LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District)

CDS Code: 63-13123

School Year: 2026-27

LEA contact information:

Ruben Castro

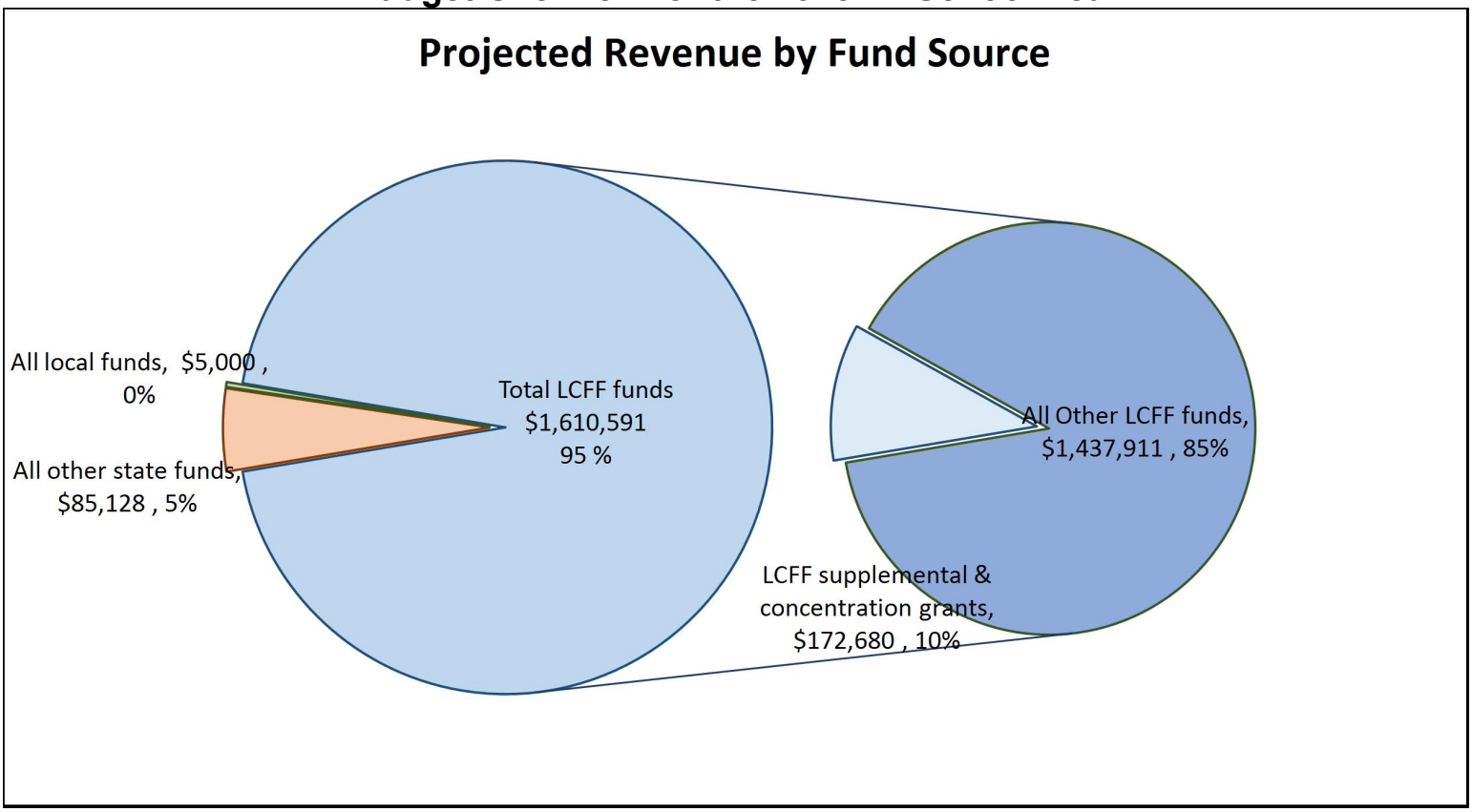
Superintendent

rcastro@ecesd.org

760-352-5712

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

Budget Overview for the 2026-27 School Year



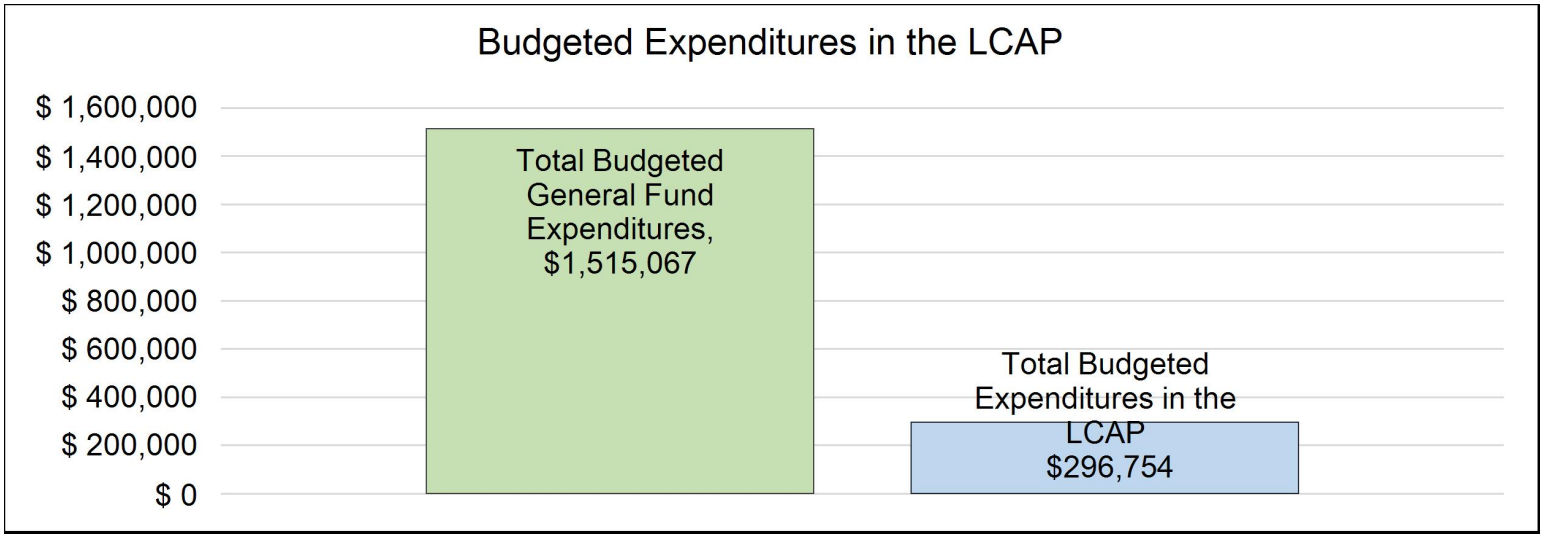
This chart shows the total general purpose revenue Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) is $1,700,719, of which $1,610,591 is Local Control Funding Formula (LCFF), $85,128 is other state funds, $5,000 is local funds, and $0 is federal funds. Of

the $1,610,591 in LCFF Funds, $172,680 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 Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) plans to spend $1,515,067 for the 2026-27 school year. Of that amount, $296,754 is tied to actions/services in the LCAP and $1,218,313 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

