep Time
4	8	Define Processes and Implement Training
4	9	Utilize Data for Continuous Improvement

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)
1.480%	13.533%	$ 188,643	0.000%	14.939%

Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
Yes	LEA-wide	All	Elementary	$ 11,478
Yes	LEA-wide	All	Elementary	$ 8,223
No	LEA-wide		Elementary	$ -
Yes	LEA-wide	All	Elementary	$ 54,717
Yes	LEA-wide	All	Elementary	$ -
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -
Yes	Limited	English Learners	Elementary	$ 11,825
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -

No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
Yes	LEA-wide	All	Elementary	$	4,434
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
Yes	LEA-wide	All	Elementary	$	43,945
Yes	LEA-wide	All	Elementary	$	54,022
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-

Totals by Type	Total LCFF Funds
Total:	$ 188,643
LEA-wide Total:	$ 176,818
Limited Total:	$ 11,825
Schoolwide Total:	$ -

Planned Percentage of Improved Services (%)
0.000%
0.000%
0.000%
0.000%
0.000%
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2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 814,449.08	$ 815,957.55

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)
1	1	Disaggregate Data and Monitor Progress	Yes	$ 11,478
1	2	Targeted and Culturally Responsive Teaching	Yes	$ 8,223
1	3	Special Education Services	No	$ 18,000
1	4	Resource Allocation and Wraparound Services	Yes	$ 94,135
1	5	Social-Emotional Support	Yes	$ 1,500
2	1	Professional Learning Development for All Staff	No	$ 32,914
2	2	Core Curriculum To Be Purchased	No	$ 22,000
2	3	Trilingual Education	No	$ 500
2	4	Programs for EL students	Yes	$ 11,825
2	5	Student Technology	No	$ 5,000
2	6	Staff Technology	No	$ 8,000
2	7	Promote Student Engagement	No	$ 3,000
3	1	School Safety Plan	No	$ -
3	2	Student Supervision	No	$ 29,897
3	3	Surveys	No	$ -
3	4	Digital Safety	No	$ 2,500

3	5	Opportunities for Parent/Family Involvement	No	$	9,377
3	6	Opportunities for Community Engagement	No	$	9,377
3	7	Facilities	No	$	9,845
3	8	Attendance Coordinator	Yes	$	4,434
4	1	Teaching Staff	No	$	179,418
4	2	Staffing, Services & Program to Service Sped	No	$	152,252
4	3	Project-Based Learning	No	$	6,000
4	4	Assessments	No	$	2,100
4	5	Programs to Provide Academic Intervention	No	$	5,739
4	6	Instructional Assistants	Yes	$	120,955
4	7	Teacher Prep Time	Yes	$	54,022
4	8	Define Processes and Implement Training	No	$	11,959
4	9	Utilize Data for Continuous Improvement	No	$	-

Estimated Actual Expenditures (Input Total Funds)	
$	13,748
$	8,314
$	20,147
$	91,200
$	9,018
$	23,509
$	8,263
$	29,902
$	10,840
$	5,245
$	7,183
$	3,167
$	-
$	32,666
$	-
$	2,691

$	10,103
$	10,103
$	10,120
$	4,453
$	180,084
$	123,139
$	402
$	1,688
$	6,182
$	142,631
$	48,096
$	13,066
$	-

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
$ 116,549	$ 188,643	$ 195,900	$ (7,257)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Disaggregate Data and Monitor Progress	Yes
1	2	Targeted and Culturally Responsive Teaching	Yes
1	3	Special Education Services	No
1	4	Resource Allocation and Wraparound Services	Yes
1	5	Social-Emotional Support	Yes
2	1	Professional Learning Development for All Staff	No
2	2	Core Curriculum To Be Purchased	No
2	3	Trilingual Education	No
2	4	Programs for EL students	Yes
2	5	Student Technology	No
2	6	Staff Technology	No
2	7	Promote Student Engagement	No
3	1	School Safety Plan	No
3	2	Student Supervision	No

3	3	Surveys	No
3	4	Digital Safety	No
3	5	Opportunities for Parent/Family Involvement	No
3	6	Opportunities for Community Engagement	No
3	7	Facilities	No
3	8	Attendance Coordinator	Yes
4	1	Teaching Staff	No
4	2	Staffing, Services & Program to Service Sped	No
4	3	Project-Based Learning	No
4	4	Assessments	No
4	5	Programs to Provide Academic Intervention	No
4	6	Instructional Assistants	Yes
4	7	Teacher Prep Time	Yes
4	8	Define Processes and Implement Training	No
4	9	Utilize Data for Continuous Improvement	No

