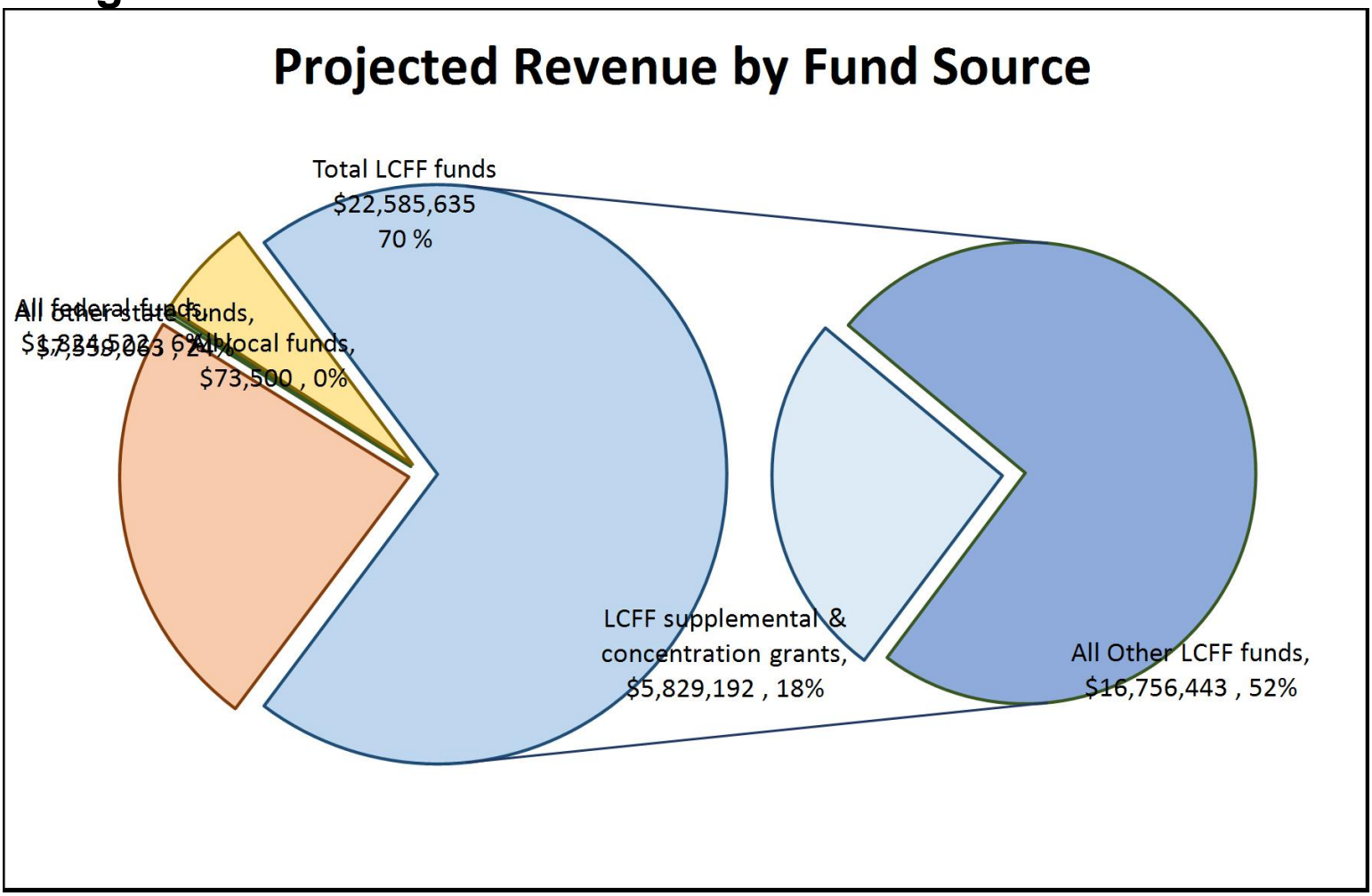
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Imagine Schools Riverside County
CDS Code: 33-10330-0125385
School Year: 2025-26
LEA contact information:
Jennifer J. Huff
Regional Director
jennifer.huff@imagineschoosl.org
7608480602

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

Budget Overview for the 2025-26 School Year

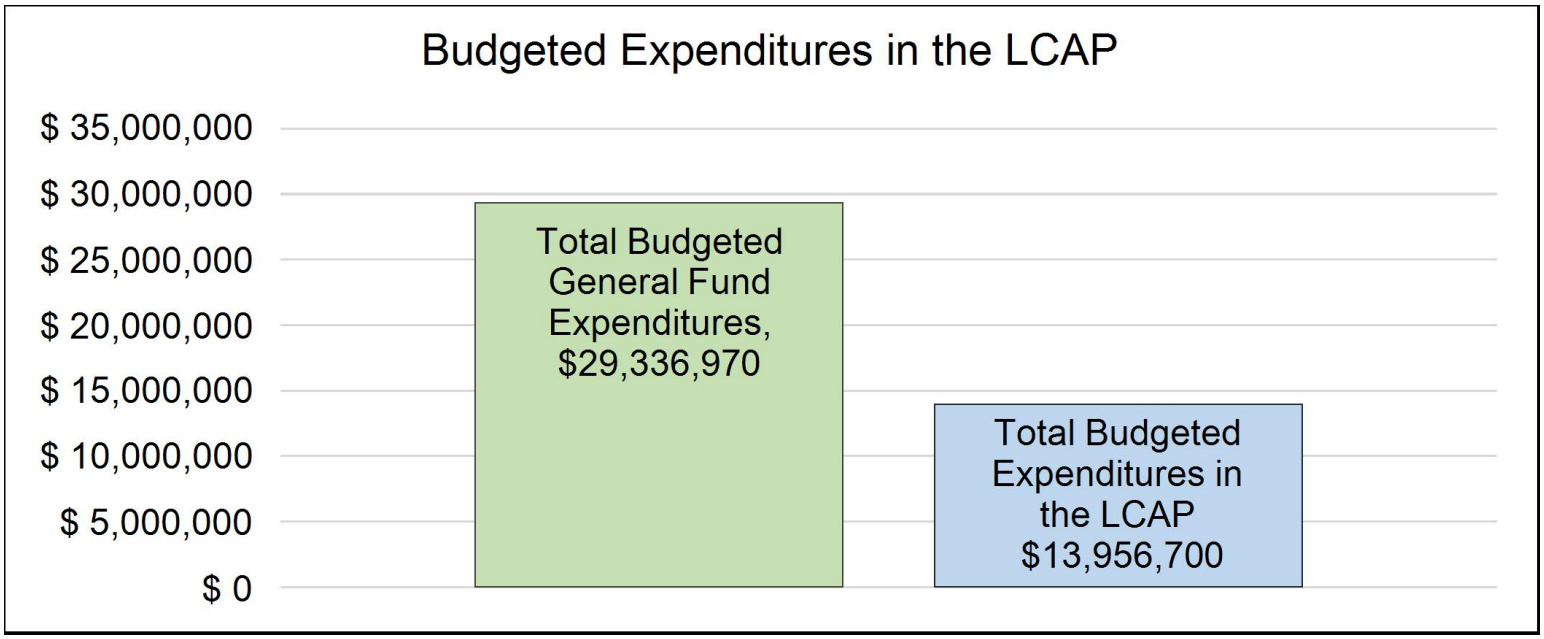


This chart shows the total general purpose revenue Imagine Schools Riverside County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Imagine Schools Riverside County is $32,042,720, of which $22,585,635 is Local Control Funding Formula (LCFF), $7,559,063 is other state funds, $73,500 is local funds, and $1,824,522 is federal funds. Of the $22,585,635 in LCFF Funds, $5,829,192 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 Imagine Schools Riverside County plans to spend for 2025-26. 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: Imagine Schools Riverside County plans to spend $29,336,970 for the 2025-26 school year. Of that amount, $13,956,700 is tied to actions/services in the LCAP and $15,380,270 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These funds will support operational and instructional priorities that, while not explicitly outlined in the LCAP, are essential to the effective functioning of the school and the delivery of a high-quality educational experience for all students. This includes:

Facilities maintenance and improvements, such as upgrades to HVAC systems, classroom repairs, and campus safety enhancements;

Technology infrastructure, including hardware replacement, network upgrades, and software licensing to support digital learning;

Administrative costs, such as accounting services, legal compliance, and audit-related expenses;

General education programs and resources that benefit the broader student population but are not specifically tied to actions supporting unduplicated pupils;

Staff recruitment and onboarding efforts to ensure classrooms are staffed with qualified teachers and support personnel.

These expenditures, while outside the scope of the LCAP, contribute to a safe, efficient, and academically supportive environment and are aligned with the school's mission to ensure all students are prepared for success in college, career, and life.

The LCAP includes some LCFF funds for the 2025-2026 fiscal year, but does not include all Local, State or Federal Funds. Those additional funds are covered in other plans such as the SELPA Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for Federal Funding sources.

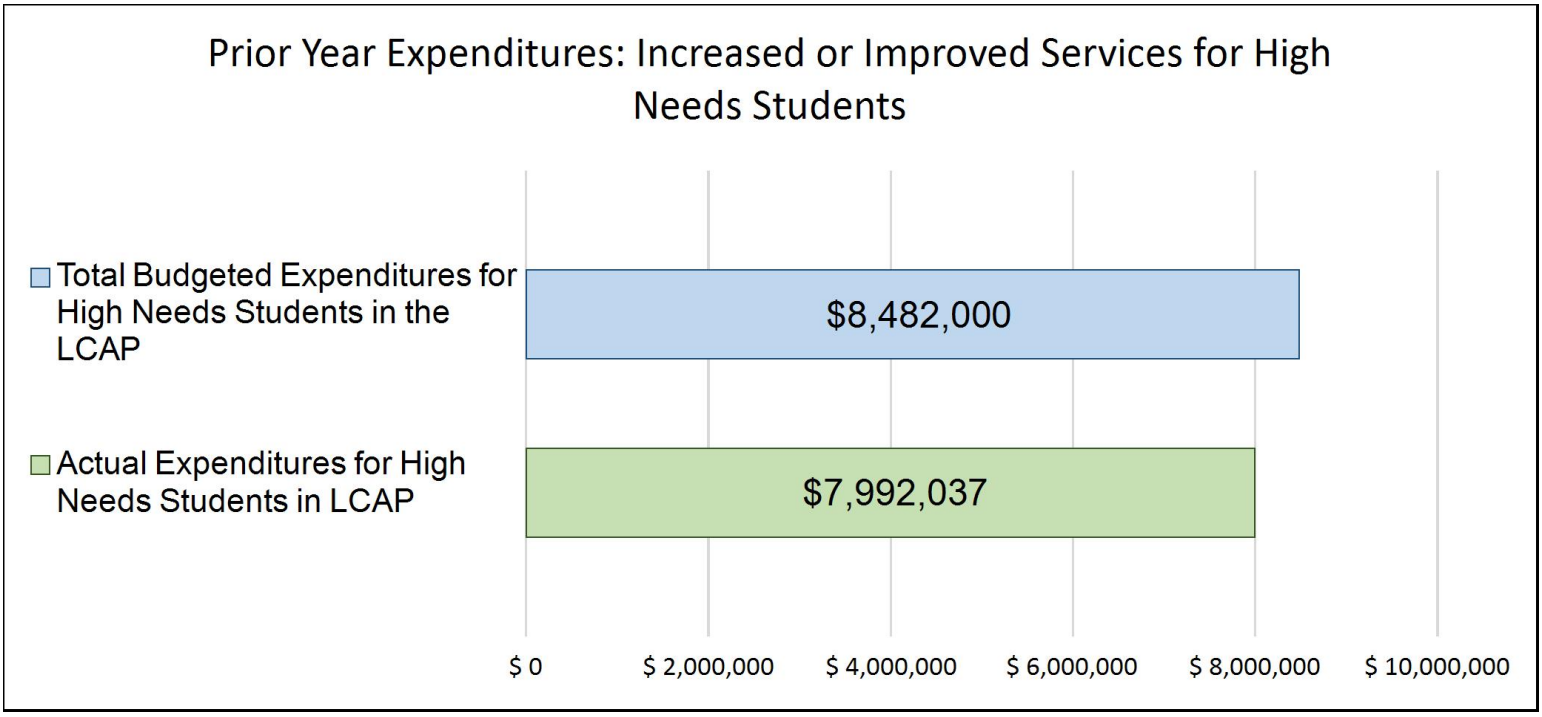
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Imagine Schools Riverside County is projecting it will receive $5,829,192 based on the enrollment of foster youth, English learner, and low-income students. Imagine Schools Riverside County must describe how it intends to increase or improve services for high needs students in the LCAP. Imagine Schools Riverside County plans to spend $8,377,000.00 towards meeting this requirement, as described in the LCAP.

Imagine Schools Riverside County plans to spend $8,377,000 towards meeting this requirement, as described in the contributing actions contained within the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Imagine Schools Riverside County's LCAP budgeted $8,482,000 for planned actions to increase or improve services for high needs students. Imagine Schools Riverside County actually spent $7,992,037 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $489,963 had the following impact on Imagine Schools Riverside County’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $489,963 did not have a negative impact on Imagine Schools Riverside County’s ability to increase or improve services for high-needs students.

This variance was primarily due to the strategic use of carryover funds from the prior fiscal year. As a result, the school was able to exceed the supplemental and concentration grant expenditures allocated for the current year by a considerable margin. These additional investments allowed the school to sustain and expand targeted services and supports for English learners, foster youth, and low-income students.

Furthermore, metric data from the previous year demonstrates that these student groups made substantial academic and social-emotional progress, indicating that the services provided were both effective and impactful. The school's continued commitment to using all available resources to meet the needs of high-needs students remains a top priority and is reflected in both its financial planning and student outcome data.

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
Imagine Schools Riverside County	Jennifer J. Huff Regional Director	jennifer.huff@imagineschools.org 7608480602

Plan Summary [2025-26]

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.

At Imagine Schools Riverside County (ISRC) we embrace and celebrate the culture and character of kids. We educate students in a dual language and character enriching environment that celebrates the cultures of our local communities. We provide a high-quality education that empowers students to reach their full potential and prepares them for lifelong success! Imagine Schools Riverside County (ISRC) has campuses in the Riverside County cities of Coachella and Hemet. Our schools serve elementary and middle grades as TK-8 dual language charter schools serving approximately 1,320 students. ISRC is a diverse community of learners where opportunity awaits. The school strives to provide an excellent and world-class bilingual education grounded in research-based educational practices and the Common Core State Standards. The school adheres to the philosophy that all children can learn at high levels when provided with expanded, engaging, and relevant learning opportunities that incorporate character education, innovative instructional strategies and research-based pedagogy. The school is committed to preparing our students for future success with a foundation of academic excellence and an appreciation of the power and importance of multiculturalism, the arts, sciences, and the importance of good character. We also emphasize the importance of cultivating social responsibility and developing leadership skills in our students. ISRC is also dedicated to preparing our students with an appreciation for the power and importance of learning two languages through our dual-immersion program. We enable students to become competent, self-motivated, lifelong learners, by providing a multicultural and student-centered environment.

ISRC is part of a national family of public charter schools campuses, Imagine Schools that partners with parents and guardians in their children's education by providing high-quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. A highly effective school results from a rigorous academic program in a culture of trust and high expectations, led by a visionary instructional leadership team and implemented by talented, dedicated teachers. At Imagine Schools, we monitor and evaluate our school

performance based on our defined Measures of Excellence. Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success. Academic Growth defines our strong belief that students' progress toward proficiency and beyond is the most accurate indicator both of a student's and a school's academic strength. Every Imagine student must develop the skills and habits for successful learning. Imagine educators, students, parents, and board members, support and adhere to the Imagine Schools Academic Excellence Framework, which specifies increased rigor, focus, effectiveness, and accountability. This framework includes an expectation that every student will reach or exceed grade-level proficiency within three or fewer years while attending an Imagine School. Imagine educators design their instruction to empower each student to make significant academic progress. Successes are measured and celebrated. Positive Character Development begins with Imagine teachers and staff teaching, modeling, and integrating virtues into every school curriculum and culture. Students learn to set academic and personal goals. They grow in their ability to successfully meet their goals as they practice integrity and diligence while taking responsibility for their studies. Our focus on character helps students attain the virtuous habits needed to live fruitful, honorable lives.

Imagine Schools Riverside County's mission is to prepare a student population in a culturally inclusive learning environment with curriculum delivery through a dual-immersion format. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college.

Reflections: Annual Performance

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

Our CAASPP Data from the 2023-24 school year indicates that the school has some to do in improving student academic successes in all areas, but specifically for our Students with Disabilities and our English Language Learner populations, which are in red in both English Language Arts and attendance, and orange in mathematics. Most student subpopulations are in orange in all areas, and based on these results, Imagine Schools Riverside County is eligible for DA in 2023-2024 based on outcomes for Students with Disabilities in the areas of Pupil Achievement (Priority 4) and Pupil Engagement (Priority 5).

The school has engaged in significant professional development over the last two years including working with Riverside County Office of Education as part of an English Learner Pilot Program to improve instruction and the learning of our EL students. This professional development included a review of our curriculum resources to identify activities designed to provide the most meaningful instruction to our EL students. Additionally, the school has recently partnered with RCOE on a data pilot to better understand and evaluate the satellite, map, and street level data of our schools utilizing a Liberatory Design Model to evaluate current practices. Based on dashboard results, the school has engaged with the Imagine Schools Southwest Regional Team to delve deeply into our SPED program and how to better provide effective lessons for our students with disabilities and to better understand the requirements of Individual Learning Plans.