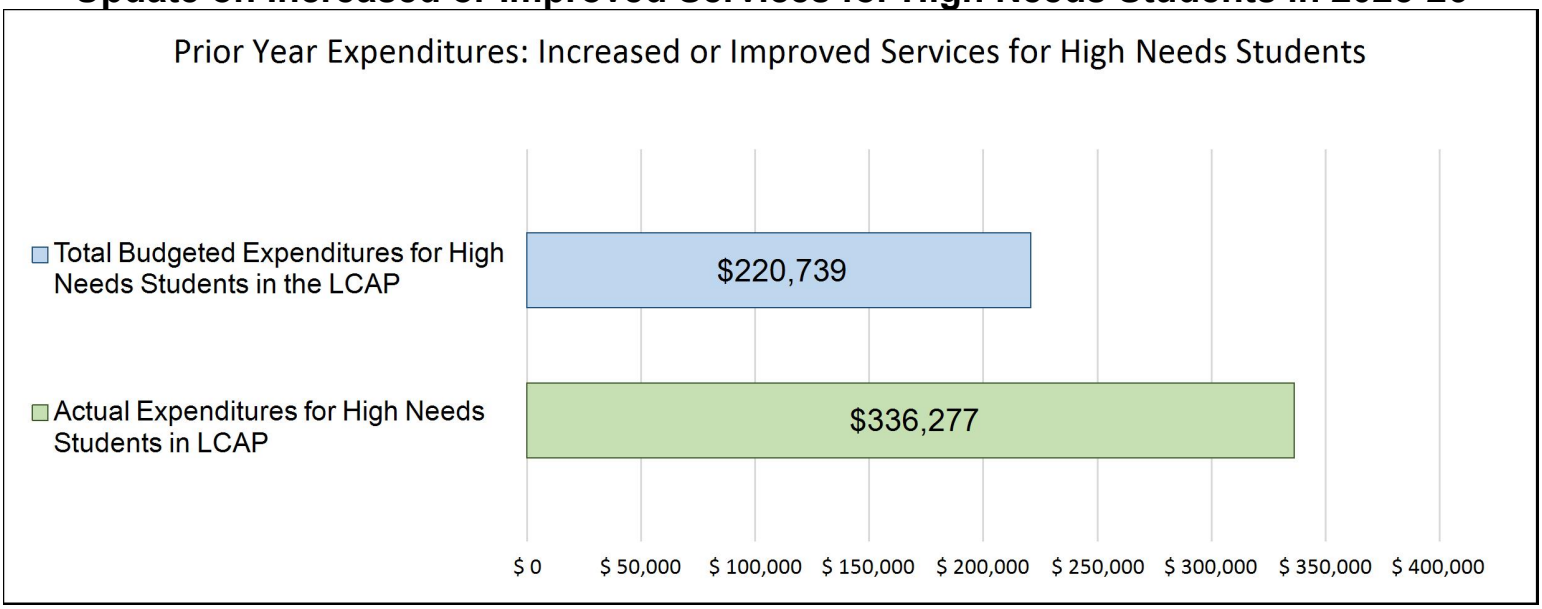
The Imperial Valley Home School Academy (IVHSA) exemplifies innovation and adaptability in education. Since opening in the 2010–2011 school year with just nine students, this non-classroom-based charter school has grown significantly and now serves approximately 130 students, reflecting an increasing demand for flexible learning options. For the 2026–2027 school year, IVHSA operates with a comprehensive, student-focused staffing model that includes an Administrative Clerk, a 4-hour Custodian, two part-time Instructional Assistants, a part-time Library Technician, a Principal, five Teachers, a Secretary, a part-time Social Worker, and a part-time Pupil Supervisor. Student support services are guided by the Local Control Accountability Plan (LCAP), ensuring access to necessary resources and support. In addition to LCAP-funded services, the school maintains a moderate budget for operational expenses and instructional supplies, allowing for flexibility in meeting program needs beyond restricted funding sources. Revenue projections are conservatively based on an Average Daily Attendance (ADA) of 130, with careful budgeting for instructional materials and textbooks. As a non-classroom-based charter program, IVHSA maintains a balanced financial approach, effectively managing growth while prioritizing operational efficiency and strong student support in an evolving educational environment.

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

In 2026-27, Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) is projecting it will receive $172,680 based on the enrollment of Foster Youth, English learner, and low-income students. Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) must describe how it intends to increase or improve services for high needs students in the LCAP. Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) plans to spend $200,612 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District)'s LCAP budgeted $220,739 for planned actions to increase or improve services for high needs students. Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District) actually spent $336,277 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Imperial Valley Home School Academy (A Dependent Charter of the El Centro Elementary School District)	Ruben Castro Superintendent	rcastro@ecesd.org 760-352-5712

Plan Summary [2026-27]

General Information

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

Imperial Valley Home School Academy (IVHSA) is a public charter school, authorized by the California State Board of Education, and is a personalized learning Independent Study program serving students from transitional kindergarten through 8th grade. IVHSA has been in operation since 2010 and has served hundreds of families and students over the years. Imperial Valley Home School Academy is a public school chartered through the El Centro Elementary School District in El Centro, CA. Imperial Valley Home School Academy's focus is on developing and implementing an independent study program that expands educational opportunities for all our students. Parents are responsible for the day-to-day instruction of their children under the guidance and support of a credentialed teacher. A wide variety of educational supports, including daily workshops and enrichment, are provided to aid students in reaching their educational goals. Special Education services are provided to eligible students. Enrollment for the 2025-26 school year, as reported by the California Department of Education Data Quest, is 124. Student demographics indicate that 86.3% of students are Hispanic, 8.1% are White, 1.6% are African-American, and 0% is two or more races. 13.7% of students are English Learners, and 52.4% are socioeconomically disadvantaged. 8.9% are students with disabilities.

Reflections: Annual Performance

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

The November 2025 report, representing the 2024-2025 school year, the California School Dashboard shows the following performance for IVHSA:

English Language Arts-2.4 points below standard with a 1.5 point increase (maintained) and a performance level of yellow.
Mathematics-50.5 points below standard with a 2.8 point increase (maintained) and a performance level of orange.
English Learner Progress-33.3% of students are making progress acquiring English, with a 40% decline, but no performance color due to only 15 English Learners with enough data.
Suspention Rate-0% with a 0% maintenance and a blue performance level.
Chronic Absenteeims-0% with a 0% maintenance and a blue performance level.

The November 2024, representing the 2023-2024 school year, the California School Dashboard shows the following performance for IVHSA:
English Language Arts-3.9 points below standard with an 11.6 point decline and a performance level of yellow.
Mathematics-53.4 points below standard with a 14.3 point increase and a performance level of yellow.
English Learner Progress-73.3% of students are making progress acquiring English,h with a 30.5% increas,e but no performance color due to only 15 English Learners with enough data.
Suspention Rate-0% with a 0% maintenance and a blue performance level.
Chronic Absenteeims-0% with a 0% maintenance and a blue performance level.

The December 2023 California School Dashboard indicates that IVHSA has a status of 67.6 points below standards for Mathematics, which is a decline of 194 points from the prior year, resulting in an orange performance level. For English Language Arts, IVHSA's status is 7.7 points above standard, which is a 1.7 point increase from the prior year, resulting in a yellow performance level.
For the English Learner Progress Indicator, IVHSA's status is 42.9%, making progress, which is a 34.1% decline from the prior year. Due to the school having fewer than 30 English Learners, a performance level color is not displayed.
The Suspension Rate Indicator continues to be 0% suspensions for all, and all student groups,s and Chronic Absenteeism continues to be 0% for all and all student groups,s which results in a performance level of blue for each.

