LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Intellectual Virtues Academy
CDS Code: 19101990134346
School Year: 2026-27
LEA contact information:
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Head of School
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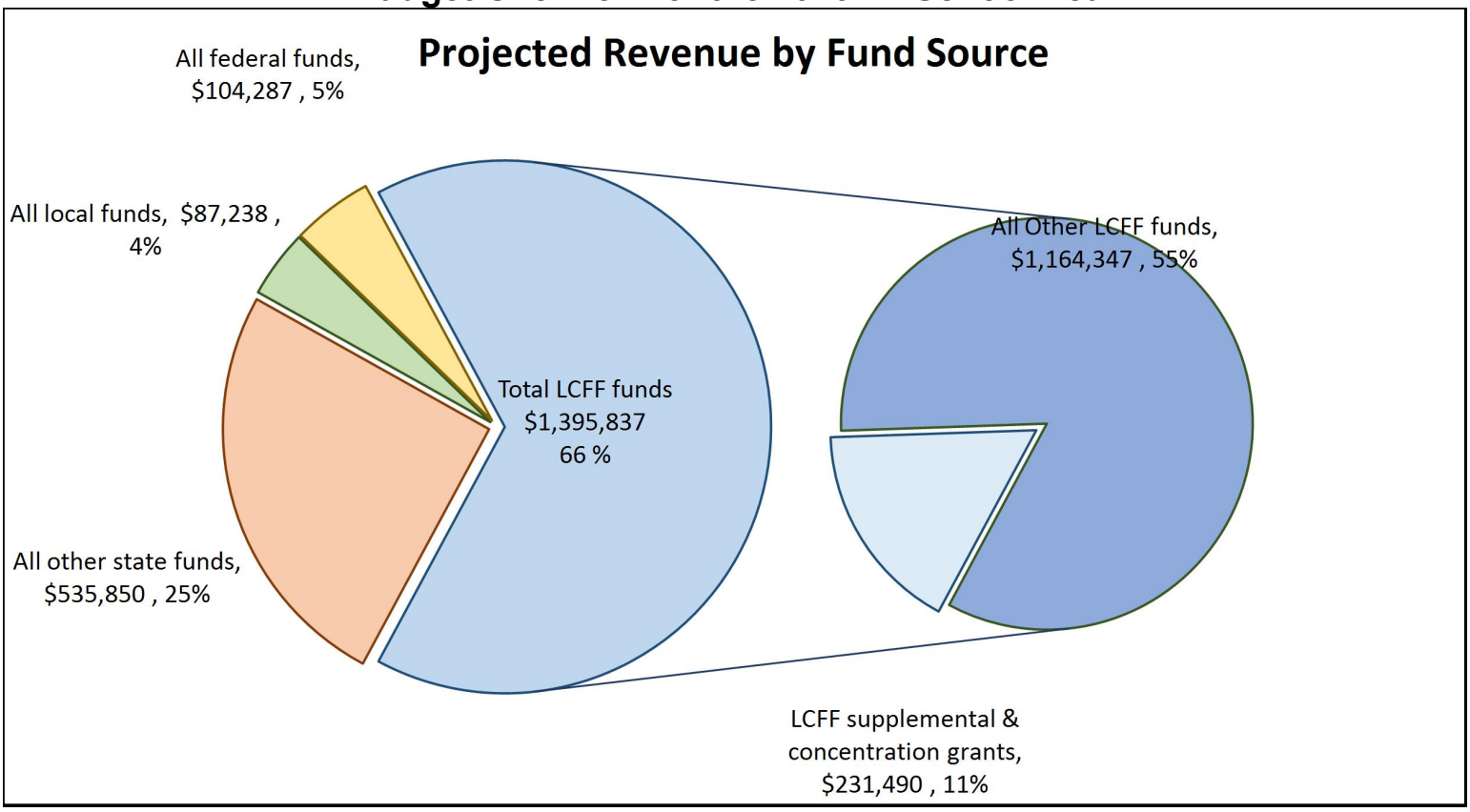
562.283.4456