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.000%	0.000%	0.000% - No Difference

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)
$ 11,478	$ 12,396.12	0.000%	0.000%
$ 8,223	$ 8,313.76	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 54,717	$ 65,361.80	0.000%	0.000%
	$ 3,511.62	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 11,825	$ 10,840.00	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ -	$ -	0.000%	0.000%

$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	4,434	$	4,452.56	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	43,945	$	51,938.20	0.000%	0.000%
$	54,022	$	39,085.85	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-	0.000%	0.000%
$	-	$	-		0.000%

2024-25 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)
$ 1,025,225	$ 116,549	1.480%	12.848%	$ 195,900



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)
0.000%	19.108%	$0.00 - No Carryover	0.00% - No Carryover

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: ‘Title Page’, ‘Instructions’, ‘Data Input’, ‘Narrative Responses’, ‘Template’, and 'Accessibility'. The local educational agency (LEA) will enter its data in the ‘Data Input’ tab and then respond to the available prompts in the ‘Narrative Responses’ tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the ‘Template’ pages of the Budget Overview for Parents with the information. The tabs ‘Title Page’, ‘Instructions’, ‘Data Input’, and ‘Narrative Responses’ are “inward facing” and are intended for use by LEA personnel. The information contained in the ‘Template’ tab will be “outward facing”, or the information that will be available to the LEA’s parents and educational partners. To start, ensure that you are on the ‘Data Input’ worksheet by clicking on the ‘Data Input’ in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)
The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.
Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

•All other state funds (row 12): This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

•All local funds (row 13): This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• All federal funds (row 14): This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• Total Budgeted General Fund Expenditures (row 17): This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• Total Budgeted Expenditures in the LCAP (row 18): This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• Total Budgeted Expenditures for High Needs Students in the LCAP (row 19): This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• Total Budgeted Expenditures for High Needs Students in the LCAP (row 22): This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• Actual Expenditures for High Needs Students in the LCAP (row 23): This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

•**Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Da

Local Educational Agency (LEA) name:
CDS code:
LEA contact information:
Coming School Year:
Current School Year:

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-2026 School Year
Total LCFF funds
LCFF supplemental & concentration grants
All other state funds
All local funds
All federal funds
Total Projected Revenue

Total Budgeted Expenditures for the 2025-2026 School Year
Total Budgeted General Fund Expenditures
Total Budgeted Expenditures in the LCAP
Total Budgeted Expenditures for High Needs Students in the LCAP
Expenditures not in the LCAP

Expenditures for High Needs Students in the 2024-2025 School Year
Total Budgeted Expenditures for High Needs Students in the LCAP
Actual Expenditures for High Needs Students in LCAP

ata Input Sheet

International School for Science and Culture
30 10306 0139469
Dr. Padmini Srinivasan, (949) 441-4500, padmini.srinivasan@issaccharter.org
2025-2026
2024-2025

Amount	
$	1,171,651
$	140,966
$	312,749
$	81,097
$	125,856
$	1,691,353

Amount	
$	1,719,643
$	592,199
$	181,968
$	1,127,444

Amount	
$	188,643
$	195,900

LCFF Budget Overview for I

Required Prompt(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).
A prompt may display based on information provided in the Data Input tab.
A prompt may display based on information provided in the Data Input tab.

Parents Narrative Responses Sheet

Response(s)
General Fund Budget Expenditures for the school year that are not included in the LCAP include some salaries and benefits, office supplies, food, oversight fees, due and membership, license and fees, and operating expenses such as insurance, rental leases, rent, consultant fees, accounting and business services, payroll, legal services, fingerprinting fees, recruitment advertising, and utilities.
[Respond to the prompt here; if there is no prompt, a response is not required.]
[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents Template

