

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ISANA Nascent Academy

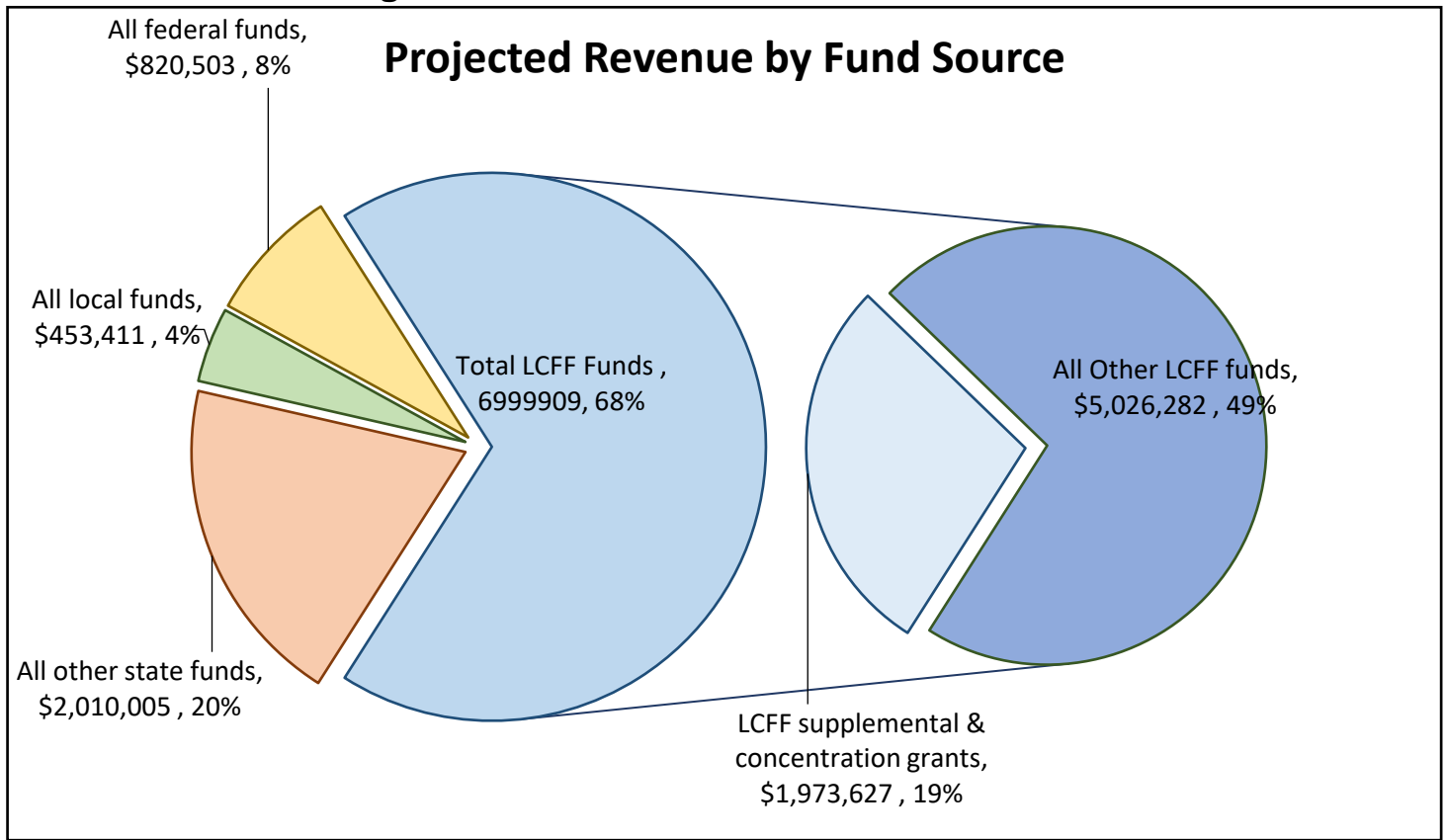
CDS Code: 19 64733 0108910

School Year: 2024-2025

LEA contact information: Nadia Shaiq

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 2024-2025 School Year

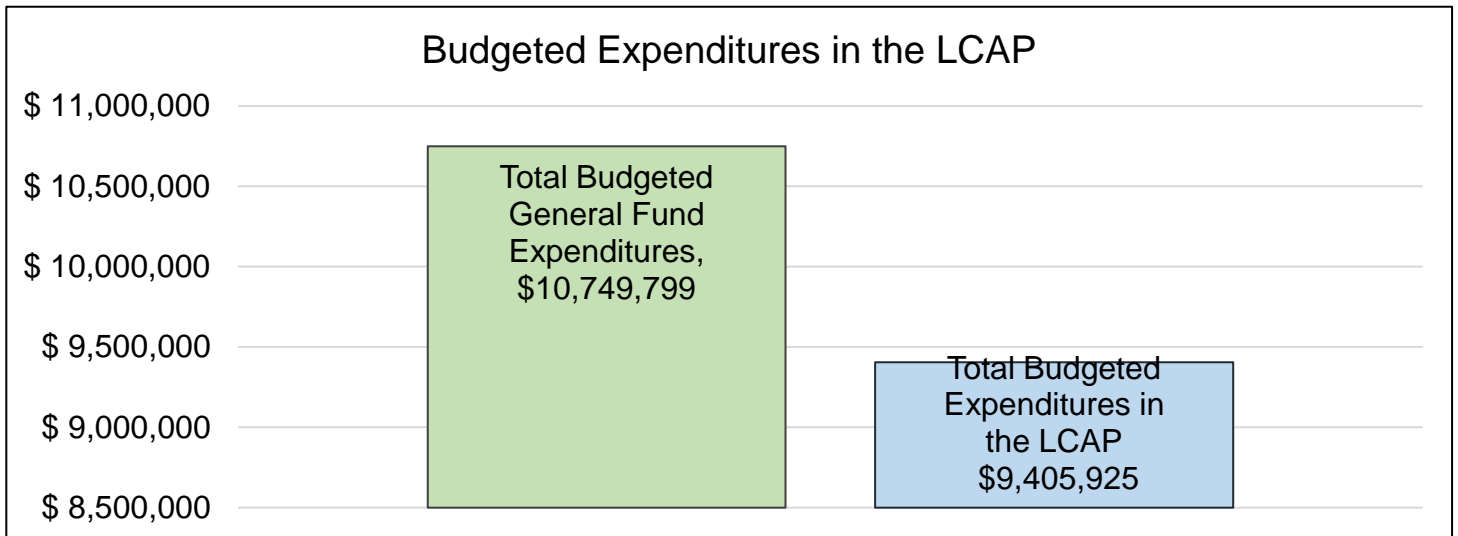


This chart shows the total general purpose revenue ISANA Nascent Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ISANA Nascent Academy is \$10,283,828.00, of which \$6,999,909.00 is Local Control Funding Formula (LCFF), \$2,010,005.00 is other state funds, \$453,411.00 is local funds, and \$820,503.00 is federal funds. Of the \$6,999,909.00 in LCFF Funds, \$1,973,627.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much ISANA Nascent Academy plans to spend for 2024-2025. 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: ISANA Nascent Academy plans to spend \$10,749,799.00 for the 2024-2025 school year. Of that amount, \$9,405,925.00 is tied to actions/services in the LCAP and \$1,343,874.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

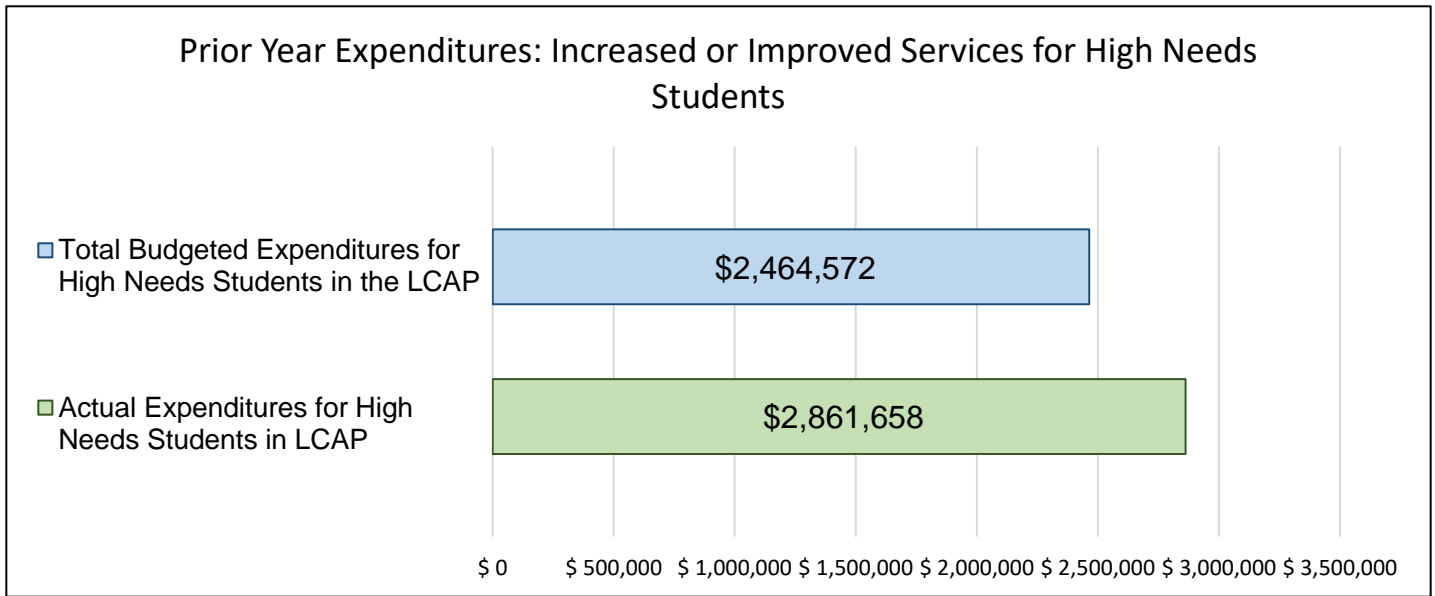
General Fund Budget Expenditures for the school year not included in the LCAP are insurance, Professional/Consulting Services and Operating Expenditures, Banking and Payroll Service Fees, Legal Services, District Oversight Fees, Interest Expense / Misc. Fees, and Depreciation Expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, ISANA Nascent Academy is projecting it will receive \$1,973,627.00 based on the enrollment of foster youth, English learner, and low-income students. ISANA Nascent Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ISANA Nascent Academy plans to spend \$2,862,916.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what ISANA Nascent Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ISANA Nascent 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 2023-2024, ISANA Nascent Academy's LCAP budgeted \$2,464,572.00 for planned actions to increase or improve services for high needs students. ISANA Nascent Academy actually spent \$2,861,658.00 for actions to increase or improve services for high needs students in 2023-2024.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ISANA Nascent Academy	Nadia Shaiq, CEO	<a href="mailto:nshaiq@isana.org">nshaiq@isana.org</a> (323) 291-1211

## Goals and Actions

### Goal

Goal #	Description
1	ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Performance on statewide CAASPP Assessments: Percentage of students meeting/exceeding standards	<b>CAASPP ELA (18-19):</b>		<b>CAASPP ELA (21-22):</b>		<b>CAASPP ELA (22-23):</b>	
	Schoolwide	45.64%	Schoolwide	31.75%	Schoolwide	33%
	ELLs	17.65%	ELLs	13.23%	ELLs	22%
	Low SES	44.28%	Low SES	31.01%	Low SES	32%
	Foster Youth	N/A	Latino/Hispanic	34.29%	Latino/Hispanic	35%
	SWD	4.34%	African American/Black	21.95%	African American/Black	25%
	<b>CAASPP MATH (18-19):</b>		<b>CAASPP MATH (21-22):</b>		<b>CAASPP MATH (22-23):</b>	
	Schoolwide	32.95%	Schoolwide	16.96%	Schoolwide	15%
	ELLs	14.11%	ELLs	5.84%	ELLs	7%
	Low SES	34.35%	Low SES	15.85%	Low SES	15%
	Foster Youth	N/A	Latino/Hispanic	19.50%	Latino/Hispanic	18%
	SWD	11.11%	African American/Black	7.32%	African American/Black	4%
	<b>CAST(Science) (18-19):</b>		<b>CAST(Science) (21-22):</b>		<b>CAST (Science) (22-23):</b>	
	Schoolwide	25.00%	Schoolwide	16.00%	Schoolwide	14%
	ELLs	0%	ELLs	4.66%	ELLs	0%
	Low SES	24.14%	Low SES	14.87%	Low SES	13%
	Foster Youth	N/A	Latino/Hispanic	17.24%	Latino/Hispanic	14%
	SWD	0%	African American/Black	14.28%	African American/Black	6%
					<b>CAASPP ELA (23-24):</b>	
					Schoolwide	65.64% (+20%)
					ELLs	37.65% (+20%)
					Low SES	64.28% (+20%)
					Foster Youth	N/A
					SWD	16.34% (+12%)
					<b>CAASPP MATH (23-24):</b>	
					Schoolwide	52.95% (+20%)
					ELLs	34.11% (+20%)
					Low SES	54.35% (+20%)
					Foster Youth	N/A
					SWD	16.11% (+5%)
					<b>CAST(Science) (23-24):</b>	
					Schoolwide	45.00% (+20%)
					ELLs	20.00% (+20%)
					Low SES	54.14% (+30%)
					Foster Youth	N/A
					SWD	12.00% (+12%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																
Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic	<p><b><u>i-Ready Annual Typical Growth K-8 ELA- (MAY 2021):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>43.00%</td></tr> <tr><td>ELLs</td><td>39.00%</td></tr> <tr><td>Low SES</td><td>43.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>44.00%</td></tr> </table> <p><b><u>i-Ready Annual Typical Growth K-8 Math- (MAY 2021):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>29.00%</td></tr> <tr><td>ELLs</td><td>23.00%</td></tr> <tr><td>Low SES</td><td>30.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>21.00%</td></tr> </table>	Schoolwide	43.00%	ELLs	39.00%	Low SES	43.00%	Foster Youth	N/A	SWD	44.00%	Schoolwide	29.00%	ELLs	23.00%	Low SES	30.00%	Foster Youth	N/A	SWD	21.00%	<p><b><u>i-Ready Annual Typical Growth K-8 ELA- (MAY 2022):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>51.00%</td></tr> <tr><td>ELLs</td><td>46.00%</td></tr> <tr><td>Low SES</td><td>52.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>54.00%</td></tr> </table> <p><b><u>i-Ready Annual Typical Growth K-8 Math- (MAY 2022):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>45.00%</td></tr> <tr><td>ELLs</td><td>46.00%</td></tr> <tr><td>Low SES</td><td>46.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>46.00%</td></tr> </table>	Schoolwide	51.00%	ELLs	46.00%	Low SES	52.00%	Foster Youth	N/A	SWD	54.00%	Schoolwide	45.00%	ELLs	46.00%	Low SES	46.00%	Foster Youth	N/A	SWD	46.00%	<p><b><u>i-Ready Annual Typical Growth K-8 ELA- (MAY 2023):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>52.00%</td></tr> <tr><td>ELLs</td><td>47.00%</td></tr> <tr><td>Low SES</td><td>53.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>62.00%</td></tr> </table> <p><b><u>i-Ready Annual Typical Growth K-8 Math- (MAY 2023):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>42.00%</td></tr> <tr><td>ELLs</td><td>42.00%</td></tr> <tr><td>Low SES</td><td>43.00%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> <tr><td>SWD</td><td>43.00%</td></tr> </table>	Schoolwide	52.00%	ELLs	47.00%	Low SES	53.00%	Foster Youth	N/A	SWD	62.00%	Schoolwide	42.00%	ELLs	42.00%	Low SES	43.00%	Foster Youth	N/A	SWD	43.00%	<p><b><u>i-Ready Annual Typical Growth K-8 ELA- (MAY 2024):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>57%</td></tr> <tr><td>ELLs</td><td>51%</td></tr> <tr><td>Low SES</td><td>57%</td></tr> <tr><td>SWD</td><td>65%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> </table> <p><b><u>i-Ready Annual Typical Growth K-8 Math- (MAY 2024):</u></b></p> <table border="1"> <tr><td>Schoolwide</td><td>54%</td></tr> <tr><td>ELLs</td><td>54%</td></tr> <tr><td>Low SES</td><td>54%</td></tr> <tr><td>SWD</td><td>58%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> </table>	Schoolwide	57%	ELLs	51%	Low SES	57%	SWD	65%	Foster Youth	N/A	Schoolwide	54%	ELLs	54%	Low SES	54%	SWD	58%	Foster Youth	N/A	80% or more of all students and student groups achieving Annual Typical Growth on the end of year i-Ready Diagnostic in math and ELA
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English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest	These are the correct %s per Data Quest: **2020-2021 Reclassification 2.9%	<b>Per Internal Data (via Ellevation)</b>  <b>(July 2021 - June 2022)</b>  <b>Reclassification rate:</b> 9.9% (Per DataQuest)	<b>Reclassification rate:</b>  <b>2022-2023:</b> 17.89%	<b>Reclassification rate:</b>  <b>2022-2023:</b> 17.89%	Exceeding 10% RFEP Rate OR exceeding the District /State Reclassification rate, whichever is higher.																																																																																
Progress toward English Language Proficiency - Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard:	2018-2019  Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard: 52%	2021-2022  Percentage of students making progress toward English Language proficiency as measured by the CA Dashboard: 40.6%	<b>2022-2023:</b> 49.6%	<b>2022-2023:</b> 49.6%	62% of students making progress toward English Language proficiency as measured by the CA Dashboard.																																																																																