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

Budget Overview for the 2026-27 School Year

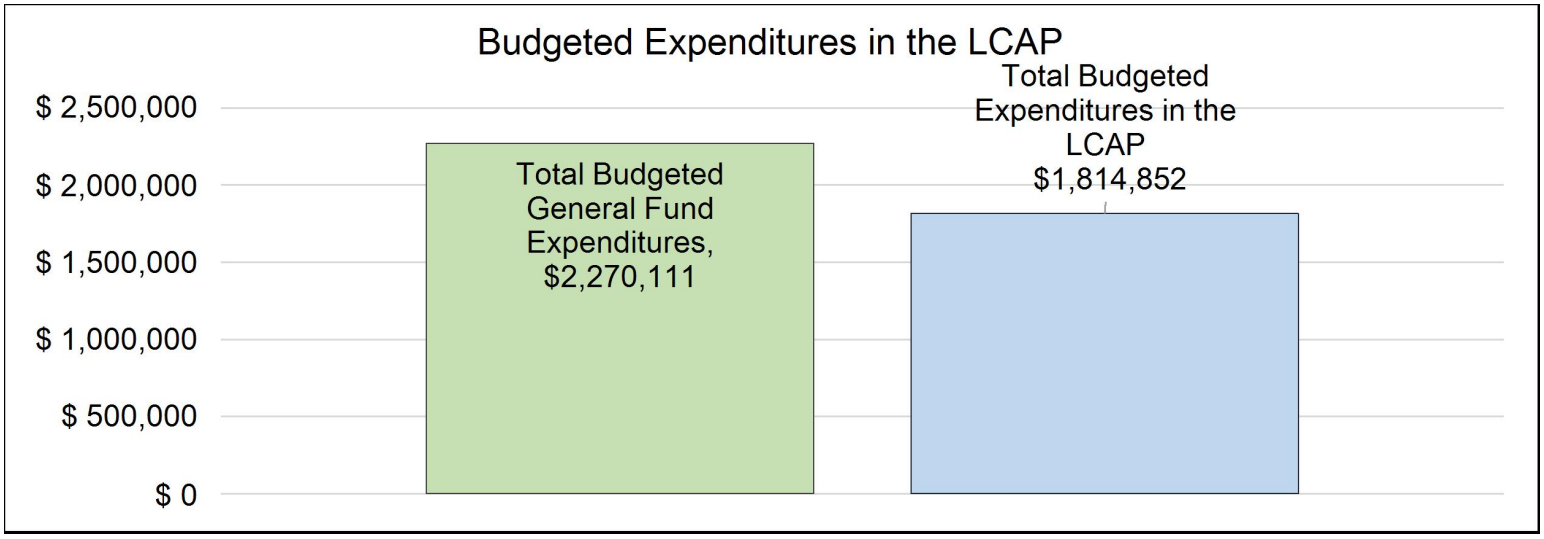


This chart shows the total general purpose revenue Intellectual Virtues Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Intellectual Virtues Academy is $2,123,212, of which $1395837 is Local Control Funding Formula (LCFF), $535850 is other state funds, $87238 is local funds, and $104287 is federal funds. Of the $1395837 in LCFF Funds, $231490 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 Intellectual Virtues Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Intellectual Virtues Academy plans to spend $2270111 for the 2026-27 school year. Of that amount, $1814852 is tied to actions/services in the LCAP and $455,259 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

This includes a good portion of operational expenses, including leases, operations officer, and maintenance.

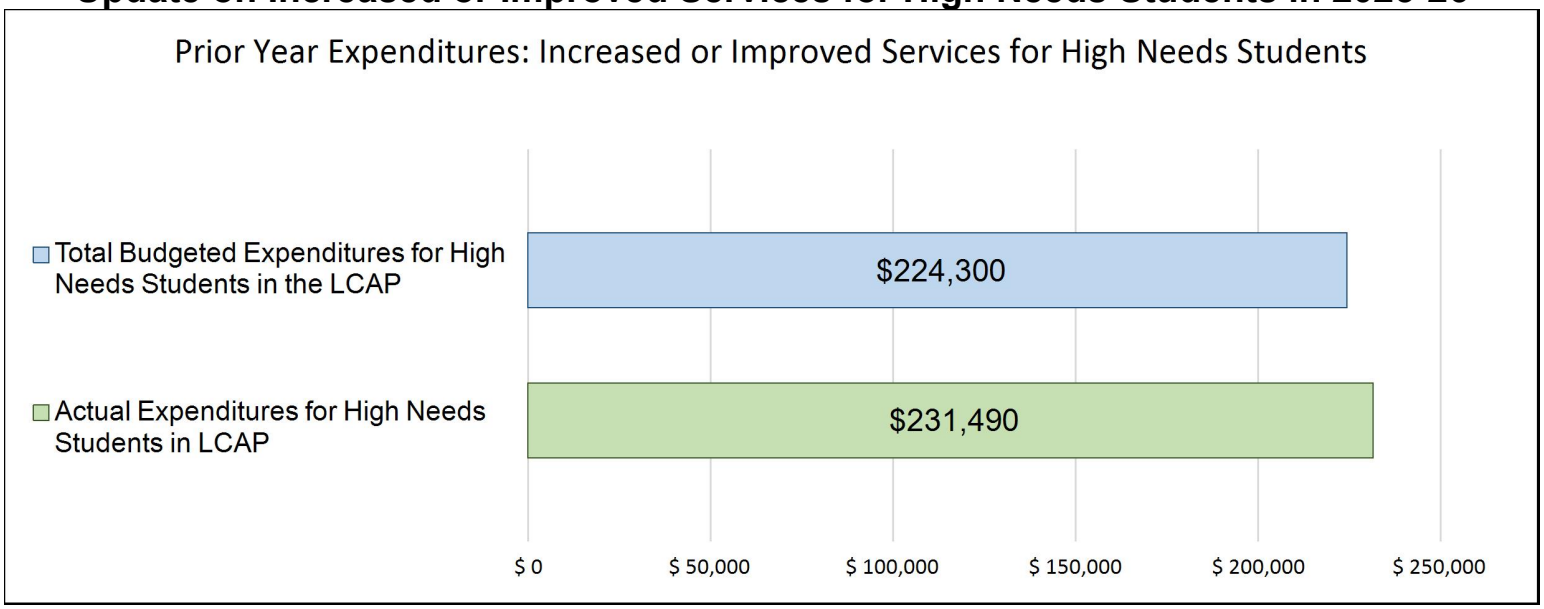
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Intellectual Virtues Academy is projecting it will receive $231490 based on the enrollment of foster youth, English learner, and low-income students. Intellectual Virtues Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Intellectual Virtues Academy plans to spend $224300 towards meeting this requirement, as described in the LCAP.

The variation is about 3%, and doesn't represent any significant deviation from planned activities. Much of these expenditures occur during the months when students are in school, and this period captured include more than typical non-student days (especially during July and August).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Intellectual Virtues Academy's LCAP budgeted $224300 for planned actions to increase or improve services for high needs students. Intellectual Virtues Academy actually spent $231490 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Intellectual Virtues Academy	Summer Sanders Head of School	summer.sanders@ivahigh.org 562.283.4456

Plan Summary [2026-27]

General Information

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

The Intellectual Virtues Academy (“IVA High”) high school is based on an “intellectual virtues” educational model, which aligns directly with new California Common Core State Standards and 21st century learning attributes in fostering nine Master Intellectual Virtues: curiosity, attentiveness, intellectual autonomy, intellectual carefulness, intellectual thoroughness, intellectual courage, open-mindedness, intellectual humility, and intellectual perseverance.