Reflections: Technical Assistance

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

Not applicable.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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 Other School Personnel	Each school site had an LCAP Input forum in February 2026 for teachers and other school personnel to provide input on the 26-27 LCAP. Teachers and classified staff serving on School Site Councils and English Learner Advisory Committees (ELAC) at all 11 school sites met multiple times during the school year to review metrics, goals, actions, and expenditures in the School Plan for Student Achievement, which are aligned to the district LCAP.
Principals	All principals met on 11/17/25 to review the CA School Dashboard results and on 3/17/26 to provide input on the 26-27 LCAP. Two principals serve on the LCAP Committee, which met on 12/17/25, 2/18/26, and 3/18/26 to review the CA School Dashboard results, the LCAP Mid-Year Report, including metrics, goals, actions, and expenditure progress, and provide input on the 26-27 LCAP. One principal serves on the LCAP Consultation Committee, which met on 1/21/26, 2/18/26, and 3/18/26 to review the CA School Dashboard results, the Mid-Year LCAP Report, including metrics, goals, actions, and expenditure progress, and provide input on the 26-27 LCAP. All principals attend the LCAP Parent Advisory Committee meetings and engage with their school site parent and/or student representatives during meetings on 1/21/26, 2/18/26, and 3/23/26.
Local Bargaining Units of the District (El Centro Elementary Teachers Association and California School Employees Association)	The LCAP Consultation Committee consists of teachers from the El Centro Elementary Teachers Association (ECETA) and one site principal and met on 1/21/26, 2/18/26, and 3/18/26 to review the CA School Dashboard results, Mid-Year LCAP Report including metrics, goal, action, and expenditure progress, and provide input on the 26-

Educational Partner(s)	Process for Engagement
	27 LCAP. California School Employees Association (CSEA) selected representatives to provide input on the 26-27 LCAP on 4/24/26.
Administrators	The LCAP Committee consists of district certificated and classified management/administrators and met on 12/17/25, 2/18/26, and 3/18/26 to review the CA School Dashboard results, the LCAP Mid-Year Report including metrics, goals, actions, and expenditure progress, and provide input on the 26-27 LCAP. The entire management team also provided input for the 26-27 LCAP on 3/18/26.
Parents	The LCAP Parent Advisory Committee (PAC) consists of parent representatives from each school site representing English Learners, Socioeconomically Disadvantaged, GATE, Special Education, and Dual Immersion. The PAC met on 1/21/26, 2/18/26, and 3/23/26 to review the California Dashboard data, review the LCAP Mid-Year Report, including metrics, goals, actions, and expenditure progress, and provide input on the 26-27 LCAP. LCAP Input Forums at each school site presented by the site principal in English and Spanish during February 2026, and reviewed California School Dashboard data for the district and their school site, and given input on the 26-27 LCAP. Annual Parent survey during Parent Conference in October 2025. Parents serving on DELAC from every school site met to provide input on LCAP on 4/14/26. Parents serving on the Migrant Parent Advisory Committee met to provide input on the LCAP on 4/25/26. Parents serving on School Site Councils and English Learner Advisory Committees (ELAC) at all 11 school sites met throughout the school year to review metrics, goals, actions, and expenditures in the School Plan for Student Achievement, which are aligned to the district LCAP. Imperial Valley Home School Academy also held its own Parent Advisory Committee (PAC) meetings with its student representative on 2/10/2026 and 4/14/2026.
Students	Students in grades 3-8 were surveyed online in March and April 2026 with the bi-annual climate survey. Two students from our junior high schools served on the LCAP Parent Advisory Committee, which met on 1/21/26, 2/18/26, and 3/23/26.

Educational Partner(s)	Process for Engagement
	Imperial Valley Home School Academy also held its own Parent Advisory Committee (PAC) meetings with its student representative on 2/10/2026 and 4/14/2026.
Special Education Local Plan Area (SELPA) LCAP Consultation	The SELPA LCAP consultation occurred on 3/3/26.
Foster Youth LCAP Consultation	The Foster Youth LCAP consultation occurred on 4/28/26.