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 1 were implemented as planned, without any substantive differences.

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

**Action 4:** Due to the date of programming, we didn't initially budget ELOP funds, but we did hold these activities, so we added it into Actuals.

**Action 6:** Some of these services were contracted out and so accounted for in a different part of the LCAP.

**Action 8:** Nascent technology purchases higher than budgeted because we needed to replace more units than the year before.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Results from local assessments (i-Ready Diagnostics) demonstrate that students (overall and student groups) have continued to make growth and progress since baseline year 2020-2021 in both Reading/English Language Arts and math and a greater number of students are meeting their Annual Typical Growth. Reclassification Rates for English Learners (ELs) demonstrate that these students continue to meet English language proficiency at a rate higher than our established desired outcome. Our ELPI shows some consistency in the percent of ELs making progress; we have added an additional action (Action 13 described below) and metric to focus in on the needs of Potential Long-Term English Learners and Long-Term English Learners and increase supports needed to help this subset of English Learners toward English language proficiency.

**Action 1:** Ongoing, sustained professional learning throughout the year has enabled our educators to better support student academic learning in math and reading. Walkthroughs and real-time live coaching for school leaders have been especially beneficial in allowing school leadership to provide effective coaching for educators. Ongoing walkthroughs and observations done by leadership demonstrate improved and more consistent implementation of curriculum and instructional practices, particularly related to literacy. Additionally, our network-wide book study and discussions have allowed us to re-establish a common understanding of effective evidence-based practices. We intend to place a renewed emphasis on these re-learning in the following school years in order to strengthen our core instructional practices.

**Action 2:** Leadership, teachers, and instructional support staff reviewed and analyzed student data from various sources including i-Ready, ARC Reading, and other programs to identify student needs and provide targeted support. All students have worked with teachers to set goals and action plans, and the percent of students achieving at least one year's worth of growth has continued to increase every year since our baseline year.

**Action 3:** The Ellevation platform has enabled us to easily and accurately monitor English Learner progress. Our reclassification rate has increased every year since our baseline year. Having all EL student data (including historical data) available in a single platform allows us to identify and monitor student progress more effectively. Internal data shows that our reclassification rate for the current school year will once again exceed 10%.

**Action 4:** The ISANA ELOP program successfully implemented CAMP ISANA Summer Explorers, Winter Explorers and Spring Explorer Camps. The campus allowed students to extend their learning with real world application in real world settings. The experiences were offered to all ISANA Scholars and provided over 700 students an opportunity to explore STEM, ARTS, Physical Enrichment, and Social learning activity. Opportunities for tutoring existed at each school in conjunction with EXL staff and day school educators. The utilization of teacher led tutoring clubs allowed small group instruction during expanded learning hours allowed teachers to target instruction and improve student retention. The exposure to an array of field trips during summer, winter and spring allowed students to broaden their horizons beyond the regular school day.

**Action 5:** Programming this year was extremely effective. The addition of ELOP funding allowed the EXL Program to add additional classes, to clear waitlists and provide programming to a wider array of students, providing supports for the overall school community. ELOP Clubs allowed the EXL Program to serve additional families that may not have a need for daily programming but would like to capitalize off the opportunity to provide their child with extracurricular activities.

**Action 6:** Academic interventionists provided additional targeted support to students in need. However, a challenge remains in offering intervention services to a larger number of students identified through assessments like i-Ready Diagnostics due to staffing shortages. Additionally, the significant number of students identified at Tier 2 or Tier 3 has highlighted the need for more training for educators on MTSS and effective Core Tier 1 instruction. We also identified a need for systematic data collection and student progress monitoring, which is addressed in our revised Action 6.

**Action 7:** School psychologists continued to work with students and their families to support students' social, emotional and behavioral health. They were active participants in COST and SSPT meetings. Psychologists and counselors met monthly for professional development to ensure that every Designated Instruction and Service (DIS) provider and Behavior Intervention Developer( BID) provided similar and adequate services.

**Action 8:** We have mitigated student learning loss through our multi-tiered security, high-speed, fault-tolerant network infrastructure. The ISANA technology support professionals immediately repair or replace faulty or damaged student Chromebooks or other technology used in teaching and learning. Teaching and learning occur in a digitally safe and robust technology environment so that teachers can focus on teaching and students can focus on learning. Where appropriate, we upgraded outdated, legacy network infrastructure, e.g., network cabling, wireless access points, etc. In addition to Secure DNS, we configured Cisco DUO dual-factor authentication and Endpoint Protection, which are ready for rollout and use.

**Action 9:** Students can access digital learning platforms in a unified, safe, and secure portal. All Chromebooks are effectively monitored through the Google Administration console, GoGuardian, and Cisco Meraki content management. The result is that we incorporate multiple security layers to ensure the online safety of all our students, teachers, and supportive staff. No notable security breaches have allowed our students, teachers, and support staff to focus on teaching and learning. Utilizing 15-inch Chromebooks in the classroom contributes to a more immersive learning environment; for example, Chromebooks with large, high-resolution LCDs provide our students with a richer learning experience when viewing text, graphs, and other images.

**Action 10:** Acting and Vocal teachers in the VAPA department have completed our second year of co-teaching, where both the acting and vocal teacher partnered with the GE teacher to offer Arts integrated lessons to our scholars. Last school year, data showed evidence of improvement in the co-teaching classes, so we are excited to see what evidence of growth will be displayed at the close of this school year. As a core tenant for ISANA, our scholars have continued to excel in the Arts as a performing arts discipline for practice and theory, as well as the application of the arts in their academics. Our students have broadened their perspectives on history, artistic classics, POV, personal



and shared experiences, and their creative voices. The VAPA team will continue to work with principals, staff, and co-located staff to lock in more concrete and confirmed logistics and locations for needed instruction and presentations.

**Action 11:** The Year 2 co-teaching pairs have shown tremendous improvement in their second year of co-teaching. Teachers are more comfortable with planning and experimenting with different models of co-teaching, and the data thus far show student growth. Additionally, our first-year teachers have also shown progress from the start of the year until now. In collaboration with the co-teaching coach and feedback from co-teaching teams, we are planning the development of Year 3 co-teaching. Our instructional co-teaching coach has been providing consistent feedback to the teams and differentiating support based on team needs. This growth is evident based on the observation feedback scale. We review co-teaching surveys at the end of each session and plan the next professional development based on teacher needs.

**Action 12:** The EL Coordinator has provided ongoing professional development to school leaders on topics such as language functions, objectives, and ELPAC. Additionally, the EL Coordinator has ensured that EL data in our Student Information System is accurate. Regarding ELPAC, the EL Coordinator ensured all staff were properly trained and that testing was completed ahead of the state deadline. Most notably, the EL Coordinator helped develop a Newcomer Policy to ensure necessary supports for newcomers. This policy has highlighted the needs of newcomer students and is enabling school leaders across ISANA schools to support these students from their first day of enrollment.

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

#### **Changes to Metrics:**

- **Metric CAASPP and i-Ready:** We have added all significant student groups including Latino, African American, and LTEL students.
- **Metric CAASPP and i-Ready:** We have added all significant student groups including Latino and LTELs.
- **Metric: CAASPP-CAASPP and CAST** were combined as one metric. CAST is now a separate metric.

#### **Changes to Desired Outcomes:**

- **Metric: EL Reclassification-** We have increased the Desired Outcome from 10% to 15% of English Learners reclassifying.
- **Metric: ELP Progress per CA Dashboard-** We have increased the Desired Outcome to 75% of students making progress toward EL proficiency.
- **Metric: CAASPP-** Percentages were adjusted based on new baseline year 2022-2023; LTEL student group was added
- **Metric: CAST-** Percentages were adjusted based on new baseline year 2022-2023: LTEL student group was added

#### **Changes to Actions:**

- **Action 2:** Assessments and Data Driven Instruction-Revised for clarity
- **Action 6:** Academic Intervention-This action was revised to better align with our goal to enhance and systematize the MTSS framework. This renewed focus will allow us to better target the needs around Tier 1 Core Instruction and place equal, if not greater, emphasis on Tier 1 as we have on Tiers 2 and 3. In this way, our MTSS implementation emphasizes strong classroom instruction and adopts a more preventive rather than reactive approach.
- **Action 7** (School Psychologists) and Action 11 (SPED) were combined.
- **Action 3** (Data Monitoring for ELs) and 12 (English Learner Coordinator) were combined. English Learner Coordinator was changed to Multilingual Learner Coordinator.
- **Action 9** (Learning Management System) was moved and added to Goal 5, Action 3: Curriculum.
- **New Action: Long-Term English Learners and Potential Long Term English Learners** - While we continue to see steady progress

toward proficiency for English Learners, we recognize that our Long Term English Learners need additional support to achieve English language proficiency. Although several practices described in the action have been in place, we have added a beginning-of-the-year parent conference to initiate discussions and goal setting with parents and families at the start of the school year, rather than months into it. Additionally, we have implemented earlier teacher-student goal setting and regular EL Leadership Data Chats as further commitments to support this subset of English Learners.

- **New Action:** Black/African American students at ISANA Nascent, like all other student groups, have demonstrated significant progress toward grade-level proficiency since the baseline year of 2020-2021. In math, the median Annual Typical Growth for Black students increased from 50% to 100% in 2023-2024, and in reading, it increased from 45% to 109%. In both math and reading, the percentage of Black students meeting their Annual Typical Growth increased by at least 25% from 2020-2021, reaching 56% for reading and 51% for math. However, we recognize the need to accelerate growth for this group, particularly on state assessments where Black students underperform in math, reading, and science. This action has been created to ensure educators are equipped with the tools to meet the diverse needs of this student group and others, enabling us to accelerate their learning and help all students thrive.

**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.**

**Goal**

<b>Goal #</b>	<b>Description</b>
2	All students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students will be educated in culturally relevant and safe environments that support learning, engagement, and social-emotional wellness.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																		
Suspension Rate as measured by DataQuest	<b>2019</b> Suspension rate maintained under 5% at 0.6%.	<b>2022</b> Suspension rate maintained under 5% at 0%.	<b>2023</b> Suspension rate maintained under 5% at 1.17%.	<b>2024</b> Suspension rate maintained under 5% at 1.56%	Suspension rate maintained under 2%																		
Expulsion Rate as measured by DataQuest	<b>2019</b> Expulsion rate maintained at 0%	<b>2022</b> Expulsion rate maintained at 0%	<b>2023</b> Expulsion rate maintained at 0.19%	<b>2024</b> Expulsion rate maintained at 0%	Expulsion rate maintained under 0.5%																		
Attendance Rate as measured by local data in PowerSchool	<b>2020</b> Attendance rate maintained above 95% (95.44%).	<b>2022</b> Attendance rate: 90.52%	<b>2023</b> Attendance rate: 89.34%	<b>2024</b> Attendance rate: 90.94%	Attendance rate maintained above 95%																		
Chronic Absenteeism Rate as measured by DataQuest/ CA Dashboard	<b>2019</b> Chronic Absenteeism increased from 6.9% in 17-18 to 12.4% in 18-19.	<b>2022</b> Chronic Absenteeism increased from 10.53% in 20-21 to 37.06% in 21-22	<b>2023</b> Chronic Absenteeism increased from 37.06% in 21-22 to 42.54% in 22-23	<b>2024</b> Chronic Absenteeism decreased from 42.54% in 22-23 to 33.72% in 23-24.	Decrease Chronic Absenteeism to 8% or lower																		
Middle School dropout rate a measured by DataQuest	<b>2019</b> Middle School dropout rate maintained at 0%.	<b>2022</b> Middle School dropout rate maintained at 0%.	<b>2023</b> Middle School dropout rate maintained at 0%.	<b>2024</b> Middle School dropout rate maintained at 0%.	Maintain middle school dropout rate at 0%																		
Educational Partners Survey Results and Participation Rate for Students and Parents/Families and Educators regarding <b>School Climate</b> .	The school scored at least 3/5 on 80% or more on the questions regarding school climate for each educational partner group. The number of survey participants increased by at least 2%.	The school scored at least 3.5/5 on 80% or more of the questions asked for <b>parents/families</b> and <b>students</b> . The number of survey participants increased by at least 2%.	The school scored at least 3.5/5 on 80% or more of the questions asked regarding School Climate.  <table border="1"> <tr><td>Parents</td><td>4.26/5</td></tr> <tr><td>Students</td><td>3.77/5</td></tr> <tr><td>Certificated Educators</td><td>3.86/5</td></tr> <tr><td>Classified Educators</td><td>4.06/5</td></tr> </table>	Parents	4.26/5	Students	3.77/5	Certificated Educators	3.86/5	Classified Educators	4.06/5	<table border="1"> <tr><td colspan="2">2023-2024:</td></tr> <tr><td>Parents/ Families:</td><td>4.08/5</td></tr> <tr><td>Students:</td><td>3.86/5</td></tr> <tr><td>Classified:</td><td>3.99/5</td></tr> <tr><td>Certificated</td><td>4.24/5</td></tr> </table> <p>Survey participants increased for 4 out of 4 groups.</p>	2023-2024:		Parents/ Families:	4.08/5	Students:	3.86/5	Classified:	3.99/5	Certificated	4.24/5	Score at least 4.0/5 on 80% or more of the questions asked for each educational partner group. Increase the number of survey participants by at least 2%
Parents	4.26/5																						
Students	3.77/5																						
Certificated Educators	3.86/5																						
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2023-2024:																							
Parents/ Families:	4.08/5																						
Students:	3.86/5																						
Classified:	3.99/5																						
Certificated	4.24/5																						

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 2 were implemented as planned, without any substantive differences.