Intellectual virtues reflect a different concept of intelligence – we believe that intelligence is not simply a fixed ability, but rather can be cultivated through development of virtues such as curiosity and perseverance. Students can learn how to be intelligent and engage in deeper learning in secondary school and beyond by developing these critical “intellectual character” traits. As secondary schools struggle to prepare students without a clear understanding of how rapidly developing technologies will change the workplace of their future, we believe that cultivation of intellectual virtues will position students to succeed in post-secondary school and become active and engaged members of the 21st century community and workplace. The goal, quite simply, is to cultivate the personal qualities of every student as a good thinker.

Located in the heart of Long Beach, and just a few blocks from the downtown area, IVA High serves a widely diverse community consisting of gifted students, English language learners, many students who qualify for free or reduced lunch, and Students with Disabilities. iVA High provides a comprehensive college preparatory curriculum for all students (including honors and dual enrollment courses) because we believe all our students have a large capacity for growth, and given the right resources, are capable of success in college and beyond.

IVA High opened its doors to its first ninth grade class in 2016 and in 2025-26 served 105 9th through 12th graders. Additionally, IVA High is made up of 30% students with disabilities, 91% students of color, 8% English Learners, and 70% socioeconomically disadvantaged students.

Reflections: Annual Performance

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

IVA High is located in the Washington area of Long Beach, identified by the Port of Long Beach as a priority zone because it is highly impacted by pollution and by the Los Angeles Times as one of 15 (out of 295) of the most dangerous high school neighborhoods in LA County. Based on Census data, our community has four times the federal poverty rate and four times the number of adults who have not received their high school diploma (or equivalent). As a result of this and other factors mentioned within this report, our students suffer from acute mental health issues, chronic underachievement, and special needs. We serve two times the state average of students suffering from homelessness (9%), over two times the number students with IEPs (28%) and 504s (6%), and a supermajority of unduplicated students (71%). Almost 50% of our high school students reported experiencing chronic sadness/ hopelessness (about 40% higher than local and state averages on the CA Healthy Kids survey).

Despite these challenges, IVA High has an nine-year track record of successfully engaging our particular student population. Historically, we received recognition from USC (4-year, $450,000 study) (2023), Boston College (2-year, $100,000 study) (2019), and a New York Times top 10 bestseller “Coddling of the American Mind” (2019), which described our particular school’s work as developing “wiser, stronger” students “who will thrive.” Through this research and per USC, our school has been featured at over 40 conferences, in 12 scholarly articles, and in 5 manuscripts over the last 4 years.

Indeed, despite having 0% of our students drop out (compared to over 10% locally), our students’ state test scores from 2024 shot up when local average scores had dropped (and throughout our eight year history, our test score growth every year has been above local, state, and national averages). NWEA growth in scores also was above national average (though data was limited). Last year, we had a 96% completion and passage rate in community college courses (through our partnership with Long Beach City College) compared to 56% local average. This is an increase from 88% the year before, and over 90% of our students by the time they are seniors participate in this program.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General approach with all partners	IVA High is committed to ensuring that meaningful stakeholder engagement is integral to developing an effective Local Control Accountability Plan. IVA High used a variety of methods, including surveys, meetings, and other engaging activities, for stakeholders to be involved in the process and provide input into the review of goals and metrics as well as proposed actions and services. We are proud of the fact that 98% of our parents feel that we take their views seriously.
Students	+ We held a total of 5 student-led meetings to review a needs assessment, review school data, and develop goals for our community schools. + Weekly advisory meetings met to review academic, college and career. + Community meetings open to all students, families and staff were held once a month. + Two student surveys were given to gather feedback about academics, social-emotional health, and basic needs. Another will be given at the end of the year. + Weekly meetings were held with the student leadership team. + Two on-site and two off-site Exhibition of Learnings provided opportunities for student leadership and stakeholder and community engagement. + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.

Educational Partner(s)	Process for Engagement
	+ Weekly counseling meetings were held for students for mental health. + Board Meetings open to the community were held monthly, which now includes a student representative.
Teachers	+ This was our initial year for Community Schools Implementation. + We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + Community meetings open to all students, families and staff were held once a month. + Weekly staff meetings were held every Friday. + End of year teacher survey.
Head of School, other leadership team members	+ Weekly staff meetings were held every Friday. + Leadership team meetings about once every two weeks. + End of year staff survey includes leadership input.
Parents	+ We begin the year with an annual Family Alliance Parent Orientation to align new and returning families with opportunities for community involvement activities and connections with other families. + The Family Alliance met monthly on zoom to discuss their goals for the year and ways to get involved. + This was our initial year for Community Schools Implementation. We held a total of 5 meetings to review a needs assessment, review school data, and develop goals for our implementation grant. + 96% of parents participated in student-led conferences in the fall. + Follow up conversations with parents throughout the year regarding specific behavior and academic issues. Tier 2 and tier 3 students met with our Guidance Counselors every 5 weeks. Spanish translation provided. + Parent surveys were given during the fall, along with surveys regarding program choice. + Two on-site and two off-site Exhibition of Learnings provided opportunities for student leadership and stakeholder and community engagement. + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.
Other staff	+ Community meetings open to all students, families and staff were held once a month.

Educational Partner(s)	Process for Engagement
	+ Support team identified at-risk students for Tier 1,2 and 3 interventions. + Weekly staff meetings were held every Friday. + Fall staff survey + Two on-site and two off-site Exhibition of Learnings provided opportunities for student leadership and stakeholder and community engagement. + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities. + End of year staff survey.
Long Beach Community College	+ Weekly meetings with LBCC counseling liaison + Monthly meetings between IVA High leadership and LBCC department heads + Community members, community partners, IVA family and friends were invited to attend a Career Cafe to connect students to career opportunities.