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

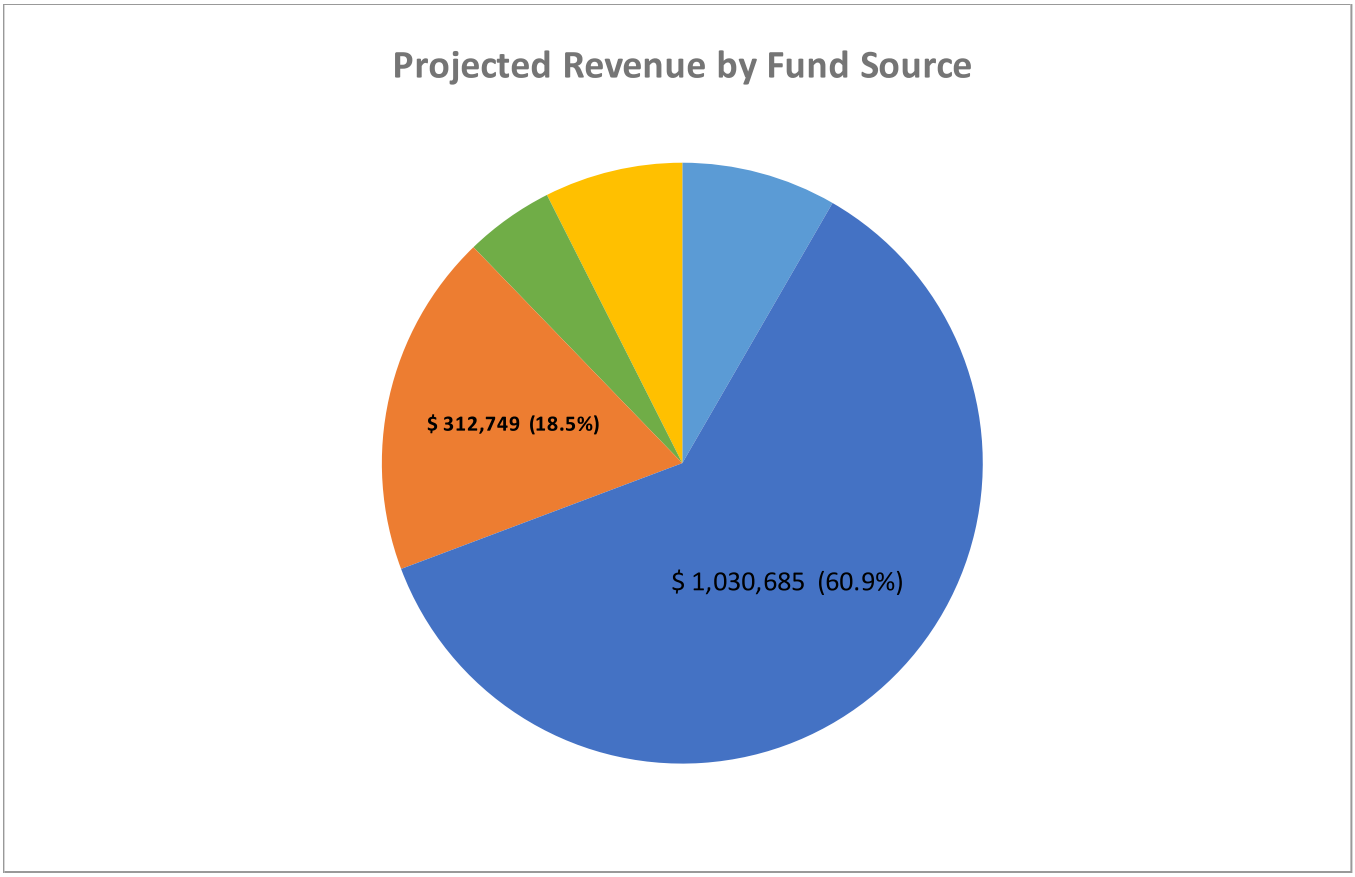
CDS Code: 30 10306 0139469

School Year: 2025-2026

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

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

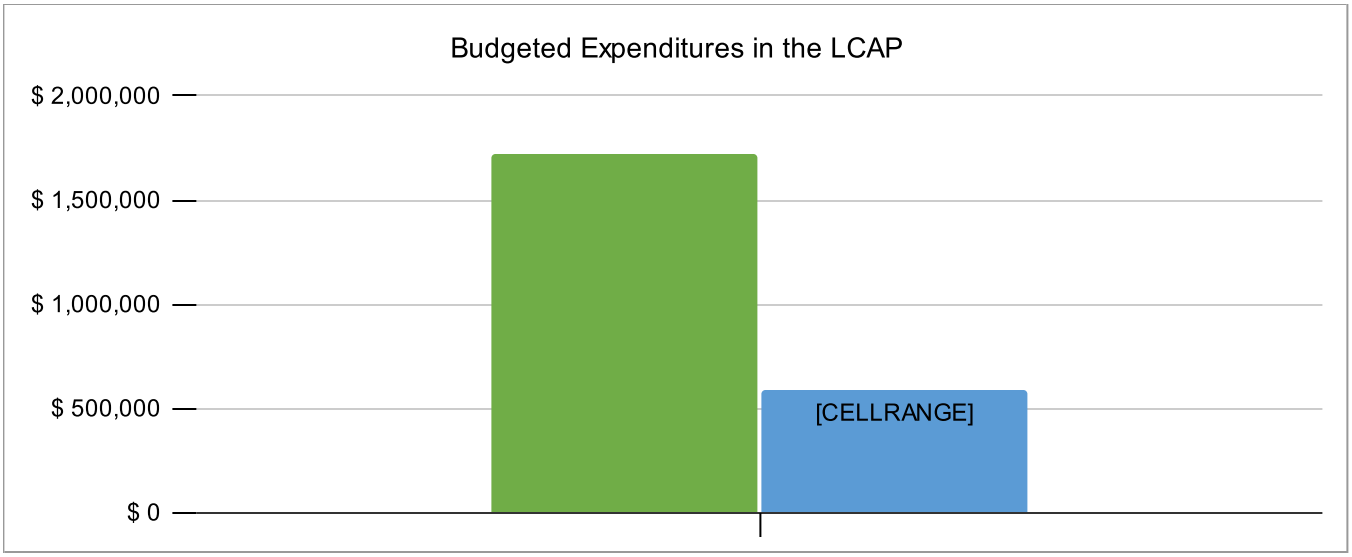
Budget Overview for the 2025-2026 School Year



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

The text description for the above chart is as follows: The total revenue projected for International School for Science and Culture is $1,691,353.00, of which $1,171,651.00 is Local Control Funding Formula (LCFF), $312,749.00 is other state funds, $81,097.00 is local funds, and $125,856.00 is federal funds. Of the $1,171,651.00 in LCFF Funds, $140,966.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much International School for Science and Culture plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

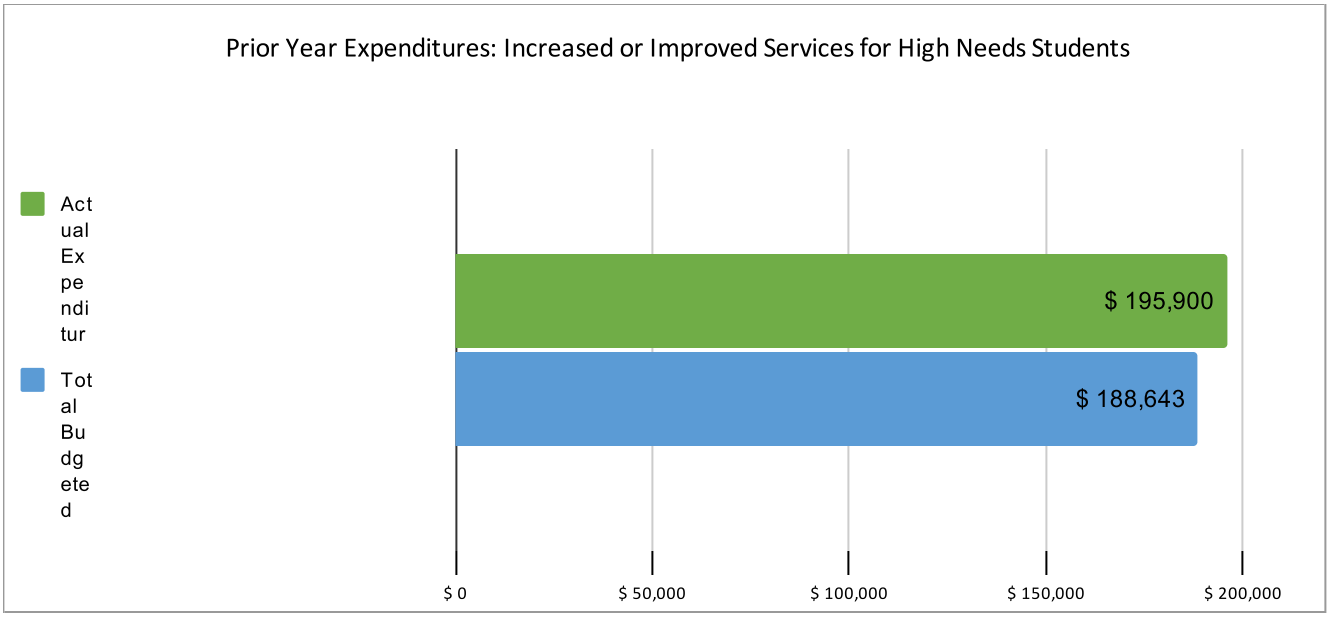
The text description of the above chart is as follows: International School for Science and Culture plans to spend $1,719,643.00 for the 2025-2026 school year. Of that amount, $592,199.44 is tied to actions/services in the LCAP and $1,127,443.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year that are not included in the LCAP include some salaries and benefits, office supplies, food, oversight fees, due and membership, license and fees, and operating expenses such as insurance, rental leases, rent, consultant fees, accounting and business services, payroll, legal services, fingerprinting fees, recruitment advertising, and utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, International School for Science and Culture is projecting it will receive $140,966.00 based on the enrollment of foster youth, English learner, and low-income students. International School for Science and Culture must describe how it intends to increase or improve services for high needs students in the LCAP. International School for Science and Culture plans to spend $181,968.45 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, International School for Science and Culture's LCAP budgeted $188,643.00 for planned actions to increase or improve services for high needs students. International School for Science and Culture actually spent $195,900.00 for actions to increase or improve services for high needs students in 2024-2025.



Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)
2025-2026	$ 1,409,174	$ 140,966	10.003%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds
Totals	$ 592,199	$ 295,697	$ -	$ 52,084

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?
1	1	Disaggregate Data and Monitor Progress	All	Yes
1	2	Targeted and Culturally Responsive Teaching	All	Yes
1	3	Special Education Services	SWD	No
1	4	Resource Allocation and Wraparound Services	All	Yes
1	5	Social-Emotional Support	All	Yes
2	1	Professional Learning Development for All Staff	All	No
2	2	Core Curriculum To Be Purchased	All	No

2	3	Trilingual Education	All	No
2	4	Programs for EL students	English Learners	Yes
2	5	Student Technology	All	No
2	6	Staff Technology	All	No
2	7	Promote Student Engagement	All	No
3	1	School Safety Plan	All	No
3	2	Student Supervision	All	No
3	3	Surveys	All	No
3	4	Digital Safety	All	No
3	5	Opportunities for Parent/Family Involvement	All	No
3	6	Opportunities for Community Engagement	All	No
3	7	Facilities	All	No
3	8	Attendance Coordinator	All	Yes
4	1	Teaching Staff	All	No
4	2	Staffing, Services & Program to Service Sped Students	All	No
4	3	Project-Based Learning	All	No
4	4	Assessments	All	No
4	5	Programs to Provide Academic Intervention	All	No
4	6	Instructional Assistants	All	Yes
4	7	Teacher Prep Time	All	Yes
4	8	Define Processes and Implement Training	All	No
4	9	Utilize Data for Continuous Improvement	All	No

Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
10.003%

Total Funds	Total Personnel	Total Non-personnel
$ 939,980.44	$ 644,267	$ 295,714

Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
LEA-wide	All	Elementary	Ongoing	$ 15,064	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ 8,200
LEA-wide	N/A	Elementary	Ongoing	$ 20,000	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ 93,015
LEA-wide	All	Elementary	Ongoing	$ 10,510	$ -
LEA-wide	All	Elementary	Ongoing	$ 20,328	$ 11,876
LEA-wide	All	Elementary	Ongoing	$ -	$ 29,936