CALPADS and school personnel data has shown that the school would benefit from restructuring our hiring practices to ensure proper teacher credentialing and to better recruit and retain highly qualified teachers.

Data from walk-throughs conducted by our site and regional leadership teams, in concert with our CAASPP data, suggest that our teachers would benefit from "deepening their teacher tool-kit", and therefore, the school has worked to increase its academic and curriculum coaching

this year and has collaborated with WestED, Dataworks, Instruction Partners, RCOE, and our Imagine Southwest regional team, to work alongside the teachers to improve instruction in mathematics, ELA, and ELD instruction, and SPED supports.

Reflecting on the annual performance of Imagine Schools Riverside, as gleaned from a review of the California School Dashboard and local data, it's evident that chronic absenteeism poses a significant challenge across all student demographics. The data indicates a concerning trend of low performance in this crucial metric for all students, as well as for specific subgroups including students with disabilities, English language learners (ELLs), and socioeconomically disadvantaged students. This necessitates a thoughtful examination of strategies within the framework of the Local Control and Accountability Plan (LCAP) to address this pressing issue.

Chronic absenteeism is more than just a matter of attendance records; it's a reflection of broader issues affecting student engagement, well-being, and ultimately, academic success. For Imagine Schools Riverside, confronting this challenge requires a multifaceted approach that considers the unique needs and circumstances of each student population.

Students with disabilities, ELLs, and socioeconomically disadvantaged students may face additional barriers to regular attendance, ranging from health concerns to language barriers to socioeconomic challenges. Addressing chronic absenteeism within these groups requires targeted interventions that address the root causes of absenteeism and provide tailored support to ensure all students have equal opportunities to engage in learning.

Steps that we intend to take to address these issues include:
Data Analysis and Targeted Interventions: Conducting a thorough analysis of attendance data to identify patterns and root causes of chronic absenteeism among different student demographics. Using those determinations in developing targeted interventions that address the specific challenges faced by students with disabilities, ELLs, and socioeconomically disadvantaged students.

Collaborative Partnerships: Establishing partnerships with families, community organizations, and relevant stakeholders to create a support network for students. Engaging these stakeholders in the development and implementation of attendance initiatives ensures a comprehensive and community-driven approach.

Professional Development: Providing ongoing professional development opportunities for educators to enhance their capacity in supporting diverse student populations and implementing effective attendance strategies. This could include training on culturally responsive practices and strategies for engaging families in improving attendance.

Culturally Responsive Practices: Incorporating culturally responsive practices into attendance initiatives to ensure they are inclusive, relevant, and respectful of the diverse backgrounds and experiences of students. This might involve incorporating culturally relevant curriculum, language support, and acknowledging the unique cultural contexts of students and families.

Continuous Monitoring and Evaluation: Implementing a system for continuous monitoring and evaluation of attendance initiatives to assess their effectiveness and make data-driven adjustments as needed. Regularly reviewing progress ensures that efforts are targeted and responsive to evolving needs.

By prioritizing these reflections within the LCAP, Imagine Schools Riverside can take meaningful steps towards addressing chronic absenteeism and creating a more equitable and supportive learning environment for all students.

Reflections: Technical Assistance

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

Imagine Schools Riverside County has been placed on Comprehensive Support & Improvement (CSI) and Differentiated Assistance (DA) this year for our special education services. Imagine Schools Riverside County is eligible for DA in 2023-2024 based on outcomes for Students with Disabilities in the areas of Pupil Achievement (Priority 4) and Pupil Engagement (Priority 5).

The school has met with county and SELPA personnel to plan ways to improve in these areas. The CSI team has met bi-weekly since September to design a school-level needs assessment, investigate root causes of the drop in SPED student performance, and review and identify necessary evidence-based interventions. The Imagine Schools Southwest Regional Team planned and participated with the school team in an extensive review of the Dashboard data, along with the school site and community stakeholders, to assist in developing a common awareness of the CSI process and avenues to exit CSI identification. Once a common understanding of the data (dashboard, attendance, grades, and suspension rates) was formed, there were conversations regarding root causes at the CSI study sessions. The needs assessment confirmed the already identified inequities for the students at the school, including: lack of effective curriculum, need for more intervention supports, a need for better training on student differentiation and lesson planning, and a process for intervening when students are not coming to school. Since the charter for Imagine Schools Riverside County was approved by the Riverside County Board Education and is overseen by Riverside County Office of Education, the school will be supported by the Southern Geographic Lead Agency, which is San Diego County Office of Education (SDCOE) (as required per statute). Additional information will be forthcoming from both RCOE and SDCOE regarding next steps. The Differentiated Assistance Team was formed and has met with personnel from both Riverside and San Diego County Offices of Education on two occasions to better understand the DA process and to begin to review satellite level data. Future meetings will be held to examine map and street level data and to engage in a comprehensive root cause analysis.

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.

Imagine Schools Riverside County

Support for Identified Schools

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

Imagine Schools Riverside County, a charter school, is part of a national family of Imagine Schools. The parent organization supports the school by providing regional support in the form of a Regional Director, a Regional Academic Director, and A CALPADS/ Credentialing Specialist. The Regional Director supports the school in leadership development, support in compliance paperwork and in forming relationships with county, regional and others who can assist the school and provide important training, data, and resources. The Regional Academic Director supports the school in offering Professional Development and data analysis. The CALPADS/ Credentialing Specialist provides support to teachers and other professional staff in moving toward clearing their credentials in order to ensure that the school recruits and retains highly qualified teachers. Time has been set aside in both our Coachella and Hemet master calendars for 11 professional development days, dedicated times for evaluation of data, and dedicated times in the school bell schedule for tier 2 intervention.
ISRC provides multiple layers of support for the two school sites to engage in Continuous School Improvement (CSI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. The Regional Director, Regional Academic Director and CALPADS Credentialing Specialist allocate significant time and resources to support these processes in bi-weekly school leadership team meetings and third party consulting to specifically address the various components of the LCAP. Regional staff provide support through multiple reviews and collaborative discourse of the school plan content, as needed, bolstered by professional learning opportunities for school leaders engaged in this process.
Regional leaders collaboratively engage alongside school leaders in the following work;

- . Root Cause Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes and team discussion of specific areas

of focus.

- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and expected outcomes
- Use of Fishbone Diagrams – Identification of Root Causes, contributing factors, and the highest priority areas.
- Plan to Create Systems to address the Highest Priority Change Arwa – Outline of specific actions to be taken in order to implement the

change(s), responsible parties, target completion date, and milestones towards completion

- Identify Measurable Outcomes – Identify the metrics to be used to evaluate effectiveness, progress monitoring and expected outcomes.

School sites are guided in the review and analysis of their performance by dashboard indicators (Chronic Absenteeism, ELA, Math, English Learner Achievement and reclassification, and academic achievement of students with disabilities and performance of underperforming sub-groups). Support is provided in the following areas;

- Support for goal setting and identification of appropriate measurable outcomes
- Guidance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders
- Support with recruiting and retaining adequately credentialed bilingual teachers

Site principals also have ongoing access to support and resources from the Riverside County Department of Education, which includes Differentiated Assistance and the RCOE Data Pilot.

The schools site committees are the bodies primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principals with the support of regional staff work to inform the needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader stakeholder feedback at the school level that involves student engagement and climate surveys from students, staff, and families. The use of stakeholder feedback guides the leaders in better understanding the specific needs of their communities. The School Climate Survey provides sites an general and a disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying specific student needs. The qualitative data informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for targeted support.

Monitoring and Evaluating Effectiveness

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

To effectively monitor and evaluate the plan to support student and school improvement outlined in the Local Control and Accountability Plan (LCAP), ISRC will implement a comprehensive approach that includes the following steps:

Establish Clear Goals and Objectives: Begin by defining specific, measurable goals and objectives that align with the overall mission and priorities of the LCAP. These goals will address key areas of student and school improvement, such as academic achievement, student engagement, equity, and school climate.

Select Appropriate Metrics and Indicators: Identify a set of quantitative and qualitative metrics and indicators to measure progress toward each goal and objective. These metrics will be aligned with state and district priorities, as well as relevant educational standards and

benchmarks while using a mix of data sources, including standardized assessments, student surveys, attendance records, graduation rates, and discipline data.

Collect Baseline Data: Gather baseline data to establish a starting point for measuring progress and identifying areas of need. This will involve analyzing historical data, conducting surveys or assessments, and collecting information from various stakeholders, including students, parents, teachers, and administrators.

Implement Data Collection and Monitoring Systems: Develop systems and processes for collecting, managing, and analyzing data on an ongoing basis. This will include utilizing data management software, establishing data-sharing agreements with other agencies or organizations, and providing training to staff on data collection protocols and procedures.

Monitor Progress Regularly: Implement a schedule for regularly monitoring progress toward the goals and objectives outlined in the LCAP. This will involve conducting quarterly and biannual data reviews, analyzing interim progress reports, and tracking key performance indicators over time, and being prepared to make adjustments to strategies and interventions based on the findings from data monitoring activities.

Conduct Data Analysis and Interpretation: Analyze and interpret data to identify trends, patterns, and areas of success or concern, and look for disparities among student subgroups, changes in performance over time, and factors influencing student outcomes. We will also engage stakeholders in the data analysis process to ensure that multiple perspectives are considered and insights are shared.

Report Findings and Progress: Communicate findings from data monitoring and evaluation activities to stakeholders through regular progress reports, presentations, and meetings, and provide transparent and accessible information about progress toward achieving the goals and objectives of the LCAP, including successes, challenges, and areas for improvement.

Use Data to Inform Decision-Making: Use data to inform decision-making at the district, school, and classroom levels, and identify strategies and interventions that are effective in supporting student and school improvement, as well as areas where additional support or resources may be needed while engaging stakeholders in collaborative problem-solving and decision-making processes.

Evaluate Effectiveness and Impact: Conduct periodic evaluations to assess the effectiveness and impact of strategies and interventions implemented as part of the LCAP, and use a mix of qualitative and quantitative methods, such as surveys, focus groups, case studies, and program evaluations, to gather feedback from stakeholders and assess outcomes to adjust plans and strategies based on evaluation findings to optimize effectiveness and maximize impact.

By following these steps, ISRC will effectively monitor and evaluate the plan to support student and school improvement outlined in the LCAP, ensuring that efforts are aligned with goals, data-driven, and responsive to the needs of students and schools.

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
English Learner Advisory Committee (ELAC)	Quarterly meetings throughout the school year in person or via Zoom on campus
School Site Council (SSC	Bi-monthly meetings on campus
Parent Advisory Committee (PAC)	Monthly meetings on campus and via Zoom on campus
Associated Student Body (ASB)	Weekly meetings with ASB on Wednesdays on campus
Support Staff	Weekly meetings with support staff on campus
Teacher Meetings	Weekly meetings with teachers on campus
School Leadership Team	Daily communication
Regional Leadership Team	Daily communication and visits
Parent/Guardian Input Surveys	Annual digital survey
Staff LCAP Input Surveys	Quarterly meetings in person and Zoom on campus
Student Input Surveys	Annual digital survey

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

At Imagine Schools Riverside County, we believe in the statement, "Lift every voice, then lift every echo!" We have spent a lot of time surveying and meeting with all of our educational stakeholders. We strive to create mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue to determine goals and actions to achieve academic success for all students. Essential to the success of this effort is the active participation of all stakeholders to maximize student engagement and learning. Parents, guardians, students, teachers, classified employees, administrators, and community members came together to thoughtfully and openly communicate about addressing and overcoming the challenges facing students at our school today, especially those who are typically underserved and at risk. Given that ISRC is a dual language school, we held meetings for parents in both English and Spanish and provided translators for both programs at all meetings.

At both of our campuses, we provided several meetings during the day and in the evenings for stakeholders to convene and provide input. Stakeholder opportunities were held in person until March 2024. Additionally, we held one virtual meeting for parents or other community members who could not or did not wish to attend in person. In addition to the in-person and virtual input meetings, stakeholders could participate in various surveys. Specific groups who met to provide LCAP input or who were invited to participate in various surveys are listed below:

English Learner Advisory Committee (ELAC)
School Site Council (SSC)
Parent Advisory Committee (PAC)
Associated Student Body (ASB)
Support Staff
Teacher Meeting
School Leadership Team
Regional Leadership Team
Parent/Guardian Input Surveys
Staff LCAP Input Surveys
Student Input Surveys

Through our LCAP input meetings and surveys, we learned that there is support for continuing our current direction in some areas and improving in others. We asked survey respondents about their awareness of the school's actions to improve student achievement. Overall, most respondents agree that ISRC is working to improve student success. The respondents indicated widespread awareness about the district's communications, various communication methods, and parent engagement opportunities; however, many agreed that there is room for improvement. The respondents also agreed that they are aware of efforts and agree that ISRC creates safe and welcoming learning environments where students attend and feel connected to their school. The following data were disaggregated from the LCAP stakeholder input meetings and the various stakeholder surveys:
1.Imagine Staff Survey
2. Imagine Parent Surveys
3. Imagine student Surveys

A description of the aspects of the LCAP that were influenced by specific stakeholder input. Parents/guardians and the community want all students to be engaged in learning at high levels, to continue celebrating the cultures represented at the school, and to be afforded opportunities for new experiences such as field trips, art programs, and CTE and STEM instruction.

There is continued support for student success and efforts to shrink the achievement gap for our Students with Disabilities and English Language Learners. This includes ensuring that students attend school, are provided with appropriate services and interventions, and have every opportunity for academic success. The LCAP goals, based on data, experience, and desires, clearly align with this feedback. Additionally, the input from stakeholders aligns with our Parent organization's mission to “enable every student to reach his or her full potential and discover pathways to lifelong success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including English learners, students with disabilities, low-income, and foster students, are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to ISRC programs and practices, and robust, rigorous learning experiences. By 2026 ISRC students will exhibit an: increase the percent of all students in grades 3–8 meeting or exceeding the standards in ELA from 28% to 40% as measured by the California Assessment of Student Performance and Progress (CAASPP). increase the percent of all students in grades 3–8 meeting or exceeding the standards in Math from 11% to 30%, as measured by the California Assessment of Student Performance and Progress (CAASPP). increase English proficiency of English language learners from 33.1% reclassification to 45% as measured by the ELPAC.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is specifically developed to support the schools' standards-based instruction and intervention programs to meet the needs of all students, particularly our low-income, foster youth, English learners, and students with disabilities. Students have performed below the statewide proficiency levels on the CAASPP, with 28% percent of students in grades 3rd - 8th meeting or exceeding the standards in reading and only 11% of students showing proficiency in math. Such underperformance as indicated on the 2023 Dashboard in math and reading, has compelled ISRC to develop a goal to target the growth of all learners with respect to the critical competencies of math and literacy. It bears mentioning that many ISRC students are included in multiple groups and therefore, focused efforts to support one identified student group can often serve to support others, as well.

Further analysis of our state and local data has revealed several contributing factors with respect to the current achievement outcomes. In ISRC forty-two percent of the student population are English language learners of whom only 9% met or exceeded the standard for reading on the CAASPP. And while there is a high degree of intersectionality that exists between groups, our English language learners are noteworthy as their achievement outcomes compel a unique prescription of support for increasing the rate and effectiveness of language acquisition in order to master the CA state standards for math and reading in English. Both the action steps and metrics proposed in creating this goal are specifically designed to consider these factors.

Other contributing factors, such as chronic absenteeism, low student engagement and prerequisite skills deficiencies have been gleaned to have a causal influence on academic underperformance. The proposed action steps and subsequent metrics for monitoring progress take each of these components into account in the development of Goal 1.

ISRC steadfastly holds to our commitment to bilingual, biliteracy and bicultural education. Our dual language model presents unique opportunities to pursue standards-based mastery in both English and Spanish for all students in TK - 8th grade. The development of Goal1 provides such an opportunity, cataloging efforts toward providing
viable and guaranteed core curricula in English and Spanish
English Language Development (ELD) curriculum
individualized instruction and interventions
student exposure to a broad and comprehensive course of study
professional learning for instructional practitioners
professional learning and mentoring for instructional leaders.

ISRC has developed Goal 1 in an effort to promote a progressive increase in student academic achievement for all students that attend ISRC and to close the achievement gap between our underperforming students and their more proficient counterparts.

The metrics are the outcomes on the CAASPP/Smarter Balance Assessment Consortium (SBAC) for reading and math. It identifies the needs of the subgroups of students with disabilities, English learners, foster youth, and low-income students, as well as the general population of learners not otherwise classified. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this goal. There is a need to continue support for teachers to have a sustained professional learning plan that addresses the pedagogy of standards-based instruction that emphasizes California Common Core State Standards, the Science of Reading, English Language Learner Standards, and math

Targeted actions have been developed to support this Goal. The actions aligned with these areas will promote increased student academic achievement for each student that attends ISRC and are designed to close the achievement gap among our unduplicated and underrepresented students. Goal #1 actions and related metrics are intended to:
Improve implementation of ELD Standards
Increase ELA and Math proficiency
Increase Native American, English Learner, Foster Youth, and Homeless proficiency in Math and ELA

Improve school-level academic interventions and accelerations for all students
Improve school-level academic interventions and accelerations for Students with disabilities, English Learners,
Improve and monitor access to specialized programs for Students with disabilities, English Learners,

42 percent of the student population of ISRC are English learners. The schools are committed to supporting language acquisition and academic achievement for this student population. While we have continued to make progress in ELA, the achievement gap persists between subgroups, with English learners lagging behind their counterparts by 15.3 points. Analysis of CAASPP data revealed similar deficiencies with other subgroups in reading and math, such as students with disabilities (52.2 points in ELA, 27.7 in Math), low income students (4 points in ELA and Math).