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

**Action 1:** Higher due to hiring long term substitutes for staff on leaves.

**Action 2:** Higher due to staff receiving 10% salary increases this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions outlined in goal 2 were effective in helping us make progress toward the goal. We met or made progress toward our desired outcome in all six metrics. Our suspension and expulsion rates met the Desired Outcome. While our attendance rate did not reach the desired outcome, our average daily attendance (ADA) increased from the previous year, demonstrating the school's capacity to improve attendance rates. Similarly, although our Chronic Absenteeism rate did not meet the desired outcome, the recent improvement indicates that the school has implemented effective measures to address absenteeism, suggesting potential for continued progress. Finally, in general, results from our school climate survey indicate that Educational Partners feel welcome, safe and cared for in our school and within the learning spaces within the classroom.

**Action 1:** Throughout the school year, educators received comprehensive learning resources focused on culturally responsive restorative practices, social-emotional learning, fostering positive student relationships, establishing safe and affirming learning environments, and cultivating nurturing climates conducive to engagement and learning. Our unwavering commitment ensured that both students and educators felt a strong sense of belonging within our community.

In classrooms and across various learning spaces within ISANA, our commitment to the realization of our I SHINE - I BELONG initiative was palpable. The rich tapestry of our students' lives, with all their strengths and unique qualities, was proudly showcased for all to acknowledge, affirm, and celebrate.

When students faced challenges in meeting behavior expectations, our educators approached support with precision and care. Rather than employing a one-size-fits-all approach, individual student needs, shaped by their personal journeys, were meticulously considered. Tailored supports and interventions were then provided to ensure each student received the assistance they required to thrive.

In concert with teachers, our school leaders fully embraced the ethos of I SHINE - I BELONG. They honored the presence of every student and went above and beyond to foster an environment where students felt not only safe and acknowledged but truly cherished, even in matters of discipline.

While initially implementing a systematic approach to foster a sense of belonging was a novel undertaking for ISANA. Consequently, many educators initially grappled with fully grasping their role in achieving this objective. However, reframing this endeavor as a fundamental aspect of our ethos rather than merely a new program or practice provided leaders with a valuable opportunity to thoughtfully contemplate how to enact cultural shifts effectively.

**Action 2:** ISANA students enjoyed weekly SEL lessons facilitated by their teachers, with SEL concepts seamlessly integrated into various aspects of their daily routines by both teachers and other educators across campus. Just as midterm reports showed, classrooms faithfully implementing Second Step are seeing exciting growth in students' social-emotional skills. Educators are enthusiastic about the continued success and potential of SEL for the upcoming school year!

**Action 3:** ISANA educators (SFSC's and other office personnel, in particular) continue to engage families of students who are absent and/or tardy. Additionally, ISANA has partnered with PowerSchool Attendance Suite to increase its effectiveness as it relates to consistent engagement with families. Schools continue to invite parents/guardians to meetings to discuss the students' attendance, academic achievement, and needs. Thanks to the dedicated work of the SFSCs, along with school leaders and educators, ADA rates have risen and chronic absenteeism has significantly dropped compared to last year. Despite a drop in chronic absenteeism, however, we recognize that regular absences still affect many students' academic achievement. Our efforts to support families and reduce these absences are gaining effectiveness, and we see great potential to enhance our partnership with families further. The school has demonstrated effective strategies in reducing absenteeism. Continuing and enhancing these efforts, such as personalized intervention plans, parent and community engagement, and attendance incentives, will support in achieving the new Desired Outcome.

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

#### **Changes to Metrics:**

- **Metric:** School Experience Survey: The survey metric was separated into two metrics, one focused on results (Percent of Educational Partners Expressing Agree/Strongly Agree on School Climate Questions from the School Experience Survey) and the other focused on the number of participants completing the survey (Percent of Educational Partners Completing Survey). Additionally for the survey results metric, was changed to measure the percent of certificated and classified staff that responded agreed or strongly agreed on the Professional Development/Training questions from the school experience survey, rather than reporting out the average score.

#### **Changes to Desired Outcomes:**

- **Desired Outcome** for the Chronic absenteeism metric was changed to 19%, an 14.13 percentage point reduction over three years.
- **Desired Outcome** for the survey results metric was changed to: 80% of each Educational Partners group expressing agree/strongly agree.
- **Desired Outcome** for survey completion was changed from a 2% increase every year to: 50%+ completion for families; 70%+ completion for students; 90%+ completion for staff

#### **Changes to Actions:**

- **Action 1:** While both action statements (previous and new) aim to create a safe, inclusive, and positive learning environment through restorative practices and professional development, they differ in their scope, emphasis on family engagement, and specific programs or initiatives. Previously this action provided a detailed approach to behavior management with specific programs and evaluation methods. We have now shifted the focus to culturally responsive teaching, inclusive environments, and restorative justice. The title to this action was changed to School Culture and Climate.
- **Action 2:** While both action statements (previous and new) prioritize the integration of SEL into the school environment and professional development for staff, the newly written action highlights the enhancement of SEL with culturally relevant materials, integration into the daily curriculum, and a strong emphasis on restorative practices rather than a specific curriculum.
- **Action 3:** While both action statements (previous and new) address the issue of absenteeism, the new action proposes the implementation of new re-engagement practices with a broader goal of improving overall attendance rates and ensuring equitable access to education for all students. The title to this action was changed to Increasing Attendance and Reducing Chronic Absenteeism.

**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.**

## Goal

Goal #	Description
3	ISANA will strategically recruit and support the ongoing development of effective educators who facilitate learning for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																	
Certificated Staff Retention % & Classified Staff Retention %	To be established in fall 2021  <table border="1"> <thead> <tr> <th>School</th> <th>Certificated</th> <th>Classified</th> </tr> </thead> <tbody> <tr> <td>Nascent</td> <td>86%</td> <td>66%</td> </tr> <tr> <td>Himalia</td> <td>70%</td> <td>93%</td> </tr> <tr> <td>Octavia</td> <td>85%</td> <td>100%</td> </tr> <tr> <td>Cardinal</td> <td>90%</td> <td>91%</td> </tr> <tr> <td>Palmati</td> <td>85%</td> <td>92%</td> </tr> <tr> <td>Achernar</td> <td>77%</td> <td>83%</td> </tr> </tbody> </table>	School	Certificated	Classified	Nascent	86%	66%	Himalia	70%	93%	Octavia	85%	100%	Cardinal	90%	91%	Palmati	85%	92%	Achernar	77%	83%	2022  <table border="1"> <thead> <tr> <th>Certificated</th> <th>Classified</th> </tr> </thead> <tbody> <tr> <td>83.33%</td> <td>85.19%</td> </tr> </tbody> </table>	Certificated	Classified	83.33%	85.19%	2023  <table border="1"> <thead> <tr> <th>Certificated</th> <th>Classified</th> </tr> </thead> <tbody> <tr> <td>78.13%</td> <td>80.65%</td> </tr> </tbody> </table>	Certificated	Classified	78.13%	80.65%	2024 (Fall 2023)  <table border="1"> <thead> <tr> <th>Certificated</th> <th>Classified</th> </tr> </thead> <tbody> <tr> <td>96.67%</td> <td>91.43%</td> </tr> </tbody> </table>	Certificated	Classified	96.67%	91.43%	Maintain an 80% retention rate for Certificated Staff  Maintain an 80% retention rate for Classified Staff
School	Certificated	Classified																																				
Nascent	86%	66%																																				
Himalia	70%	93%																																				
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Certificated	Classified																																					
96.67%	91.43%																																					
Educational Partners Survey Results and Participation Rate for Educators-Certificated and Classified <b>Regarding Professional Development and Training.</b>	The school scored at least 3/5 on 80% or more on the questions [regarding professional development and training] for both classified and certificated educators. The number of survey participants increased by at least 2%.	The school scored at least 3.5/5 on 80% or more on the questions regarding professional development and training for both <b>Certificated and Classified Educators..</b>	The school scored at least 3.5/5 on 80% or more of the questions asked regarding Professional Development..  <table border="1"> <tbody> <tr> <td>Certificated Educators:</td> <td>4.1/5</td> </tr> <tr> <td>Classified Educators:</td> <td>3.97/5</td> </tr> </tbody> </table>	Certificated Educators:	4.1/5	Classified Educators:	3.97/5	<table border="1"> <tbody> <tr> <td>Certificated Educators:</td> <td>3.93</td> </tr> <tr> <td>Classified Educators:</td> <td>4.02</td> </tr> </tbody> </table>	Certificated Educators:	3.93	Classified Educators:	4.02	Score at least 4.0/5 on 80% or more of the questions asked regarding professional development and training for both Certificated and Classified Educators.																									
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## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned, without any substantive differences.

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

**Action 1:** Higher due to staff receiving 10% salary increases this year.

**Action 2:** Higher due to developing a more robust advertising and recruiting plan for students and staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions outlined in goal 3 were effective in helping us make progress toward the goal. Our staff retention rate exceeded the Desired Outcome for both classified and certificated staff. In general, staff felt positively about the professional development and training provided. Areas to strengthen within this area are highlighted below in Action 3.

**Action 1:** ISANA conducted a staff versus student diversity analysis. A compensation analysis for key positions was done through a consultant. Classified salary scales were planned to increase next year. Plans for certificated and classified retention bonus and salaried new hire bonus were made for next year. Classified employee retirement plans were added. Compensation and benefits were increased in many ways despite upcoming reductions in one time ESSER funds, which was very effective. Retention rates for staff exceeded 80% for the 2023-2024 school year. One challenge is continuing to find sustainable ways to increase salary and compensation despite the sunseting of one time funds.

**Action 2 and 4:** ISANA created a collaborative recruitment and screening process across departments to expedite the hiring process of highly skilled ISANA educators. Recruitment through online job platforms, social media, ISANA web pages, and word of mouth has been beneficial in yielding a wide array of candidates. ISANA again partnered with CAL STATE Teach to establish a pipeline of instructional staff, however, the Teacher Residency Program has not yielded the number of candidates that we set a goal for. At the same time, we have increased outreach efforts for the program by hosting in-person and virtual informational sessions and sending out regular communication about the program throughout the year. Although we struggled with not having enough candidates enrolled in the Teacher Residency Program, many employees in the Career Pathways program are in ISANA classrooms.

**Action 3:** ISANA's partnership with the Math Literacy Project, ARC Core ELA, and 2Teach (Co-Teaching) continued for the 2023-2024 school year.

- Math Lit Project: Middle school teachers meet with Math Literacy Project representatives monthly for algebra-focused support and PD sessions, with 8th grade teachers completing their second year of algebra implementation. In-person visits occur at least twice a year for further coaching and support. Middle school math and algebra data, especially for 8th grade, continues to show improvement.
- ARC Core ELA: In ELA, educators continue to develop proficiency in reading instruction and curriculum implementation. School and network leadership have engaged in ongoing training throughout the year, focused on reading instruction, with data indicating continued growth.
- Co-Teaching: Co-teaching training has continued for select educators, including VAPA, general education, and special education

- teachers. Training sessions are held monthly, with in-person visits and observations providing further support.
- Additionally, our new multilingual language coordinator has provided training for educators on programs and resources specifically for English Learners.
- All educators have participated in a book study of Mike Schmoker's *Focus: Elevating the Essentials* to revisit the foundational elements of effective instruction. Feedback is reviewed after each book study PD session.

One challenge noted here is integrating these trainings into onboarding for new hires, especially those hired later in the school year. Additionally, while professional development feedback was generally positive, staff indicated a need for more training in topics such as working with Students with Disabilities, English Learners, students performing above and below grade level, and promoting social-emotional well-being. We will use this feedback and solicit additional input to develop our professional development for next school year.

**Action 5:** The professional development received directly from ARC and the Math Literacy Project is centered on the content that teachers are responsible for teaching. This ensures that on-site support from instructional coaches continues between ARC Core Visits and Math Literacy Project sessions. These trainings build educator capacity, equipping them to support teachers in implementing best practices in both math and ELA. The network-wide EL Coordinator has also provided professional development to instructional coaches, enabling them to offer support, resources, and training to teachers on-site. Recognizing the need for additional novice teacher support, this school year we added a New Teacher Instructional Support role to assist new teachers at two ISANA schools, including ISANA Nascent.

Teachers have expressed that they value the support provided by instructional coaches both in and out of the classroom. Next school year, we aim to gather further data on how instructional coaches impact teacher and student learning.

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

#### **Changes to Metrics:**

- **Metric 2** was changed to measure the percent of certificated and classified staff that responded agreed or strongly agreed on the Professional Development/Training questions from the school experience survey, rather than reporting out the average score.

The Teacher Observation Metric from Goal 5 was added to this Goal to align with the merging of Goal 5, Action 4 into Goal 3, Action 5.

#### **Changes to Actions:**

- **Actions 1** (Recruitment and Retention), **3** (Professional Learning), and **5** (Instructional Coaching) were revised for clarity.
- **Action 2** (Recruitment and Engagement of External Partners) and **Action 4** (ISANA Career Pathways Program) were combined to reduce redundancy.
- **Action 5** (Instructional Coaching) was combined with **Goal 5, Action 4** (Standards-Aligned Instruction). The addition of a New Teacher Instructional Coach was also added to this action.

**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.**

## Goal

Goal #	Description
4	ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24				
Number of workshops offered as measured by workshop agendas and annual parent workshop calendar	At least 2 parent/family workshops were offered to families	3 parent/family workshops were held, open to all families 3 parent/family workshops were held specifically targeting families of ELs	4+ parent/family workshops were held, open to all families 4+ parent/family workshops were held specifically targeting families of ELs	parent/family workshops were held, open to all families parent/family workshops were held specifically targeting families of ELs	A minimum of 4 parent/family workshops open to all families (previous metric) A minimum of 4 parent/family workshops specifically targeting families of ELs				
Maintain an SSC with proper composition	Maintain an SSC with proper composition	Maintained an SSC with proper composition	Maintained an SSC with proper composition	Maintained an SSC with proper composition	Maintain SSC with proper composition				
% of DELAC members who attend 4 out of 7 DELAC meetings	75%+ of members attend 4 out of 7 or more DELAC meetings	75%+ of members attend 4 out of 7 or more DELAC meetings	75%+ of members attend 4 out of 7 or more DELAC meetings	75%+ of members attend 4 out of 7 or more DELAC meetings	75%+ of members attend 4 out of 7 or more DELAC meetings				
Educational Partners Survey Results for Parents/Families Regarding Opportunities to Provide Input and Access to Community Resources	3.91/5 The School seeks and welcomes parent input before making decisions  4.12/5 The School provides me with access to community resources and support	New Metric Established for 23-24	New Metric Established for 23-24	<b>2024</b> <table border="1"> <tr> <td>Opportunities to provide input</td> <td>3.91</td> </tr> <tr> <td>Community resources and support</td> <td>3.97</td> </tr> </table>	Opportunities to provide input	3.91	Community resources and support	3.97	Maintain or Exceed a <b>4.0/5</b> on the Following Educational Partners Survey Questions for Parents/Families: <ul style="list-style-type: none"> <li>The School seeks and welcomes parent input before making decisions</li> <li>The School provides me with access to community resources and support</li> </ul>
Opportunities to provide input	3.91								
Community resources and support	3.97								

# Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned, without any substantive differences.