LEA-wide	All	Elementary	Ongoing	$ 15,400	$ -
Limited	English Learners	Elementary	Ongoing	$ -	$ 15,981
LEA-wide	All	Elementary	Ongoing	$ -	$ 4,150
LEA-wide	All	Elementary	Ongoing	$ -	$ 2,050
LEA-wide	All	Elementary	Ongoing	$ -	$ 4,375
LEA-wide	All	Elementary	Ongoing	$ -	$ -
LEA-wide	All	Elementary	Ongoing	$ 33,282	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ 2,691
LEA-wide	All	Elementary	Ongoing	$ 9,846	$ -
LEA-wide	All	Elementary	Ongoing	$ 9,846	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ 14,104
LEA-wide	All	Elementary	Ongoing	$ 4,656	$ -
LEA-wide	All	Elementary	Ongoing	$ 227,713	$ -
LEA-wide	All	Elementary	Ongoing	$ 23,160	$ 101,649
LEA-wide	All	Elementary	Ongoing	$ -	$ 6,000
LEA-wide	All	Elementary	Ongoing	$ -	$ 1,688
LEA-wide	All	Elementary	Ongoing	$ 6,776	$ -
LEA-wide	All	Elementary	Ongoing	$ 178,322	$ -
LEA-wide	All	Elementary	Ongoing	$ 56,052	$ -
LEA-wide	All	Elementary	Ongoing	$ 13,313	$ -
LEA-wide	All	Elementary	Ongoing	$ -	$ -

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LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
$ 15,064	$ -	$ -	$ -	$ 15,064	0.000%
$ 8,200	$ -	$ -	$ -	$ 8,200	0.000%
$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
$ 60,706	$ 32,309	$ -	$ -	$ 93,015	0.000%
$ 10,510		$ -	$ -	$ 10,510	0.000%
$ 29,063	$ -	$ -	$ 3,141	$ 32,204	0.000%
$ 29,936	$ -	$ -	$ -	$ 29,936	0.000%

$ 15,400	$ -	$ -	$ -	$ 15,400	0.000%
$ 15,981	$ -	$ -	$ -	$ 15,981	0.000%
$ 4,150	$ -	$ -	$ -	$ 4,150	0.000%
$ 2,050	$ -	$ -	$ -	$ 2,050	0.000%
$ 4,375	$ -	$ -	$ -	$ 4,375	0.000%
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$ 33,282	$ -	$ -	$ -	$ 33,282	0.000%
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$ 2,691	$ -	$ -	$ -	$ 2,691	0.000%
$ 9,846	$ -	$ -	$ -	$ 9,846	0.000%
$ 9,846	$ -	$ -	$ -	$ 9,846	0.000%
$ 14,104	$ -	$ -	$ -	$ 14,104	0.000%
$ 4,656	$ -	$ -	$ -	$ 4,656	0.000%
$ 227,713	$ -	$ -	$ -	$ 227,713	0.000%
$ -	$ 110,317	$ -	$ 14,492	$ 124,809	0.000%
$ 6,000	$ -	$ -	$ -	$ 6,000	0.000%
$ 1,688	$ -	$ -	$ -	$ 1,688	0.000%
$ 6,776	$ -	$ -	$ -	$ 6,776	0.000%
$ 10,800	$ 133,071	$ -	$ 34,451	$ 178,322	0.000%
$ 56,052	$ -	$ -	$ -	$ 56,052	0.000%
$ 13,313	$ -	$ -	$ -	$ 13,313	0.000%
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2025-2026 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)
$ 1,409,174	$ 140,966	10.003%

Goal #	Action #	Action Title
1	1	Disaggregate Data and Monitor Progress
1	2	Targeted and Culturally Responsive Teachin
1	3	Special Education Services
1	4	Resource Allocation and Wraparound Servic
1	5	Social-Emotional Support
2	1	Professional Learning Development for All S
2	2	Core Curriculum To Be Purchased
2	3	Trilingual Education
2	4	Programs for EL students
2	5	Student Technology
2	6	Staff Technology

2	7	Promote Student Engagement
3	1	School Safety Plan
3	2	Student Supervision
3	3	Surveys
3	4	Digital Safety
3	5	Opportunities for Parent/Family Involvement
3	6	Opportunities for Community Engagement
3	7	Facilities
3	8	Attendance Coordinator
4	1	Teaching Staff
4	2	Staffing, Services & Program to Service Spe
4	3	Project-Based Learning
4	4	Assessments
4	5	Programs to Provide Academic Intervention
4	6	Instructional Assistants
4	7	Teacher Prep Time
4	8	Define Processes and Implement Training
4	9	Utilize Data for Continuous Improvement

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)
0.000%	10.003%	$ 181,968	0.000%	12.913%

Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
Yes	LEA-wide	All	Elementary	$ 15,064
Yes	LEA-wide	All	Elementary	$ 8,200
No	LEA-wide		Elementary	$ -
Yes	LEA-wide	All	Elementary	$ 60,706
Yes	LEA-wide	All	Elementary	$ 10,510
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -
Yes	Limited	English Learners	Elementary	$ 15,981
No	LEA-wide		Elementary	$ -
No	LEA-wide		Elementary	$ -

No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
Yes	LEA-wide	All	Elementary	$	4,656
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
Yes	LEA-wide	All	Elementary	$	10,800
Yes	LEA-wide	All	Elementary	$	56,052
No	LEA-wide		Elementary	$	-
No	LEA-wide		Elementary	$	-
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Totals by Type	Total LCFF Funds
Total:	$ 181,968
LEA-wide Total:	$ 165,988
Limited Total:	$ 15,981
Schoolwide Total:	$ -

Planned Percentage of Improved Services (%)
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2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 939,980.44	$ -

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)
1	1	Disaggregate Data and Monitor Progress	Yes	$ 15,064
1	2	Targeted and Culturally Responsive Teaching	Yes	$ 8,200
1	3	Special Education Services	No	$ 20,000
1	4	Resource Allocation and Wraparound Services	Yes	$ 93,015
1	5	Social-Emotional Support	Yes	$ 10,510
2	1	Professional Learning Development for All Staff	No	$ 32,204
2	2	Core Curriculum To Be Purchased	No	$ 29,936
2	3	Trilingual Education	No	$ 15,400
2	4	Programs for EL students	Yes	$ 15,981
2	5	Student Technology	No	$ 4,150
2	6	Staff Technology	No	$ 2,050
2	7	Promote Student Engagement	No	$ 4,375
3	1	School Safety Plan	No	$ -
3	2	Student Supervision	No	$ 33,282
3	3	Surveys	No	$ -
3	4	Digital Safety	No	$ 2,691

3	5	Opportunities for Parent/Family Involvement	No	$	9,846
3	6	Opportunities for Community Engagement	No	$	9,846
3	7	Facilities	No	$	14,104
3	8	Attendance Coordinator	Yes	$	4,656
4	1	Teaching Staff	No	$	227,713
4	2	Staffing, Services & Program to Service Sped	No	$	124,809
4	3	Project-Based Learning	No	$	6,000
4	4	Assessments	No	$	1,688
4	5	Programs to Provide Academic Intervention	No	$	6,776
4	6	Instructional Assistants	Yes	$	178,322
4	7	Teacher Prep Time	Yes	$	56,052
4	8	Define Processes and Implement Training	No	$	13,313
4	9	Utilize Data for Continuous Improvement	No	$	-
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2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
$ -	$ 181,968	$ -	$ 181,968

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?
1	1	Disaggregate Data and Monitor Progress	Yes
1	2	Targeted and Culturally Responsive Teaching	Yes
1	3	Special Education Services	No
1	4	Resource Allocation and Wraparound Services	Yes
1	5	Social-Emotional Support	Yes
2	1	Professional Learning Development for All Staff	No
2	2	Core Curriculum To Be Purchased	No
2	3	Trilingual Education	No
2	4	Programs for EL students	Yes
2	5	Student Technology	No
2	6	Staff Technology	No
2	7	Promote Student Engagement	No
3	1	School Safety Plan	No
3	2	Student Supervision	No

3	3	Surveys	No
3	4	Digital Safety	No
3	5	Opportunities for Parent/Family Involvement	No
3	6	Opportunities for Community Engagement	No
3	7	Facilities	No
3	8	Attendance Coordinator	Yes
4	1	Teaching Staff	No
4	2	Staffing, Services & Program to Service Sped	No
4	3	Project-Based Learning	No
4	4	Assessments	No
4	5	Programs to Provide Academic Intervention	No
4	6	Instructional Assistants	Yes
4	7	Teacher Prep Time	Yes
4	8	Define Processes and Implement Training	No
4	9	Utilize Data for Continuous Improvement	No

5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
0.000%	0.000%	0.000% - No Difference

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)
$ 15,064		0.000%	0.000%
$ 8,200		0.000%	0.000%
$ -	$ -	0.000%	0.000%
$ 60,706		0.000%	0.000%
$ 10,510		0.000%	0.000%
$ -	$ -	0.000%	0.000%
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$ 15,981		0.000%	0.000%
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2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
$ -	$ -	0.000%	0.000%	$ -



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)
0.000%	0.000%	$ -	0.000%