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

Responses from the IVHSA LCAP Input surveys influenced the following aspects of the LCAP: implementation of state standards, support for science and history instruction, promote reading and literacy, support math instruction and learning, support at-promise students and individuals with exceptional needs, ensure technology access and integration, establish PBIS for social-emotional learning, and provide parents with training to support student achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Academic Achievement: Promote academic proficiency for all students, ensuring mastery of rigorous state standards and fostering preparedness for both collegiate pursuits and successful careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal focuses on ensuring all students receive the most effective and engaging instruction in the core subject areas, including English Language Development for our English Learners and individualized instruction and specialized supports for our students with disabilities. IVHSA will use the California School Dashboard Academic Performance indicators in English language arts and math, local progress monitoring using district benchmark assessments, English Learner Progress Indicator (ELPI), annual English Learner reclassification, teacher credentialing, and Basic Needs (textbook sufficiency) local indicator to measure progress for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 4: Pupil Achievement Achievement on English Language Arts CAASPP, including Student Group,s as displayed othe n California School Dashboard-Status and Change (Distance from Standard) and Dashboard Color	CA School Dashboard December 2023 English Language Arts Student Group Status/Change Color All Students (79 students) 7.7 points Above/Maintained -1.7 pts Yellow	CA School Dashboard November 2024 English Language Arts Student Group Status/Change Color All Students (82 students)	CA School Dashboard November 2025 English Language Arts Student Group Status/Change Color All Students (81 students)	CA School Dashboard Student Group: Dashboard Color All Students: Green Hispanic: Green Socioeconomically Disadvantaged: Green	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Yellow Hispanic: Declined from Blue to Yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (69 students) 15.4 points Above/Increased 15.5 points Blue Socioeconomically Disadvantaged (45 students) 9.8 points Above/Increased 10 points Green English Learners (13 students) 10.8 pts below/Increased 13.5 pts No Performance Color White (8 students) Less than 11 students-no data Students with Disabilities (13 students) 24.4 pts below/No Change data No Performance Color	3.9 pts below/Declined 11.6 pts Yellow Hispanic (76 students) 2.5 pts below/Declined 17.9 pts Yellow Socioeconomically Disadvantaged (47 students) 6.6 pts below/Declined 16.4 pts Orange English Learners (16 students) 69.1 pts below/Declined 58.2 pts No Performance Color White (5 students) Less than 11 students-no data Students with Disabilities (11 students)	2.4 pts below/Maintained 1.5 pts Yellow Hispanic (69 students) 3.5 pts below/Maintained -1.1 pts Yellow Socioeconomically Disadvantaged (47 students) 4 pts below/Maintained 2.6 pts Yellow English Learners (12 students) 74.8 pts below/Declined 5.8 pts No Performance Color White (9 students) Less than 11 students-no data Students with Disabilities (8 students) Less than 11 students-no data	English Learners: Green White: Green Students with Disabilities: Green	Socioeconomically Disadvantaged: Declined from Green to Yellow English Learners: No performance color due to fewer than 30 students White: No performance color due to fewer than 30 students Students with Disabilities: No performance color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			81.2 pts below/Declined 56.8 pts No Performance Color			
1.2	State Priority 4: Pupil Achievement Achievement on Mathematics CAASPP, including Student Groups as displayed on the California School Dashboard-Status and Change (Distance from Standard) and Dashboard Color	CA School Dashboard December 2023 Mathematics Student Group Status/Change Color All Students (77 students) 67.6 points Below/Declined 19.4 pts Orange Hispanic (68 students) 58.1 points Below/Declined 3.2 pts Orange Socioeconomically Disadvantaged (45 students) 69 points Below/Declined 20.6 pts Orange English Learners (13 students) 79.2 points below/Maintained -0.4 pts	CA School Dashboard November 2024 Mathematics Student Group Status/Change/Color All Students (82 students) 53.4 pts below/Increased 14.3 pts Yellow Hispanic (76 students) 48 pts below/Increased 10.1 pts Yellow Socioeconomically Disadvantaged (47 students) 62.6 pts below/Increased 6.4 pts Yellow	CA School Dashboard November 2025 Mathematics Student Group Status/Change/Color All Students (81 students) 50.5 pts below/Maintained 2.8 pts Orange Hispanic (69 students) 54.6 pts below/Declined 6.5 pts Orange Socioeconomically Disadvantaged (47 students) 53.7 pts below/Increased 8.9 pts Yellow	CA School Dashboard Student Group: Dashboard Color All Students: Green Hispanic: Green Socioeconomically Disadvantaged: Green English Learners: Green White: Green Students with Disabilities: Green	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Orange Hispanic: Maintained Orange Socioeconomically Disadvantaged: Maintained Orange English Learners: No performance color due to fewer than 30 students White: No performance color due to fewer than 30 students Students with Disabilities: No performance color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Performance Color White (8 students) Less than 11 students-no data Students with Disabilities (13 students) 127.5 points below/No data for Change No Performance Color	English Learners (16 students) 107.4 pts below/Declined 28.2 pts No Performance Color White (5 students) Less than 11 students-no data Students with Disabilities (11 students) 125 pts below/Maintained 2.5 pts No Performance Color	English Learners (12 students) 114.1 pts below/Declined 6.6 pts No Performance Color White (9 students) Less than 11 students-no data Students with Disabilities (8 students) Less than 11 students-no data		due to fewer than 30 students
1.3	State Priority 4: Pupil Achievement Achievement on English Learner Proficiency Assessment for California (ELPAC) for English Learners, as displayed on the California School Dashboard in English Learner Progress Indicator	CA School Dashboard December 2023 English Learner Progress Indicator Number of English Learner (EL) Students: 14 42.9% making progress towards English language proficiency/Declined 34.1%/ No Performance Color due to fewer than 30 students.	CA School Dashboard Nov. 2024 73.3% making progress towards English language proficiency Increased 30.5% No performance color due to fewer than 30 students	CA School Dashboard Nov. 2025 33.3% making progress towards English language proficiency Declined 40% No performance color due to fewer than 30 students	CA School Dashboard Color: English Learners: Green LTELS: Green	CA School Dashboard November 2025 English Learners=No performance color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	State Priority 8: Other Pupil Outcomes Progress Monitoring of Student Growth Percentile (SGP) on District Benchmark Assessment-STAR Reading: Grades 1-8	Fall to Spring 2023-2024 STAR Reading Current SGP All Grades: 70.1% 75 of 107 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2024-2025 STAR Reading Current SGP All Grades: 65.3% 66 of 101 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2025-2026 STAR Reading Current SGP All Grades: 67.9% 55 of 81 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring STAR Reading Current SGP 75%	Fall to Spring 2025-2026 STAR Reading Current SGP All Grades: Declined 2.2%
1.5	State Priority 8: Other Pupil Outcomes Progress Monitoring of Student Growth Percentile (SGP) on District Benchmark Assessment-STAR Math: Grades 1-8	Fall to Spring 2023-2024 STAR Math Current SGP All Grades: 61.1% 69 of 113 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2024- 2025 STAR Math Current SGP All Grades: 58.1% 61 of 105 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2025- 2026 STAR Math Current SGP All Grades: 65.6% 61 or 93 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring STAR Math Current SGP 75%	Fall to Spring 2025- 2026 STAR Math Current SGP All Grades: Increased 4.5%
1.6	State Priority 8: Other Pupil Outcomes Progress Monitoring of Student Growth Percentile (SGP) on District Benchmark Assessment-STAR Early Literacy: Grades TK-2	Fall to Spring 2023-2024 STAR Early Literacy Current SGP All Grades: 55.6% 15 of 27 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2024- 2025 STAR Early Literacy Current SGP All Grades: 44.8% 13 of 29 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring 2025- 2026 STAR Early Literacy Current SGP All Grades: 45.5% 20 of 44 students scored at or above typical growth (35th current SGP) from Fall to Spring	Fall to Spring STAR Early Literacy Current SGP 75%	Fall to Spring 2025- 2026 STAR Early Literacy Current SGP All Grades: Declined 10.1%
1.7	State Priority 1: Basic Needs Measure of Appropriately Assigned and Fully Credentialed Teachers as reported on	CA School Dashboard Dec. 2023 Total Teaching Full Time Equivalent (FTE)=5.25 Clear (% of teaching FTE)=81%	CA School Dashboard Nov. 2024 Total Teaching Full Time Equivalent (FTE)=5	CA School Dashboard Nov. 2025 Total Teaching Full Time Equivalent (FTE)=5	CA School Dashboard Total Teaching Full-Time Equivalent (FTE)=5.25	CA School Dashboard Nov. 2025 Clear (% of teaching FTE)=Increased 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the California School Dashboard	Comparison to Statewide Average=Below	Clear (% of teaching FTE)=80% Comparison to Statewide Average=Below	Clear (% of teaching FTE)=100% Comparison to Statewide Average=Above	Clear (% of teaching FTE)=90% Comparison to Statewide Average=Above	Comparison to Statewide Average = Improved to Above
1.8	State Priority 1: Basic Needs Local Measure of Sufficient Access to Standards-Based Instructional Materials as displayed on the California School Dashboard	CA School Dashboard Dec. 2023 Local Indicator: Met Zero students were without access to their own copies of standards-aligned instructional materials for use at school and at home	CA School Dashboard Nov. 2024 Local Indicator: Met	CA School Dashboard Nov. 2025 Local Indicator: Met	Local Indicator: Met	CA School Dashboard Nov. 2025 Local Indicator: Maintained Met
1.9						

Goal Analysis [2025-26]

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

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

The successes and challenges of implementing this goal include:
Action 1.1: Action was implemented as planned. The Jr. High teacher was given time to recreate all ELA lesson plans due to the new ELA curriculum adoption. New math adoption required teachers to recreate lesson plans in June 2026. The principal and 2 teachers attended the California League of Middle Schools conference to prepare to apply for Schools to Watch recognition. Two teachers attended GATE training. The school implemented Student of the Month assemblies, which include digital tool recognitions, and held their annual Kindergarten and Eighth grade promotion celebrations, including the Lifelong Bee Awards. Teachers purchased classroom supplemental materials to support their classrooms and materials for summer camp workshops.
Action 1.2: Action was implemented as planned. Phonics readers, games, hands-on phonics learning kits, and critical thinking activity books were purchased for English Learners. District EL Resource Teacher supported an academy to support English Learners in preparation for ELPAC testing.
Action 1.3: Action was implemented as planned. The social Studies and Science curricula were purchased and implemented. Students participated in the ICOE STEM festival. A Robotics Club was provided for the students. Students were recognized with STEM night medals

and materials for STEM night. The fifth-grade students participated in the Walk Through American Revolution interactive assembly. Teachers enhanced their science workshops with supplemental hands-on supplies.
Action 1.4: Action was implemented as planned with some updates. Students utilized Lalilo, Freckle ELA, and MyOn educational technology applications. The library was enhanced with a Library Technician. An Accelerated Reader Prize Counter was created and utilized to promote reading. The library book collection was enhanced.
Action 1.5: Action was implemented as planned with some updates. District-wide Math PD was conducted for grades 3-6. Math manipulatives kits were purchased for new families. The instructional assistant utilized math manipulatives for small group instruction. Math curriculum adoption was approved in April 2026 for implementation in the 2026-2027 school year. Two teachers participated in piloting the math curriculum being considered for adoption.