During the data analysis process, each school's committee members and administrators communicated that CAASPP and ELPAC data for language proficiency demonstrates a lack of adequate progress for many of our English learners and the like for identified sub-groups for reading and math. Through the process of root cause analysis, the site leadership teams and committees have determined that the schools would benefit from further support for teachers focused on the linguistic and ELA needs of English learner students and underperforming subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of all students in grades 3–8 who meet or exceed standard in ELA, as measured by the 2023/24 CAASPP ELA	28% meet or exceed standard	30.44% of all students in grades 3rd - 8th met or exceeded the standards in ELA, as measured by CAASPP 2024.		Increase the percentage of students in grades 3–8 meeting or exceeding standard from 28% to 40% in ELA	There has been a 2.44% increase in the percentage of students who met or exceeded the standards in ELA as measured by the CAASPP 2024.
1.2	% of all students in grades 3–8 who meet or exceed standard in Math, as measured by the 2023/24 CAASPP math.	11% meet or exceed standards	17.05% of all students in grades 3rd - 8th met or exceeded the standards in Mathematics, as measured by CAASPP 2024.		Increase the percentage of students in grades 3–8 meeting or exceeding standard from 11% to 30% in Math.	There has been a 6.05% increase in the percentage of students who met or exceeded the standards in Math, as measured by the CAASPP 2024.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% of teachers who participate in professional development and who rate the training as having a positive impact on instructional practice, as measured by participant surveys, agendas and sign-in logs	51% of instructional staff participate in professional development and will rate the training as having a positive impact on their instructional practice.	100% of teachers have participated in professional development, as measured by PD agendas and sign-in logs.		90% of teachers will participate in professional development and will rate the training as having a positive impact on their instructional practice.	There has been a 49% increase in the percentage of teachers participating in professional development, as measured by PD agendas and sign-in logs.
1.4	Bi-weekly Walkthrough observation data, as reported by each site's Instructional Leadership team.	54% of classroom walkthroughs completed and show progressive improvement in teacher feedback from Q1 to Q4 in specified components of effective instruction.	54% of classroom walkthroughs w/ relevant teacher feedback completed, as evidenced by classroom walkthrough data collected by ILT members.		90% classroom walkthroughs completed and show progressive improvement in teacher feedback from Q1 to Q4 in specified components of effective instruction.	No change in the percent of classroom walkthroughs w/ relevant teacher feedback completed, as evidenced by classroom walkthrough data collected by ILT members.
1.5	% of EL students in grades 3–8 who meet or exceed standard as measured by the 2023/24 CAASPP ELA (English Language Learners)	9% meet or exceed standards	10.90% of EL students in grades 3rd - 8th met or exceeded the standards in ELA, as measured by CAASPP 2024.		Increase the percentage of EL students in grades 3–8 meeting or exceeding standard from 9% to 30% in ELA	1.90% increase in the percentage of EL students in grades 3rd - 8th who met or exceeded the standards in ELA, as measured by CAASPP 2024.
1.6	% of EL students making progress toward English proficiency as measured by the 2023/24 ELPAC (percentage progress)	33.1% making progress toward English proficiency	39% of EL students are shown as making progress toward English proficiency, as		Increase the percentage of EL students in grades 3–8 meeting or exceeding	5.9% increase in students shown as making progress toward English proficiency, as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			measured by the ELPAC 2024.		standard in Math from 5% to 25%	measured by the ELPAC 2024.
1.7	% of EL students making progress toward reclassification in English proficiency as measured by the ELPAC.	5% meet or exceed progress	22.9% of EL students reclassified, as measured by ELPAC 2024.		Increase the number of EL students making progress toward reclassification from 33.1% to 45%.	17.9% increase in the percentage of reclassified English learners, as measured by ELPAC 2024.
1.8	% of EL students making progress toward proficiency as measured by SGP with the 2024 STAR ELA. ELLs SpEd ELLs	70% of EL students making progress	Student Growth & Performance (SGP) of 43 for SY 2023 - 2-24 for EL students, as measured by the STAR Reading Assessment.		Increase the percentage of EL students in grades 3–8 meeting or exceeding 50 SGP, as measured by the ELA STAR.	There has been a 6% decrease in student growth & performance (SGP) for EL students, as measured by the STAR Reading Assessment.
1.9	% of EL students making progress toward proficiency as measured by SGP with the 2024 STAR Math. ELLs SpEd ELLs	54% of EL students making progress	Student Growth & Performance (SGP) of 38 for SY 2023 - 2-24 for EL students, as measured by the STAR Math Assessment.		Increase the percentage of EL students in grades 3–8 meeting or exceeding 50 SGP, as measured by the Math STAR.	There has been a 2% increase in student growth & performance (SGP) for EL students, as measured by the STAR math Assessment.

Goal Analysis [2024-25]

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 implementation was executed, as planned with only minimal differences in the planned actions and the actual implementation. Students within this targeted group consistently received equitable access to standards-aligned instruction, instructional fidelity to ISRC programs and practices, and robust, rigorous learning experiences. However, the use of teacher survey's as a metric for professional learning was not consistently used.

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.

Through root cause analysis it was determined that the schools would benefit from further support for teachers focused on the linguistic and ELA needs of English learner students and underperforming subgroups. The actions taken for this goal are deemed effective, to date and we will apply a similar focus and structure to mathematics moving forward. Progress monitoring data shows reading growth within the first three quarters of the school year.

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

We intend to continue execution of the plan and it's implementation, as written. We anticipate making several modifications with respect to resources and professional learning targets. While the use of teacher survey data was initially planned, we now anticipate that walkthrough observation data and systematically monitoring formative and summative student outcomes will be a more effective measure of the efficacy of our professional learning efforts. While classroom walkthroughs were included as a part of the plan, the number and consistency of walkthroughs, and relevant teacher feedback fell short of our expectations at this point in the instructional plan.

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	English Language Development	A. ISRC will select from three English language development curricula. Curricular options are selected from the California state approved curricula and will be vetted and board adopted, as per the Imagine Schools protocol. One of the following will be selected for primary and middle grades. • Amplify ELD: California Edition (6-8) • HMH California - Journeys (K - 5) • HMH California Collections (6 - 8) • National Geographic Learning/Cengage Learning Our intention is to apply high quality curriculum and instructional practices specifically designed to promote language acquisition and cross curricular	$1,820,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		alignment for English proficiency in literacy and math, especially for Long Term English Language Learners (LTELs). Developing a high level of literacy, speaking, reading, and writing in English is recognized as an advantageous element for the overall academic achievement of our high concentration of English language learners, with a specific focus on addressing the needs of our LTELs. B. Develop teacher and leader capacity by conducting ongoing professional learning for teachers, coaches, instructional assistants and instructional leaders. Professional development is intended to enhance the knowledge and use of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and evidence-based practices to target the unique language needs of our English language learners. C. Provide professional development opportunities for teachers to increase and improve academic achievement for English language learners using the adopted EL curriculum. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL learners. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students, including EL learners with disabilities, low-income, and foster students. D. Assign and stipend a master teacher with EL expertise to: • Analyze formative and summative assessment data for all groups of EL students and provide information to the leadership team, teachers, students and families. • Provide mentoring, coaching and professional development to teachers in the areas of assessment and monitoring, intervention, and best practices that focus on addressing the needs of our EL students at various levels. E. Implement integrated ELD instruction to all classes and provide support for planning, implementation, and improvement of instructional strategies with school counselors, administrators, instructional support, and coaching		

Action #	Title	Description	Total Funds	Contributing
		staff.		
1.2	Core Curriculum Program	ISRC will ensure that all students have access to a broad course of study, including courses described under Sections 51210 and 51220(a)-(i), as applicable, that includes standards aligned curriculum and instructional materials for all core subject areas, with additional curricular and consumable purchases being made as needed on an annual basis. This includes hard copy texts, electronic licenses, and consumables. A. ISRC will ensure the consistent use of our recently adopted core reading and math curricula that are guaranteed, viable and aligned to the California Common Core state standards. Such curriculum will provide all students with equitable access to tangible texts, annually replenished consumable resources, and electronic/digital versions of the same, as well as practice apps or software for all students, including English language learners, students with disabilities, low-income, and foster students. Such resources will be added annually as additional grade levels are added. B. ISRC will adopt and implement additional new curriculum on a yearly schedule, as indicated below: 2024-25 - Health Education (5th, 7th-8th grade) / Spanish (MS) 2025-26 - Science (Elem/ MS) 2026-27 - Social science/ History (Elem/ MS) C. ISRC will provide teachers, coaches, paraprofessionals and instructional leaders with robust, evidence-based professional learning & coaching focused on the core content curricula. Workshops targeted at gaining proficiency with the curricular resources are intended to build teacher capacity and ensure rigorous and engaging instructional practices to meet the diverse needs of all students, including English language learners, students with disabilities, low-income, and foster students.	$330,000.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Provide digital devices for the instructional leadership team to enable the collection of instructional walkthrough data and teacher feedback in an effort to ensure fidelity to the core curriculum. Walk-through data and teacher feedback will be collected and aggregated digitally using document sharing tools among the leadership team. (This is for acquisition of tablets for the observers.)		
1.3	Supplemental Curriculum	A. Acquire and implement Pathways to Careers Math (P2C) as a supplemental curriculum for middle school math to actively engage middle school students in the real-world application of the middle school grade-level standards. B. ISRC will provide professional development opportunities for teachers to increase academic achievement in mathematics using the Pathways to Careers Math (P2C) supplemental curriculum. C. Acquire and implement a to be determined curriculum as a supplemental curriculum for literacy instruction that is aligned with the science of reading. D. ISRC will provide professional development opportunities for teachers to increase academic achievement in literacy using the to be determined supplemental curriculum.	$600,000.00	Yes
1.4	Academic and SEL Supports	Provide services on-site that support the whole child in their education journey. By doing so, we will positively influence emotional development, student achievement and character development. Our whole-child approach will include the following systems for academic intervention, SEL, and crisis counseling support for all students.	$1,625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A. Provide one full time counselor (2 FTEs) at each school site to ensure adequate levels of SEL, and crisis counseling support for all students. B. Provide high-quality board-adopted SEL program training through a consultant still being determined. C. Provide school staff, with professional learning around the tenants of Character.org to strengthen SEL support for all students. D. Maintain staffing for Instructional assistants (9 FTEs) hired full-time to provide reading intervention. ISRC will apply our intervention protocol for all students during the regular school day, including before and after school tutoring programs. E. Provide school staff, including instructional assistants with professional learning on the school-wide reading intervention protocol, and resources aligned to the science of reading and to provide additional layers of academic support for all students. High quality professional development workshops will be facilitated through a consultant still TBD. F. Targeted academic support services tailored to the needs of unduplicated pupils, including tutoring, after-school programs, and summer enrichment programs focused on areas of need identified through data analysis. G. Provide two assistant principals (2 FTE), one at each school site, to ensure adequate support for staff, students, and parents.		
1.5	Accelerated Reader	A. Purchase Accelerated Reader (AR) licenses for students to begin the program. Engaging in a consistent routine of reading and engaging with literary activities and accessing high-quality literature can promote critical literacy skills, such as building background knowledge, reading comprehension, vocabulary development, and critical thinking abilities. By promoting literacy-rich environments and creating a catalyst for reading journeys, these actions contribute to growth in language acquisition, academic and domain-specific language and overall improvement with reading across all content areas.	$72,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B. Purchase appropriate high interest books on a variety of subjects for all grade levels. Purchasing Accelerated Reader licenses and appropriate high-interest books provides students with personalized access to a wide range of reading materials tailored to their interests and reading levels. This promotes individualized learning experiences that cater to the diverse needs and preferences of all students, including English learners, students with disabilities, and those from low-income or foster backgrounds. C. Provide rewards and incentives for students that meet the preset AR goals. Providing rewards and incentives for meeting AR goals can motivate students to actively engage in reading. Incentives encourage learners to set and achieve their academic targets and u ultimately lead to intrinsic motivation and a love of literature among students from diverse backgrounds The focus on literacy development and a safe and positive learning environment for bolstering reading proficiency creates an equitable system to motivate and support students who may be at risk of falling behind academically. Such actions help address achievement gaps among different student subgroups, supporting English learners, students with disabilities, and other underserved populations in developing strong literacy skills essential for ensuring equitable access to academic success.		
1.6	Highly Qualified Educators	Imagine Schools Riverside County (ISRC) recognizes the critical role that highly qualified educators play in providing equitable and high-quality education to all students, particularly those who are English Language Learners (ELL), foster youth, and low-income students. To address the specific needs of these student groups, ISRC will implement a comprehensive strategy aimed at attracting, retaining, and developing highly qualified educators. This action item includes the following key components: Targeted Recruitment and Hiring:	$2,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Outreach and Partnerships: ISRC will establish partnerships with universities, education programs, and teacher preparation programs to recruit highly qualified educators with a focus on those experienced in working with ELL, foster youth, and low-income students. Diverse Candidate Pool: Efforts will be made to recruit a diverse pool of candidates who reflect the cultural and linguistic backgrounds of our student population, ensuring that students see themselves represented in their educators. Professional Development: Specialized Training: Ongoing professional development opportunities will be provided to educators, focusing on effective instructional strategies for ELL students, trauma-informed practices for foster youth, and culturally responsive teaching for low-income students. Collaborative Learning: ISRC will facilitate collaborative learning communities where educators can share best practices, resources, and strategies for supporting the unique needs of these student groups. Retention and Support: Mentorship Programs: New educators will be paired with experienced mentors who have a track record of success in working with ELL, foster youth, and low-income students. This support will help new teachers acclimate and grow in their roles. Professional Growth Opportunities: ISRC will provide opportunities for professional advancement and leadership roles, incentivizing highly qualified educators to remain within the district. Resource Allocation: Equitable Distribution: ISRC will ensure that highly qualified educators are equitably distributed across all schools within the district, particularly in schools with higher populations of ELL, foster youth, and low-income students.		

Action #	Title	Description	Total Funds	Contributing
		Additional Support Staff: The district will hire additional support staff, such as bilingual aides, counselors, and social workers, to work alongside educators and provide comprehensive support to students. Data-Driven Decision Making: Continuous Assessment: ISRC will regularly assess the effectiveness of recruitment, professional development, and retention strategies through data collection and analysis. This will include feedback from educators, students, and families. Adjustments and Improvements: Based on assessment data, ISRC will make necessary adjustments to its strategies to continually improve the quality of education provided to ELL, foster youth, and low-income students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students are provided a quality education by qualified instructors by increasing the number and efficacy of fully-credentialed teachers in an effort to minimize vacancies and misassignments, for the purpose of building capacity in teaching and learning. By 2026 students will experience an: increase in the percentage of “Clear” FTE from 12% to 50%, as measured on the Teacher Assignment Monitoring Outcomes report. increase in the percentage of full-time teaching staff with Bilingual Authorization from 25% to 50%. increase in effective lesson plans aligned to the CA state standards from 0% to 100%, as evidenced by weekly feedback provided by the sites’ Instructional Leadership Teams. increase the percent of all students in grades 3–8 meeting or exceeding the standards in ELA from 28% to 40% as measured by the California Assessment of Student Performance and Progress (CAASPP). increase the percent of all students in grades 3–8 meeting or exceeding the standards in Math from 11% to 30%, as measured by the California Assessment of Student Performance and Progress (CAASPP). increase English proficiency of English language learners from 33.1% progress and reclassification to 45% as measured by the ELPAC.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 is specifically developed to significantly bolster the quality of student learning by increasing the number and efficacy of fully-credentialed teachers at ISRC. Research consistently shows that teacher quality is one of the most significant factors influencing student achievement. By increasing the percentage of fully-credentialed staff, and supporting their pedagogical development ISRC aims to ensure that students have consistent access to educators who possess the necessary qualifications and expertise to effectively support their learning in a bilingual education setting.

ISRC has been challenged with recruiting and retaining adequately credentialed teachers, particularly those with bilingual certification. In prior years many staff members were at various stages in the credentialing process, which resulted in misassignments reflected on the CALPADS roster. In 2023 twelve percent of teachers held a “clear” credential.

It is common knowledge in education that California teachers face several challenges in obtaining a clear teaching credential due to a combination of stringent requirements, bureaucratic processes, and the financial burden associated with the credentialing process. While the rigorous process does create a significant return on investment, the education requirements, testing, cost and induction requirements are nonetheless a formidable undertaking. ISRC has created goal 2 to mitigate a few of the challenges by partnering with a university as a conduit to the teacher preparation program, intentionally targeting support for pursuing the bilingual certification, and providing for quality professional development to support the growth and increased instructional efficacy of in-service teachers.

An analysis of our school-wide systems led us to consider how contracted time and scheduling might be more effectively used to support professional learning and the collaborative planning expected for effective planning, teaching and learning. We have used the stated action steps in this goal to align our schedules, systems and support efforts for the purpose of meeting the outcomes proposed.