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

All Goals, Actions, and Services for this LCAP were endorsed by IVA High partners. The primary feedback revolved around enrichment, programs, college dual enrollment, and support. For enrichment programs, our students and families continue to provide feedback that they want more options. As a small school, this can prove difficult. For support, our educational partners continue to share with us that not only are our supports strong and necessary, but also that they want us to continue to improve upon them. Our biggest success in this area has been to expand the participation of educational partners, so that their increased quality feedback can be incorporated. E.g., 100% of parents feel that their feedback is valued. The most significant change to our LCAP is to focus on building our dual enrollment program, now in only our third year of our partnership with LBCC. We've add actions and metrics to flesh out this strategic integration.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	IVA High Supports Student Learning and Achievement with an Intellectual Virtues Model of Education.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central to our Mission, Vision, and Values is our belief that our students are best served providing them an Intellectual Virtues Model of Education. IVA High believes that by providing teachers and staff with instructional coaching and professional development, student surveys will show at least 80% agreement that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers and parent surveys will show at least 90% agreement that programs promotes deep thinking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% attendance at professional development.	90%	95%	Not available yet.	90%	+5
1.2	Implementation of Humanities courses.	100% implementation; 4 courses offered over 3 years	100%; philosophy and ethics offered this year; on track for 3 year plan	100%; philosophy and philosophy in film; on track for 3 year plan	100% implementation; 4 courses offered over 3 years	0
1.3	Chronic absenteeism	27.9%	51%	Not available yet.	15%	-23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	% agreement on student surveys that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other ideas, and (4) overall, develop them as better thinkers.	(1) 100% (2) 95% (3) 95% (4) 92%	(1) 95% (2) 96% (3) 88% (4) 96%	Not available yet.	(1) 100% (2) 95% (3) 95% (4) 92%	(1) -5 (2) +1 (3) -7 (4) +4
1.5	% agreement on staff surveys that programs promotes deep thinking.	100%	100%	Not available yet.	100%	0
1.6	% agreement on parent surveys that programs promotes deep thinking.	100%	100%	98%, fall surveys.	100%	0
1.7	% satisfaction on staff surveys with professional development effectiveness.	100%	100%	Not available yet.	100%	0
1.8	ADA %	87%	88%	88%	90%	+1

Goal Analysis [2025-26]

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

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

Overall, the actions were implemented as planned. The development of the humanities series has completed both alpha and beta implementations for each of the four courses with no exceptions this year: Philosophy, Ethics, Logic, and Philosophy and Film. These four courses are among the most popular on campus. Instructional coaching and professional development continue to be fully utilized. Of particular note, parents continue to be highly supportive of our programs, registering for 6th year in a row satisfaction rates of 97% or above.

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.

Most of the estimates were on target, but one of the items appears to be overspent, but we put those expenditures in the wrong category. We've corrected for this in the upcoming LCAP and main budget for 2026-27.

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

Our humanities programs continues to serve as the backbone of our IV approach throughout all of our courses. Development of Cornerstone Humanities Courses action was effective as evidenced by student surveys of how well they thought of the classes offered in rigor, deep understanding, and personal growth. The Instructional Coaching and Professional Development actions were effective as evidenced by teacher survey data showing at least 90% satisfaction with professional development effectiveness and parent survey data showing at least 95% agreement that programs promotes deep thinking, and student surveys show at least 88% agreement that teachers (1) require deep and thorough work, (2) allow opportunities for reflection and humility, (3) encourage students to be curious and be open to other idea, and (4) overall, develop them as better thinkers. The Student Support Attendance Interventions action has been effective this year as evidenced by high satisfaction rates by our students with our counselor team. However, we need to continually look at ADA and chronic absenteeism rates.

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

No significant changes. We hope to increase our student supports in the coming year for mental health, attendance, and behavioral counseling.

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	Instructional Coaching	Instructional coaching will be led by Associate Director of Instruction with an emphasis on fidelity to the Intellectual Virtues Education Model. Coaching will include observation, meeting, and refinement cycles for each teacher.	$41,500.00	No
1.2	Professional Development	IVA High will provide numerous opportunities for professional development, including a five-day seminar for all staff during the summer, three full-day PDs during the school year, and weekly meetings for at least an hour.	$52,800.00	

Action #	Title	Description	Total Funds	Contributing
1.3	Student Support Attendance Interventions	Implement a high-quality attendance intervention program. Our counselor is the program coordinator (20%) supported by our Student Support Clerk (20%) and Office Manager (10%). This program is supervised by our Head of School (10%). LCFF funds are duplicate costs with Goal 3.	$49,400.00	No
1.4	Office Support of Teachers/Classrooms	VA High will provide a high functioning office to help facilitate support for teachers and student learning.	$220,400.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IVA High Will Ensure Excellent Teachers in Every Classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research demonstrates that teachers are the single, most significant in-school factor for student learning growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are appropriately assigned and fully credentialed where required.	100%	100%	100%	100%	0
2.2	% of students with access to standards-aligned instructional materials for use at home and at school	100%	100%	100%	100%	0
2.3	Students surveys demonstrate that students consider their	95%	95%	Not available yet.	95%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teachers to be of "high quality."					
2.4	Parent surveys using NCES survey items show "strong" satisfaction with quality of teaching.	100% satisfaction; 80% strongly so	100% satisfaction; 85% strongly so	100% satisfaction; 86% strongly so	100% satisfaction; 80% strongly so	0; +5
2.5	Faculty percentile on student survey using MET research-based questions	100% lower threshold; 37.5% higher threshold	89% lower threshold; 26% higher threshold	Not available yet.	100% lower threshold; 37.5% higher threshold	-11; -12
2.6	% of Staff overall satisfied with working at IVA High.	100%	89%	Not available yet.	100%	-11
2.7	Teacher retention from prior year.	80%	75%	88%	85%	-5

Goal Analysis [2025-26]

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

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

Overall the actions were implemented as planned.

Success: IVA High was particularly successful in providing high quality teaching. We are proud of our teaching staff, and our parents and students share in anonymous surveys that they agree that their teachers are high quality. 100% of parents agree, and 95% of students agree as well. They are our students' champions, curricular guides, support, instructional facilitators, inspirational and brilliant, and always growing.