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

1.1: Total expenditures were less than estimated.
1.2: Total expentitures were as estimated.
1.3: Total expendituresa were slightly less than estimated.
1.4: Total expenditures were as estimated.
1.5: Total expenditures were more than estimated due to Math curriculum adoption costing more than estimated.

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

1.1, 1.3. 1.4: These actions are effective in ensuring all students progress towards mastery of rigorous state standards as measured by the CAASPP assessments and local measures of sufficient access to standards-based instructional materials.
1.2: This action is effective in ensuring all students progress towards mastery of rigorous state standards as measured by the Summative ELPAC assessment and the reclassification rate.
1.5: This action is effective in ensuring all students progress towards mastery of rigorous state standards as measured by local measures of appropriately assigned and fully credentialed teachers.

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.

Changes to Goal 1: There were no changes to the goal, expected outcomes, metrics, or actions.
1.401 now includes the state's required K-2 reading difficulties screener (Amira). One new Action Step was added for 1.404 for 2.25 hour library technician.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of State Standards	1.101: Regularly assess and monitor student progress towards State Standards using District benchmark assessments throughout the school year, including STAR Reading, STAR Math, and STAR Early Literacy. 1.102: During the summer and/or school year, work with the teachers to refine curriculum and assessment guides/lesson plans. 1.103: Provide professional development for teachers and administrators to ensure students receive rigorous instruction aligned to state standards. 1.104: Support student achievement with regular celebrations/recognitions, including end-of-the-year promotions for kindergarten and 8th grade. 1.105: Support standards-based instruction in the classroom. 1.106: Maintain an administrative clerk to support instructional materials distribution and inventory. 1.107: Support the TK program with a 3.75 FTE Instructional Assistant.	$124,493.00	Yes
1.2	Language Acquisition and Support for English Learners and Long-Term English Learners	1.201: Support the California English Learner Roadmap and integrate and designate English Language Development instruction and learning with ongoing professional development, and ensure all English Learners are provided daily English Language Development, and all teachers are properly credentialed to support English Learners with the acquisition of the English Language. 1.202: Support students learning English with supplemental instructional supports. 1.203: Ensure priority and proper testing environment for ELPAC assessments, including proper training of classroom teachers, principals, and intermittent assessment specialists monitored by Educational Services.	$1,200.00	Yes
1.3	Support Science and History Instruction	1.301: Purchase of Science Weekly to support Science instruction and learning. 1.302: Purchase of Studies Weekly for to support Social Studies instruction and learning. 1.303: Support for STEM lab including hands-on materials and supplies. 1.304: Provide Walk Through History interactive assemblies for grades 4 & 6.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.305: Purchase supplies to provide Hands-On Science lessons to support science instruction for English Learners and Socio-Economically Disadvantaged students.		
1.4	Promote Reading and Literacy	1.401: Continue to provide reading foundation software licenses to all students in grades K-3 (Lalilo) as well as the required state reading disabilities screening assessment (Amira) for grades K-2. 1.402: Enhance the school library with the addition of more library books and MyOn online library with a focus on support for English Learners and socioeconomically disadvantaged students. 1.403: Reward student progress towards literacy goals. 1.404: Employ a 2.25-hour library technician to promote student literacy.	$16,847.00	Yes
1.5	Support Math Instruction and Learning	1.501: Provide for teacher attendance at District Math Professional Development. 1.502: Purchase math manipulatives to support math instruction and learning. 1.503: Utilize Freckle to ensure students' mastery of California Content Standards, including math. 1.504: Adopt and purchase new math curriculum and Social Studies curriculum for parents and teachers.	$12,930.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhancing Student Accessibility and Engagement: Ensuring every student has access to a comprehensive and captivating curriculum, with individualized support to prepare them for success in both higher education and their chosen careers.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal ensures students are provided with a well-rounded educational program including music, technology, and art. IVHSA will use the California School Dashboard Academic Performance indicators in English language arts and math, and Implementation of State Standards and Access to a Broad Course of Study local indicators to measure progress for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 4: Pupil Achievement Achievement in English Language Arts CAASPP including Student Groups as displayed on the California School Dashboard-Status and Change (Distance from Standard) and Dashboard Color	CA School Dashboard December 2023 English Language Arts Student Group Status/Change Color All Students (79 students) 7.7 points Above/Maintained -1.7 pts Yellow Hispanic (69 students)	CA School Dashboard November 2024 English Language Arts Student Group Status/Change Color All Students (82 students) 3.9 pts below/Declined 11.6 pts Yellow	CA School Dashboard November 2025 English Language Arts Student Group Status/Change Color All Students (81 students) 2.4 pts below/Maintained 1.5 pts Yellow	CA School Dashboard Student Group: Dashboard Color All Students: Green Hispanic: Green Socioeconomically Disadvantaged: Green	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Yellow Hispanic: Declined from Blue to Yellow Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.4 points Above/Increased 15.5 points Blue Socioeconomically Disadvantaged (45 students) 9.8 points Above/Increased 10 points Green English Learners (13 students) 10.8 pts below/Increased 13.5 pts No Performance Color White (8 students) Less than 11 students-no data Students with Disabilities (13 students) 24.4 pts below/No Change data No Performance Color	Hispanic (76 students) 2.5 pts below/Declined 17.9 pts Yellow Socioeconomically Disadvantaged (47 students) 6.6 pts below/Declined 16.4 pts Orange English Learners (16 students) 69.1 pts below/Declined 58.2 pts No Performance Color White (5 students) Less than 11 students-no data Students with Disabilities (11 students) 81.2 pts below/Declined 56.8 pts No Performance Color	Hispanic (69 students) 3.5 pts below/Maintained -1.1 pts Yellow Socioeconomically Disadvantaged (47 students) 4 pts below/Maintained 2.6 pts Yellow English Learners (12 students) 74.8 pts below/Declined 5.8 pts No Performance Color White (9 students) Less than 11 students-no data Students with Disabilities (8 students) Less than 11 students-no data	English Learners: Green White: Green Students with Disabilities: Green	Declined from Green to Yellow English Learners: No performance color due to fewer than 30 students White: No performance color due tofewers than 30 students Students with Disabilities: No performance color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 4: Pupil Achievement Achievement on Mathematics CAASPP, including Student Groups, as displayed on the California School Dashboard-Status and Change (Distance from Standard) and Dashboard Color	CA School Dashboard December 2023 Mathematics Student Group Status/Change Color All Students (77 students) 67.6 points Below/Declined 19.4 pts Orange Hispanic (68 students) 58.1 points Below/Declined 3.2 pts Orange Socioeconomically Disadvantaged (45 students) 69 points Below/Declined 20.6 pts Orange English Learners (13 students) 79.2 points below/Maintained -0.4 pts No Performance Color White (8 students) Less than 11 students-no data	CA School Dashboard November 2024 Mathematics Student Group Status/Change/Color All Students (82 students) 53.4 pts below/Increased 14.3 pts Yellow Hispanic (76 students) 48 pts below/Increased 10.1 pts Yellow Socioeconomically Disadvantaged (47 students) 62.6 pts below/Increased 6.4 pts Yellow English Learners (16 students) 107.4 pts below/Declined 28.2 pts No Performance Color	CA School Dashboard November 2025 Mathematics Student Group Status/Change/Color All Students (81 students) 50.5 pts below/Maintained 2.8 pts Orange Hispanic (69 students) 54.6 pts below/Declined 6.5 pts Orange Socioeconomically Disadvantaged (47 students) 53.7 pts below/Increased 8.9 pts Yellow English Learners (12 students) 114.1 pts below/Declined 6.6 pts No Performance Color	CA School Dashboard Student Group: Dashboard Color All Students: Green Hispanic: Green Socioeconomically Disadvantaged: Green English Learners: Green White: Green Students with Disabilities: Green	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Orange Hispanic: Maintained Orange Socioeconomically Disadvantaged: Maintained Orange English Learners: No performance color due to fewer than 30 students White: No performance color due to fewer than 30 students Students with Disabilities: No performance color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (13 students) 127.5 points below/No data for Change No Performance Color	White (5 students) Less than 11 students-no data Students with Disabilities (11 students) 125 pts below/Maintained 2.5 pts No Performance Color	White (9 students) Less than 11 students-no data Students with Disabilities (8 students) Less than 11 students-no data		
2.3	State Priority 7: Access to Broad Course of Study Local Measure of progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in the California Education Code for grades 1-6 and grades 7-8, as displayed on the California School Dashboard, as measured by the CDE Tool	California School Dashboard Fall 2023 Local Indicator: Met The district assessed itself, identified barriers, and reported revisions, decisions, or new actions to ensure access to a broad course of study for all students, and the results were reported to the school board and displayed on the California School Dashboard.	California School Dashboard, November 2024 Local Indicator: Met	California School Dashboard, November 2025 Local Indicator: Met	California School Dashboard Local Indicator: Met	California School Dashboard Nov 2025 Local Indicator: Maintained Met
2.4	State Priority 2: Implementation of the State Standards	California School Dashboard Fall 2023 Local Indicator: Met A self-reflection tool was used to measure	California School Dashboard, November 2024 Local Indicator: Met	California School Dashboard, November 2025 Local Indicator: Met	California School Dashboard Local Indicator: Met	California School Dashboard Nov 2025 Local Indicator: Maintained Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Measure of Implementation of the State Standards as displayed on the California School Dashboard, as measured by the CDE Self-Reflection Tool	the district's progress on implementing the state academic standard, and the results were reported to the school board and displayed on the California School Dashboard.				