This goal reflects ISRC's commitment to promoting student achievement through a comprehensive approach that addresses teacher credentialing, recruitment and retention, systems for instructional effectiveness, and ongoing professional development. By focusing on these areas, ISRC seeks to create a supportive and dynamic learning environment where all students have the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of “Clear” FTE as measured on the Teacher Assignment Monitoring Outcomes report	12% of teachers have a “Clear” credential	17% of teachers have a "Clear" credential		50% of teachers have a “Clear” credential	
2.2	Teacher retention, as measured by the ISRC PowerSchool staffing roster	75% teacher retention rates	N/A -Pending end of school year		90% teacher retention rate	
2.3	Master schedule reflects contracted time for teacher professional	Master schedule reflects 3 hours per week for teacher professional	Master schedule reflects 7 hours per week for teacher		Master schedule reflects a minimum of 7 hours per week for teacher	Master schedule reflects 4 more hours per week for teacher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development and collaborative planning.	development and collaborative planning.	professional development and planning		professional development and collaborative planning.	professional development and planning
2.4	% of teaching staff with Bilingual Authorization	25% of teaching staff have bilingual authorization	42% of teaching staff have bilingual authorization		50% of teaching staff have bilingual authorization	
2.5	% of teachers who participate in professional development and who rate the training as having a positive impact on instructional practice, as measured by participant surveys, agendas and sign-in logs.	81% participate in professional development and rate the training as having a positive impact on instructional practice	100% of teachers participate in professional development.		90% participate in professional development and rate the training as having a positive impact on instructional practice	There was a 19% percent increase in teacher participation in professional learning.
2.6	Effective lesson plans aligned to the CA state standards, as evidenced by weekly teacher feedback provided by the sites' Instructional Leadership Teams.	0% of lesson plans determined effective and standards aligned.	75% of lesson plans determine to be aligned with the CA state standards, as determined by the weekly lesson plan reviews.		100% of lesson plans are determined effective and standards aligned.	There was a 75% increase in the development of teacher lesson plans aligned with the CA state standards, as determined by the weekly lesson plan reviews.
2.7	% of students enrolled in courses described under CA Ed Code Section 51210, as determined by Power School enrollment records.	0% of students in grades 1 - 6 students enrolled in all areas of study	100% of students enrolled in all areas of study		100% of students in grades 1 - 6 students enrolled in all areas of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	% of students enrolled in courses described under CA Ed Code Section 51220(a)-(i), as determined by Power School enrollment records.	0% of students in grades 7 - 8 enrolled in all areas of study	100% of students enrolled in all areas of study		100% of students in grades 7 - 8 enrolled in all areas of study	

Goal Analysis [2024-25]

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

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

Action 2.3 This action has been implemented consistently to date with teachers provided a minimum of 4 contracted hours for lesson prep and planning per week. In addition, a minimum of two hours of targeted professional learning has been provided per week, based on new initiatives or challenges recognized during instructional observations. Action 2.5 - The original actions for this goal were intended to use participant surveys to evaluate the efficacy of teacher professional learning. The difference in our planned and actual outcome is evidenced by our inability to consistently implement the use of surveys following each professional learning event.

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

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

Action 2.3 This action has been shown to be highly effective to date, as teachers have consistently been provided a minimum of 4 contracted hours for lesson prep and planning, as well as a minimum of two hours of targeted professional learning per week. Action 2.5 - The actions for this goal were not yet adequately implemented as survey data was not consistently collected following each professional learning event. Action 2.6 This action has been shown to be effective to date, as the lesson plan alignment has increased 75% for this current year.

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

We will no longer rely upon teacher surveys as a metric for evaluating the efficacy of professional learning. Instead, we will implement a uniform instrument will be used to capture classroom walkthrough data for all instructional leaders responsible for supporting teaching & learning.

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	Recruitment and Retention of Highly qualified Educators	A. Recruit and retain instructional leadership team consisting of 2 principals (one per site) and 4 assistant principals (2 per site) who are fully credentialed and confer a high level of competence in teaching and learning and education leadership. B. Recruit and retain adequate instructional staff for TK -8th grade to provide all students with a broad course of study that includes, English Language Arts, Mathematics, Science, Social Studies, Spanish, and Physical Education.	$1,950,500.00	No
2.2	Systems of Teaching & Learning	Create a master schedule to include a minimum of 7 hours of contracted time for collaborative teacher planning and professional development. Hire adequate substitute teachers to maintain continuity of instruction during teacher absences, coaching, compulsory meetings and professional learning opportunities.	$120,000.00	No
2.3	Recruitment and Retention Initiative	ISRC will strengthen partnerships with local teacher preparation programs (UCR, CSUSB, etc) including virtual options (Grand Canyon, UMASS Global, etc.) to engage with existing intern programs, cohort support, teacher credentialing and certification programs, and job fairs targeted on providing opportunities for new SPED teachers from the Coachella Valley and Hemet areas. ISRC will offer travel stipends to teachers that commute over 30 miles to their school site, and provide stipend opportunities to staff the complete professional development units and obtain additional certifications.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ISRC will allocate resources to streamline the credentialing process for bilingual teachers. This includes providing financial assistance for credentialing programs, offering flexible scheduling options to accommodate teachers' professional commitments, and establishing partnerships with accredited institutions to ensure high-quality training and certification opportunities. ISRC is committed to cultivating a cadre of highly skilled bilingual educators equipped to meet the diverse needs of its student population, and ISRC aims to ensure equity of access, that every student receives a high-quality bilingual education that prepares them for success in an increasingly interconnected world.		
2.4	Broad Course of Study	ISRC will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: Art (6-8) Visual Art (TK-5) STEM (TK-8) Spanish (TK-8) Instruments and/or instructional materials will be purchased for electives/enrichments.	$300,000.00	No
2.5	Closing the Digital Divide	ISRC will ensure that all students have access to a technology device in order to access curriculum and instructional materials, and assessments. ISRC will also provide classroom technology for teachers and support staff, including software subscriptions, internet access, classroom technology and devices and internet security.	$700,000.00	No

Action #	Title	Description	Total Funds	Contributing
		A. Provide a digital curriculum and software that is aligned with the foundations of the science of reading to support literacy achievement for all students. B. Provide all students with equitable access to digital texts, resources and assessments through the use of laptops. ISRC will annually replenish outdated and damaged hardware, to include laptops, tablets and associated accessories. Such hardware will be added annually as additional grade levels are added, and will be considered in the ISRC 5 year replacement cycle.		
2.6	Bilingual Teacher Development Program	Enroll and sponsor registration and tuition costs and provide a stipend upon completion for teachers and in the ISRC/UC Merced Bilingual Authorization Preparation Program partnership. The partnership is intended to support teachers in securing bilingual endorsement and full credentialing in an effort to maintain fidelity to the dual language education model at ISRC. ISRC will provide a stipend mentor, staff coach or cohort support for teacher candidates engaged in the ISRC/UC Merced Bilingual Authorization Preparation Program.	$75,000.00	Yes
2.7	Targeted Professional Development	Facilitate professional learning through the use of in-house and outside consultants and organizations to provide job-embedded learning opportunities. Organize a total of 5 non-instructional days, and three hours of weekly professional development throughout the school year focused in the following areas; Instructional Leadership Data analysis and data-driven lesson planning Student progress monitoring Best Practices Implementation of Common Core State StandardsInterim Assessment/Digital Library ELA and Math pacing guide development PLC development and best practices	$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		IRSC will provide high-quality training through Houghton Mifflin Harcourt, Instruction Partners, West Ed, and EduNexsa Strategies (can we just say “...and other third-party facilitators”? What if we don’t have these four for all three years?). Instruction Partners works with Dr. Costa’s Bilingual and Biliteracy Development professional learning modules and provides training with Danielle Garcia, an English Language Development professional who helps with the language acquisition development modules. IRSC will partner with EduNexa Strategies to provide PD workshops in Spanish, focused on planning and instruction with the Houghton Mifflin Harcourt Curriculum. We will host curriculum workshops with Houghton Mifflin Harcourt trainers, as well as ISRC Regional Academic Directors, focused on planning and instruction in English with Houghton Mifflin Harcourt Curriculum.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ISRC will work to close the achievement gap and provide targeted support for students with disabilities, by ensuring SPED staff are adequately credentialed, trained and have adequate resources to provide services required to meet the needs of students with disabilities. By 2026, ISRC will; increase in the percentage of “Clear” FTE Special education teachers from 0% to 100%, as measured on the Teacher Assignment Monitoring Outcomes report. increase the percentage of SPED students in grades 3–8 meeting or exceeding standard from 11% to 30% on the CAASPP ELA. increase the percentage of SPED students in grades 3–8 meeting or exceeding standard from 7% to 30% on the CAASPP Math.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 is specifically developed to support the schools’ ability to provide compulsory interventions and services to meet the needs of students with disabilities.

ISRC students with disabilities have performed below the statewide proficiency levels on the CAASPP, with 11% percent of students in grades 3rd - 8th meeting or exceeding the standards in reading and only 7% of students showing proficiency in math. Such underperformance as indicated on the 2023 Dashboard in math and reading, has compelled ISRC to develop a goal to target the growth of students with disabilities with respect to the critical competencies of math and literacy.

Further analysis of our state and local data has revealed several contributing factors with respect to the current achievement outcomes. And while there is a high degree of intersectionality that exists between sub-groups, our students with disabilities are noteworthy as their achievement outcomes compel a unique prescription of support for establishing and implementing specific IEP goals and services and differentiated instruction in the general education settings. Both the action steps and metrics proposed in creating this goal are specifically designed to consider these factors in our efforts to adequately support teachers and students in narrowing the achievement gap between students with disabilities and their non-disabled counterparts.

While ISRC has been challenged with recruiting and retaining adequately credentialed teachers, the challenge has been even more so in recruiting and retaining highly qualified special education teachers, and particularly those with bilingual certification. In prior years staff members were at various stages in the credentialing process, which resulted in vacancies and misassignments reflected on the CALPADS roster. In 2023 0% percent of SpEd teachers held a “clear” credential.

An analysis of our school-wide systems led us to consider how we may effectively prepare teachers for the rigors of teaching students with exceptionalities with high quality professional learning for multi-tiered systems of support (MTSS) and resources to support a uniform system of management and compliance verification. We have used the stated action steps in this goal to align our schedules, systems and support efforts for the purpose of meeting the outcomes proposed.

Developing a specific goal focused on closing the achievement gap and supporting students with disabilities provides a clear framework for accountability and monitoring progress over time. By regularly assessing outcomes and adjusting strategies as needed, ISRC can ensure that it remains on track to achieve its objectives and fulfill its mission of serving all students effectively.

Overall, the goal reflects ISRC's commitment to promoting equity, supporting student success, and upholding its legal and ethical obligations to provide high-quality education for students with disabilities. By prioritizing this goal, ISRC demonstrates its dedication to inclusive education and continuous improvement in meeting the diverse needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of SPED students in grades 3–8 who meet or exceed standard as measured by the CAASPP ELA.	11% meet or exceed standard as measured by the CAASPP ELA.	6.41% of SpEd students met or exceeded standard as measured by the 2024 CAASPP ELA.		Increase the percentage of SPED students in grades 3–8 meeting or exceeding standard to 30% on the CAASPP ELA.	There has been a 4.59% decrease in the percentage of SpEd students who met or exceeded standard as measured by the 2024 CAASPP ELA.
3.2	% of SPEDs students in grades 3–8 who meet or exceed standard as measured by the CAASPP Math.	7% meet or exceed standard as measured by the CAASPP Math.	3.80% of SpEd students met or exceeded standard as measured by		Increase the percentage of SPED students in grades 3–8	There has been a 3.2% decrease in the percentage of SpEd students who met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2024 CAASPP Math.		meeting or exceeding standard to 30% on the CAASPP Math.	exceeded standard as measured by the 2024 CAASPP math.
3.3	% of SPED students performing at or above the goal of 50 SGP (Student Growth Percentile) as measured by the STAR ELA.	20% of students are at or above the goal of 50 SGP.	54.00% of SpEd students were at or above 50 SGP, as measured by the 2024 STAR Reading.		Increase the percentage of SPED students performing at or above the goal of 50 SGP to 40% as measured by the STAR ELA.	There was a 34% increase in the number of SpEd students at or above 50 SGP, as measured by the 2024 STAR Reading.
3.4	% of SPED students performing at or above the goal of 50 SGP (Student Growth Percentile) as measured by the STAR Math.	33% of students are at or above the goal of 50 SGP.	56.00% of SpEd students were at or above 50 SGP, as measured by the 2024 STAR Math.		Increase the percentage of SPED students performing at or above the goal of 50 SGP to 40% as measured by the STAR Math.	There was a 23% increase in the number of SpEd students at or above 50 SGP, as measured by the 2024 STAR Math.
3.5	Percent of teachers holding a “clear” SpEd credential	0% of teachers holding a “clear” SpEd credential	20% of teachers hold a "clear" SPED credential		100% of teachers holding a “clear” SpEd credential.	
3.6	% of families that are satisfied with the services provided to their student, as evidenced by SpEd satisfaction surveys.	0% of families are satisfied with the services provided to their student, as evidenced by SpEd satisfaction surveys. (has not been distributed yet)	N/A - Pending survey results		80% of families are satisfied with the services provided to their student, as evidenced by SpEd satisfaction surveys.	
3.7	% of classroom observations of effective	0% of classroom observations of	0% of classroom observations of		80% of classroom observations of	There was 0% change in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction reflecting differentiation for IEP goals and aligned to the CA state standards, as evidenced by weekly teacher feedback provided by the sites' Instructional Leadership teams.	effective instruction reflecting differentiation for IEP goals and aligned to the CA state standards.	effective instruction reflecting differentiation for IEP goals and aligned to the CA state standards.		effective instruction reflecting differentiation for IEP goals and aligned to the CA state standards.	number of classroom observations of effective instruction reflecting differentiation for IEP goals and aligned to the CA state standards

Goal Analysis [2024-25]

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

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

Action 3.2 Training was provided to teachers and instructional aids on how to read IEPs, planning for mandated accommodations in lesson planning, and providing effective instruction for all students with IEPs. The resource class structure and subcontracting of professional learning and monitoring of instruction did not yield the desired results.

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.

Action 3.7 0% of classroom observations of effective instruction reflecting differentiation for IEP goals and aligned to the CA state standards. However, a system for lesson plan review was instituted, allowing for monitoring and teacher feedback relevant to planning for differentiated instruction each week.

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

Action 3.2 Training will continue to be provided to ESS teachers and instructional aids on how to read IEPs, plan for mandated accommodations in lesson plans, and consistently provide effective instruction for all students with IEPs. Professional learning and monitoring of instruction will be planned and provided for teachers by Imagine Schools SpEd Manager, in lieu of prior contractor. The resource class system will be modified for greater structure and more targeted support for instruction toward meeting student IEP goals.