Challenge: IVA High gets its teachers from a job market that one of the most difficult since its opening. Applications for open positions are at their lowest. Continuing to hold high standards for incoming staff are difficult under these circumstances.

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.

There were not material differences this year. A couple of actions were less than estimated, but can be explained by having less students than budgeted.

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

We feel (and research backs) that there is no better factor to high quality learning than high quality teachers. The High Quality Instruction, High Quality Educational Support Personnel, High Quality Teacher Support, Teacher Recruitment, and Student Information Systems actions were effective as evidenced by 100% of teachers properly credentialed, strong parent and student survey results reflecting the quality of teachers at IVA High, as well as administration observations and teacher self-reports demonstrating compliance with PD generated actions and goals.

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.

There are no changes being made to the planned goal, desired 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
2.1	High Quality Instruction.	Students at IVA High will receive instruction from appropriately assigned, fully credentialed NCLB faculty, who are adept at meeting the needs of all students. Faculty hold high expectations for students, while offering high levels of engagement, encouragement, and support. They develop personal connections with students and foster an environment that values and respects individual differences. Faculty will utilize Understanding by Design to conduct backwards planning of curriculum and the formation of essential questions to guide the core curriculum. The learning activities instructors implement will teach and reinforce the skills and habits required for success in school and life. These instructional activities furthermore will provide flexibility so that students have the opportunity to learn in ways that are meaningful to them.	$691,375.00	No
2.2	High Quality Educational Support Personnel	IVA High will provide highly-qualified educational support personnel (SPED Instructor, Academic Support Coordinator (Title I), SPED Administrator, and other paraprofessional support) to implement differentiation based on student need, including placement in	$181,300.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention support classes (ELD and ELA/Math), credit recovery/remediation and other academic supports, through continuous monitoring of instruction and student achievement data.		
2.3	High Quality Teacher Support.	The Human Resources/Administrative Support Staff is dedicated to the orientation, development, and retention of a quality workforce in support of student success. The goal of the Human Resources Support Staff is to provide excellent service and to build a team of professionals who are passionate about the success of students, and who are willing to dedicate the necessary time and resources to meet the needs of IVA High's diverse and unique community.	$153,400.00	No
2.4	Teacher Recruitment.	IVA High will perform a robust teacher recruitment campaign led by the Founding Director. IVA High will utilize Edjoin.org among various other job search websites, and employ a robust screening and interviewing protocol to ensure that the best candidates choose IVA High.	$7,700.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	IVA High Will Prepare Students for College and Career	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal recognizes that a high school has a purpose beyond the four-years of a students' life, it is also preparation and growth towards our students' following phase of college and career.

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 students enrolled in an UC “a-g” required course curriculum, and students successful completion of the entire required curriculum.	95% enrolled; 32% completed at IVA High; 51% completed locally	95% enrolled; 40% completed	92% enrolled; 35% completed	97% enrolled; 51% completed	Just below baseline.
3.2	NWEA MAP percentile growth rates in ELA and Math for all students	6 percentile points mean average growth above national average	2 percentile points mean average growth above national average	All: 9/11 growth SWD: 2/3 SPED: 8/11 Latino: 5/8 *number of data sets showing median student growth percentile above 50th	above national average	Above national average, and displaying significant growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Science state tests demonstrate growth in proficiency above local/state median	NA, no growth metrics have been released by state yet	IVA High: grew by 7% Local: fell by 1% State: grew by 1%	All: 21% Black: 36% Hispanic: 15% SED: 15% SWD: 8% *No growth metrics available	above state average	NA, there is no baseline. Above comparable schools, below state average.
3.4	Drop out rates for all students and all numerically significant subgroups	11% locally; 0% at IVA High	0% total and for all subgroups	All: 5.4% Jordan: 11% Cabrillo: 12% Browning: 2%	Half local average	Above baseline.
3.5	Graduation rates for all students and all numerically significant subgroups	83% locally; 85% at IVA High for all, 80%+ for each subgroup	74% total v. 76% local district. The only two subgroups above 10 were around district average (Latino 75%; SEC 77%).	All: 87% Latx: 86% SED: 81%	90%; 85%+ for each subgroup	Above baseline.
3.6	EL making progress	44% locally	Dashboard does not report this information because not enough EL learners.	No dashboard information (not enough EL learners)	50%	NA.
3.7	% of students enrolled in a broad course of study	100%	100%	100%	100%	Meeting baseline.
3.8	Duel enrollment; Course completion rate in dual enrolled courses	3% enrolled locally; 25% at IVA High. 56% completion locally; 86% at IVA High	35% enrolled; 96% completed (and passed)	Fall semester, 823 of seniors completed 3 units; 67% completed 6 units; currently enrolled so projected at 93% and 83% respectively.	40% enrolled; 92% completion	Above baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	College and Career ready	13% locally; 5% at IVA High	26%	50%	5% above local average	Above baseline.
3.10	% of graduates enrolled in college within 12 months. -Dataquest	33% locally; 53% at IVA High	53% (2021-22 latest data)	locally 76%; 85% at IVA (2022-23)	10% higher than local averag	Above baseline.

Goal Analysis [2025-26]

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

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

The actions were implemented as planned.

Success:IVA High was particularly successful in providing academic supports. NWEA MAP testing shows again for the 8th straight year that our students are learning more than their national counterparts. Part of this success is do in no small part to a variety of academic supports we provide: over 90% of students feel like they can get the academic support they need from IVA High.

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.

There were some significant deviations from budgeted items. For 3.5, we consolidated testing into a testing coordinator role and just accounted for that testing stipend plus software, and did not incorporate other support staff for testing. So while it shows a significant decrease in expenditures, there was no material change in the active program provided. For computer and technologies, there was a significant decrease in computer expenditures. A lot of the computers that were purchased for a surge of students the prior year were used as backups this year resulting in a large decrease in computer spending. For enrichment courses, this was largely driven by two factors: not providing a world languages course (but will do so the coming year) and moving these courses categorized under this action to a new action we created for dual enrollment. The last action, dual enrollment, was increased in spending with grant money that allowed us to expand our offerings.