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.

No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions outlined in goal 4 were effective in helping us make progress toward the goal. While we did not meet our Desired Outcome of 4.0/5 on the questions identified within the metric, we are steadily finding our rhythm again, a beat that was lost to the COVID-19 Pandemic. As we navigate this recovery, we're dedicated to reassuring parents that their presence and voices are invaluable. We're excited to forge deeper, more meaningful partnerships with them every step of the way.

**Action 1:** Student and Family Services Coordinators (SFSC) have passionately engaged parents, opening doors to involvement, and enriching access to resources. They've offered workshops and training that boosted academic success and foster social-emotional wellness for every student. Parents have immersed themselves in a variety of learning experiences and have had spaces created for their invaluable voices, shaping programs and practices in our schools. Moreover, we warmly welcome parents on campus to participate and offer their supportive presence.

**Action 2:** Throughout this school year, our dedicated SFSCs and educators have actively utilized every channel at our disposal—emails, text messaging, flyers, banners, and social media announcements—to ensure parents, guardians, and the community stay well-informed about the exciting programs and services our schools offer. Moreover, our school teams have made it a priority to warmly invite families onto campus for re-engagement sessions. These gatherings are designed to address the unique needs of our students, particularly those affecting their attendance, ensuring every child has the support they need to thrive.

Families are consistently kept in the loop about their children's achievements, attendance, school events, community activities, and resources tailored to their specific needs. Thanks to updates from the PowerSchool Attendance Suite, parents and guardians are more engaged than ever. They're reaching out to initiate meaningful conversations with schools about their children's attendance and exploring steps to further improve it. This proactive involvement is exciting and underscores the strength of our school-community partnership.

One challenge has been constantly adapting to the ever-evolving ways that parents and guardians seek and engage with information. We recognize that contact information changes are a reality we must navigate. Inviting parents and guardians to keep their details up-to-date is not just a necessity but an exciting opportunity for us to grow and improve our communication.

**Action 3:** In January 2024, the network successfully refilled the Communications Manager position, enhancing the school's ability to build relationships with community partners. Partnerships have included local libraries, Department of Public Health, Dept of Mental Health, local community colleges, local libraries, and community centers. These partnerships have significantly contributed to student recruitment for next year, achieving the highest enrollment since the pandemic. The school established relationships with a variety of community partners by inviting them to school events, such as Workshops and

Showcases, and participating in community partner events. Additionally, schools played an active role in community events organized by these partners.

Our Student and Family Services Coordinators received increased training and monitoring in their work with community partners. More families and staff were invited to community events this year compared to last year. These invitations targeted all families, with particular attention to those in need, such as low-income families, English Learners, and Foster Youth. Furthermore, a new Communications Manager was hired to support these efforts.

We continue to address the specific needs of families struggling with issues of poverty.

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

**Changes to Metrics:**

- **Metric 2:** SSC and Metric 3: DELAC were deleted

**Changes to Desired Outcomes:**

- **Desired Outcome** to the workshops metric was changed to state that the school will offer a minimum of “4 workshops annually” rather than four workshops by the end of the 3-year LCAP cycle.
- **Desired Outcome** to the School Experience Metric was changed to measure the percent of parents/families that responded “agreed” or “strongly agreed” to the noted questions, rather than reporting out the average score.

**Changes to Actions:**

- **Action 1** title was slightly revised. The action was revised to include the important role that Student Family Services Coordinators play within recruitment and retention of students. The role of the Director of Pupil Services was added as well.
- **Actions 2 and 3** were reformatted and revised for clarity.

**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.**

## Goal

Goal #	Description
5	Maintenance Goal: To ensure maintenance of progress, the following metrics and actions will be maintained and reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT (Facilities Inspection Tool) Score Good/Exemplary	FIT Score: Good	FIT Score: Exemplary	FIT Score: Exemplary	FIT Score: Good	Maintain FIT score of Good or higher
Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	Percentage of teachers holding credentials appropriate to their job assignment = 100%	100% of teachers held credentials appropriate to their job assignment	100% of teachers held credentials appropriate to their job assignment	<b>2023-2024</b> 100% of teachers fully credentialed to their job assignment.	100% of teachers holding credentials appropriate to their job assignment
Access to standards-aligned instructional materials as measured by proof of purchase	Percent of students with access to standards aligned instruction materials as measured by proof of purchase=100%	100% of students had access to standards aligned instruction materials as measured by proof of purchase	100% of students had access to standards aligned instruction materials as measured by proof of purchase	100% of students had access to standards aligned instruction materials as measured by proof of purchase	100% of students with access to standards aligned instruction materials as measured by proof of purchase
Enrollment in a Broad Course of Study	Percentage of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool = 100%	100% of students had access and were enrolled in a broad course of student as measured by course enrollment in PowerSchool = 100%	100% of students had access and were enrolled in a broad course of student as measured by course enrollment in PowerSchool = 100%	100% of students had access and were enrolled in a broad course of student as measured by course enrollment in PowerSchool = 100%	100% of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool
Teacher observations	Percentage of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards = 100%	100% of teacher observations demonstrated alignment to the Common Core State Standards, ELD standards and CA State Standards	100% of teacher observations demonstrated alignment to the Common Core State Standards, ELD standards and CA State Standards	100% of teacher observations demonstrated alignment to the Common Core State Standards, ELD standards and CA State Standards	100% of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 5 were implemented as planned, without any substantive differences. Curriculum will be inventoried using Frontline Education in Summer 2024.

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

**Action 3:** Higher due to needing to purchase additional curriculum. Budgeted amount was underestimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**Action 1:** The school achieved a score of “Good” and needs for repairs and maintenance were responded to quickly ensuring our school remains safe for all students, staff and visitors.

**Action 2:** The CMO continues to support the school and school leadership team so that they may continue to focus on day to day operations, student achievement and instructional needs.

**Action 3:** Instructional materials for the following school year are purchased in advance of the start of the school year so that educators and students have what they need to engage effectively in teaching and learning. As educators expressed a need for additional materials or, for example, print materials to supplement digital materials, requests were fulfilled to mitigate obstacles or interruptions to learning. The network purchased a new inventorying system and will assist the school in completing inventory during Summer 2024.

**Action 4:** Regular walkthroughs and classroom observations have allowed school leadership to provide regular feedback to educators and to use that data to provide targeted support and resources that are responsive to the needs of both students and educators. In order to systematize observations and observation cycles, the network has purchased PowerSchool Perform to help us manage, conduct and document observations and evaluations. We are in the phase of building our forms and processes and anticipate rolling out the system in Summer 2024.

**Action 5:** Benefits continue to be offered and the CMO will continue to analyze benefit usage and opportunities for new and targeted benefits.

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

### Changes to Metrics:

The metric for Standards Aligned Instructional Materials was changed to Implementation of Academic Standards: Percent of students with access to standards aligned instruction materials as measured by Local Indicator on the CA Dashboard to better align with the CA Dashboard.

### Changes to Actions:

**Action 3 (Curriculum):** **Goal 1, Action 9** was merged into this action.

**Action 4 (Standards Aligned Instruction):** This action was combined with Goal 3, Action 4 (Instructional Coaching)

**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.**



## **Instructions**

*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](mailto:LCFF@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## **Goals and Actions**

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### **Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### **Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# 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
ISANA Nascent Academy	Nadia Shaiq, CEO	<a href="mailto:nshaiq@isana.org">nshaiq@isana.org</a> (323) 291-1211

## Plan Summary 2024-2025

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

ISANA Nascent Academy operates a high quality school in the historically underserved area of Jefferson Park. The mission of ISANA Nascent Academy is to provide a school where underserved students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. As the founding school of ISANA Academies, Nascent Academy opened in the heart of the Crenshaw community in 2005 and later in the Leimert Park community with a focused commitment to serve LA’s most impoverished and underserved students. Our vision is simple - Expect the best, Give the best and Achieve the best. We are driven by our commitment to continually develop innovative, socially aware students who achieve great things both academically and in life. In accordance with our mission, we enroll at-promise students from communities in need. The community surrounding ISANA Nascent Academy is growing rapidly and is highly impacted. The school opened in September 2005 with over 300 students in Kindergarten through sixth grade and grew each year until reaching approximately 576 students in Transitional Kindergarten through eighth grade in 2021-2022. Our enrollment for the 2023-24 school year is approximately 512 students in Transitional Kindergarten through eighth grade. More than 90% of students qualify for the free or reduced lunch program; 39.1% of the students are English Learners. The community is mostly African-American (24.2%) and Latino (73.1%).

Our dedication to low-income communities has allowed us to develop an instructional model designed to meet the needs of these communities. ISANA Nascent Academy has developed a reputation for high academic standards, experienced and caring staff members, as well as a commitment to its students. Students have an opportunity to be challenged in an environment where high expectations and academic excellence are non-negotiable. Students benefit from a small, safe school environment where a respect for each other and each other's differences prevail. They benefit from an environment where parents and teachers work in partnership to meet student achievement.

# Reflections: Annual Performance

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

## SUCSESSES:

### English Language Arts (ELA) Student Achievement

All Students: The CA Dashboard for the 22-23 school year shows that our school has earned a designation orange which is the same as the state’s color of orange. All of our numerically significant student groups have a Distance from Standard (DFS) lower than the state’s DFS for those student groups.

To monitor the growth of our significant student groups we utilize our i-Ready diagnostics in order to measure academic progress and put interventions in place to close academic achievement gaps. Overall, our median **Annual Typical Growth** rose from 80% in our **baseline year of 2020-2021** to **112% in 2023-2024**. *(Annual Typical Growth is defined as the average yearly growth for a student of that grade and initial placement level; a student achieving 100% of Typical Growth has met their expected target for the year; a student exceeding 100% of Typical Growth has exceeded their expected target for the year.)* We have seen the following increases in student growth for **Kindergarten to 8th grade students** on the 2023-2024 end of year reading diagnostic assessment compared to the baseline year of 2020-2021:

- **English learners’** median Annual Typical Growth increased from 73% to **104%**
- Our **Latino** population’s median Annual Typical Growth increased from 89% to **115%**
- Our **Socioeconomically Disadvantaged** median Annual Typical Growth increased from 80% to **116%**
- Our **Students with Disabilities** median Annual Typical Growth increased from 79% to **126%**

We continue to make strides with our **African American student group** in the area of reading and we are working to boost achievement by increasing their vocabulary and comprehension of a variety of culturally relevant texts that positively reflect Black culture. The median Annual Typical Growth for this group dropped from the previous year, however, remains above 100% at **109%** and increased from **45%** in our baseline year of 2020-2021.

### Math Student Achievement

We are consistently implementing a variety of interventions to support math student achievement such as: The Lead Teacher Model, i-Ready embedded into instruction, and the Math Lit Project. Through these structured supports, our students are making progress. We monitor student progress through various assessments and one in particular is the i-Ready Diagnostic that students take every trimester. Specifically, we are able to track a student’s typical growth and their stretch growth. The stretch growth is set as an ambitious and attainable path for students to reach grade level. After every diagnostic, the data is analyzed and supported by the teachers having data chats with their students. This practice helps students be informed of where they are and to take accountability for their learning. We want the students to be a part of the process and they set goals after each diagnostic assessment.

As a result of these three interventions, we have noticed an increase in the percent of **Kindergarten to 8th grade students** meeting their annual typical growth compared to the baseline year. Overall, our median Annual Typical Growth rose from **57% to 93%**. All students groups showed notable growth as well:

- **English learners'** median Annual Typical Growth increased from 56% to **96%**
- Our **Latino** population's median Annual Typical Growth increased 60% to **93%**
- Our **Socioeconomically Disadvantaged** students' median Annual Typical Growth increased from 57% to **90%**
- Our **Students with Disabilities'** median Annual Typical Growth increased from 29% to **107%**
- **Our African American/Black students** median Annual Typical Growth increased from 50% to **100%**

### **English Learners - ELPI (CA Dashboard)**

The CA Dashboard reports that our English Learner Progress Indicator (ELPI) has earned a color of “**Green**” which is higher than the state's color of “Yellow.” In fact, **49.6%** of students are making progress towards English Language proficiency which is above the state's 48.7%. In addition, we are implementing professional development training centered around designated and integrated ELD. Our instructional practice of working with English Learners in small groups is proving to be effective. And including language objectives during the lessons is beneficial for this group of students, as well as all others.

### **English Learners- Reclassification**

Additionally, in 2022-2023, our reclassification rate increased from 10.92% in 2021-2022 to **17.89%** in 2022-2023. Our systematic EL monitoring process has greatly helped to easily and quickly identify students that are ready for reclassification as well as students who may be struggling so that we can provide targeted support in a timely manner.

### **School Climate: Suspension (CA Dashboard)**

Overall, the Suspension Rate for All Students and our Student Groups is lower than the state. As we continue along our necessary and courageous journey of *shining* and *belonging*, we recognize that part of addressing behaviors that could lead to suspensions and expulsions is building social-emotional learning competence within our students and educators. To this end, we expect all educators to teach at least one SEL lesson per week using Second Step SEL Curriculum and appropriate supplemental resources according to the implementation schedule we provided them. This support positions students to develop their skills in the five social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The goal is to provide the students of ISANA with an atmosphere and an environment where they feel safe to take cognitive risks and grow as learners. When problems do arise, ISANA provides discipline with dignity to all students by focusing on restorative justice practices and positive behavior supports so that the students do not feel humiliated and the students around him/her feel safe and supported in their learning environment.

We consider it beneficial to the growth of the student to enact restorative practices that hand the problem back to the student, guiding them

through the process of understanding the impact of their behavior on their peers and learning environment, and empowering them to take steps towards making things right.

## **CHALLENGES:**

### **English Language Arts (CA Dashboard)- English Learners**

The CA Dashboard indicates that our English Learners are performing lower than all other student groups within ELA. To meet the needs for English Learners, teachers incorporate direct instruction with Integrated ELD followed by small groups. Providing the students with more consistent opportunities to read, discuss, and write helps increase fluency for our English Learners. In addition, teachers providing students with the opportunity to visualize the lesson content through actions, graphs, and pictures helps improve overall comprehension for English Learners. Equally important, ISANA Nascent Academy offers an EL Summer Program on both campuses for families. The English Learner program is called, “Supporting Young Learners: Learning and Exploring Together” and it is intended for children 3 – 7 years old and their families. The purpose is to teach language and school readiness skills to students who will be entering transitional kindergarten or kindergarten.

ISANA also implements a Newcomer Policy that protects children under federal laws to ensure that they have access to a free public education that will provide curriculum and instruction to ensure the success of these students. In addition, these students have access to resources and social services that will meet their basic needs. ISANA’s Newcomer Policy establishes a clear process for supporting the needs of newcomers ensuring that we provide a safe and inclusive learning environment and social emotional resources and support. with two approaches.