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	Special Education Staffing	ISRC will ensure it maintains adequate staffing to meet the needs of special education students. ISRC will continue to recruit, develop, and retain highly qualified teachers and support staff to provide quality instruction for our students with disabilities. To better support the assessment and IEP counseling services of students with disabilities ISRC will recruit, develop, and retain a school psychologist at both school sites. ISRC currently has one psychologist for both school sites, and to ensure students are receiving their mandated services and to better support the special education department, we will secure the services of a psychologist at both sites. Provide one full time school psychologist (2 FTEs) at each school site to ensure high levels of support for students with exceptionalities. Provide one full time Speech Language Pathologist (SLP) (2 FTEs) at each school site to insure high level support for the assessment and speech services of students with disabilities. Provide one full time Special Education Coordinator(1 FTE) whose time is to be divided between both school sites. The site coordinator is intended to insure a high level support for the assessment protocol and IEP management of students with disabilities. Provide instructional assistants at a 1:12 ratio for each SPED case carrier to allow greater in-class support for students with disabilities in the gen-ed classroom. ISRC will recruit, develop, and retain an SLP at both school sites. To better support the assessment and IEP services of students with disabilities ISRC will recruit, develop, and retain a SPED School Coordinator at both school sites to help oversee IEP implementation, timelines, and accuracy.	$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ISRC will hire, develop and retain para-professional instructional aids at a 1:12 ratio for each SPED case carrier to allow greater in-class support. These aids will primarily provide academic support for students with IEPs but also may be utilized to assist other students with need. Access to related services such as speech and language therapy, occupational therapy, physical therapy, counseling, and behavioral interventions to address specific areas of need identified in students' IEPs. Provision of assistive technology devices and services to support students with exceptional needs in accessing the curriculum, communication, and independent functioning. Transition planning and support services for students with exceptional needs as they transition between grade levels or prepare for post-secondary education, vocational training, or employment opportunities. . Collaboration among special education teachers, general education teachers, support staff, and families to develop and implement inclusive practices, accommodations, and interventions that meet the diverse needs of students with exceptionalities.		
3.2	Professional Learning and Support	ISRC has contracted with Anchor Counseling Services to perform a comprehensive review of all school procedures and processes for students with disabilities. This will include a review of all IEP documentation for compliance and completeness. Anchor Counseling Services will support ISRC by providing School Psychology and SLP services while the school seeks to hire personnel in those areas. Provide training to teachers and instructional aids on how to read IEPs, planning for mandated accommodations in lesson planning, and providing effective instruction and research-based in-class remediation strategies for all students with IEPs.	$513,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Purchase a software platform similar to Unique Learning Systems to provide ongoing standards based extension and differentiation for students with IEPS. This program also will assist support providers in assessment and documentation of student growth on standards-based IEP goals. Provide school staff, including instructional assistants with professional learning on the school-wide reading intervention protocol, and resources aligned to the science of reading and to provide additional layers of academic support for students with disabilities and address their performance in English Language Arts as indicated on the CA School Dashboard . High quality professional development workshops will be facilitated through a consultant still TBD. Support Universal design efforts of teachers with students with disabilities through software such as GoalBook to ensure that all IEP goals are aligned to standards and differentiated according to individual student needs.		
3.3	Family and Community Engagement and Support	ISRC aims to foster a collaborative and inclusive environment where special education students receive comprehensive support from their families and communities. This initiative recognizes the critical role that family and community involvement play in the success of special education students and seeks to strengthen partnerships between schools, families, and communities. Through targeted strategies and resources ,ISRC will empower families to actively participate in their child's education journey, advocate for their needs, and collaborate with educators to create tailored learning experiences. Key Components: Outreach and Communication: Implementing strategies to ensure clear and effective communication between schools, families, and communities regarding special education services, resources, and opportunities.	$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Parent and Community Education: Providing workshops, training sessions, and informational resources to educate families and communities about special education laws, rights, and available support services. Family Engagement Activities: Organizing events, meetings, and activities that promote meaningful engagement between families, educators, and community members to discuss and address the needs of special education students. Culturally Responsive Practices: Incorporating culturally responsive approaches that recognize and respect the diverse backgrounds, languages, and perspectives of families and communities. Collaboration and Partnerships: Building strong partnerships between schools, community organizations, and support agencies to enhance the continuum of care and support for special education students and their families. Through the implementation of these strategies, ISRC will create a supportive and inclusive educational ecosystem where special education students receive the necessary support, resources, and opportunities to thrive academically, socially, and emotionally.		
3.4	After School Programming and Support	Provide support staff for students with disabilities in the after school program for each grade level span represented (Tk-2, 3-5, 6-8) ISRC will provide specialized and inclusive after-school opportunities tailored to the unique needs of special education students. Recognizing the importance of extended learning opportunities in promoting academic, social, and emotional growth, ISRC will enhance access to high-quality after-school programs and support services for students with diverse learning needs. Key Components:	$215,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Specialized Programming: Developing after-school programs specifically designed to address the academic, social, and behavioral goals outlined in Individualized Education Programs (IEPs) for special education students and support their performance in English Language Arts. Individualized Support: Providing personalized support and accommodations to ensure that special education students can fully participate and benefit from after-school activities and enrichment programs. Qualified Staffing: Ensuring that after-school programs are staffed with trained professionals who have the expertise and skills to support the unique needs of special education students, including special education teachers, aides, and behavioral specialists. Inclusive Environment: Creating an inclusive and supportive environment where special education students feel welcomed, valued, and respected, fostering opportunities for peer interaction and social skill development. Collaboration with Community Partners: Collaborating with community organizations, local agencies, and stakeholders to expand access to after-school programs and leverage additional resources and expertise to support special education students. Through the implementation of these strategies, ISRC will extend learning opportunities beyond the traditional school day, providing special education students with the necessary resources, support, and experiences to achieve their full potential academically, socially, and emotionally. By offering inclusive and enriching after-school programming, this initiative aims to promote equity, inclusion, and success for all students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ISRC will work to close the achievement gap between all our subgroups by providing targeted support for students with disabilities, English Language Learners, homeless and foster youth, and socio-economically disadvantaged students, by improving student engagement and community/ family involvement through better collaboration, the implementation of character education, and the application of core values in order to increase student academic achievement and to facilitate student identity development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of our local level data, including student attendance, student and family survey outcomes and overall student achievement patterns appear to indicate high absenteeism and as a result, low student engagement. Increasing parental involvement can have a positive influence on such challenges and therefore, becomes a driving factor why this goal is developed, as well.

Research has demonstrated that when students are given access to more rigorous coursework opportunities, and education that focuses on character education, they work harder and engage more in school, leading to fewer absences and suspensions and ultimately to higher graduation rates. Raising expectations regarding student access and enrollment in rigorous dual language coursework is crucial.

ISRC has developed the goal of closing the achievement gap between subgroups by providing targeted support for students with disabilities, English Language Learners (ELLs), homeless and foster youth, and socio-economically disadvantaged students for several key reasons:

Equity and Inclusion: ISRC is committed to promoting equity and inclusion in education by addressing disparities in academic achievement among different student subgroups. Closing the achievement gap ensures that all students, regardless of background or circumstance, have equal opportunities to succeed academically and reach their full potential.

Legal and Ethical Obligations: Schools and districts have legal and ethical obligations to provide equitable access to education and support services for all students, particularly those who may be historically underserved or marginalized. By focusing on targeted support for students with disabilities, ELLs, homeless and foster youth, and socio-economically disadvantaged students, ISRC fulfills its responsibilities to these student populations and upholds principles of social justice.

Improving Student Engagement: Engaged students are more likely to succeed academically and develop a positive sense of identity and belonging within the school community. By improving student engagement through collaborative initiatives, character education programs, and the application of core values, ISRC creates a supportive and inclusive learning environment where all students feel valued, motivated, and connected to their education.

Community and Family Involvement: Collaboration between schools, families, and communities is essential for supporting student success and closing the achievement gap. By fostering better collaboration and involvement among stakeholders, ISRC strengthens the support network around students and creates opportunities for shared decision-making, resource-sharing, and collective problem-solving.

Promoting Student Identity Development: Student identity development is an integral aspect of academic achievement and personal growth. By implementing character education programs and promoting core values such as respect, responsibility, and integrity, ISRC supports students in developing positive attitudes, behaviors, and beliefs that contribute to their overall well-being and success.

Overall, the goal reflects ISRC's commitment to equity, excellence, and holistic student development. By providing targeted support, promoting engagement and involvement, and fostering identity development, ISRC aims to narrow the achievement gap and ensure that all students have the opportunity to thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of chronic absenteeism as measured by student attendance in PowerSchool and CalPads.	36.6 % Chronic Absenteeism rate	N/A - Pending end of year data from CALPADS		Decrease chronic absenteeism rate from to 20%.	
4.2	% of student suspensions as measured by PowerSchool and CalPads discipline data	0.6% suspension rate	N/A - Pending end of year data from CALPADS		Decrease suspension rate from to 0.3%.	
4.3	Expulsion Rate as measured by PowerSchool and CalPads discipline data.	Zero Expulsions	N/A - Pending end of year data from CALPADS		Maintain expulsion rates of Zero.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	National School of Character Designation Indicators	3 of 11 Indicators met	N/A - Pending indicator results		Increase growth to 11 indicators and Earn a National School of Character Distinction from Character.org	
4.5	Fully staffed Student Success Team to oversee and mitigate student discipline	50% Staffed Student Success Team	75% staffed student success team		Increase staffing of Student Success Team to 100% fully staffed.	
4.6	Positive Recognition Assemblies for academics and character for all grade levels.	Positive Assembly student recognitions plans implemented and in place, occurring on a quarterly basis	Positive assembly student recognitions implemented on monthly basis		Positive Recognition Assemblies increased to a minimum of one per month, and to include all grade levels.	
4.7	% of students implementing Imagine Shared Values as measured by the Imagine Shared Values Survey.	95% of students implementing Shared Values	N/A -Pending Shared Values survey results		100% of students implementing Shared Values	
4.8	Student Climate Survey Responses	80% of students feeling safe and connected at school	N/A - Pending student climate survey responses		95% of students feeling safe and connected at school	
4.9	Family Satisfaction Surveys	50% of families content with services and education being offered annual family survey completion rate	N/A - pending survey results		75% of families content with services and education being offered	

Goal Analysis [2024-25]

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
4.1	Parent Outreach and Communication	ISRC will provide timely and accurate information to parents and social media communications to parents and families supported by: ~Identify a staff communications tsar to facilitate communication between the various departments of the school and families ~Improved public relations through increased communication to the community. ~Regularly updated website to keep parents current ~Continue weekly newsletters ISRC will provide place, communication assistance, and resources for ongoing PTO meetings. These meetings allow parents and community members to become more involved in school functions and volunteering	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities actively. They give participants the availability to join school functions actively. Parent University activities ISRC will monthly hold a town-hall meeting environment where all stakeholders can communicate, give updates, answer questions and participate. Teachers and parents will attend these meetings and will provide opportunities for networking and relationship building. Pizza with the principal ISRC will hold a monthly meeting to provide school-level data for all stakeholders. Data and donuts Monthly meeting with ELAC community-outreach to parents of EL students Provide small incentives to parents that participate.		
4.2	Student Programs and Incentives	ISRC will engage in Character.org training and will seek to become a "National School of Character" by 2027. Monthly character awards will be implemented for students exhibiting good character. Parents will be invited to celebrate with the students School functions, activities, and ceremonies can be places to celebrate, engage, and encourage positive outcomes for our schools. Participation in the Advanced Reading Challenge, National Character Essay, AVID Annual Essay Contest, 40 book challenge, etc. Purchase incentives for students to participate in several challenges throughout the school year. Provide attendance incentives for students. Increase student engagement through the creation and implementation of after school clubs as requested by parent and student surveys such as drama, robotics, choir, etc. Provide stipend and materials to support these programs through ASES and or ELOP funds. .	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Multi-Tiered System of Supports	ISRC will address the needs of students through the implementation of the Multi-Tiered System of Support (MTSS), which is a proactive and preventative framework that integrates data and instruction to support students' social, emotional, and behavioral needs. The MTSS framework has four essential components: screening, progress monitoring, multi-level intervention system, and data-based decision. The MTSS is a framework in which educators engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for teachers and students. The MTSS Framework will serve as an umbrella for both Response to Intervention (RTI) and PBIS. Response to Intervention (RTI) is a multi-tiered framework for academic support, whereas Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework for behavioral support. The MTSS framework will require: Multi-tiered System of Supports (MTSS) Professional Development Response to Intervention (RtI) Professional Development Positive Behavioral Intervention and Supports (PBIS) Trauma-informed Professional Development The development of School Intervention Teams to lead the school's focused micro-view on the specific students in need of Tier 3 intensive supports in areas such as a.) significant weaknesses in reading, writing, number sense, and /or English Language, b.) Chronic absenteeism, c.) Severe behavior and/or motivation concerns, d.) Combination of all factors 6. The purchase of an SEL program (EduGuide or similar) to provide classroom-level, school-level, and district-level reports that include individualized data used to improve support for students' academic, social, and emotional learning.	$200,000.00	Yes
4.4	Homeless/ Foster Liaison	ISRC will ensure the holistic support and educational success of homeless and foster youth within the school community. Recognizing the unique challenges faced by these vulnerable student populations, ISRC will establish a dedicated liaison position to serve as a point of contact and advocate for homeless and foster youth, facilitating access to resources, services, educational opportunities, and act as a liaison between the	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school, group homes, substitute care providers, placing agencies to assure the educational needs of students in foster care are being appropriately addressed. The liaison will work alongside our Dean of Students and Intervention program to ensure they are given appropriate priority to services and that their status as a homeless or foster student does not become a barrier to their ability to take part in school sponsored sports, field trips, or other activities. ISRC will establishing a designated staff member within the school or district to serve as the primary point of contact for homeless and foster youth and their families, providing individualized support, advocacy, and guidance, and implement strategies to identify and reach out to homeless and foster youth within the school community, including collaboration with community agencies, shelters, and support organizations. ISRC will also connect homeless and foster youth and their families with essential support services, such as housing assistance, healthcare, mental health counseling, transportation, and academic support programs, and ensure educational stability and continuity for homeless and foster youth by facilitating enrollment, school transfers, credit transfers, and access to educational resources and extracurricular activities. ISRC will also collaborate with community organizations, social services agencies, local government agencies, and stakeholders to coordinate efforts and leverage additional resources to support homeless and foster youth. Through the implementation of these strategies, ISRC will address the unique needs and challenges faced by homeless and foster youth, fostering a supportive and inclusive school environment where all students have equitable access to education, opportunities, and support services. By providing dedicated advocacy and support, ISRC will promote the academic success, well-being, and stability of homeless and foster youth, empowering them to thrive and reach their full potential.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	ISRC will decrease the number of English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities that are chronically absent by providing and improving targeted services that increase student activity, engagement, culture, and attendance for these student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism can significantly impact a student's academic success. Students who are consistently absent miss out on crucial instruction time, leading to gaps in learning and potentially lower academic achievement. By targeting specific student groups—English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities—the goal is to address the factors contributing to absenteeism within these populations, since current dashboard data indicates ISRC is performing in the red.

Educational equity is about ensuring that all students have access to the resources and support they need to succeed. Unfortunately, certain student groups, such as English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities, may face additional barriers to regular attendance. These barriers could include language barriers, economic challenges, or lack of support systems. By focusing on these groups, the goal is to address disparities in attendance and ensure that every student has an equal opportunity to succeed.

The goal emphasizes the provision and improvement of targeted services. ISRC recognizes the need for tailored interventions and support systems that specifically address the unique needs of each student group. These services will include language support for English Learners and their families and socio-emotional support for students with disabilities and other underperforming student subgroups.

Actively engaging students in their learning and creating a positive school culture can help improve attendance rates. When students feel connected to their school community and are actively engaged in their learning, they are more likely to attend school regularly. By focusing on increasing student activity, engagement, and culture, the goal aims to create an environment where students feel motivated to attend school and participate in their education.

In summary, the goal of decreasing absenteeism among English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities by providing targeted services and improving student activity, engagement, and culture is rooted in principles of equity, inclusion, and a commitment to ensuring that all students have the support they need to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	ELL student chronically absent percentage	36.2% chronically absent	N/A - Pending end of year data from CALPADS		15% chronically absent	
5.2	Hispanic student chronically absent percentage	36.3% chronically absent	N/A - Pending end of year data from CALPADS		15% chronically absent	
5.3	Socioeconomically disadvantaged student chronically absent percentage	36.9% chronically absent	N/A - Pending end of year data from CALPADS		15% chronically absent	
5.4	Students with disabilities chronically absent percentage	39.7% chronically absent	N/A - Pending end of year data from CALPADS		15% chronically absent	
5.5	Device Check Out Percentage	100% students have Chromebooks	100% of students have Chromebooks		100% students have 1:1 devices.	No change in the percentage of student access to Chromebooks.
5.6	Textbook Check Out Percentage	100% of students have textbooks both physical and digital for use at school and at home.	100% of students have access to both physical and digital curriculum for use at home and at school.		100% of students have access to both physical and digital curriculum for use at home and at school.	No change in the percentage of student access to physical and digital textbooks.
5.7	Facility Inspection Tool - Number of facilities meeting “Good Repair” status	100% of facilities at both sites meet "good repair" status.	N/A - Pending inspection results		100% of facilities in “Good Repair” status	
5.8	Monthly ADA Percentage	92%	93%		95% ADA	

Goal Analysis [2024-25]

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
5.1	Attendance Incentive Program	Both schools will provide material incentives for students who are on-time and for those who have perfect attendance each year.	$50,000.00	Yes
5.2	Attendance Platform and System	Utilization of PowerSchool, ParentSquare, School CheckIn, and CurbSmart to ensure attendance is accurate and communications with stakeholders are aligned and effective in promoting attendance and clearance of absences. Includes training and support for registrars and attendance staff on the use of programs and platforms	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Maintenance and upkeep of quality facilities	Adequate maintenance and acquisition of facilities and support structures to enhance student pick-up and drop-off and enhance campus beautification to increase student well-being and desire to attend school every day.	$150,000.00	No
5.4	Device and textbook availability and maintenance	Ensure that devices and textbooks are available for students to use remotely when they are unable to attend school and provide additional support materials to ensure there are no gaps in instructions and students are aware and completing coursework when not on campus	$75,000.00	Yes
5.5	Attendance Clerk	Both schools will hire and maintain an attendance clerk.	$85,000.00	No
5.6	Parent Outreach and Support	Provide dedicated time for guidance counselors and other staff at each site to communicate with families of students that are identified as chronically absent and offer additional supports to families to accommodate needs and improve school attendance	$100,000.00	Yes
5.7	Maintain SART and SARB MOU	Maintain relationship with local law enforcement and District Attorneys Office to maintain SART and SARB practices . Schedule and maintain at least monthly meetings with student's families that need to be assigned to the SART and SARB process. Attend meetings with law enforcement and DA as scheduled and appropriate to address students referred to SARB..	$1,200.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,829,192	$706,747

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
34.788%	0.000%	$0.00	34.788%

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:** English Language Development **Need:** English Language Learner ELA proficiency **Scope:** LEA-wide	The ELD program at ISRC is designed to address the specific needs of English learners (ELs) who require targeted instruction to develop proficiency in English. These needs include: Language Proficiency: Many EL students start with limited English proficiency, which impacts their ability to fully participate in academic activities and comprehend instructional content. Much of the cognitive processes of learning are gained through speaking and listening, and require a progressive	ELA performance by ELL students on CAASPP

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
		increase in English proficiency. The actions included in our LEA-wide systems of English language development are specifically intended to promote our learners ability to effectively comprehend and articulate their learning. Academic Achievement: EL students often face challenges in meeting academic standards and achieving grade-level competencies due to language barriers. Most core content areas have foundational content built upon domain-specific and academic language. The lexicon specific to most classroom instruction differs from conversational English and Spanish and can often pose a challenge for English learners. Social Integration: Language barriers can hinder social interactions and the ability to integrate into the school community, affecting students' overall school experience and sense of belonging. This action is implemented LEA-wide, as the use of a common language is critical to social integration as an integral part of educating the whole child. Cultural Adjustment: Many EL students may come from diverse cultural backgrounds, and benefit from support in adjusting to the educational environment and cultural norms of the school. ISRC has committed to an effective dual language program which compels us to embrace learning from a multicultural perspective. Why It Is Provided on an LEA-wide Basis: Consistency in Instruction: Providing ELD on an LEA-wide basis ensures that all EL students,	

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
		regardless of the school they attend within the district, receive a consistent level of support and high-quality instruction. This standardization is crucial for maintaining equitable educational opportunities across the district. Resource Allocation: Centralizing ELD services allows the district to allocate resources more efficiently. This includes qualified ELD teachers, instructional materials, and professional development opportunities, ensuring that all schools have access to the necessary tools to support EL students. Data-Driven Decisions: Implementing the ELD program district-wide enables the use of comprehensive data collection and analysis to monitor student progress and program effectiveness. This data-driven approach helps in identifying trends, addressing gaps, and making informed decisions to improve ELD services. Professional Development: A district-wide ELD program facilitates ongoing professional development for teachers, ensuring that they are equipped with the latest strategies and methodologies in language instruction. This professional growth is essential for teachers to effectively support EL students. Equity and Access: An LEA-wide approach ensures that all EL students have equal access to quality language development programs. It promotes equity by providing the same level of support and opportunities, regardless of the individual school's resources or demographics.	