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

Our students are growing toward college and career readiness as measured by our testing regime at rates greater than their national counterparts. We attribute this success not only to the supports identified under this Goal, but in part to all the goals: we have found that an engaging instructional and curricular approach (Goal 1), combined with high quality teachers (Goal 2), along with a supportive culture (Goal 4), and aid the academic approaches outlined here.

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.

There are no changes being made to the planned goal, metrics, or desired outcomes. The main change is in action 3.1 where we have developed a robust plan of Saturday school and a credit recovery intervention class. This reduces our budget for this by about 35%.

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	Academic Supports	IVA High will provide a robust academic support plan staffed by teachers that may include an intervention period, credit recovery, office hours, pull out, or study hall. Our Counselor supervises and coordinates this program using Title I funds.	$26,250.00	No
3.2	Non-Academic Supports: Mental Health, and other Socio-Emotional Support	A credentialed guidance counselor will serve as IVA High's college counselor and, more generally, coordinate student services. The college counselor will build relationships with colleges, universities, technical schools, businesses, training programs, and other post-secondary college and career oriented organizations to serve the needs of current and graduating students. We have two other counselors that will provide social-emotional support, such as mental heath services. The counselors will be supported by an administrator (20%).	$245,500.00	Yes
3.3	EL Intervention Supports	A credentialed teacher will be our English Learner Coordinator, supported by our Head of School. The Coordinator will ensure progress is being made by our EL population by providing academic counselor, testing, and ensuring the right instructional practices are in place. They will provide effective materials, and appropriate and timely assessments in a safe and caring environment.	$19,200.00	Yes
3.4	Socio-Economic Intervention Supports	We will provide a comprehensive economic support services coordinated by our Homeless Liaison at Tier III (5%) for our homeless families and by	$25,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our Office Manager at Tier II for our non-homeless families with low income (15%). Our Principal will oversee both Tiers of support (5%).		
3.5	Academic Tracking. College & Career Readiness, and Curriculum Support	IVA High will utilize internal benchmark Assessments (e.g., NWEA MAPS) at least twice a year to track student growth of our foster youth, low income, and EL students in order to inform instruction, identify academic supports needed, and ensure external growth targets are met annually. Furthermore, other academic software curriculum (Edmentum) will be purchased to provide academic and credit recovery supports.	$7,000.00	Yes
3.6	Technology Supports	IVA High will provide technology support and resources for instructional staff and students to provide curriculum facilitation, and continuously monitor student achievement through paper and online benchmark assessments.	$38,200.00	No
3.7	Classroom Materials	IVA High purchases and maintains textbooks, supplies, technology, and supplemental instructional materials that are effective in supporting student learning.	$17,000.00	No
3.8	Exposure to Enrichment Opportunities	IVA High will ensure all grades have exposure to a wide variety of enrichment opportunities, and college-preparatory courses, including opportunities to engage in arts, world languages, technology and field trips/excursions in the community.	$82,850.00	No
3.9	Dual Enrollment Program	Partnering with Long Beach Community College to provide college credits while enrolled at IVA High. Our academic counselor (50%) guides students through the process of enrollment, course selection, and how to utilize community college provided resources like college counseling. We will have a contracted college counselor provided services to our school at 20%. At the same time, we provide academic and other support for our	$108,750.00	No

Action #	Title	Description	Total Funds	Contributing
		students through this staff. For college courses provided on our campus, we also provide an in classroom support, ideally a credentialed teacher.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	IVA High Will Foster a Sense of Community by Providing a Safe, Supportive, Thoughtful, and Caring School Environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central to our IVEM is the tenant that learning cannot be disentangled from socio-emotional and cultural considerations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rates for all students and all numerically significant subgroups	1.7%	0.9%	All: 4% Black: 3% Latino: 5% SED: 4% SWD: 8% District: 6.5%	Less than local average	-0.23
4.2	Expulsion rates for all students and all numerically significant subgroups	0%	0%	All: 0% District: 0.05%	0%	0
4.3	Based on NCES survey item, % parents express overall satisfaction with program.	100%	100%	100%	Above charter school average of 94%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Student, parents, teacher surveys % connectedness/caring relationships with others.	Students: 92% Parents: 98% Staff: 100%	96% students; 99% parents; 100% staff	100% parents; Not yet available for others	Above local, state, and national average.	NA +2 NA
4.5	Student, parent, and teacher surveys % sense of safety.	Students: 85% Parents: 98% Staff: 100%	100% parents; 86% students; 89% staff	100% parents; Not yet available for others	Above local, state, and national average.	NA +2 NA
4.6	% student participation in club/after-school enrichment activity.	85%	81%	63%	90%	-4
4.7	% Family participation in at least one school organized event.	96%	96%	95%	Above charter school average.	-1
4.8	Based on NCES survey item, % parents are overall satisfied with school communications.	100%	100%	98%	Above charter school average of 91%.	-2

Goal Analysis [2025-26]

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

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

The actions were implemented as planned.
Success: IVA High was particularly successful in, and has been, in organizing student led conferences for parents in October. Parent participation was 95% this year. Students did a great job of leading this process with their own reflections, inviting adult feedback, and engaging with their parents on goals and action items. During this event, we were also able to track free lunch and Medi-Cal eligibility.
A large area of growth for us is we used to have a higher percentage of students participating in clubs. This year it was 63% as opposed to typical 70% to mid 80%.

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.

There was a staff reduction in communications that resulted in a significant decline in communications action. All other action expenditures this year were relatively in line with estimates.