Goal Analysis [2025-26]

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

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

The successes and challenges of implementing this goal include:
Action 2.1: Action was implemented as planned. Wayground and Brisk educational technology applications were purchased for teachers to support instruction. Additional Chromebooks were purchased.
Action 2.2: Action was implemented as planned with some updates. Dance and Play was contracted to provide arts education 4 times a school year, and Drill Team and Tall Flags after-school enrichment was offered. Littles in the Library with a Craft sessions were offered. Upper-grade book club students also did sketchnoting.
Action 2.3: Action was implemented as planned. Foundational math skill tutoring was offered through a contract with TurtlEd, a virtual tutoring company. Summer book bags were purchased for all students to promote summer reading. A 9-day "Ocean Explorer Summer Camp-Dive Into Learning" was offered in June. Instructional assistants participated in Capturing Kids' Hearts training.

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

2.1: Total expenditures were as estimated.
2.2: Total expenditures were slightly more than estimated salaries and benefits.
2.3: Total expenditures were as estimated.

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

2.1, 2.2, 2.3: These actions are effective in providing access to a broad and engaging course of study which provides the appropriate supports for all students as measured by the CAASPP assessments and implementation of state standards, and access to a broad course of study.

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.

Changes to Goal 2: There were no changes to the goal, expected outcomes, or metrics.
Action 2.103: Added maintenance of technology as needed.
Action 2.2: Updated Action to include physical education. Added new action step 2.202 for contracted physical education workshops.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure Access and Integration of Technology	2.101: Replacement of Chromebooks for students. 2.102: Purchase of technology and educational applications to support student engagement and monitoring. 2.103: Maintenance of technology as needed.	$11,000.00	Yes
2.2	Provide Access to Music, Arts, and Physical Education Instruction	2.201: Hire classified hourly staff to provide arts education in visual, performing and graphic arts with Prop 28 funding. Focus on access for EL and low income students. 2.202: Provide families with Family Art Nights. 2.203: Contract to provide physical education workshops for students.	$23,812.00	Yes
2.3	Support At-Promise Students and Individuals with Exceptional Needs	2.301: Maintain 3.75-hour instructional assistant position (FTE .38%) to accommodate small group instruction for English Learners and low-income students. 2.302: Provide training for instructional assistants. 2.303: Include time for intervention in language arts and math through after-school tutoring, including support materials. 2.304: Provide summer and instructional supply book bags to families to support summer and home learning.	$37,082.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fostering Student Safety and School Climate: Creating a secure and supportive environment conducive to optimal learning for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal focuses on ancillary supports and services that support the whole child, such as regular school attendance, social-emotional learning and support, school safety, and clean and maintained facilities. IVHSA will use the California School Dashboard Chronic Absenteeism and Suspension Rate indicators, Basic Needs (facilities in good repair), School Climate local indicators, and average daily attendance rate to measure progress for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 6: School Climate Suspension Rate including Student Groups as displayed on California School Dashboard (by percentage)	CA School Dashboard Dec. 2023 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue	CA School Dashboard Nov. 2024 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged:	CA School Dashboard Nov. 2025 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged:	CA School Dashboard Student Group: Dashboard Color All Students: Blue Hispanic: Blue Socioeconomically Disadvantaged: Blue English Learners: Blue Students with Disabilities: Blue White: Blue	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Blue Hispanic: Maintained Blue Socioeconomically Disadvantaged: Maintained Blue English Learners: No color due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color	0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color	0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color		fewer than 30 students Students with Disabilities: No color due to fewer than 30 students White: No color due to fewer than 30 students
3.2	State Priority 5: Pupil Engagement Chronic Absenteeism, including Student Groups as displayed on the California School Dashboard (by percentage)	CA School Dashboard Dec. 2023 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0% Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color	CA School Dashboard Nov. 2024 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0% Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color	CA School Dashboard Nov. 2025 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0% Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color	CA School Dashboard Student Group: Dashboard Color All Students: Blue Hispanic: Blue Socioeconomically Disadvantaged: Blue English Learners: Blue Students with Disabilities: Blue White: Blue	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Blue Hispanic: Maintained Blue Socioeconomically Disadvantaged: Maintained Blue English Learners: No color due to fewer than 30 students Students with Disabilities: No color due to fewer than 30 students White: No color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 0%/Maintained 0%/No Color	White: 0%/Maintained 0%/No Color		
3.3	State Priority 1: Basic Needs Local Measure of Facilities in Good Repair (FIT Tool) as displayed on the California School Dashboard	FIT Overall Rating 2023-24 School Year Good	FIT Overall Rating 2024-25 School Year Good	FIT Overall Rating 2025-26 School Year Good	FIT Overall Rating Good	FIT Overall Rating 2025-26 School Year Maintained Met
3.4	State Priority 6: School Climate School Climate Survey, as displayed on the California School Dashboard, as measured by the CDE Tool	California School Dashboard 2023 Local Indicator: Met Students in grades 3-8 were administered the Panorama Survey in April 2023, and the results were reported to the school board and displayed on the California School Dashboard.	California School Dashboard Nov. 2024 Local Indicator: Met	California School Dashboard Nov. 2025 Local Indicator: Met	California School Dashboard Local Indicator: Met	California School Dashboard Nov. 2025 Local Indicator: Maintained Met
3.5	State Priority 5: Pupil Engagement Average Daily Attendance Rate	P2 Daily Attendance Rate April 2024 100%	P2 Daily Attendance Rate April 2025 100%	P2 Daily Attendance Rate April 2026 100%	P2 Daily Attendance Rate 100%	P2 Daily Attendance Rate April 2026 100%

Goal Analysis [2025-26]

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

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

The successes and challenges of implementing this goal include:
Action 3.1: Action was implemented as planned. Teachers were allocated funding to purchase PBIS incentives for their classrooms. The BMX Character Development assembly was provided instead of the Ninja Life Hack author presentations. Sensory tubs, a collaboration table, and arches were provided to enhance the SEL garden, and the Master Gardener worked with the students.