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
		Compliance with Regulations: Providing ELD services on a district-wide basis helps ensure compliance with federal and state regulations regarding the education of EL students. It ensures that the district meets the legal requirements for supporting the language development and academic success of EL students. By addressing these needs through a comprehensive, LEA-wide ELD program, ISRC aims to enhance the educational outcomes and overall school experience for its English learner students.	
1.3	**Action:** Supplemental Curriculum **Need:** Supplemental math, English, and reading curriculum to address proficiency **Scope:** LEA-wide	The supplemental curriculum at ISRC is tailored to address the distinct needs of English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how it meets these needs: English Language Learners (ELL) Students: Language Proficiency: Supplemental curriculum includes targeted English language development (ELD) programs to enhance listening, speaking, reading, and writing skills. Academic Support: Additional resources like bilingual materials and instructional aides help bridge the gap between ELL students and their peers. Cultural Relevance: Culturally responsive materials ensure that learning is relevant and	CAASPP Math performance, CAASPP ELA performance, EL reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		accessible to ELL students, fostering better engagement and understanding. Socioeconomically Disadvantaged Students: Resource Access: Supplemental programs provide additional learning materials and technology, ensuring these students have the same learning opportunities as their more affluent peers. Academic Interventions: Focused interventions in literacy and numeracy help address any foundational gaps that may result from limited access to educational resources at home. Support Services: Wraparound services, including counseling and after-school programs, support the holistic development of these students. Other Underperforming Student Groups: Targeted Interventions: Data-driven identification of students who are underperforming allows for personalized support through tutoring, small group instruction, and specialized curriculum enhancements. Skill Development: Supplemental programs focus on building essential skills, whether in reading, math, or other critical areas, ensuring that these students can catch up with their peers. Engagement Strategies: Diverse and engaging materials and activities are used to maintain the interest of underperforming students, helping to	

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
		reduce dropout rates and improve academic outcomes. Why It Is Provided on an LEA-wide Basis: Consistency in Educational Quality: A district-wide supplemental curriculum ensures all students, regardless of their school, receive consistent and high-quality educational support. This standardization is crucial for maintaining equity and excellence across the district. Equitable Resource Distribution: Centralized provision allows for equitable distribution of resources, ensuring that all schools within the district have the necessary tools and materials to effectively implement the supplemental curriculum. Comprehensive Support System: A unified approach creates a robust support network for teachers, facilitating shared best practices, collaborative planning, and uniform professional development. This collective effort enhances the instructional quality and effectiveness of the supplemental curriculum. Data-Informed Decision Making: Implementing the supplemental curriculum across the LEA allows for systematic data collection and analysis. This data-driven approach helps identify trends, measure effectiveness, and make informed decisions to continually improve support for ELL, socioeconomically disadvantaged, and other underperforming students.	

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
		Alignment with Standards: A centralized supplemental curriculum ensures alignment with state standards and district goals, providing a coherent and comprehensive educational experience that meets the diverse needs of all students. Scalability and Sustainability: A district-wide approach ensures that successful programs and interventions can be scaled and sustained over time. This ensures that all students benefit from effective supplemental instruction and support, not just those in specific schools. By addressing these needs through a comprehensive, LEA-wide supplemental curriculum, ISRC aims to enhance educational outcomes and ensure that all students, regardless of their background or challenges, have the opportunity to succeed academically.	
1.4	**Action:** Academic and SEL Supports **Need:** SEL Supports **Scope:** LEA-wide	The combined academic and SEL supports at ISRC are designed to holistically address the unique needs of English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how these supports address their needs: English Language Learners (ELL) Students: Language Acquisition: Academic supports include tailored language development programs that enhance ELL students' proficiency in English through targeted instruction in vocabulary, grammar, and comprehension.	ELA and Math performance on CAASPP

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
		Cultural Integration: SEL supports help ELL students navigate cultural differences, fostering a sense of belonging and improving their social interactions within the school community. Emotional Support: SEL programs address the emotional challenges ELL students may face, such as anxiety and homesickness for newcomers, social integration challenges and character development through counseling and peer support groups. Socioeconomically Disadvantaged Students: Resource Equity: Academic supports provide additional learning materials, and technology to mitigate the digital divide, and take-home materials and tutoring to bridge the resource gap faced by students students in environments that may potentially present challenges to equitable learning scenarios. Holistic Development: SEL programs focus on building resilience, self-esteem, and coping skills, which are crucial for students dealing with socioeconomic stressors. Support Systems: Comprehensive wraparound services, including mentorship and family engagement initiatives, ensure that socioeconomically disadvantaged students receive consistent support both in and out of school. Other Underperforming Student Groups:	

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
		Personalized Learning: Academic supports include individualized learning plans, targeted interventions, and differentiated instruction to meet the specific needs of underperforming students. Motivation and Engagement: SEL programs aim to boost student motivation, engagement, and persistence through positive reinforcement, goal-setting, and relationship-building activities. Behavioral Interventions: SEL supports include behavior management strategies and interventions to address and reduce disruptive behaviors, thereby improving academic focus and outcomes. Why It Is Provided on an LEA-wide Basis: Consistency in Support: Providing academic and SEL supports across the entire LEA ensures that all students, regardless of their school, receive consistent and comprehensive support. This consistency is vital for maintaining equity and quality across the district. Equitable Access to Resources: An LEA-wide approach ensures that resources, such as counseling services, tutoring programs, and learning materials, are distributed equitably. This helps in addressing disparities in resource availability among different schools. Collaborative Framework: A unified support system facilitates collaboration among educators, counselors, and administrators across the district. This shared framework enables the exchange of	

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
		best practices, coordinated interventions, and cohesive professional development. Data-Driven Insights: Implementing these supports on a district-wide basis allows for systematic data collection and analysis. This data-driven approach helps in monitoring student progress, evaluating the effectiveness of interventions, and making informed decisions to continually enhance support services. Alignment with District Goals: An LEA-wide provision ensures that academic and SEL supports align with district-wide goals and standards, promoting a coherent and integrated approach to student development and well-being. Sustainability and Scalability: District-wide implementation ensures that successful academic and SEL programs can be scaled and sustained over time. This ensures that all students benefit from effective supports, irrespective of their school's individual resources or capabilities. By addressing these needs through a comprehensive, LEA-wide approach to academic and SEL supports, ISRC aims to foster an inclusive and supportive learning environment that promotes the academic success and emotional well-being of all students, especially those who are most vulnerable.	
1.5	**Action:** Accelerated Reader	The Accelerated Reader (AR) program at ISRC is designed to enhance reading skills and foster a love for reading among all students, with a particular focus on English Language Learners	CAASPP, STAR, and AR performance

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: Increased access and interest in reading development **Scope:** LEA-wide	(ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how the AR program addresses their specific needs: English Language Learners (ELL) Students: Language Acquisition: The AR program helps ELL students improve their English language proficiency through regular reading practice and comprehension quizzes that reinforce vocabulary and grammar. Reading Comprehension: The program offers a wide range of books at various difficulty levels, allowing ELL students to start at an appropriate level and gradually progress, enhancing their reading comprehension skills. Motivation and Engagement: Interactive quizzes and immediate feedback from the AR program motivate ELL students to read more, which is critical for language development. Socioeconomically Disadvantaged Students: Access to Resources: The AR program provides access to a vast library of books, many of which may not be available at home due to economic constraints. This access helps bridge the resource gap. Personalized Learning: The AR program tracks individual progress and adjusts the reading level according to each student's performance, offering	

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
		personalized learning paths that cater to the needs of socioeconomically disadvantaged students. Engagement and Encouragement: The program includes incentives and rewards for reading achievements, which can be particularly motivating for students who may lack external encouragement to pursue reading. Other Underperforming Student Groups: Skill Development: The AR program targets reading skills, which are fundamental to academic success. By improving reading ability, underperforming students can enhance their overall academic performance. Self-Paced Learning: Students can progress at their own pace, allowing underperforming students to catch up without the pressure of keeping up with peers in a traditional classroom setting. Data-Driven Interventions: Teachers receive detailed reports on student progress, enabling them to identify struggling students and provide targeted interventions. Why It Is Provided on an LEA-wide Basis: Consistency in Program Implementation: Providing the AR program across the entire LEA ensures that all students, regardless of their school, have access to the same high-quality reading resources and opportunities for skill development.	

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
		Equitable Access to Resources: A district-wide implementation guarantees that every school within the LEA has the necessary tools and materials to support the AR program, ensuring equitable access for all students, especially those from disadvantaged backgrounds. Collaborative Framework: An LEA-wide approach allows for a unified strategy in reading education, fostering collaboration among educators and the sharing of best practices, which enhances the overall effectiveness of the program. Comprehensive Data Collection: Implementing the AR program across the district facilitates comprehensive data collection and analysis, providing insights into reading trends, identifying areas for improvement, and enabling informed decision-making. Alignment with District Goals: A district-wide AR program ensures alignment with the LEA's educational goals and standards, promoting a cohesive approach to literacy development and academic achievement. Scalability and Sustainability: A centralized implementation ensures that successful strategies and interventions can be scaled across the district and sustained over time, benefiting all students consistently. By addressing these needs through the Accelerated Reader program, implemented on an LEA-wide basis, ISRC aims to improve literacy skills, enhance academic outcomes, and foster a	

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
		love for reading among all students, with a particular focus on those who are most in need of support.	
1.6	**Action:** Highly Qualified Educators **Need:** Language Acquisition Support; Culturally Responsive Teaching; Differentiated Instruction; Trauma-Informed Practices; Stable and Supportive Relationships; Holistic Support; Equitable Access to Quality Education; Resource Awareness and Accessibility; Engagement and Motivation; Personalized Learning; Consistent High Expectations; Positive School Climate **Scope:** LEA-wide	English Language Learners (ELL): Specialized Instruction: Highly qualified educators with training in English language development can provide effective instructional strategies tailored to the needs of ELL students. This includes scaffolding content, using visual aids, and implementing language acquisition techniques to enhance comprehension and language proficiency. Cultural Competence: Educators who are culturally responsive can create an inclusive classroom environment that respects and integrates students' cultural backgrounds, making learning more relevant and accessible for ELL students. Foster Youth: Trauma-Informed Practices: Highly qualified educators trained in trauma-informed practices can recognize and respond to the unique emotional and behavioral needs of foster youth. This includes creating a safe and supportive classroom environment that helps mitigate the impacts of trauma on learning. Stability and Support: Foster youth often face instability in their personal lives. Consistent, caring, and skilled educators can provide the stability and academic support these students need to thrive.	ELA and Math performance on CAASPP; STAR, and AR performance

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
		Socioeconomically Disadvantaged Students: Equitable Access to Quality Education: Highly qualified educators ensure that low-income students receive the same high standards of instruction as their peers, helping to close achievement gaps. They can provide differentiated instruction and additional support to address any learning gaps. Holistic Support: Educators who are aware of the challenges faced by low-income students can connect them with additional resources and support services, such as free lunch programs, after-school tutoring, and community services. Why It Is Provided on an LEA-wide Basis at ISRC Equity and Consistency: Uniform Quality of Education: Providing highly qualified educators across all schools within the LEA ensures that every student, regardless of their school or location, has access to high-quality instruction. This consistency helps to address disparities in educational outcomes and promotes equity. Standardized Professional Development: An LEA-wide approach allows for standardized professional development and training programs for educators. This ensures that all teachers have access to the same high-quality training, particularly in areas critical to supporting unduplicated pupils, such as cultural competence,	

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
		trauma-informed practices, and differentiated instruction. Efficient Resource Allocation: Centralized Recruitment and Retention: By managing recruitment and retention efforts at the LEA level, ISRC can more effectively attract and retain highly qualified educators. This includes offering competitive salaries, benefits, and professional growth opportunities. Targeted Support and Interventions: Centralized data collection and analysis enable the LEA to identify schools and students with the greatest needs and allocate resources accordingly. This targeted approach ensures that support is directed where it is most needed. Collaboration and Best Practices: Professional Learning Communities: An LEA-wide initiative fosters collaboration among educators from different schools. Through professional learning communities and cross-school partnerships, teachers can share best practices, resources, and strategies for supporting unduplicated pupils. Comprehensive Support Systems: A district-wide approach allows for the development of comprehensive support systems that include not only instructional strategies but also social-emotional learning, family engagement, and community partnerships. Accountability and Improvement:	

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
		Data-Driven Decision Making: Implementing this action on an LEA-wide basis allows for the collection and analysis of data on student outcomes and educator effectiveness. This data-driven approach ensures continuous improvement and accountability in meeting the needs of unduplicated pupils. Stakeholder Engagement: Engaging stakeholders, including families, community members, and educators, at the district level ensures that the needs and voices of unduplicated pupils are considered in decision-making processes. By focusing on highly qualified educators, ISRC aims to create a supportive and effective learning environment for all students, particularly those who are ELL, foster youth, and socioeconomically disadvantaged. Providing this support on an LEA-wide basis ensures that all students have the opportunity to succeed academically and personally, regardless of their individual circumstances.	
2.6	**Action:** Bilingual Teacher Development Program **Need:** Support for English Language Learners and English Language Development Program **Scope:** LEA-wide	ISRC needs adequately credentialed and certified staff in order to implement a Dual Language Immersion Program for all students and impact the progress and performance of ELL students, socioeconomically disadvantaged students, and other underperforming student groups. The Bilingual Teacher Development Program at ISRC is designed to enhance the capacity of teachers to effectively support English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student	ELA Performance on CAASPP and ELL reclassification rate, percentage of teaching staff with Bilingual Authorization

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
		groups. Here's how the program addresses their specific needs: English Language Learners (ELL) Students: Language Proficiency: Bilingual teachers are equipped to provide instruction in both English and the students' native languages, facilitating better comprehension and more effective language acquisition. Cultural Relevance: Teachers who understand the cultural backgrounds of their students can create a more inclusive and supportive learning environment, which is critical for ELL students. Academic Achievement: Bilingual teachers can provide targeted support in both language development and content areas, helping ELL students achieve academic success in all subjects. Socioeconomically Disadvantaged Students: Equitable Instruction: Bilingual teachers can help bridge the gap for socioeconomically disadvantaged students by providing additional language support, which is often necessary for students who may not have access to language resources at home. Family Engagement: Bilingual teachers can communicate more effectively with non-English-speaking parents, fostering better home-school connections and increasing parental involvement in their children's education.	

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
		Holistic Support: These teachers are trained to be sensitive to the challenges faced by socioeconomically disadvantaged students, providing both academic and emotional support. Other Underperforming Student Groups: Targeted Interventions: Bilingual teachers can provide targeted academic interventions in the students' native languages, which can be particularly effective for underperforming students who struggle with English-only instruction. Differentiated Instruction: These teachers are trained to differentiate their instruction to meet the diverse needs of underperforming students, using strategies that are effective for students at various proficiency levels. Increased Engagement: Bilingual teachers can make learning more accessible and engaging for students who might otherwise feel alienated by language barriers, thereby improving overall academic engagement and performance. Why It Is Provided on an LEA-wide Basis: Consistency in Educational Quality: Implementing the Bilingual Teacher Development Program across the entire LEA ensures that all ELL students receive consistent and high-quality bilingual instruction, regardless of the school they attend. Equitable Access to Resources: A district-wide approach ensures that all schools within the LEA	

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
		have access to trained bilingual teachers, providing equitable support to ELL and socioeconomically disadvantaged students across the district. Professional Development: Offering this program on an LEA-wide basis allows for comprehensive professional development opportunities for teachers across the district, ensuring a uniform standard of bilingual education and support. Collaborative Framework: An LEA-wide program fosters a collaborative environment where bilingual teachers can share best practices, resources, and strategies, enhancing the overall effectiveness of bilingual education within the district. Data-Driven Insights: Implementing the program across the LEA facilitates comprehensive data collection and analysis, helping to monitor the progress of ELL students and adjust strategies based on district-wide trends and needs. Alignment with District Goals: A centralized approach ensures that the Bilingual Teacher Development Program aligns with the LEA's broader educational goals and standards, promoting a cohesive strategy for improving educational outcomes for ELL and underperforming students. Sustainability and Scalability: A district-wide implementation ensures that successful practices in bilingual education can be scaled and sustained across the LEA, providing long-term benefits for all students.	