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

The Restorative Practices action has been successful at maintaining a low suspension and expulsion rate. However, we saw in increase in student behavioral issues in part due, upon reflection, to an erosion of both positive and negative consequences. This has been a focus on reflective PD, with the intention of review our behavioral policies to make sure we are fully implementing Restorative Practices while also not sacrificing logical consequences.
The Communications, Student-Led Conferences, and Integrative Enrichment Activities actions have been successful as evidenced by survey data indicating a strong sense of connectedness with the school for parents, teachers, and students.

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.

There are no changes being made to the planned goal, metrics, desired 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	Restorative Practices.	Restorative Justice empowers students to resolve conflicts on their own and in small groups. The program has helped strengthen campus communities, prevent bullying, and reduce student conflicts. Schools that implement restorative justice often see lower suspensions, and their students report feeling safer and happier. This will be overseen by our Head of School.	$21,800.00	No
4.2	Communications.	IVA High's outreach/family coordinator will maintain high quality bilingual communications, communicating with parents on a bi-weekly basis through emails and newsletters. In addition, IVA High operates an updated and information rich website, complete with access to SIS so that parents can track student's academic progress on a weekly basis. Moreover, we annually distribute our Family Handbook and annual calendar.	$23,700.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Integrative Enrichment Activities	IVA High will provide clubs/sports at lunch and after school to build friendships and cohesive school culture. Additionally, field trips will be provided that are based on socio-emotional development.	$12,200.00	No
4.4	Student-Led Conferences	Advisors, students, families meet at least once a year (primarily in the fall) to discuss academic, behavioral, and socio-emotional growth of the student and elicit feedback on what IVA High can provide to support the student to meet their goals. These conferences are further supported by once a week advisories.	$33,200.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$223537	$15,120

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
15.703%	0.000%	$0.00	15.703%

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
3.5	**Action:** Academic Tracking. College & Career Readiness, and Curriculum Support **Need:** Academic tracking to ensure learning growth. **Scope:** Schoolwide	All students need academic tracking (per the metrics discussed above) per state requirements.	% of students tested.

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
3.2	**Action:** Non-Academic Supports: Mental Health, and other Socio-Emotional Support **Need:** Non academic supports. **Scope:** Limited to Unduplicated Student Group(s)	Providing trained staff member to provide this support directly, see description.	College and Career readiness, graduation and drop-out rates, social emotional survey results.
3.3	**Action:** EL Intervention Supports **Need:** EL language assistance **Scope:** Limited to Unduplicated Student Group(s)	Designated learning time.	ELCAP reclassification results; verified data of EL learners.
3.4	**Action:** Socio-Economic Intervention Supports **Need:** Wrap around service supports, including economic supports, for low income students. **Scope:** Limited to Unduplicated Student Group(s)	Staffing to provide wrap-around services are directed to provide these exact supports.	Surveys, attendance, drop out rates, chronic absenteeism.

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

Not applicable.

Additional Concentration Grant Funding

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

IVA High is a single school LEA with an unduplicated student population of more than 55%. IVA High will use this additional funding to support greater social emotional, and economic, support staffing as described more fully below..

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Additional funding allows us to hire three counselors at 105 students for a 30:1 student to counselor ratio, which is over 20 times the state average.
Staff-to-student ratio of certificated staff providing direct services to students	NA	We have a full-time office manager which provides economic support, and for 105 students, the ratio of student-to-full-time-office manager is far higher than typically found at a school.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1423544	223537	15.703%	0.000%	15.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,059,275.00	$0.00	$0.00	$0.00	$2,059,275.00	$1,961,525.00	$97,750.00

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	Instructional Coaching	All Students with Disabilities	No			All Schools	All year	$41,500.00	$0.00	$41,500.00	$0.00	$0.00	$0.00	$41,500.00	0
1	1.2	Professional Development					All Schools	All year	$52,800.00	$0.00	$52,800.00	$0.00	$0.00	$0.00	$52,800.00	0
1	1.3	Student Support Attendance Interventions	All Students with Disabilities	No			All Schools	All year	$49,400.00	$0.00	$49,400.00	$0.00	$0.00	$0.00	$49,400.00	0
1	1.4	Office Support of Teachers/Classrooms	All Students with Disabilities	No			All Schools	All year	$220,400.00	$0.00	$220,400.00	$0.00	$0.00	$0.00	$220,400.00	0
2	2.1	High Quality Instruction.	All Students with Disabilities	No			All Schools	All year	$691,375.00	$0.00	$691,375.00	$0.00	$0.00	$0.00	$691,375.00	0
2	2.2	High Quality Educational Support Personnel	All Students with Disabilities	No			All Schools	All year	$181,300.00	$0.00	$181,300.00	$0.00	$0.00	$0.00	$181,300.00	0
2	2.3	High Quality Teacher Support.	All Students with Disabilities	No			All Schools	All year	$153,400.00	$0.00	$153,400.00	$0.00	$0.00	$0.00	$153,400.00	0
2	2.4	Teacher Recruitment.	All Students with Disabilities	No			All Schools	All year	$6,800.00	$900.00	$7,700.00	$0.00	$0.00	$0.00	$7,700.00	0
3	3.1	Academic Supports	All	No			All Schools	All year	$26,250.00	$0.00	$26,250.00	$0.00	$0.00	$0.00	$26,250.00	0
3	3.2	Non-Academic Supports: Mental Health, and other Socio-Emotional Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	All year	$245,500.00	$0.00	$245,500.00	$0.00	$0.00	$0.00	$245,500.00	17.2%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	EL Intervention Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All year	$19,200.00	$0.00	$19,200.00	$0.00	$0.00	$0.00	$19,200.00	1.2%
3	3.4	Socio-Economic Intervention Supports	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	All year	$25,750.00	$0.00	$25,750.00	$0.00	$0.00	$0.00	$25,750.00	1.5%
3	3.5	Academic Tracking. College & Career Readiness, and Curriculum Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	All year	$5,000.00	$2,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	0.5%
3	3.6	Technology Supports	All	No			All Schools	All year	$0.00	$38,200.00	$38,200.00	$0.00	$0.00	$0.00	$38,200.00	0
3	3.7	Classroom Materials	All	No			All Schools	All year	$0.00	$17,000.00	$17,000.00	$0.00	$0.00	$0.00	$17,000.00	0
3	3.8	Exposure to Enrichment Opportunities	All Students with Disabilities	No			All Schools	All year	$60,000.00	$22,850.00	$82,850.00	$0.00	$0.00	$0.00	$82,850.00	0
3	3.9	Dual Enrollment Program	All Students with Disabilities	No			All Schools	All year	$108,750.00	$0.00	$108,750.00	$0.00	$0.00	$0.00	$108,750.00	0
4	4.1	Restorative Practices.	All	No			All Schools	All year	$21,800.00	$0.00	$21,800.00	$0.00	$0.00	$0.00	$21,800.00	0
4	4.2	Communications.	All	No			All Schools	All year	$18,100.00	$5,600.00	$23,700.00	$0.00	$0.00	$0.00	$23,700.00	0
4	4.3	Integrative Enrichment Activities	All	No			All Schools	All year	$1,000.00	$11,200.00	$12,200.00	$0.00	$0.00	$0.00	$12,200.00	0
4	4.4	Student-Led Conferences	All	No			All Schools	All year	$33,200.00	$0.00	$33,200.00	$0.00	$0.00	$0.00	$33,200.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1423544	223537	15.703%	0.000%	15.703%	$297,450.00	20.400%	41.295 %	**Total:**	$297,450.00
								LEA-wide Total:	$0.00
								Limited Total:	$290,450.00
								Schoolwide Total:	$7,000.00