### **Math (CA Dashboard)- English Learners and African American Students**

The CA Dashboard indicates that our English Learners and African American students are performing lower than all other student groups within math. The Math Literacy Project provided by Dr. Kirk Kirkwood and Dr. Patrice Waller addresses critical issues in math in K-12 education. Particularly, it takes a critical look at the persistent learning gaps that exist among African American and Latino students. In collaboration with the Math Literacy Project, our middle school teachers attend monthly professional development trainings on how to effectively teach our students math. Teachers enhance their math practices by engaging in culturally responsive teaching and student-centered lesson plans that validate the students in that learning space. Even more, teachers are challenged to critically evaluate their perceptions of the students’ attitudes about math and to look deeply at their instructional philosophy. During the session, teachers are trained to look at a Cognitive Demand Framework with respect to student collaboration and agency and, as a result, our teachers expose students to the value of learning math.

### **School Climate: Chronic Absenteeism**

The CA Dashboard shows red as our performance level for Chronic Absenteeism and 40.1% of students chronically absent for the 23-24 school year.

There are three specific interventions that we have implemented in order to address Chronic Absenteeism. The interventions are: Family Re-Engagement Meetings, Strengthening Relationships with Families, and Attendance Challenges & Spirit Weeks. The data that we have collected thus far is indicating that our efforts are proving to be effective. There are decreases from 2022 - 2023 for the All Student Group in addition to our statistically significant student groups. For All Students, in 2022 - 2023 it was 40.1% and in 2023 - 2024 it is 33.01%. Our Students with Disabilities made the most significant improvement with 44.4% in 2022 - 2023 and 26.96% in 2023 - 2024.



# Reflections: Technical Assistance

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

ISANA Nascent was identified for Differentiated Assistance based on:

- Black/African American students' Chronic Absenteeism and red performance level in Math on the Smarter Balanced Summative Assessment
- English Learner students' Chronic Absenteeism and red performance level Math and Reading/ELA on the Smarter Balanced Summative Assessment

## **Chronic Absenteeism – Black/African American Students and English Learners**

We frequently monitor attendance data to inform our attendance improvement efforts. We have continued to improve our practice as it relates to analyzing reasons for Student Absences and responding to these reasons. We started with this vision for our students: ISANA will be a place of trust, safety, and support for students and families. We will link and leverage our assets to create NEW opportunities for students that will cause them to want to be at school every day and on time. This vision for attendance informs how we approach attendance interventions for students who are chronically absent and for students who are approaching chronic absenteeism status. We recognized a need to enhance our communication with families. So, we have continued with our practice of making personal phone calls to families of any student who is absent. The purpose of this is to create a relationship with the family, problem solve with them in real time if there is a way to come to school, connect the family with support if needed due to the reason for the absence, and set clear expectations to see the child back in school as soon as possible. After these calls, a designated member of the office staff sends a daily email to the School Leadership Team as well as the ISANA Central Office Leadership Team that includes the reasons for the absences and the results of the call home. This year, we have the front office include in the email percentages of the reasons (ex. 65% of absences are due to illness) so that the Leadership Team can track trends over time and address them specifically. This allows us to address in real time, for example, if a phone number is disconnected, or if a family is having trouble with transportation.

To make this intervention more robust and effective, we implemented PowerSchool Attendance Suite program this school year. Through the PowerSchool Attendance Suite, we have been able to communicate more consistently with families of students who are chronically absent by positively worded attendance letters, which details the student's absences, invites the family to a Family Support meeting, and provides information about what to expect should the student continue to be truant. An example of this letter is included in our binder. In addition to the attendance letter, parents/guardians receive a postcard at certain trigger points to inform them of their child's attendance progress. As well, school staff are able to communicate with families via text messaging through this platform. In addition to enhanced communication with families, staff use PowerSchool Attendance Suite to track engagement, access message insights, clean up contact information, and run attendance reports. In addition to PowerSchool Attendance Suite, we use our parent communications systems to promote regular attendance and inform families of programs/activities happening on campus to create excitement for coming to school.

### **Academic Performance- Math (Black/African American and English Learner Students)**

Our school has developed a comprehensive plan to address the needs of our diverse student population, particularly focusing on Black/African American students and English Learners. Drawing upon evidence-based practices and input from educational partners, our strategies include targeted interventions tailored to each group's specific challenges and strengths. For Black/African American and Latino students, we prioritize culturally responsive teaching methods and have continued our partnership with the Math Literacy Project. The Math Literacy Project is professional development designed to increase the capacity of math teachers to engage (and empower) their students through evidence-based practices, including mathematical mindsets and the implementation of high cognitive math tasks. In the previous school year, our educators engaged in monthly Math Professional Developments that brought a sense of identity in learning mathematics from a cultural approach. This year has focused on supporting middle school math teachers as we embark on our second year of Algebra instruction for our 8th grade students.

### **Academic Performance- Reading/ELA (English Learners)**

For **English Learners**, we continue to emphasize language development through evidence-based instructional strategies throughout Integrated ELD and Designated ELD.

We identified the following strategies as those which teachers will use daily in Integrated ELD.

Increased opportunities for students to speak and listen and use language through interaction: Through the use of constructive conversation strategies such as Think-Pair-Share and purposeful grouping, students engage in communication that is meaning-based and authentic. Teachers intentionally build-in opportunities for academic conversations at key points in content lessons and use these interactions to gauge student understanding of the concepts being taught. While this is occurring in all content areas, we recently focused on increasing student discourse in math. The Math Literacy Project, mentioned above, has allowed us to focus on strategies English Learners, as well as African American students, need to succeed in Math, such as student discourse, talk routines such as Try It-Discuss It-Connect It, sentence frames, math talks, math vocabulary, and revoicing.

Increased Language Supports in Classroom Environment: Teachers implement language supports that are accessible on the walls as resources for students—including, for example, a variety of differentiated sentence frames, word part lists, word banks, anchor charts and other reference materials. These supports are available across the content areas and teachers explicitly model and encourage the use of these resources.

Additional Targeted Instruction: Small Group Reading Conferences are a critical component of our English Language Arts component that have allowed teachers to provide twice as much focused instruction to English Learners. Teachers schedule small group reading conferences equitably based on students' needs. For example, while all students meet with teachers for small group reading instruction, students performing below grade level will meet more frequently as their needs are greater. Furthermore, the frequency and outcome of these conferences can be monitored on SchoolPace, our language arts data platform.

Finally, our **Multilingual Learner Coordinator** has been working closely with the ISANA Nascent leadership team in supporting teachers

with teaching English Learners by providing expertise, resources, and guidance tailored to the needs of EL students. With the support of the MLL Coordinator, the school leadership team will:

- Work with school leadership to organize and facilitate professional development workshops and training sessions for teachers to enhance their understanding of effective instructional strategies for ELs. This might include workshops on language acquisition theories, culturally responsive teaching practices, and strategies for scaffolding content.
- Collaborate with teachers to develop or adapt curriculum materials and resources that are culturally relevant, linguistically appropriate, and accessible for ELs. This might involve modifying existing curriculum documents, selecting appropriate instructional materials, and integrating language development activities into content-area instruction.
- Work closely with teachers to co-plan and co-teach lessons that meet the diverse needs of ELs. By modeling effective instructional strategies and providing real-time support during instruction, they help teachers implement research-based practices for language development and academic achievement.
- Help teachers interpret assessment data to identify areas of strength and areas needing improvement, informing instructional decision-making and individualized support for ELs.
- Help access and utilize resources that can further support ELs' language development and academic success.
- Help teachers foster an understanding of diverse cultural backgrounds, languages, and experiences represented among ELs. This includes providing resources and guidance on creating inclusive learning environments that honor and celebrate students' linguistic and cultural diversity.
- Facilitate communication and collaboration between teachers and EL students' families, recognizing the important role of family support in students' academic success. They may organize family engagement events, provide resources for families in multiple languages, and serve as a bridge between the school and diverse community educational partners.

### **Further Support for Black/African American Students:**

Beginning in the 2024-2025 school year, we are initiating a new project called the Male Teachers of Color Network. This initiative is in direct response to meeting the needs of our Black/African American (and Latino students). We believe that students of color benefit from having teachers of color, especially male teachers of color who look like the students we serve. They possess the “cultural capital and racial and linguistic backgrounds to teach the current diverse student population” we serve (Haddix, 2017, p.1). Through this work, we are going to increase the student to educator pipeline within our organization and within our community partners to recruit, support, and retain teachers of color to serve our students.

And finally, we have recently received funding from the California Department of Education’s Anti-bias Education Grant Program to develop an action plan to better support our students, particularly our students of color by providing our educators with professional development, resources, and support on anti-bias and Culturally Relevant and Responsive pedagogical practices. By strengthening our educators’ understanding and practices in meeting the social, emotional, and academic needs from an equity-based lens using these approaches and practices we should see increased levels of achievement for our diverse group of scholars.

# 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
<b>All Educational Partners</b>	An annual survey was administered to all staff, select grade levels of students, and offered to all parents. An analysis of the results was conducted and results were shared with all Educational Partners during engagement sessions.
<b>Students</b>	<p>The school held school-site level sessions with student focus groups focusing on goals 1, 2 and 3. Each session was focused on either one or two goals. During these sessions, school leaders discussed progress and data for each goal and sought input by asking questions meant to elicit reflection and feedback. Some questions asked were: <i>What do you appreciate about your experiences at school? What else can your school/teacher do to help you be successful?</i></p> <p><b>Engagement Sessions were held on:</b> February 16, 2024 March 21, 2024, April 19, 2024 and May 17, 2024</p>
<b>Parents/Families</b>	<p>The school held school-site level sessions with families during Parent Advisory Council, School Site Council and District English Learner Advisory Committees focusing on goals 1,2 and 4. Each session was focused on one or two goals. During these sessions, school leaders discussed progress and data for each goal and sought by asking questions meant to elicit reflection and feedback. Some questions asked were: <i>How else might our school continue to create a safe and healthy learning environment? How else might we help more students to attend school regularly?</i></p> <p><b>Engagement Sessions were held on:</b> February 16, 2024 March 21, 2024, April 19, 2024 and May 17, 2024</p>

<b>Staff- Certificated and Classified</b>	<p>The school held school-site level sessions with all staff focusing on goals 1, 2 and 3. Each session was focused on one or two goals. During these sessions, school leaders discussed progress and data for each goal and sought by asking questions meant to elicit reflection and feedback. Some questions asked were: <i>How can our school help more students to be successful in school? What do you appreciate about your school that you feel contributes to your success?</i></p> <p><b>Engagement Sessions were held on:</b> February 28, 2024, March 20, 2024, April 10, 2024, May 15, 2024</p>
<b>Administrative Leadership</b>	<p>ISANA led network-wide engagement sessions with principals as well as network-level leadership such as directors, coordinators and specialists. In these sessions, leadership examined data and progress toward LCAP goals, reviewed and discussed the effectiveness/ineffectiveness of all actions and provided input on possible changes/enhancements to actions, metrics and desired outcomes. A session was also held to review and analyze LCAP survey results.</p> <p><b>Engagement Sessions were held on:</b> December 5, 2023, January 23, 2024, February 6, 2024, April 23, 2024, and May 14, 2024</p>
<b>Board Members</b>	<p>Progress toward LCAP goals was shared with the board at all regular board meetings: November 13, 2023, December 12, 2023, February 20, 2024, and May 14, 2024. The February 20th board meeting included mid-year outcome data, implementation status of all actions and expenditures to date as related to the metrics identified in the 2023-2024 LCAP.</p>

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

ISANA believes that educational partner input drives the development of the LCAP. To guide the development of goals, actions and metrics for the 2024-2027 Local Control and Accountability plan, we drew on educational partner input from discussions held with parents, students, all school personnel including administrative leadership, teachers and classified staff. These discussions included meeting with the Parent Advisory Council(PAC), District English Learner Advisory Council (DELAC), School Site Council (SSC); facilitating LCAP Focused Educational Partner Sessions for all staff, and providing updates on progress toward LCAP goals and new LCAP development at ISANA Board Meetings. This year, in addition to providing progress on goals and metrics, we also presented on the progress of all actions outlined in the LCAP, reporting out which goals were “completed”, “on-track” or “not-yet started” at the December, February and May Board meetings. At the February Board meeting we also reported-out midyear budgeted and actual expenditures for each action. These

presentations to the board provided opportunities for board member input and public comment. Surveys were also sent to all staff and families and to select grade levels of students in Spring 2024.

Overall, the feedback provided by educational partner groups reaffirmed and built upon many of the key priorities communicated in past input. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas.

## **Overarching Themes**

### **Academic Achievement/Professional Development**

Staff have appreciated the professional learning that occurred throughout the school year, which this year continued to focus on math literacy and reading but also emphasized the essential elements of effective instruction and were guided by Mike Schmoker's Elevating the Essentials to Radically Improve Student Learning. This deep dive into evidence-based teaching practices will continue into the next school year. Select educators in general education, special education and visual and performing arts also participated in co-teaching and received training throughout the year. In the staff survey and engagement sessions, staff communicated a need for training and increased resources on better meeting the needs of student groups such as English Learners and African American students, as well as students exceeding grade level and students with disabilities. Our network-wide Multilingual Language Coordinator (**Goal 1, Action 8**) will continue to work with our school leadership teams to determine English Learner Professional Development needs for new teachers to ensure that these educators are equipped to address the needs of one of our largest student groups as well as a series for returning and experienced teachers. We will also be placing a greater focus on our Potential Long Term English Learners and Long Term English Learners (**Goal 1, Action 9**). Finally, as mentioned above, staff discussed a need for training in creating optimal learning spaces for African American/Black students. Newly added **Goal 1, Action 10** describes some of the work that we have begun already to help support the needs of Black students and will continue into the next school year.

Staff also desire more time for planning and collaboration. **Goal 1, Action 1 and Goal 3, Action 2 and 3** reflect our commitment to providing sustained professional learning on our adopted instructional programs as well as professional learning opportunities in best instructional practices for all students and for student groups. As described in **Goal 1, Action 1**, additional weekly collaboration and planning time has now been built into the academic calendar. This time will be used for staff to, for example, share instructional practices, analyze data, examine student work together and unit plan. This time will also be used to provide differentiated professional learning and opportunities for grade-alike and subject-alike teachers to collaborate across ISANA schools. Our partnerships with the publishers of our math and language arts curriculum, as well as the Math Literacy Project, will continue into the 23-24 school year so that educators can continue to build on the knowledge, skills and practices gained this year. We are further able to customize these trainings so that they focus on the needs of student groups.

Students and families appreciate the extra-curricular opportunities offered through the Expanded Learning program and have also expressed the need for increased intervention opportunities for students, such as tutoring. As described in **Goal 1, Action 3**, once again, tutoring opportunities will be offered at the beginning of the school year in the Fall. This will allow us to serve a greater number of students for an extended time or as needed. Data from the final Diagnostic administered in Spring 2024 and from the Smarter Balanced

assessments, as well as others, will be used to identify students who would benefit from enrollment in the tutoring program and other intervention services. We will also explore possible partnerships with outside tutoring providers to help us support as many students as possible. On a larger scale, staff expressed a need to systematize our MTSS Framework to ensure that students' needs are met in a timely and appropriate manner. Modified **Goal 1, Action 4** reflects our shift to MTSS as a proactive and preventative framework that begins with effective classroom instruction rather than viewing it solely as an intervention tool. We want to evaluate our Multi-Tiered System of Support (MTSS) implementation to ensure we are providing adequate and equitable tiered support for all students in academics and socio-emotionally and behaviorally as well. We also identified a need to systematize data collection and will be implementing a new MTSS platform to assist us in unifying every student's academic, behavioral and SEL data to streamline and inform interventions and improve communication with all stakeholders.