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
		By addressing these needs through the Bilingual Teacher Development Program, implemented on an LEA-wide basis, ISRC aims to enhance the educational experiences and outcomes of ELL, socioeconomically disadvantaged, and other underperforming students. This comprehensive approach ensures that all students receive the support they need to succeed academically and socially.	
2.7	**Action:** Targeted Professional Development **Need:** Integrated ELD instructional support **Scope:** LEA-wide	Targeted professional development (PD) at ISRC is designed to equip teachers with the skills and knowledge necessary to effectively support English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how it addresses their specific needs: English Language Learners (ELL) Students: Language Acquisition Strategies: PD provides teachers with strategies to support language development, such as scaffolding, sheltered instruction, and using visual aids. This helps ELL students better understand and acquire English. Cultural Competency: Training on cultural responsiveness helps teachers understand and respect the cultural backgrounds of ELL students, fostering a more inclusive and supportive classroom environment. Assessment and Differentiation: Teachers learn to use formative assessments and differentiated instruction tailored to the varied proficiency levels	ELA performance on CAASPP

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
		of ELL students, ensuring they receive the appropriate level of challenge and support. Socioeconomically Disadvantaged Students: Trauma-Informed Practices: PD includes training on recognizing and addressing the impacts of poverty and trauma on learning, enabling teachers to create a safe and supportive learning environment. Resource Utilization: Teachers learn how to effectively use limited resources and incorporate community and school resources to support socioeconomically disadvantaged students. Engagement Strategies: Professional development provides strategies to engage students who may have limited academic support at home, ensuring they remain motivated and active participants in their learning. Other Underperforming Student Groups: Data-Driven Instruction: PD helps teachers analyze student performance data to identify underperforming students and implement targeted interventions to address their specific academic needs. Behavior Management: Training includes effective classroom management techniques that promote positive behavior and reduce disruptions, helping underperforming students stay focused and engaged.	

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
		Personalized Learning: Teachers are trained in creating personalized learning plans that cater to the unique needs and learning styles of underperforming students, helping them improve their academic outcomes. Why It Is Provided on an LEA-wide Basis: Consistency in Instructional Quality: Providing targeted PD across the entire LEA ensures that all teachers receive the same high-quality training, leading to consistent instructional practices and support for all students, regardless of the school they attend. Equitable Access to Professional Growth: An LEA-wide approach ensures that all teachers, including those in under-resourced schools, have access to professional development opportunities. This equity in teacher training translates into more equitable learning opportunities for students. Collaborative Culture: A district-wide PD program fosters a culture of collaboration among educators. Teachers across the district can share best practices, resources, and strategies, creating a supportive professional community. Alignment with District Goals: Centralized PD aligns with the district's educational goals and standards, ensuring that all teachers are working towards the same objectives and using methods that are consistent with the district's vision for student success.	

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
		Comprehensive Data Collection: Implementing PD across the LEA allows for systematic data collection on its effectiveness. This data can be used to continually refine and improve PD programs to better meet the needs of teachers and students. Scalability and Sustainability: A district-wide PD program ensures that successful training initiatives can be scaled and sustained over time, providing long-term benefits to teachers and students across all schools in the LEA. By addressing these needs through targeted professional development, implemented on an LEA-wide basis, ISRC aims to enhance the instructional practices of all teachers, thereby improving the educational outcomes and overall school experience for ELL, socioeconomically disadvantaged, and other underperforming students.	
4.1	**Action:** Parent Outreach and Communication **Need:** Parent access to school and student information **Scope:** LEA-wide	The Parent Outreach and Communication initiative at ISRC is designed to foster better engagement and support from parents, particularly for English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how it addresses their specific needs: English Language Learners (ELL) Students: Language Barriers: Outreach programs offer communication in multiple languages, ensuring that non-English-speaking parents can understand and engage with school communications.	Student and Family surveys; Chronic Absenteeism percentage

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
		Cultural Sensitivity: Culturally relevant communication methods help parents from diverse backgrounds feel more connected and involved in their child's education. Support Resources: Providing parents with resources and training on how to support their child's language development at home helps reinforce learning and progress. Socioeconomically Disadvantaged Students: Resource Access: Outreach programs connect families with community resources and services, such as food banks, housing assistance, and after-school programs, addressing basic needs that affect student performance. Parental Engagement: Initiatives that include flexible meeting times, transportation assistance, and virtual meeting options make it easier for parents with demanding work schedules or limited resources to participate in school activities. Educational Support: Workshops and resources provided to parents on how to assist with homework, literacy, and other academic areas help bridge the gap for students who may not receive academic support at home. Other Underperforming Student Groups: Regular Updates: Consistent communication about student progress and areas needing	

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
		improvement keeps parents informed and engaged in their child's academic journey. Collaborative Strategies: Engaging parents in creating action plans and setting academic goals for their children ensures a collaborative approach to addressing academic challenges. Behavioral Support: Communication about behavioral expectations and strategies for reinforcement at home helps create a consistent support system for underperforming students. Why It Is Provided on an LEA-wide Basis: Consistency in Family Engagement: Implementing parent outreach and communication strategies across the entire LEA ensures that all families, regardless of their school, receive the same level of support and engagement opportunities, promoting consistency in family-school partnerships. Equitable Access to Information: A district-wide approach ensures that all parents have access to important information and resources, helping to level the playing field for families who might otherwise be disconnected from the school community due to language, socioeconomic, or other barriers. Centralized Support Resources: By offering outreach and communication services across the LEA, ISRC can pool resources and provide centralized support, such as translation services	

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
		and community resource connections, benefiting all schools in the district. Comprehensive Data Collection: Implementing outreach programs district-wide allows for the collection and analysis of data on family engagement, helping to identify areas for improvement and measure the effectiveness of communication strategies. Alignment with District Goals: A district-wide initiative ensures that parent outreach and communication efforts align with the LEA's overall goals for family engagement and student success, creating a cohesive strategy that supports all students. Scalability and Sustainability: A centralized approach ensures that successful outreach and communication strategies can be scaled and sustained across the district, providing ongoing benefits to all families and students. By addressing these needs through robust parent outreach and communication strategies, implemented on an LEA-wide basis, ISRC aims to enhance family engagement, support student success, and create a more inclusive and supportive educational environment for all students, especially those most in need.	
4.2	**Action:** Student Programs and Incentives **Need:** School climate and student supports	The student programs and incentives initiative aimed at improving school climate and student supports at ISRC is tailored to meet the needs of English Language Learners (ELL), socioeconomically disadvantaged students, and	Family and student surveys; Chronic Absenteeism percentage

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	other underperforming student groups. Here's how these programs and incentives address their specific needs: English Language Learners (ELL) Students: Language Support Programs: Programs that offer additional language instruction, such as after-school ESL classes and language labs, help ELL students improve their English proficiency. Mentorship and Peer Support: Initiatives that pair ELL students with bilingual mentors or peers can provide language practice and emotional support, easing their transition and integration into the school environment. Cultural Inclusivity Programs: Activities that celebrate diverse cultures and languages foster an inclusive school climate, making ELL students feel valued and understood. Socioeconomically Disadvantaged Students: Access to Resources: Programs that provide access to essential resources, such as school supplies, uniforms, and meals, help reduce barriers to academic participation for socioeconomically disadvantaged students. Extracurricular Participation: Incentives that cover fees for sports, arts, and other extracurricular activities ensure that all students, regardless of financial status, can participate and benefit from these enriching experiences.	

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
		Academic Support Programs: Tutoring services, homework clubs, and summer enrichment programs help bridge the achievement gap for students who may lack academic support at home. Other Underperforming Student Groups: Personalized Learning Plans: Developing individualized learning plans with specific goals and incentives for improvement helps address the unique academic needs of underperforming students. Behavioral Support Programs: Programs that include behavioral incentives, such as positive behavior intervention systems (PBIS), promote a positive school climate and encourage better behavior among underperforming students. Mental Health and Wellness Programs: Access to counseling services, stress management workshops, and wellness activities supports the overall well-being of students who may struggle academically due to emotional or psychological challenges. Why It Is Provided on an LEA-wide Basis: Consistency in Support Services: Implementing student programs and incentives across the entire LEA ensures that all students, regardless of which school they attend, have access to the same high-quality support services, promoting equity and consistency.	

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
		Equitable Opportunities: A district-wide approach ensures that every student has the opportunity to participate in programs and receive incentives, addressing disparities that might exist between schools with different resources. Shared Best Practices: Providing these programs and incentives on an LEA-wide basis allows schools to share best practices and successful strategies, improving the overall effectiveness of the initiatives. Unified Climate and Culture: A district-wide implementation fosters a unified school climate and culture that values inclusivity, support, and academic excellence, benefiting all students across the LEA. Comprehensive Data and Evaluation: Centralized implementation allows for the collection and analysis of data on program effectiveness, enabling continuous improvement and ensuring that the needs of all student groups are being met. Alignment with District Goals: Ensuring that these programs and incentives align with district-wide educational goals and standards helps create a cohesive approach to student support and school climate improvement. By addressing these needs through student programs and incentives aimed at improving school climate and student supports, implemented on an LEA-wide basis, ISRC aims to enhance the educational experience and outcomes for ELL, socioeconomically disadvantaged, and other	

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
		underperforming students. This comprehensive approach ensures that all students receive the support they need to thrive academically, socially, and emotionally.	
4.3	**Action:** Multi-Tiered System of Supports **Need:** Student Supports and School Climate **Scope:** LEA-wide	The Multi-Tiered System of Supports (MTSS) at ISRC is designed to address the diverse needs of English Language Learners (ELL), socioeconomically disadvantaged students, and other underperforming student groups. Here's how MTSS addresses their specific needs: English Language Learners (ELL) Students: Tiered Language Instruction: MTSS provides tiered instruction that targets language development, with interventions tailored to the proficiency levels of ELL students. This ensures that they receive appropriate support to improve their English language skills. Cultural and Linguistic Responsiveness: MTSS practices incorporate cultural and linguistic responsiveness, ensuring that interventions are culturally relevant and sensitive to the backgrounds and experiences of ELL students. Progress Monitoring: MTSS includes ongoing progress monitoring to assess the effectiveness of language interventions and adjust support strategies based on the individual needs and progress of ELL students. Socioeconomically Disadvantaged Students:	Discipline data, suspensions, expulsions, Chronic Absenteeism percentage

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
		Wraparound Services: MTSS at ISRC provides wraparound services that address the holistic needs of socioeconomically disadvantaged students, including access to counseling, social services, and community resources to support their academic and non-academic needs. Targeted Interventions: MTSS offers targeted academic interventions, such as additional tutoring, small-group instruction, and extended learning opportunities, to address the specific learning gaps and challenges faced by socioeconomically disadvantaged students. Family Engagement: MTSS practices include strategies to actively engage families in the support process, providing resources, workshops, and outreach efforts to involve parents in their child's education and support their academic success. Other Underperforming Student Groups: Data-Driven Decision-Making: MTSS relies on data-driven decision-making to identify underperforming students, analyze their academic needs, and implement targeted interventions and support strategies to help them succeed. Tiered Interventions: MTSS offers tiered interventions that provide increasingly intensive levels of support based on student response to instruction, ensuring that underperforming students receive the level of support needed to accelerate their progress.	

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
		Collaborative Problem-Solving: MTSS fosters a collaborative problem-solving approach, involving teachers, support staff, administrators, and families in developing and implementing intervention plans tailored to the unique needs of underperforming students. Why It Is Provided on an LEA-wide Basis: Equity in Access: Implementing MTSS on an LEA-wide basis ensures that all students, regardless of their school or background, have equitable access to a comprehensive system of academic and behavioral support. Consistency in Implementation: Providing MTSS district-wide ensures consistency in the implementation of evidence-based practices, intervention protocols, and progress monitoring procedures across all schools within the LEA. Resource Sharing: An LEA-wide approach allows for the sharing of resources, expertise, and best practices among schools, maximizing the effectiveness and efficiency of MTSS implementation. Collaborative Problem-Solving: District-wide implementation fosters collaboration among educators, support staff, administrators, and families, facilitating a coordinated approach to problem-solving and support delivery for students across the district. Data-Driven Decision-Making: Implementing MTSS on an LEA-wide basis enables	

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
		comprehensive data collection, analysis, and utilization to inform decision-making, monitor progress, and continuously improve support services for all students. Alignment with District Goals: District-wide implementation ensures that MTSS aligns with the overarching goals and priorities of the LEA, promoting a cohesive approach to student support and academic achievement across all schools. By addressing the diverse needs of ELL students, socioeconomically disadvantaged students, and other underperforming student groups through a comprehensive MTSS framework, implemented on an LEA-wide basis, ISRC aims to promote academic achievement, positive behavior, and social-emotional well-being for all students.	
4.4	**Action:** Homeless/ Foster Liaison **Need:** Homeless and Foster Youth Support **Scope:** LEA-wide	Stability and Support: Homeless and foster youth often lack stable housing and familial support systems. The liaison helps connect them with resources for shelter, food, clothing, and other basic needs, ensuring they have a stable environment conducive to learning. Educational Continuity: Homeless and foster youth frequently experience disruptions in their education due to frequent moves or changes in living situations. The liaison assists in enrollment, school transfers, and academic support services to minimize disruptions and ensure continuity in their education. Access to Services: Many homeless and foster youth face barriers in accessing healthcare,	Student and family surveys, Chronic Absenteeism percentage

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
		mental health services, and other support services. The liaison helps coordinate access to these services, ensuring their holistic needs are met to support their overall well-being. Advocacy and Empowerment: Homeless and foster youth may face unique challenges and systemic barriers within the education system. The liaison serves as an advocate, ensuring their voices are heard, and empowers them to navigate educational systems and access opportunities for academic success. Why It Is Provided on an LEA-wide Basis: Equity and Access: Providing a Homeless/Foster Liaison on an LEA-wide basis ensures that all homeless and foster youth within the district have access to dedicated support services, regardless of the school they attend. This promotes equity and ensures that no student falls through the cracks. Consistency in Support: An LEA-wide Homeless/Foster Liaison ensures consistent support services and coordination across all schools within the district. This consistency helps streamline processes, ensures uniformity in support strategies, and promotes efficient communication among stakeholders. Maximizing Resources: By centralizing the Homeless/Foster Liaison position at the LEA level, resources can be maximized and efficiently allocated to meet the needs of homeless and foster youth district-wide. This allows for better	

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
		coordination of services and the pooling of resources to address the diverse needs of students. Comprehensive Support: Providing a Homeless/Foster Liaison on an LEA-wide basis allows for a more comprehensive approach to supporting homeless and foster youth. The liaison can collaborate with various stakeholders, including schools, community organizations, and government agencies, to address the multifaceted needs of these vulnerable student populations. Data Collection and Reporting: Centralizing the Homeless/Foster Liaison position enables consistent data collection and reporting on the prevalence and needs of homeless and foster youth within the district. This data can inform decision-making, resource allocation, and policy development to better support these students. Collaborative Partnerships: An LEA-wide Homeless/Foster Liaison can facilitate collaborative partnerships with community organizations, service providers, and other agencies to leverage additional resources and support for homeless and foster youth beyond what the school district can provide alone. By providing a dedicated Homeless/Foster Liaison on an LEA-wide basis, ISRC demonstrates its commitment to addressing the unique needs of homeless and foster youth, ensuring they have the support and resources they need to succeed academically and thrive personally.	

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
5.1	**Action:** Attendance Incentive Program **Need:** Chronic absenteeism can significantly impact a student's academic success. Students who are consistently absent miss out on crucial instruction time, leading to gaps in learning and potentially lower academic achievement. By targeting specific student groups—English Learners, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities—the goal is to address the factors contributing to absenteeism within these populations. **Scope:** LEA-wide	Need Addressed for Specific Student Groups: ELL Students: Language Development: Regular attendance is crucial for ELL students to fully immerse themselves in English-language instruction and practice. By incentivizing attendance, the program encourages consistent participation in language-rich environments, facilitating language acquisition. Academic Progress: ELL students often require additional support to keep up with their peers academically. Improved attendance can lead to better academic outcomes by ensuring they have consistent access to instruction, support services, and opportunities for practice. Socioeconomically Disadvantaged Students: Barriers to Attendance: Socioeconomically disadvantaged students may face obstacles such as lack of transportation, unstable housing, or family responsibilities that hinder regular attendance. Incentives can help mitigate these barriers by providing tangible rewards for consistent attendance. Academic Support: Regular attendance allows socioeconomically disadvantaged students to access vital academic support services, such as tutoring, counseling, and mentoring, which can help address learning gaps and improve academic performance.	Percentage of students who are chronically absent. Percentage of students who are suspended. Percentage of students who are expelled.

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
		Other Underperforming Student Groups: Engagement and Motivation: Underperforming students often struggle with motivation and engagement, leading to higher rates of absenteeism. An attendance incentive program can incentivize these students to attend school regularly by offering rewards that recognize and reinforce positive behavior. Behavioral Support: By promoting regular attendance, the program can help reduce behavioral issues associated with chronic absenteeism, such as disengagement, truancy, and disciplinary problems, leading to a more positive school climate and improved outcomes for underperforming students. Why It Is Provided on an LEA-wide Basis: Equity and Inclusion: Providing the Attendance Incentive Program on an LEA-wide basis ensures that all students, regardless of their school or background, have equal access to opportunities to improve attendance and reap the associated benefits. This promotes equity and inclusivity across the district. Consistency and Standardization: Implementing the program district-wide ensures consistency in attendance policies, procedures, and incentives across all schools within the LEA. This standardization helps ensure fairness and transparency in how attendance is monitored and rewarded.	