Action 3.2: Action was implemented as planned.
Action 3.3: Action was implemented as planned. The Weekly Buzz newsletter was distributed every other week.

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

3.1: Total expenditures were as estimated.
3.2: Total expenditures were more than estimated due to salaries and benefits.
3.3: No expenditures for this action.

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

3.1, 3.2: These actions are effective in providing all students with a safe and positive environment in which to learn as measured by the suspension rate and expulsion rate and as measured by local measure of school climate and as measured by the local measure of facilities in good repair.
3.3: These actions are effective in providing all students with a safe and positive environment in which to learn as measured by chronic absenteeism rate and daily average attendance.

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.

Changes to Goal 3: There were no changes to the goal, expected outcomes, or metrics.
Action 3.1: Addition of Student Ambassadors to support school events and positive school culture. Integration of Capturing Kids Hearts into action step 3.102.
Action 3.2: The Library Technician portion of the position was moved to 1.404.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Establish Positive Behavior System and Support for Social Emotional Learning	3.101: Implement Positive Behavior Intervention and Support (PBIS), including schoolwide expectations and reward system at IVHSA. 3.102: Support positive character building by enhancing Capturing Kids Hearts with the Ninja Life Hack books. 3.103: Provide a school garden to support student SEL. 3.104: Student ambassadors will support school events and contribute to a positive school culture.	$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Ensure and Maintain Student Safety and Cleanliness of Facilities	3.201: Ensure appropriate level of pupil supervision. 3.202: Maintain video security equipment and Rapture security system used by all parents and visitors on campus. 3.203: Repair and maintain facilities.	$52,990.00	Yes
3.3	Ensure All Students Complete Weekly Assignments	3.301: Staff will receive training in evaluating lesson plans and work submitted by students. 3.302: A monthly workshop calendar and newsletter will be disseminated to all families indicating which workshops will be offered and on what days.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parent and Family Engagement: All parents will be empowered to become effectively involved in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal focuses on ensuring parents and families are able to support the education of their children and opportunities for parents to provide feedback and input. IVHSA will use the California School Dashboard Academic Engagement Chronic Absenteeism indicator and Parental Engagement local indicator to measure progress for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Priority 5: Pupil Engagement Chronic Absenteeism, including Student Groups, as displayed on the California School Dashboard (by percentage)	CA School Dashboard Dec. 2023 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue English Learners: 0%/Maintained 0%/No Color Students with Disabilities:	CA School Dashboard Nov. 2024 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue	CA School Dashboard Nov. 2025 Student Group Status/Change/Dashboard Color All Students: 0%/Maintained 0%/Blue Hispanic: 0%/Maintained 0%/Blue Socioeconomically Disadvantaged: 0%/Maintained 0%/Blue	CA School Dashboard Student Group: Status/Change /Dashboard Color All Students: Blue Hispanic: Blue Socioeconomically Disadvantaged: Blue English Learners: Blue Students with Disabilities: Blue White: Blue	CA School Dashboard Nov. 2025 Student Group: Dashboard Color All Students: Maintained Blue Hispanic: Maintained Blue Socioeconomically Disadvantaged: Maintained Blue English Learners: No color due to fewer than 30 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color	English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color	English Learners: 0%/Maintained 0%/No Color Students with Disabilities: 0%/Maintained 0%/No Color White: 0%/Maintained 0%/No Color		Students with Disabilities: No color due to fewer than 30 students White: No color due to fewer than 30 students
4.2	State Priority 3: Parental Involvement Local Measure of Parent Engagement as displayed on the California School Dashboard, as measured by the CDE Tool	California School Dashboard December 2023 Local Indicator: Met A self-reflection tool was used to measure progress in parent engagement, and the results were presented to the school board and posted on the California School Dashboard.	California School Dashboard Nov. 2024 Local Indicator: Met	California School Dashboard Nov. 2025 Local Indicator: Met	California School Dashboard Local Indicator: Met	California School Dashboard Nov. 2025 Local Indicator: Maintained Met

Goal Analysis [2025-26]

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

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

The successes and challenges of implementing this goal include:
Action 4.1: Action was implemented as planned. Parnets were provided with training on math instruction, inquiry learning, and our new Benchmark Advance Curriculum. A Smart Start parent training was also held the first week of school. Planners were purchased for all students, and training was provided on how to properly use them. Handbooks are provided to parents at material check-out.
Action 4.2: Action was implemented as planned. Zoom was used for training and meetings. The Advisory Committee met twice.

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

2.1: Total expenditures were as estimated.
2.2: Total expenditures were less than estimated due funding not spent on refreshments for meetings.

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

4.1 and 4.2: These actions are effective in empowering all parents to become effectively involved in their child's education as measured by chronic absenteeism rate and local measure of parent engagement.

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.

Changes to Goal 4: There were no changes to the goal, expected outcomes, or metrics.
Action 4.104: Action was amended to a Smart Start beginning of the school year training for parents by classroom teachers.

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
4.1	Provide Parents with Training to Support Student Achievement	4.101: Training for parents on lesson plans, work samples, and the submission of these items. Purchase student planners. 4.102: A parent handbook will be created and disseminated to all parents who are enrolling students at IVHSA. 4.103: IVHSA will hold at least 3 parent trainings focusing on content area support. 4.104: Smart Start beginning of the year training for parents by classroom teachers, which is grade level specific and supported by another teacher.	$1,400.00	Yes
4.2	Promote Parent Involvement	4.201: Reach out to parents to meet the 95% participation rate on the CAASPP. 4.202: The Parent Advisory Committee will meet twice each year, 2026-27, and funds for parent outreach activities and field trips. 4.203: Contract with Zoom to allow for remote parent consultation monthly and student access to instruction.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$172,680	$9,457