### **Culture, Climate and Wellness**

Survey results from all educational partners demonstrate that there is overall satisfaction with school climate. We attribute this positive feedback in part to our I SHINE - I BELONG campaign which ISANA launched in 2023-2024 and which will continue into next year. This campaign gives shape to the culture of ISANA, which places value on diversity, equity, inclusion, anti-bias, and anti-racism. Through I SHINE - I BELONG, educators seek to affirm the presence of students, build positive relationships with them, and cause them to feel safe and affirmed. As part of the campaign, ISANA provided all staff with professional development related to building competencies in culturally responsive restorative practices, social-emotional learning skills and strategies, building positive relationships with students, creating safe and affirming learning environments, and maintaining nurturing climates that promote engagement and learning. This is reflected in **Goal 2, Action 1 and Action 2** and has had a direct effect on the positive outcomes we have seen related to Goal 2.

Additionally, all educational partners recognize the need to increase attendance and especially reduce chronic absenteeism (**Goal 2, Action 3**). Our chronic absenteeism rate decreased from the previous school year and we are working to continue that downward trajectory into the next school year and beyond.

### **Parent and Family Engagement and Involvement**

Families have appreciated the opportunity to connect with community organizations such as local libraries, health centers, and colleges. Families continue to express interest in a stronger partnership with the entire school community and seek more chances to socialize with both families and staff. Both staff and families value the increased efforts to involve parents and families (**Goal 4**) and would like more parent workshops and resources to support their children at home. Our Student Family Services Coordinator (**Goal 4, Action 1**) will continue to reach out to survey families on the types of events, workshops, and resources they want, as well as the preferred times and delivery methods. Based on the input from parents and staff, the school leadership team will create an annual calendar of events to enhance community engagement.

## **Goals and Actions**



# Goal

Goal #	Description	Type of Goal
1	ISANA will provide all students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students access to high quality and culturally affirming learning experiences in order for them to demonstrate continuous growth toward achieving the skills of the Common Core State Standards, CA State Standards and CA Next Generation Science Standards.	Broad

State Priorities addressed by this goal.

- Priority 1:** Basic Services (Conditions of Learning)
- Priority 2:** State Standards (Conditions of Learning)
- Priority 4:** Pupil Achievement
- Priority 8:** Student Outcomes

An explanation of why the LEA has developed this goal.

Based on feedback from educational partners, ISANA will implement curriculum and teaching resources that affirm learning experiences from diverse cultural perspectives, both within and outside our school communities. Schools will provide learning opportunities beyond the classroom to help students make lasting connections with their education. This goal was developed in response to needs identified through data analysis of local and state assessments, as well as input from educational partners.

While students are making progress toward proficiency per growth data from i-Ready Diagnostics, proficiency data from diagnostic assessments and statewide annual assessments indicate that not all ISANA students are achieving at or above grade level and that there exists a significant performance gap between student groups, such as English Learners, and school-wide performance. We recognize that some student groups demonstrate greater need and therefore merit additional support and focus- this is reflected in newly developed actions for Goal 1. The metrics below further define how progress toward standards mastery will be measured over time.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline	
1	Performance on statewide CAASPP/Smarter Balanced Summative ELA and Math Assessments: Percentage of students meeting/exceeding standards	<b>CAASPP ELA (22-23):</b>				<b>CAASPP ELA (26-27):</b>	
		Schoolwide	32.71%			Schoolwide	45%
		ELLs	22.33%			ELLs	35%
		Low SES	32.17%			LTELs	*
		Latino/Hispanic	34.60%			Low SES	45%
		African American/Black	25.00%			Latino/Hispanic	35%
		SWD	13.46%			African American/Black	35%
		Foster Youth	NA			SWD	20%
						Foster Youth	N/A
		<b>CAASPP MATH (22-23):</b>				<b>CAASPP MATH (26-27):</b>	
		Schoolwide	14.90%			Schoolwide	41%
		ELLs	7.41%			ELLs	30%
		Low SES	15.09%			LTELs	*
		Latino/Hispanic	17.77%			Low SES	41%
		African American/Black	3.95%			Latino/Hispanic	30%
		SWD	5.77%			African American/Black	30%
		Foster Youth	NA			SWD	15%
						Foster Youth	N/A
		*LTEL baseline will be determined Spring 2025				*LTEL outcome will be determined Spring 2025	

2	Performance on statewide CAST Assessments: Percentage of students meeting/exceeding standards	<b>CAST (Science) (22-23):</b>				<b>CAST(Science) (26-27):</b>		
		Schoolwide	14.29%			Schoolwide	35%	
		ELLs	0%			ELLs	30%	
		LTEs	*			LTEs	*	
		Low SES	13.48%			Low SES	35%	
		Latino/Hispanic	14.29%			Latino/Hispanic	30%	
		African American/Black	5.56%			African American/Black	30%	
		SWD	7.14%			SWD	12%	
		Foster Youth	N/A			Foster Youth	N/A	
		*LTE baseline will be determined Spring 2025				*LTE outcome will be determined Spring 2025		

3	Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic	<p><b>i-Ready Annual Typical Growth K-8 ELA- (MAY 2024):</b></p> <table border="1" data-bbox="506 139 783 540"> <tr><td>Schoolwide</td><td>57%</td></tr> <tr><td>ELLs</td><td>51%</td></tr> <tr><td>LTEs</td><td>*</td></tr> <tr><td>Low SES</td><td>57%</td></tr> <tr><td>Latino/Hispanic</td><td>58%</td></tr> <tr><td>African American/Black</td><td>56%</td></tr> <tr><td>SWD</td><td>65%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> </table> <p><b>i-Ready Annual Typical Growth K-8 Math- (MAY 2024):</b></p> <table border="1" data-bbox="506 675 783 1060"> <tr><td>Schoolwide</td><td>54%</td></tr> <tr><td>ELLs</td><td>54%</td></tr> <tr><td>LTEs</td><td>*</td></tr> <tr><td>Low SES</td><td>54%</td></tr> <tr><td>Latino/Hispanic</td><td>46%</td></tr> <tr><td>African American/Black</td><td>51%</td></tr> <tr><td>SWD</td><td>58%</td></tr> <tr><td>Foster Youth</td><td>N/A</td></tr> </table> <p>*LTE baseline will be determined Spring 2025</p>	Schoolwide	57%	ELLs	51%	LTEs	*	Low SES	57%	Latino/Hispanic	58%	African American/Black	56%	SWD	65%	Foster Youth	N/A	Schoolwide	54%	ELLs	54%	LTEs	*	Low SES	54%	Latino/Hispanic	46%	African American/Black	51%	SWD	58%	Foster Youth	N/A			80% or more of all students and student groups achieving Annual Typical Growth on the end of year i-Ready Diagnostic in math and ELA	
Schoolwide	57%																																					
ELLs	51%																																					
LTEs	*																																					
Low SES	57%																																					
Latino/Hispanic	58%																																					
African American/Black	56%																																					
SWD	65%																																					
Foster Youth	N/A																																					
Schoolwide	54%																																					
ELLs	54%																																					
LTEs	*																																					
Low SES	54%																																					
Latino/Hispanic	46%																																					
African American/Black	51%																																					
SWD	58%																																					
Foster Youth	N/A																																					
4	English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest	<b>Reclassification rate:</b> 2022-2023: 17.89%			Increase to 15% or Exceeding the District/State (Whichever is higher)																																	
5	ELP Progress Per Dashboard	<b>2022-2023:</b> 49.6%			75% of students making progress towards EL proficiency																																	



# Goal Analysis for 2024-2025

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

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

**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	<b>Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices</b>	<p>Professional learning at ISANA is grounded in our commitment to Universal Design for Learning (UDL), our Objectives for Equity and Justice, and the core principles of our educational model. ISANA staff and external consultants will offer educators both virtual and in-person professional learning across a wide range of topics and supports, including:</p> <ul style="list-style-type: none"> <li>• Culturally responsive teaching practices &amp; Universal Design for Learning (UDL)</li> <li>• Assessments and data, including administering interim assessments, test-taking strategies, universal supports, designated supports, and testing accommodations/modifications for CAASPP and other assessments</li> <li>• On-site coaching and professional learning for standards-aligned instruction and curriculum implementation</li> <li>• English Learner-focused topics such as the implementation of ELD standards across grade levels and content areas, integrated and designated ELD, and support for Long-Term English Learners and Potential Long-Term English Learners</li> <li>• Students with Disabilities-focused topics such as in-depth discussions using teacher passports and strategic planning regarding student accommodations and modifications to ensure teachers understand the needs of students with disabilities</li> </ul> <p>Additionally, we have incorporated weekly, extended professional learning and collaboration time into the new school calendar. This time will be used for staff to share instructional practices, analyze data, unit plan, and provide differentiated professional learning.</p>	\$89,175	Yes ▾
2	<b>Assessments and Data Driven Instruction</b>	<p>The school will continue to administer the i-Ready Diagnostic Assessments to measure academic progress and growth for students in grades K-8 in both reading and math. Data from this and other assessments will help the school identify and provide targeted interventions for students struggling in literacy and math, set goals, and monitor student progress.</p> <p>Additionally, data from other sources, such as i-Ready comprehension checks, formative assessments, and personalized instruction path progress, are regularly monitored and analyzed by teachers and leadership. This analysis informs decisions about instructional programming for students with disabilities, English Learners, Foster Youth, Low-Income students, and those performing above grade level.</p>	\$0	No ▾

3	<p><b>Extended Learning Opportunities</b></p>	<p>ISANA Academies provide comprehensive summer and extended learning programs to ensure unduplicated students receive increased academic support and enrichment. Throughout the school year and summer, ISANA staff offer differentiated instruction and targeted interventions for students, especially those performing below grade level, low-income students, foster youth, English Learners, Students with Disabilities, and homeless youth. These programs bridge summer learning and include research-based interventions, online and in-person tutoring, and after-school Expanded Learning programs.</p> <p>Summer and extended learning initiatives emphasize academics and social-emotional learning, incorporating elements such as academic, social, and physical enrichment. Certificated teachers and instructional staff provide tutoring based on initial Diagnostic Assessment results, including in-class support and before- and after-school sessions, focusing on literacy and math interventions.</p> <p>The ISANA Extended Learning program, offered Monday through Friday from 2:45 pm – 6:00 pm, ensures unduplicated students receive academic support and homework assistance. The program includes professional development for leaders, full student inclusion, collaboration with day school teachers, and social enrichment classes like art, etiquette, Reader’s Theater, and Fun Friday Science.</p> <p>Additional programs include:</p> <ul style="list-style-type: none"> <li>● Read to Lead, a web-based reading program.</li> <li>● Girl Scouts of America for social and emotional skills.</li> <li>● Every Monday Matters.</li> <li>● STEM and more.</li> <li>● Collaboration with LA County Libraries and the City of Los Angeles Police and Fire Departments.</li> </ul> <p>The school principal and program director conduct periodic on-site observations to ensure all students are held to high expectations and actively participate in programs designed for their success.</p>	\$350,709	<p>Yes ▾</p>
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4	<b>Academic Intervention</b>	<p>The school will enhance and expand the Multi-Tiered System of Supports (MTSS) Framework to ensure students' well-being through tiered academic, behavioral, and social-emotional supports tailored to their needs. Key actions include:</p> <ul style="list-style-type: none"> <li>• Continuing twice-monthly school-based MTSS meetings</li> <li>• Establishing a network-wide ISANA MTSS Committee to systematize data collection, review practices, and determine necessary process revisions monthly</li> <li>• Providing professional development training on topics such as MTSS components, effective Tier 1 classroom fundamentals (e.g., Universal Design for Learning), and tiered strategies and interventions</li> <li>• Implementing an MTSS Data Platform</li> </ul> <p>MTSS will ensure students have ready access to academic support services, with special attention to Foster Youth, English Learners, and low-income students, including COST and SSPT services as needed. Focus will be placed on older students and those identified as Long Term English Learners (LTELs) and Potential Long Term English Learners (PLTELs). To provide more individualized instruction and targeted interventions, the school will employ Certificated and/or Classified Academic Interventionists and General Ed and SPED Paraprofessionals. These professionals will offer Tier 2 and 3 supports to low-income students, English learners, foster youth, and others requiring additional attention based on local and state data and teacher recommendations</p>	\$151,405	Yes ▾
5	<b>Technology Enhanced Teaching and Learning</b>	<p>ISANA staff and all students, including Low Income, Foster Youth and English Learners, will have access to cutting-edge technology and hands-on learning opportunities that give them a competitive edge and allow them to interact and master grade-level standards. IT Professionals will provide <b>technology support</b> to ensure all students have access to working technology for learning. Computers will undergo regularly scheduled maintenance to ensure full functionality of all school programs. Educational software is periodically updated according to company recommendations. Computers will be repaired or replaced as needed.</p> <p>We will continue our coordinated system of student, staff and parent support to address and eliminate technical barriers.</p>	\$124,047	Yes ▾

6	<b>Visual and Performing Arts Opportunities</b>	<p>ISANA's Arts department is dedicated to providing high quality <b>Visual and Performing Arts (VAPA) standards-based instruction through research, application, and show production.</b> The VAPA department collaborates with academic teachers to create opportunities of learning by embedding Point of View standards (POV) into their VAPA lesson plans that incorporate culturally diverse and responsive pedagogy through Accountable Talk and Think-Pair-Share with their students, self-in-text, and promotes students' self-awareness, confidence, and reflection. Students have opportunities to share their perspectives, cultural differences, and experiences, and to reflect what they see and observe from the characters in each production. Each show production is aligned to themes such as environmental awareness, culture, exploration, voyaging, technology, etc. Through arts integration (vocal, dance, acting, and visual arts), students develop critical thinking, problem-solving skills, advanced comprehension and application of physical capabilities according to anatomy and kinesiology, enhanced verbal and non-verbal communication skills, explore projected concepts and literature, increase their application of vocabulary and creativity through the supports of research and writing, and cultivate social connections and relationships through a high emotional intelligence (EQ).</p>	\$346,729	No ▾
7	<b>Special Education</b>	<p>The school will continue to provide a high-quality Special Education (SPED) program for students with Individual Education Plans (IEPs). It will also maintain a team of highly qualified certificated (e.g., instruction and compliance specialists, resource specialists, and administrators) and classified (e.g., paraprofessionals) SPED staff who support and implement the following continuous improvement activities:</p> <ul style="list-style-type: none"> <li>● Compliance with IEPs</li> <li>● Professional development</li> <li>● Inclusion/co-teaching</li> <li>● Leadership support</li> </ul> <p>School psychologists will provide screening and early identification of learning disabilities and other challenges that students face. They will attend SSPT meetings and support the recommendation of appropriate interventions, modifications, and accommodations needed for students to fully access instruction and achieve learning goals, including those for low-income students, English learners, foster youth, and homeless students.</p>	\$1,175,691	Yes ▾