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
		Data Collection and Analysis: An LEA-wide approach allows for comprehensive data collection and analysis of attendance trends, patterns, and outcomes across the district. This data can inform decision-making, identify areas for improvement, and measure the effectiveness of the program in addressing attendance-related needs. Resource Sharing and Collaboration: Centralizing the Attendance Incentive Program allows for the sharing of resources, best practices, and strategies for promoting attendance and improving outcomes. This collaboration fosters a culture of continuous improvement and innovation within the district. Community Engagement and Support: An LEA-wide program can leverage community partnerships and resources to support the implementation of the Attendance Incentive Program. This collaborative approach strengthens ties between schools, families, and community stakeholders, enhancing support for students and families. By implementing an Attendance Incentive Program on an LEA-wide basis, ISRC aims to improve attendance rates, promote student engagement and success, and address the needs of ELL students, socioeconomically disadvantaged students, and other underperforming student groups across the district.	
5.4	**Action:** Device and textbook availability and maintenance	Allows for students to maintain access to classroom and instructional materials to complete	Chronically absent student percentages, percentage of chronically absent

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: Large portion of unduplicated pupils are chronically absent and need additional support to ensure maintenance of knowledge **Scope:** LEA-wide	coursework when not at school. Need Addressed for Specific Student Groups: ELL Students: Access to Digital Resources: ELL students may benefit from digital resources, such as language learning apps and online dictionaries, to support their language development. Providing devices ensures equitable access to these resources, regardless of students' socioeconomic backgrounds. Multimedia Learning: Devices enable ELL students to engage with multimedia content, such as videos and interactive software, which can enhance comprehension and language acquisition through visual and auditory stimuli. Textbook Availability: Access to digital textbooks or online learning platforms with multilingual support can assist ELL students in accessing instructional materials in their preferred language, facilitating understanding and participation in lessons. Socioeconomically Disadvantaged Students: Equal Access to Technology: Socioeconomically disadvantaged students may lack access to personal devices or reliable internet connectivity at home. Providing devices ensures that all students have equitable access to technology for learning, homework, and research purposes.	students that have accessed online instructional materials, percentage of chronically absent students that have checked out devices

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
		Reduced Financial Burden: Access to free or loaned devices and textbooks alleviates the financial burden on families who may struggle to afford these resources, ensuring that cost is not a barrier to academic success. Maintenance and Support: Providing maintenance and technical support for devices ensures that socioeconomically disadvantaged students can use them effectively without concerns about repair costs or technical issues. Other Underperforming Student Groups: Resource Equity: Ensuring device and textbook availability addresses resource disparities among underperforming student groups, leveling the playing field and providing equal opportunities for academic success. Engagement and Motivation: Access to technology and up-to-date textbooks can increase student engagement and motivation, particularly for students who may struggle with traditional instructional methods. Interactive learning experiences and multimedia resources can cater to diverse learning styles and preferences. Support for Learning Disabilities: Devices equipped with assistive technology tools can support students with learning disabilities by providing accommodations such as text-to-speech, speech-to-text, and adjustable font sizes, facilitating access to curriculum materials. Why It Is Provided on an LEA-wide Basis:	

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
		Equity and Inclusion: Providing device and textbook availability on an LEA-wide basis ensures that all students, regardless of their school or socioeconomic background, have equal access to essential learning resources. This promotes equity and inclusion across the district. Consistency and Standardization: Implementing device and textbook availability district-wide ensures consistency in the quality, availability, and maintenance of resources across all schools within the LEA. Standardization helps ensure fairness and transparency in resource allocation and management. Efficient Resource Utilization: Centralizing device and textbook availability allows for efficient resource utilization, as resources can be distributed based on need and usage patterns across the district. This centralized approach helps maximize the impact of available resources and reduce waste. Cost Savings: By pooling resources and negotiating bulk purchases, the LEA can achieve cost savings in device and textbook procurement, maintenance, and support services. These savings can be reinvested into other educational initiatives to benefit students across the district. Comprehensive Support: Providing device and textbook availability on an LEA-wide basis allows for comprehensive support services, including maintenance, technical support, and professional development for teachers on integrating	

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
		technology into instruction. This holistic approach ensures that students and educators have the resources and support they need to succeed. By providing device and textbook availability and maintenance on an LEA-wide basis, ISRC aims to address the needs of ELL students, socioeconomically disadvantaged students, and other underperforming student groups, ensuring equitable access to essential learning resources and supporting academic success for all students across the district.	
5.6	**Action:** Parent Outreach and Support **Need:** Student and Family tailored interventions and support services. **Scope:** LEA-wide	Need Addressed for Specific Student Groups: ELL Students: Language Barriers: Parents of ELL students may face language barriers that hinder their ability to effectively communicate with school staff and support their child's education. Parent outreach programs provide multilingual support and resources to ensure that language is not a barrier to parental involvement. Cultural Understanding: Outreach initiatives promote cultural understanding and sensitivity, helping ELL parents feel more comfortable and engaged with the school community. By recognizing and respecting cultural differences, these programs create a welcoming environment for ELL families. Academic Support: Parent outreach programs provide resources and guidance to help ELL parents support their child's academic progress at	ELL student chronically absent percentage. Hispanic student chronically absent percentage. Socioeconomically disadvantaged student chronically absent percentage. Students with disabilities chronically absent percentage.

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
		home. This support may include strategies for practicing language skills, accessing educational materials, and navigating the school system. Socioeconomically Disadvantaged Students: Limited Resources: Socioeconomically disadvantaged families may lack access to resources and support networks that can enhance their involvement in their child's education. Parent outreach programs offer information about available resources, such as tutoring services, afterschool programs, and community support services, to help mitigate these barriers. Empowerment and Advocacy: Outreach initiatives empower socioeconomically disadvantaged parents to advocate for their child's educational needs and navigate the school system effectively. By providing information about rights, resources, and support services, these programs help parents become active participants in their child's education. Family Engagement: Parent outreach efforts foster family engagement in education, creating opportunities for socioeconomically disadvantaged parents to be involved in school activities, volunteer opportunities, and decision-making processes. This engagement strengthens the school-home partnership and supports student success. Other Underperforming Student Groups:	

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
		Supportive Environment: Parent outreach programs create a supportive environment where parents of underperforming students feel valued, respected, and empowered to play an active role in their child's education. By building trust and rapport with families, these initiatives encourage parental involvement and collaboration in supporting student achievement. Academic Resources: Outreach efforts provide access to academic resources and support services that can benefit underperforming students, such as homework assistance, tutoring programs, and enrichment activities. By connecting families with these resources, parent outreach programs help address academic challenges and promote student success. Communication and Collaboration: Parent outreach initiatives facilitate communication and collaboration between families, educators, and support staff to address the unique needs of underperforming students. By fostering open dialogue and partnership, these programs promote a holistic approach to supporting student growth and development. Why It Is Provided on an LEA-wide Basis: Equity and Access: Providing parent outreach and support on an LEA-wide basis ensures that all families, regardless of their school or background, have equitable access to resources, information, and support services. This promotes equity in education and ensures that no family is left behind.	

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
		Consistency and Coherence: Implementing parent outreach initiatives district-wide ensures consistency and coherence in the delivery of support services and communication strategies across all schools within the LEA. This standardized approach promotes clarity, transparency, and fairness in how information is communicated and support is provided to families. Resource Sharing and Collaboration: Centralizing parent outreach efforts at the LEA level allows for resource sharing, collaboration, and coordination among schools, community organizations, and support agencies. This collaborative approach maximizes the impact of available resources and fosters synergy in addressing the diverse needs of families and students. Comprehensive Support: Providing parent outreach and support on an LEA-wide basis allows for a comprehensive approach to addressing the needs of ELL students, socioeconomically disadvantaged students, and other underperforming student groups. By offering a range of resources, services, and opportunities for engagement, these initiatives can meet the diverse needs of families and support student success holistically. Data Collection and Evaluation: Implementing parent outreach programs district-wide facilitates data collection and evaluation to assess the effectiveness of these initiatives in meeting the needs of families and supporting student achievement. This data-driven approach enables continuous improvement and refinement of	

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
		outreach strategies based on evidence and feedback. By providing parent outreach and support on an LEA-wide basis, ISRC aims to address the diverse needs of ELL students, socioeconomically disadvantaged students, and other underperforming student groups, fostering family engagement, promoting equity in education, and supporting student success.	

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

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.

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.

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		1:32
Staff-to-student ratio of certificated staff providing direct services to students		1:25

2025-26 Total 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	16,756,443	5,829,192	34.788%	0.000%	34.788%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,956,700.00	$215,000.00	$0.00	$0.00	$14,171,700.00	$8,968,500.00	$5,203,200.00

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	English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools	2024 - 2027	$1,520,000.00	$300,000.00	$1,820,000.00				$1,820,000.00	
1	1.2	Core Curriculum Program	All Students with Disabilities	No			All Schools	2024 - 2027	$80,000.00	$250,000.00	$330,000.00				$330,000.00	
1	1.3	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$150,000.00	$450,000.00	$600,000.00				$600,000.00	
1	1.4	Academic and SEL Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$1,125,000.00	$500,000.00	$1,625,000.00				$1,625,000.00	
1	1.5	Accelerated Reader	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$0.00	$72,000.00	$72,000.00				$72,000.00	
1	1.6	Highly Qualified Educators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$2,400,000.00	$100,000.00	$2,500,000.00				$2,500,000.00	
2	2.1	Recruitment and Retention of Highly qualified Educators	All Students with Disabilities	No			All Schools	By October 2024 and ongoing	$1,500,500.00	$450,000.00	$1,950,500.00				$1,950,500.00	
2	2.2	Systems of Teaching & Learning	All Students with Disabilities	No			All Schools		$120,000.00	$0.00	$120,000.00				$120,000.00	
2	2.3	Recruitment and Retention Initiative	All Students with Disabilities	No			All Schools	2024-27	$100,000.00	$50,000.00	$150,000.00				$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Broad Course of Study	All Students with Disabilities	No			All Schools	2024-27	$0.00	$300,000.00	$300,000.00				$300,000.00	
2	2.5	Closing the Digital Divide	All Students with Disabilities	No			All Schools	2024-27	$0.00	$700,000.00	$700,000.00				$700,000.00	
2	2.6	Bilingual Teacher Development Program	English Learners	Yes	LEA-wide	English Learners	All Schools		$40,000.00	$35,000.00	$75,000.00				$75,000.00	
2	2.7	Targeted Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$400,000.00	$500,000.00	$900,000.00				$900,000.00	
3	3.1	Special Education Staffing	Students with Disabilities	No			All Schools	2024-27	$850,000.00	$150,000.00	$1,000,000.00				$1,000,000.00	
3	3.2	Professional Learning and Support	Students with Disabilities	No			All Schools	2024-27	$13,000.00	$500,000.00	$513,000.00				$513,000.00	
3	3.3	Family and Community Engagement and Support	Students with Disabilities	No			All Schools	2024-27	$80,000.00	$100,000.00	$180,000.00				$180,000.00	
3	3.4	After School Programming and Support	Students with Disabilities	No			All Schools	2024-27	$150,000.00	$65,000.00		$215,000.00			$215,000.00	
4	4.1	Parent Outreach and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025	$75,000.00	$75,000.00	$150,000.00				$150,000.00	
4	4.2	Student Programs and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$25,000.00	$75,000.00	$100,000.00				$100,000.00	
4	4.3	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$50,000.00	$150,000.00	$200,000.00				$200,000.00	
4	4.4	Homeless/ Foster Liaison	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	By October each year	$105,000.00	$5,000.00	$110,000.00				$110,000.00	
5	5.1	Attendance Incentive Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	August 2024 - June 2027	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
5	**5.2**	Attendance Platform and System	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$10,000.00	$90,000.00	$100,000.00				$100,000.00	
5	**5.3**	Maintenance and upkeep of quality facilities	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$50,000.00	$100,000.00	$150,000.00				$150,000.00	
5	**5.4**	Device and textbook availability and maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 - June 2027	$0.00	$75,000.00	$75,000.00				$75,000.00	
5	**5.5**	Attendance Clerk	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$85,000.00	$0.00	$85,000.00				$85,000.00	
5	**5.6**	Parent Outreach and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 - June 2027	$40,000.00	$60,000.00	$100,000.00				$100,000.00	
5	**5.7**	Maintain SART and SARB MOU	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$0.00	$1,200.00	$1,200.00				$1,200.00	

2025-26 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
16,756,443	5,829,192	34.788%	0.000%	34.788%	$8,377,000.00	0.000%	49.993 %	**Total:**	$8,377,000.00
								LEA-wide Total:	$8,377,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	English Language Development	Yes	LEA-wide	English Learners	All Schools	$1,820,000.00	
1	**1.3**	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
1	**1.4**	Academic and SEL Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,625,000.00	
1	**1.5**	Accelerated Reader	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,000.00	
1	**1.6**	Highly Qualified Educators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500,000.00	
2	**2.6**	Bilingual Teacher Development Program	Yes	LEA-wide	English Learners	All Schools	$75,000.00	
2	**2.7**	Targeted Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	

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 (%)
4	4.1	Parent Outreach and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
4	4.2	Student Programs and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
4	4.3	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
4	4.4	Homeless/ Foster Liaison	Yes	LEA-wide	Foster Youth	All Schools	$110,000.00	
5	5.1	Attendance Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
5	5.4	Device and textbook availability and maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
5	5.6	Parent Outreach and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,276,700.00	$13,466,737.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	English Language Development	Yes	$1,820,000.00	$2,120,000
1	**1.2**	Core Curriculum Program	No	$330,000.00	$330,000
1	**1.3**	Supplemental Curriculum	Yes	$600,000.00	$542,915
1	**1.4**	Academic and SEL Supports	Yes	$1,400,000.00	$1,401,665
1	**1.5**	Accelerated Reader	Yes	$272,000.00	$34,068
1	**1.6**	Highly Qualified Educators	Yes	$2,500,000.00	$2,750,000
2	**2.1**	Recruitment and Retention of Highly qualified Educators	No	$1,950,500.00	$1,950,500
2	**2.2**	Systems of Teaching & Learning	No	$120,000.00	$120,000
2	**2.3**	Recruitment and Retention Initiative	No	$150,000.00	$150,000
2	**2.4**	Broad Course of Study	No	$300,000.00	$300,000
2	**2.5**	Closing the Digital Divide	No	$700,000.00	$350,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Bilingual Teacher Development Program	Yes	$115,000.00	$30,450
2	2.7	Targeted Professional Development	Yes	$750,000.00	$527,939
3	3.1	Special Education Staffing	No	$1,000,000.00	$1,000,000
3	3.2	Professional Learning and Support	No	$513,000.00	$513,000
3	3.3	Family and Community Engagement and Support	No	$180,000.00	$180,000
3	3.4	After School Programming and Support	No	$215,000.00	$215,000
4	4.1	Parent Outreach and Communication	Yes	$200,000.00	$150,000
4	4.2	Student Programs and Incentives	Yes	$150,000.00	$25,000
4	4.3	Multi-Tiered System of Supports	Yes	$300,000.00	$125,000
4	4.4	Homeless/ Foster Liaison	Yes	$110,000.00	$110,000
5	5.1	Attendance Incentive Program	Yes	$75,000.00	$25,000
5	5.2	Attendance Platform and System	No	$100,000.00	$140,000

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)
5	**5.3**	Maintenance and upkeep of quality facilities	No	$150,000.00	$140,000
5	**5.4**	Device and textbook availability and maintenance	Yes	$75,000.00	$75,000
5	**5.5**	Attendance Clerk	No	$85,000.00	$85,000
5	**5.6**	Parent Outreach and Support	Yes	$115,000.00	$75,000
5	**5.7**	Maintain SART and SARB MOU	No	$1,200.00	$1,200

2024-25 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)
5,231,161	$8,482,000.00	$7,992,037.00	$489,963.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Language Development	Yes	$1,820,000.00	$2,120,000		
1	1.3	Supplemental Curriculum	Yes	$600,000.00	$542,915		
1	1.4	Academic and SEL Supports	Yes	$1,400,000.00	$1,401,665		
1	1.5	Accelerated Reader	Yes	$272,000.00	$34,068		
1	1.6	Highly Qualified Educators	Yes	$2,500,000.00	$2,750,000		
2	2.6	Bilingual Teacher Development Program	Yes	$115,000.00	$30,450		
2	2.7	Targeted Professional Development	Yes	$750,000.00	$527,939		
4	4.1	Parent Outreach and Communication	Yes	$200,000.00	$150,000		
4	4.2	Student Programs and Incentives	Yes	$150,000.00	$25,000		
4	4.3	Multi-Tiered System of Supports	Yes	$300,000.00	$125,000		
4	4.4	Homeless/ Foster Liaison	Yes	$110,000.00	$110,000		
5	5.1	Attendance Incentive Program	Yes	$75,000.00	$25,000		
5	5.4	Device and textbook availability and maintenance	Yes	$75,000.00	$75,000		

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)
5	**5.6**	Parent Outreach and Support	Yes	$115,000.00	$75,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
14642582	5,231,161	0	35.726%	$7,992,037.00	0.000%	54.581%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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