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 (%)
1	**1.1**	Instructional Coaching				All Schools	$41,500.00	0
1	**1.2**	Professional Development				All Schools	$52,800.00	0
1	**1.3**	Student Support Attendance Interventions				All Schools	$49,400.00	0
1	**1.4**	Office Support of Teachers/Classrooms				All Schools	$220,400.00	0
2	**2.1**	High Quality Instruction.				All Schools	$691,375.00	0
2	**2.2**	High Quality Educational Support Personnel				All Schools	$181,300.00	0
2	**2.3**	High Quality Teacher Support.				All Schools	$153,400.00	0
2	**2.4**	Teacher Recruitment.				All Schools	$7,700.00	0
3	**3.1**	Academic Supports				All Schools	$26,250.00	0
3	**3.2**	Non-Academic Supports: Mental Health, and other Socio-Emotional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$245,500.00	17.2%
3	**3.3**	EL Intervention Supports	Yes	Limited to Unduplicated	English Learners	All Schools	$19,200.00	1.2%

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 (%)
				Student Group(s)				
3	3.4	Socio-Economic Intervention Supports	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$25,750.00	1.5%
3	3.5	Academic Tracking. College & Career Readiness, and Curriculum Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,000.00	0.5%
3	3.6	Technology Supports				All Schools	$38,200.00	0
3	3.7	Classroom Materials				All Schools	$17,000.00	0
3	3.8	Exposure to Enrichment Opportunities				All Schools	$82,850.00	0
3	3.9	Dual Enrollment Program				All Schools	$108,750.00	0
4	4.1	Restorative Practices.				All Schools	$21,800.00	0
4	4.2	Communications.				All Schools	$23,700.00	0
4	4.3	Integrative Enrichment Activities				All Schools	$12,200.00	0
4	4.4	Student-Led Conferences				All Schools	$33,200.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,814,852.00	$1,676,607.40

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**	Instructional Coaching	No	$19,400.00	$20.400
1	**1.2**	Professional Development		$51,500.00	$53,751
1	**1.3**	Student Support Attendance Interventions	No	$40,662.00	$40,662
1	**1.4**	Office Support of Teachers/Classrooms	No	$179,000.00	$283,379
2	**2.1**	High Quality Instruction.	No	$557,000.00	$565,745
2	**2.2**	High Quality Educational Support Personnel	No	$176,400.00	$168,500
2	**2.3**	High Quality Teacher Support.	No	$95,400.00	$87,500
2	**2.4**	Teacher Recruitment.	No	$16,600.00	$12,400
3	**3.1**	Academic Supports	No	$35,450.00	$36,250
3	**3.2**	Non-Academic Supports: Mental Health, and other Socio-Emotional Support	Yes	$140,400.00	$140,400
3	**3.3**	EL Intervention Supports	Yes	$5,500.00	$5,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Socio-Economic Intervention Supports	Yes	$21,900.00	$26,000
3	3.5	Academic Tracking. College & Career Readiness, and Curriculum Support	Yes	$56,500.00	$6,100
3	3.6	Technology Supports	No	$65,340.00	$33,400
3	3.7	Classroom Materials	No	$13,500.00	$12,100
3	3.8	Exposure to Enrichment Opportunities	No	$199,000.00	$31,000
3	3.9	Dual Enrollment Program	No	$48,800.00	$91,000
4	4.1	Restorative Practices.	No	$21,800.00	$21,800
4	4.2	Communications.	No	$26,900.00	$18,200
4	4.3	Integrative Enrichment Activities	No	$10,700.00	$15,000
4	4.4	Student-Led Conferences	No	$33,100.00	$28,100

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
266,495	$224,300.00	$223,800.00	$500.00	12.700%	12.700%	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)
3	3.2	Non-Academic Supports: Mental Health, and other Socio-Emotional Support	Yes	$140,400.00	$140,400	7.2%	7.2%
3	3.3	EL Intervention Supports	Yes	$5,500.00	$5,500	0.9%	0.9%
3	3.4	Socio-Economic Intervention Supports	Yes	$21,900.00	$21,400	1.4%	1.4%
3	3.5	Academic Tracking. College & Career Readiness, and Curriculum Support	Yes	$56,500.00	$56,500	3.2%	3.2%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1550021	266,495	0%	17.193%	$223,800.00	12.700%	27.139%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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