8	<b>English Learners</b>	<p>ISANA Academies has hired a Multilingual Learner Coordinator to support all six ISANA schools. The Coordinator assists instructional staff in implementing effective strategies and practices to meet the needs of English Learner (EL) students at various levels. This includes providing training and coaching in EL standards implementation, integrated ELD, and designated ELD, as well as supporting the development of EL programs across all ISANA schools.</p> <p>Additionally, administrators and teachers use the ELLevation platform to monitor EL achievement and progress toward reclassification, inform instruction, provide intervention and/or increased classroom support, and identify students who may not be making timely progress. The platform also monitors the progress of Reclassified Fluent English Proficient (RFEP) students to ensure they maintain proficiency and receive necessary support. Furthermore, it tracks the progress of Long-Term English Learners (LTELs) and Potential Long-Term English Learners (PLTELs).</p>	\$19,956	Yes ▾
9	<b>Long-Term English Learners</b>	<p>ISANA is committed to increasing the number of Potential LTELs and LTELs who successfully reclassify. To achieve this, school teams will provide high-quality learning experiences tailored to the needs of this student group, implementing the following strategies:</p> <ul style="list-style-type: none"> <li>• Teachers will conduct Individual Family Meetings (Intake surveys) with families of Potential LTELs and LTELs at the beginning of the school year to provide resources and guidance for families to implement at home</li> <li>• The ML Coordinator will hold meetings with school site leaders (Principals, APs, and EL Rep) three times a year to monitor the overall growth and reclassification rates of EL and the subsets of Potential LTELs and LTELs.</li> <li>• School Teams will regularly monitor Potential LTELs and LTELs using ELLevation, including family meetings and goal setting at the beginning of the year, with ongoing check-ins throughout the academic year.</li> <li>• Professional Development on Integrated and Designated English Language Development (ELD) will be provided to teachers and school site leaders.</li> <li>• Online tutoring will be offered for LTELs.</li> </ul> <p>These strategies aim to provide targeted support and resources to help Potential LTELs and LTELs progress academically and linguistically, leading to successful reclassification.</p>	\$0	Yes ▾

10	<b>Black/African American Student Academic Achievement</b>	<p>To enhance the academic achievement of Black/African American students, we will continue offering professional development on culturally responsive practices for school leaders and teachers, alongside dedicated planning time for developing culturally responsive units. The Curriculum Task Force, made up of educators across ISANA schools, will create cross-curricular units of instruction aligned with culturally responsive principles. Both school-based and network-based teams will observe the implementation of these units and continuously refine them based on student performance.</p> <p>Furthermore, teachers and school leaders will continue to disaggregate and analyze data for all student groups, including Black/African American students, using both local and state assessments. This data analysis will include identifying opportunities for enrichment, prevention, intervention, and uncovering root causes of underperformance. Teachers and school leaders will work together to develop actionable steps to consistently meet the learning needs of these students and provide appropriate supports promptly.</p>	\$0	Yes ▾
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Goal #	Description	Type of Goal
2	All students including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students will be educated in culturally relevant and safe environments that support learning, engagement, and social-emotional wellness.	Broad

State Priorities addressed by this goal.

**Priority 5:** Pupil Engagement  
**Priority 6:** School Climate

An explanation of why the LEA has developed this goal.

Based on feedback from educational partners and a comprehensive analysis of academic and behavioral data, we recognize the importance of maintaining a positive and culturally relevant school climate. Social Emotional Learning (SEL) is essential in advancing educational equity by fostering strong school-family-community partnerships. These partnerships create learning environments with trusting relationships and meaningful, culturally relevant instruction, significantly impacting student attendance and achievement. Our focus on SEL and community partnerships has contributed to maintaining a suspension rate below 2% and an expulsion rate of 0%. While we have seen great improvements in average daily attendance (ADA) and chronic absenteeism rates, attendance remains below our target of 95% or higher ADA, and chronic absenteeism rates remain above our desired target. To address these challenges, we are implementing targeted strategies to further improve attendance rates, including ongoing communication with families, providing additional support to at-risk students, and continually refining our SEL practices.

# Measuring and Reporting Results Nascent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
1	Suspension Rate as measured by Data Quest or Local Data	<b>2024</b> Suspension rate: 1.56%			Suspension rate maintained under 2%									
2	Expulsion Rate as measured by DataQuest or Local Data	<b>2024</b> Expulsion rate: 0%			Expulsion rate maintained under 0.5%									
3	Attendance Rate as measured by local data in PowerSchool	<b>2024</b> Attendance rate: 90.94%			Attendance rate maintained above 95%									
4	Chronic Absenteeism Rate as measured by DataQuest/CA Dashboard or Local Data	<b>2024</b> Chronic Absenteeism rate: 33.72%			Decrease Chronic Absenteeism to 19% or lower									
5	Middle School dropout rate a measured by DataQuest or Local Data	<b>2024</b> Middle School dropout rate: 0%			Maintain middle school dropout rate at 0%									
6	Percent of Educational Partners Expressing Agree/Strongly Agree on School Climate Questions from the School Experience Survey	<table border="1"> <tr> <td>Parents</td> <td>80%</td> </tr> <tr> <td>Students</td> <td>70%</td> </tr> <tr> <td>Certificated Educators</td> <td>86%</td> </tr> <tr> <td>Classified Educators</td> <td>72%</td> </tr> </table>	Parents	80%	Students	70%	Certificated Educators	86%	Classified Educators	72%			<b>Survey Results:</b> At least 80% of ISANA Educational Partners expressing agree/strongly agree	
Parents	80%													
Students	70%													
Certificated Educators	86%													
Classified Educators	72%													

7	Percent of Educational Partners Completing Survey	<table border="1"> <tr> <td data-bbox="514 32 695 138">Parents</td> <td data-bbox="695 32 823 138">52%</td> </tr> <tr> <td data-bbox="514 138 695 203">Students</td> <td data-bbox="695 138 823 203">53%</td> </tr> <tr> <td data-bbox="514 203 695 308">Certificated Educators</td> <td data-bbox="695 203 823 308">100%</td> </tr> <tr> <td data-bbox="514 308 695 446">Classified Educators</td> <td data-bbox="695 308 823 446">100%</td> </tr> </table>	Parents	52%	Students	53%	Certificated Educators	100%	Classified Educators	100%			<p><b>Survey Completion</b> At least 50% of families complete survey</p> <p>At least 50% of students complete survey</p> <p>At least 90% of staff complete survey</p>	
Parents	52%													
Students	53%													
Certificated Educators	100%													
Classified Educators	100%													

# Goal Analysis for 2024-2025

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

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

**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	<b>School Culture and Climate</b>	<p>To ensure a culturally relevant and safe learning environment, staff will participate in continuous professional development focused on culturally responsive teaching practices. This training will encompass strategies for creating inclusive curricula, recognizing and addressing implicit biases, and fostering environments that respect and value diverse cultural backgrounds. The goal is to equip educators with the tools necessary to engage all students effectively and support their academic and social-emotional growth.</p> <p>The school will ensure that all physical and virtual learning spaces are safe, welcoming, and affirming for all students. This includes implementing anti-bullying initiatives, ensuring accessibility for students with disabilities, and creating spaces that celebrate cultural diversity through visual displays, inclusive language, and culturally relevant materials.</p> <p>Restorative practices will be adopted as a central approach to behavior management. Staff will receive training on restorative justice techniques, which emphasize repairing harm, restoring relationships, and building a community of mutual respect and accountability. This approach aims to reduce disciplinary incidents and promote a positive school climate.</p>	\$296,626	Yes ▾
2	<b>Social Emotional Learning (SEL) &amp; Curriculum/ Social Emotional Wellness</b>	<p>The school will enhance its SEL programs to include culturally relevant materials and approaches that reflect the diverse backgrounds of our student population. SEL will be integrated into the daily curriculum, with targeted support groups and resources provided to help students develop resilience, self-awareness, and interpersonal skills.</p> <p>Restorative practices will continue to be a central approach to behavior management. Staff will receive ongoing training on restorative justice techniques, emphasizing repairing harm, restoring relationships, and building a community of mutual respect and accountability. This approach aims to reduce disciplinary incidents and promote a positive school climate.</p>	\$188,716	Yes ▾
3	<b>Increasing Attendance and Reducing Chronic Absenteeism</b>	<p>To increase attendance and reduce chronic absenteeism, the school will implement multi-tiered re-engagement practices. These practices will include personalized outreach, mentorship programs, and attendance incentives designed to re-engage students and families. By addressing the root causes of absenteeism and providing targeted support, the school aims to improve overall attendance rates and ensure that all students have consistent access to educational opportunities.</p> <p>These comprehensive actions will create an educational environment where all students, particularly those from marginalized groups, feel supported, respected, and empowered to succeed academically and socially.</p>	\$216,144	Yes ▾

Goal #	Description	Type of Goal
3	ISANA will strategically recruit and support the ongoing development of effective educators who facilitate learning for all students	Broad

State Priorities addressed by this goal.

**Priority 1:** Basic Services (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Analyzing trends in staff retention reveals the urgent need for improved recruitment strategies and ongoing support for newly hired staff. Given the national teacher shortage and scarcity of qualified educators, ISANA has established internal educator pipelines and forged partnerships with external organizations to expand its pool of candidates. These efforts have already contributed to higher staff retention rates.

Furthermore, ISANA prioritizes professional development for all staff members, enabling them to continuously enhance their skills and knowledge. Recognizing the growing number of novice educators, we are committed to providing sustained professional learning opportunities and coaching. Similarly, veteran educators also benefit from tailored professional development initiatives.

Above all, these initiatives aim to provide students with more consistent and effective learning experiences.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
1	Certificated Staff Retention %  Classified Staff Retention %	<b>2024</b> <table border="1"> <tr> <td>Certificated</td> <td>96.67%</td> </tr> <tr> <td>Classified</td> <td>91.43%</td> </tr> </table>	Certificated	96.67%	Classified	91.43%			Maintain an 80% retention rate for <b>Certificated</b> Staff  Maintain an 80% retention rate for <b>Classified</b> Staff	
Certificated	96.67%									
Classified	91.43%									
2	Percent of ISANA Educators Expressing Agree/Strongly Agree on Professional Development/ Training Questions from the School Experience Survey	<b>2024</b> <table border="1"> <tr> <td>Certificated</td> <td>74%</td> </tr> <tr> <td>Classified</td> <td>72%</td> </tr> </table>	Certificated	74%	Classified	72%			At least 80% of ISANA Educators expressing agree/strongly agree	
Certificated	74%									
Classified	72%									
3	Percentage of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards	<b>2023-2024:</b> 100%			100% of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards					

## Goal Analysis for 2024-2025

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

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

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

*Goal Analysis will be completed in 2024-2025*

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.

*Goal Analysis will be completed in 2024-2025*

**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	<b>Recruitment, Retention and Development of Certificated Teachers and Other Educators</b>	<p>ISANA maintains a competitive salary and benefits package for certificated staff. This approach aims to enhance our ability to attract top-tier candidates in general and special education, retain experienced educators, and minimize turnover rates.</p> <p>Furthermore, we continuously assess and refine our hiring practices to ensure a diverse and inclusive talent acquisition strategy. Our goal is to recruit and retain a highly qualified workforce that reflects the diversity of our students and community.</p> <p>In line with our commitment to fostering educator excellence, ISANA has established a dedicated team to develop educator pipelines and provide ongoing training and advancement opportunities. This team has devised a multi-year plan and established partnerships with organizations such as LACOE to support educator advancement and professional learning.</p>	\$2,047,151	Yes ▾

2	ISANA Career Pathways Program	<p>ISANA educators have access to numerous opportunities for career advancement through various developmental pipelines. In addition, some of these programs are developed in collaboration with organizations such as CalStateTeach and Los Angeles County Office of Education (LACOE).</p> <ul style="list-style-type: none"> <li>● <b>Induction Program:</b> Educators can take part in an Induction Program (formerly known as BTSA, Beginning Teacher Support and Assessment) in order to clear their Teaching or Ed Specialist Credential. Educators in the program are assigned an ISANA Educator as a mentor for the duration of the program.</li> <li>● <b>Teacher Intern Program:</b> Educators can serve as Teachers of Record while they are completing their Internship year of their Teaching or Education Specialist Credential Program. Educators in the program are assigned an ISANA Educator as a mentor for the duration of the program.</li> <li>● <b>Student Teaching Program:</b> Candidates can complete their Student Teaching at an ISANA school. They are assigned an ISANA Educator as a mentor for the duration of the program.</li> <li>● <b>Teacher Residency Program:</b> Candidates can complete a yearlong Teacher Residency at an ISANA school. They are assigned an ISANA Educator as a mentor for the duration of the program.</li> <li>● <b>Lead Teacher Program</b> – GE and RST Educators can serve as Lead Teachers, during which time they use their skills to mentor other teachers in order to enhance grade level student performance, reduce the disparity between student groups, and increase teacher quality. The purpose of this position is to provide a training opportunity and practical experience for effective teachers to develop their leadership skills, receive professional development, enhance outcomes for the school, and develop skills to become an Instructional Coach.</li> </ul> <p>ISANA is committed to expanding its partnerships with community organizations, including universities and colleges, to support equity-centered career pipelines. This commitment involves participating in multiple recruitment events, such as career fairs, throughout the year, ensuring continuous growth and development opportunities for our educators.</p>	\$10,000	Yes ▾
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3	<b>In-House and Outside Professional Learning</b>	<p>ISANA will implement a comprehensive professional development plan that focuses on training all staff in culturally relevant and sustaining practices. This plan will emphasize academic success, cultural competence, and critical consciousness, highlighting their connection to students' social-emotional learning and well-being.</p> <p>To ensure the effectiveness of professional development (PD) sessions, ISANA's leadership team will conduct surveys before and after these sessions. These surveys will help gather staff interests and needs regarding PD and assess the impact of the sessions. This information in turn will assist with the planning of future PD activities, which will be tailored based on staff strengths and needs, aligned with student achievement results. Staff input will remain critical throughout this process.</p> <p>Throughout the year, ISANA educators will also have opportunities to attend conferences featuring speakers and trainers who specialize in teaching students with disabilities, English Learners, and students from socioeconomically disadvantaged and other under-resourced backgrounds. Additionally, ISANA educators are encouraged to participate in outside conferences and professional development opportunities.</p>	\$0	No ▾
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4	<b>Instructional Leadership and Coaching</b>	<p>Instructional leadership and coaching is offered in a variety ways by the academic leadership team (principals, instructional coaches and assistant principals) to all teachers. Some ways in which the academic leadership provides support include:</p> <ul style="list-style-type: none"> <li>• Collaborating with teachers to set and achieve goals by identifying areas for improvement, setting clear objectives, and creating actionable plans.</li> <li>• Using data to guide coaching efforts, helping teachers analyze student performance data to identify areas of need, track progress, and adjust instruction accordingly.</li> <li>• Offering practical support and resources such as strategies and instructional materials.</li> <li>• Co-teaching and conducting demonstration lessons.</li> <li>• Providing constructive feedback and encouraging self-reflection.</li> <li>• Leading professional development.</li> </ul> <p>Additionally, the academic leadership team (principals, instructional coaches, and assistant principals) collaborates with both classified and certificated educators to set goals for the school year. Observations are conducted, and feedback is provided to support educators in making progress towards these goals. These observations will also focus on ensuring that multiple, effective instructional strategies and social-emotional learning practices are used daily to support student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. The academic school leadership also reviews lesson plans and provides weekly feedback to teachers to ensure standards-aligned instruction.</p> <p>For more novice teachers, the network-wide New Teacher Instructional Coach offers an additional layer of support to both in person and virtually. This support includes modeling, coaching, and professional learning opportunities tailored to the needs of novice teachers. Additionally, the New Teacher Instructional Coach provides resources and training to site-based instructional coaches, enabling them to better support novice teachers.</p>	\$478,032	No ▾
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# Goal

Goal #	Description	Type of Goal
4	ISANA will engage and involve families and the community as visible and valued partners in the education of all students, including Students with Disabilities, English Learners, and socioeconomically disadvantaged students.	Broad

State Priorities addressed by this goal.