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
11.824%	0.000%	$0.00	11.824%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Implementation of State Standards **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4	In order to address the performance of our low-income students and English Learners, we will develop and implement an academic program with regular monitoring of student progress, provide standards-based professional development, ensure students are provided with appropriate materials, and celebrate student academic successes.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide		
1.3	**Action:** Support Science and History Instruction **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide	In order to address the performance of our low income students and English Learners, we will provide access to a STEM lab, interactive history presentations, and hands-on science lessons.	1.1, 1.2
1.4	**Action:** Promote Reading and Literacy **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4	In order to address the performance of our low-income students and English Learners, we will support reading foundational learning with supplemental software, purchase additional library books, reward student progress towards literacy goals, and hire a part-time library technician.	1.1, 1.4, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide		
1.5	**Action:** Support Math Instruction and Learning **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide	In order to address the performance of our low-income students and English Learners, we will provide professional development for teachers in mathematics, math manipulatives, and Freckle supplemental math software to support student learning.	1.2, 1.5, 1.8
2.1	**Action:** Ensure Access and Integration of Technology **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4	In order to address the performance of our low income students and English Learners, we will provide students with updated Chromebooks, educational technology and applications.	2.1, 2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide		
2.2	**Action:** Provide Access to Music, Arts, and Physical Education Instruction **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide	In order to address the performance of our low income students and English Learners, we will provide students with access to visual and performing arts and physical education and activities.	2.3
2.3	**Action:** Support At-Promise Students and Individuals with Exceptional Needs **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students.	In order to address the performance of our low-income students and English Learners, we will provide an instructional assistant to support small group and one-on-one support for instruction, after-school tutoring, and summer book bags to prevent learning slide over the summer.	2.1, 2.2, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. **Scope:** Schoolwide		
3.1	**Action:** Establish Positive Behavior System and Support for Social Emotional Learning **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. Improving school climate and culture will positively affect student achievement. **Scope:** Schoolwide	In order to address the performance of our low-income students and English Learners, we will promote a positive school culture that students want to attend with schoolwide PBIS, a character-building program, and a garden to support SEL.	3.1, 3.2, 3.4, 3.5
3.2	**Action:** Ensure and Maintain Student Safety and Cleanliness of Facilities **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that	In order to address the performance of our low-income students and English Learners, we will provide a safe campus that students want to come to with pupil supervision, campus security equipment, and clean and safe facilities.	3.3, 3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. Improving school climate and culture will positively affect student achievement. **Scope:** Schoolwide		
4.1	**Action:** Provide Parents with Training to Support Student Achievement **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. Supporting parent involvement and engagement will positively affect student achievement. **Scope:** Schoolwide	In order to address the performance of our low income students and English Learners, we train parents on effective ways to teach their children, and provide a handbook.	4.1, 4.2
4.2	**Action:** Promote Parent Involvement	In order to address the performance of our low-income students and English Learners, we promote parent advisory committee meetings,	4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our low-income students are performing 1.6 points below in English language arts (ELA) and 3.2 points below in math than all students. Our English Learners are performing 72.4 points below in ELA and 63.6 points below in math than all students. Supporting parent involvement and engagement will positively affect student achievement. **Scope:** Schoolwide	parent outreach activities, field trips, and Zoom licenses to allow flexibility in meetings, trainings, and work review.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Language Acquisition and Support for English Learners and Long-Term English Learners **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our English Learners are performing 72.4	In order to address the performance of our English Learners, we will provide standards-based professional development for teachers that addresses the language development needs of our English Learners, focusing on reducing the number of long-term English Learners and providing supplemental instructional supports for English Language Development.	1.1, 1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	points below in ELA and 63.6 points below in math than all students. **Scope:** Limited to Unduplicated Student Group(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.

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.

IVHSA did not receive concentration grant funding or the concentration grant add-on funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,460,411	$172,680	11.824%	0.000%	11.824%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$200,612.00	$96,142.00	$0.00	$0.00	$296,754.00	$197,487.00	$99,267.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of State Standards	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$104,993.00	$19,500.00	$103,417.00	$21,076.00			$124,493.00	
1	1.2	Language Acquisition and Support for English Learners and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,200.00	$1,200.00				$1,200.00	
1	1.3	Support Science and History Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,500.00	$4,100.00	$3,400.00			$7,500.00	
1	1.4	Promote Reading and Literacy		Yes	Schoolwide		All Schools		$13,847.00	$3,000.00	$16,847.00				$16,847.00	
1	1.5	Support Math Instruction and Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,230.00	$11,700.00	$4,330.00	$8,600.00			$12,930.00	
2	2.1	Ensure Access and Integration of Technology	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.2	Provide Access to Music, Arts, and Physical Education Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$4,095.00	$19,717.00	$4,000.00	$19,812.00			$23,812.00	
2	2.3	Support At-Promise Students and Individuals with Exceptional Needs		Yes	Schoolwide		All Schools		$20,832.00	$16,250.00	$37,082.00				$37,082.00	
3	3.1	Establish Positive Behavior System and Support for Social Emotional Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,500.00	$4,500.00				$4,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Ensure and Maintain Student Safety and Cleanliness of Facilities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$52,490.00	$500.00	$9,736.00	$43,254.00			$52,990.00	
3	3.3	Ensure All Students Complete Weekly Assignments	All	No			All Schools									
4	4.1	Provide Parents with Training to Support Student Achievement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,400.00	$1,400.00				$1,400.00	
4	4.2	Promote Parent Involvement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,460,411	$172,680	11.824%	0.000%	11.824%	$200,612.00	0.000%	13.737 %	**Total:**	$200,612.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,200.00
								Schoolwide Total:	$199,412.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Implementation of State Standards	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$103,417.00	
1	**1.2**	Language Acquisition and Support for English Learners and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,200.00	
1	**1.3**	Support Science and History Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,100.00	
1	**1.4**	Promote Reading and Literacy	Yes	Schoolwide		All Schools	$16,847.00	
1	**1.5**	Support Math Instruction and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,330.00	
2	**2.1**	Ensure Access and Integration of Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Provide Access to Music, Arts, and Physical Education Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,000.00	
2	2.3	Support At-Promise Students and Individuals with Exceptional Needs	Yes	Schoolwide		All Schools	$37,082.00	
3	3.1	Establish Positive Behavior System and Support for Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,500.00	
3	3.2	Ensure and Maintain Student Safety and Cleanliness of Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,736.00	
4	4.1	Provide Parents with Training to Support Student Achievement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,400.00	
4	4.2	Promote Parent Involvement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$383,560.00	$425,132.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of State Standards	Yes	$130,773.00	$121,572.74
1	**1.2**	Language Acquisition and Support for English Learners and Long-Term English Learners	Yes	$1,022.00	$1,022.00
1	**1.3**	Support Science and History Instruction	Yes	$10,700.00	$9,653.68
1	**1.4**	Promote Reading and Literacy	Yes	$9,980.00	$9,980.00
1	**1.5**	Support Math Instruction and Learning	Yes	$128,124.00	$159,200.39
2	**2.1**	Ensure Access and Integration of Technology	Yes	$7,000.00	$7,000.00
2	**2.2**	Provide Access to Music and Arts Instruction	Yes	$22,132.00	$25,471.30
2	**2.3**	Support At-Promise Students and Individuals with Exceptional Needs	Yes	$43,796.00	$43,498.28
3	**3.1**	Establish Positive Behavior System and Support for Social Emotional Learning	Yes	$7,000.00	$7,500.00
3	**3.2**	Ensure and Maintain Student Safety and Cleanliness of Facilities	Yes	$13,563.00	$30,764.09

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)
3	3.3	Ensure All Students Complete Weekly Assignments	No		
4	4.1	Provide Parents with Training to Support Student Achievement	Yes	$6,470.00	$6,470.00
4	4.2	Promote Parent Involvement	Yes	$3,000.00	$3,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$190,259.00	$220,739.00	$336,277.12	($115,538.12)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementation of State Standards	Yes	$115,098.00	$103,330.58		
1	1.2	Language Acquisition and Support for English Learners and Long-Term English Learners	Yes	$1,022.00	$1,022.00		
1	1.3	Support Science and History Instruction	Yes	$7,100.00	$6,053.68		
1	1.4	Promote Reading and Literacy	Yes	$9,980.00	$9,980.00		
1	1.5	Support Math Instruction and Learning	Yes	$4,390.00	$134,600.00		
2	2.1	Ensure Access and Integration of Technology	Yes	$7,000.00	$7,000.00		
2	2.2	Provide Access to Music and Arts Instruction	Yes	$2,320.00	$1,000.00		
2	2.3	Support At-Promise Students and Individuals with Exceptional Needs	Yes	$43,796.00	$43,498.28		
3	3.1	Establish Positive Behavior System and Support for Social Emotional Learning	Yes	$7,000.00	$7,500.00		
3	3.2	Ensure and Maintain Student Safety and Cleanliness of Facilities	Yes	$13,563.00	$12,822.58		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Provide Parents with Training to Support Student Achievement	Yes	$6,470.00	$6,470.00		
4	**4.2**	Promote Parent Involvement	Yes	$3,000.00	$3,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,400,725	$190,259.00	0	13.583%	$336,277.12	0.000%	24.007%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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