**Priority 3:** Parental Involvement (Engagement)  
**Priority 6:** School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Educational Partner input has continued to reaffirm the importance of engaging and empowering community members and families as partners in teaching and learning. In general, based on parent surveys and engagement sessions, parents and families have responded positively to the engagement opportunities made available to them throughout the year. This goal enables us to intensify our efforts to engage families including by expanding communication across various platforms (both digital and non-digital) capacity building, and increasing opportunities for collaborative decision-making as specific areas that can support increased engagement and empowerment. We have also strengthened our partnerships with community organizations to ensure families are aware of the many resources available to them in the community.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
1	Number of workshops offered as measured by workshop agendas and annual parent workshop calendar	<p><b>2024</b></p> <p>3 parent/family workshops were held, open to all families</p> <p>4+ parent/family workshops were held specifically targeting families of ELs</p>			<p>A minimum of 4 parent/family workshops <u>held annually</u> open to all families</p> <p>A minimum of 4 parent/family workshops <u>held annually</u> specifically targeting families of ELs</p>					
2	<p>% of Parents/Families Reporting on the School Experience Survey for the following questions:</p> <ul style="list-style-type: none"> <li>The School seeks and welcomes parent input before making decisions</li> <li>The School provides me with access to community resources and support</li> </ul>	<p><b>2024</b></p> <table border="1"> <tr> <td>Opportunities to provide input</td> <td>67%</td> </tr> <tr> <td>Community resources and support</td> <td>67%</td> </tr> </table>	Opportunities to provide input	67%	Community resources and support	67%			<p>At least 80% of parents/families expressing agree/strongly agree:</p> <ul style="list-style-type: none"> <li>The School seeks and welcomes parent input before making decisions</li> <li>The School provides me with access to community resources and support</li> </ul>	
Opportunities to provide input	67%									
Community resources and support	67%									

# Goal Analysis for 2024-2025

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

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

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# Actions

Action #	Title	Description	Total Funds	Contributing
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1	<b>Student &amp; Family Services</b>	<p>Student Family Services Coordinators (SFSCs) play a vital role in student recruitment and retention, engaging with prospective families through community events, school tours, and information sessions to promote the schools' programs and values. They also assist with the enrollment process by providing clear information, answering questions, and helping complete necessary paperwork. This ensures a smooth transition for new students into the school community.</p> <p>SFSCs also spearhead initiatives to enhance parent engagement. These initiatives include facilitating various involvement opportunities, providing access to vital resources, and conducting workshops and training aimed at bolstering academic achievement and social-emotional wellness for all students. SFSCs will receive continuous professional development on strategies for building robust school-family-community partnerships, engaging underrepresented families, and designing family engagement activities that foster significant learning advancements for students.</p> <p><b>Parent Education Opportunities and Access:</b> SFSCs will coordinate a series of workshops throughout the school year, covering both academic and social-emotional wellness topics. Specific workshops will be provided for families including those with English Learners and African-American students. These workshops will include access to community resources that offer support in areas such as program application and skill development. SFSCs will conduct surveys to identify pertinent topics for further training and resources, ensuring the content is responsive to the needs of families.</p> <p><b>Parent Advisory Council and School Site Council:</b> In collaboration with school administration, SFSCs will maintain and facilitate the Parent Advisory Council and School Site Council. These councils will review reports on student achievement and subgroup performance on both school and state assessments in ELA and math.</p> <p><b>District English Learner Advisory Council (DELAC):</b> SFSCs, with administrative support, will sustain the District English Learner Advisory Council (DELAC). The council will regularly review reports on English Learner student achievement in school and state assessments in ELA and math.</p> <p><b>Support for Foster Youth:</b> The school will ensure foster youth have full access to the same academic resources, services, and extracurricular activities available to all students. SFSCs will act as liaisons for foster youth, collaborating with an organization-wide liaison to:</p>	\$103,087	Yes ▾
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		<ul style="list-style-type: none"> <li>• Ensure staff receive training on the enrollment, placement, and rights of foster youth.</li> <li>• Develop strategies to foster a sense of school connectedness among students.</li> <li>• Partner with local agencies to address the needs of foster youth.</li> </ul> <p>Finally, the Director of Pupil Services helps to oversee and enhance the effectiveness of the SFSC by providing guidance and support, offering professional development opportunities and helping to design and implement a comprehensive program aimed at improving student recruitment, retention and overall well-being. The Director of Pupil Services also ensures these programs are aligned with the school/organization's mission and goals, and are responsive to the needs of students and families.</p>		
2	<b>Family Communication Tools</b>	<p>The school will continue to:</p> <ul style="list-style-type: none"> <li>• Use communication tools such as ClassTag or Class Dojo for family outreach and to partner in increasing student engagement, providing student achievement information and reducing chronic absenteeism- three areas which continue to be opportunities for growth for Low Income, Foster Youth and English Learner students.</li> <li>• Provide other methods of communication such as teleconferencing, phone calls, print and social media.</li> <li>• Set up Family Re-Engagement meetings to continue to meet to support and find solutions as a team.</li> <li>• Utilize virtual meeting platforms as an option for parent and family meetings and workshops to provide greater accessibility to information and learning opportunities.</li> <li>• Upload all the meeting items for reference use for families that could not attend or want to be able to revisit. All items will continue to be translated for ease of access.</li> <li>• All teachers are provided cell phones to communicate with families</li> </ul> <p>The school will work on making sure all tools are translated for families to be able to use as a resource or communicate with staff.</p>	\$50,000	Yes ▾
3	<b>Strategic Collaboration with Community Partners</b>	<p>ISANA will develop a deep understanding of the strengths and challenges within its school communities through methods such as town halls, needs assessments, and parent meetings. This understanding will guide the determination of necessary services and supports. The school will cultivate relationships with community partners, such as health clinics, parks and recreation departments, and libraries, to provide opportunities that address the needs of all students and families, with a focus on African American, Low Income, English Learners, and Foster Youth. This effort will be supported by the Student Family Services Coordinator, Principal, Communications Manager, and Director of Pupil Services, along with all educators at the school.</p>	\$0	Yes ▾

Goal #	Description	Type of Goal
5	To ensure maintenance of progress, the following metrics and actions will be maintained and reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.	Maintenance Goal

State Priorities addressed by this goal.

**Priority 1:** Basic Services

**Priority 7:** Course Access

An explanation of why the LEA has developed this goal.

Analysis of data and input has not identified concerns or needs within Goal 5. The metrics and actions are selected to ensure that progress has been made in these areas and to plan for continuous improvement through reevaluation on a regular basis. We will continue to maintain school facilities in good repair, purchase state/locally approved curriculum for all courses, and maintain credentialed teachers in all classrooms. Reevaluation of the metrics and actions determine whether a priority needs to be elevated, modified, or is on track to being achieved within the given time frame. The metrics and actions reflect input from all educational partners.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	FIT (Facilities Inspection Tool) Score Good/Exemplary	<b>2024 FIT Score:</b> Good			Maintain FIT score of Good or higher	
2	Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	<b>2023-2024</b> 100% of teachers fully credentialed to their job assignment.			100% of teachers holding credentials appropriate to their job assignment	
3	Implementation of Academic Standards: Percent of students with access to standards aligned instruction materials as measured by Local Indicator on CA Dashboard	<b>2023-2024:</b> 100% Full Implementation			100% Full Implementation	
4	Percentage of Students Enrollment in a Broad Course of Study	<b>2023-2024:</b> 100%			100% of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool	



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# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Facilities and Facilities Maintenance</b>	<p>ISANA will maintain adequate facilities for the housing of its educational programs and will complete repairs and maintenance on the campus so that students continue attending a safe, clean and hazard-free school.</p> <p>Updates will occur as needed.</p>	\$633,304	No ▾
2	<b>Charter Management Organization Support</b>	<p>Central Offices provide a host of centralized services to the school, including the following: Centralized Staff salary costs, central offices rent, drafting charter petitions/renewal support, recruitment and hiring of qualified teachers; design and implementation of a leadership development program for principals, as well as day to-day principal training, coaching and support, and assistance to principals in developing and implementing the professional development programs for teachers; fiscal oversight management and budgeting; network maintenance; procurement of all outsourced vendors; assistance in retention of appropriate legal counsel, as well as liability, property and professional insurance policies; coordination of maintenance schedule and staff; development and updates of facility safety and emergency procedures; compliance with applicable local, state and federal laws, regulations, and compliance reporting requirements.</p>	\$909,988	No ▾

3	<b>Instructional Materials</b>	<p>ISANA will adopt and monitor the implementation of state-adopted, standards-aligned curricular and instructional materials, grounded in scientific research, across classrooms for all students. These materials include consumables replaced annually as needed, with embedded supports targeting the needs of English Learners, Students with Disabilities, and students requiring additional support.</p> <p>Additional books and classroom resources are purchased to support student attainment of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). General instructional materials are purchased as needed.</p> <p>To facilitate access and manage these materials effectively, ISANA continues to utilize Learning Management Software and other digital platforms. This ensures all students, including unduplicated students and those with disabilities, have access to supplementary content like digital libraries.</p> <p>Curriculum inventory is managed through Frontline Education.</p>	\$339,600	No ▾
4	<b>Employee Taxes and Benefits</b>	<p>ISANA will continue to offer its employees a rich benefits package. ISANA will also continue to pay all applicable taxes and maintain appropriate workers compensation insurance.</p>	\$1,875,565	No ▾

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,973,627	\$230,895

**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
39.709%	0%	\$0	39.709%

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

# Required Descriptions

## LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1,	<p>Action: Professional Learning to Support State Standards</p> <p>Need: There is a need to improve Tier 1 Core instruction, especially given the number of students performing below grade level per i-Ready Diagnostics and the Smarter Balanced Summative assessments. These tests indicate this is an even greater need for academic support for English learners and other student groups.</p> <p><b>Nascent:</b> 22-23 Smarter Balanced- % Proficient            ELA-22.33% ELs vs 32.71% Overall            Math- 7.41%% ELs vs 14.90% Overall</p>	<p>Universal Design for Learning (UDL) while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments.</p>	<p>Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/exceeding standards;</p> <p>Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</p> <p>Goal 1, Metric 3: English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest</p> <p>Goal 1, Metric 4: ELP Progress Per CA Dashboard</p>

<p>Goal 1, Action 3</p>	<p>Action: Expanded Learning Opportunities</p> <p>Need: The school has historically had an achievement gap between unduplicated pupils and their peers and school closures have placed low-income students, English Learners and foster youth at greater risk of learning loss. Low-income students, English Learners, foster youth, and other high-need students require more time in structured educational environments where their specific skill gaps can be addressed - with teaching approaches, curricula, and instructional materials that are tailored to them.</p> <p><b>Nascent:</b> 22-23 Smarter Balanced- % Proficient          ELA-22.33% ELs vs 32.71% Overall          Math- 7.41%% ELs vs 14.90% Overall</p>	<p>Expanded learning programs expand educational experiences beyond the school year, particularly during the time period before students fully return to school after summer recess. They principally allow unduplicated pupils to be in academic environments where they can practice skills that were not conducive to distance learning. Low-income students, English Learners, and foster youth can therefore accelerate at higher rates than they otherwise would.</p>	<p>Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards;</p> <p>Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</p>
<p>Goal 1, Action 4</p>	<p>Action: Academic Intervention</p> <p>Need: There is a need to improve unduplicated student student academic outcomes, particularly for students identified for Tier 2 and Tier 3 support. Evidence of need includes: i-Ready Diagnostic results and Smarter Balanced Summative Assessments.</p> <p><b>Nascent:</b> 22-23 Smarter Balanced- % Proficient          ELA-22.33% ELs vs 32.71% Overall          Math- 7.41%% ELs vs 14.90% Overall</p>	<p>Implementing an LEA-wide Multi Tiered System of Supports (MTSS) will promote a more efficient and effective delivery of targeted support that addresses each student's individual needs. A focus on Core Tier 1 instruction as much as Tier 2 and Tier 3 practices will further help to address students' academic needs.</p>	<p>Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards;</p> <p>Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</p>

<p>Goal 1, Action 5</p>	<p>Action: Technology Enhanced Teaching and Learning</p> <p>Need: Low-income students and students of color are less likely to own computers and use the internet as their peers. Technology can produce significant gains in student achievement.</p>	<p>This action is intended to maintain structural and technological integrity. Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Unduplicated pupils face this barrier more severely than their peers do. The school has distributed hotspots and other materials to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. Additional outreach has been conducted in the form of direct, personal contact with families and/or targeted coordination with organizations that serve them.</p>	<p>Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/exceeding standards;</p> <p>Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</p>
<p>Goal 1, Action 7</p>	<p>Action: SPED (School Psychologists)</p> <p>Need: Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs include CA Dashboard Chronic Absenteeism Rates for 2022-23 and ADA rate below 95%.</p> <p><b>Nascent:</b> All student groups including ELs and low income students at Red performance level.</p>	<p>Like counseling support, psychological services are part of ISANA’s holistic approach to wellness. This process includes reaching out to unduplicated pupils and also identifying the social emotional resources that they and their families need. Social-emotional learning can also be tailored to those who require additional attention. Psychologists coordinate with other internal and external partners to support families.</p>	<p>Goal 2, Metric 3: Attendance</p> <p>Goal 2, Metric 4: Chronic Absenteeism</p>

<p>Goal 2, Actions 1, 2 and 3</p>	<p>Actions: School Culture, SEL/Wellness &amp; Increasing Attendance</p> <p>Need: There is a need to address health and wellness needs, in particular for unduplicated students, to continue to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of these needs includes: CA Dashboard Chronic Absenteeism rates and ADA below 95%</p> <p><b>Nascent:</b> All student groups including ELs and low income students at Red performance level.</p>	<p>The limited sense of belonging and school connectedness that unduplicated pupils experience stems at least partly from the dissonance between their learning opportunities and their lived experiences. A comprehensive and restorative approach to student behavior management encourages conflict resolution, cultural awareness, positive behavior supports, and other alternatives to suspensions and expulsions. They help address the unique needs of unduplicated pupils, who have generally been left out in traditional school practices and operations. Staff workshops on restorative practices have a distinct emphasis on social-emotional learning, which principally benefits low-income students, English Learners, and foster youth, who experience trauma and related challenges at higher rates than their peers.</p>	<p>Goal 2: Metric 1: Suspension          Goal 2: Metric 2: Expulsion          Goal 2, Metric 3: Attendance          Goal 2, Metric 4: Chronic Absenteeism          Goal 2, Metric 5: Middle School Dropout          Goal 2, Metric 6: School Experience Survey</p>
<p>Goal 3, Actions 1 and 2</p>	<p>Actions: Recruitment/Retention of Teacher and ISANA Career Pathways Program</p> <p>Need: There is a need to continue to increase the alignment between ISANA’s teacher workforce and the diversity of the student population. There is also a need to build a strong pipeline for teachers who are skilled at meeting the learning and wellness needs of students and to retain effective teachers. Evidence of this includes the annual turnover of teachers and other educators.</p>	<p>ISANA is continuing targeted recruitment efforts to respond to the teacher shortage and to recruit, hire, train, and retain high-quality staff who are committed to ISANA’s educational tenets. Staff who remain with the school will receive retention bonuses beginning in 2024-2025. These efforts will help to mitigate any gaps in learning caused by teacher turnover.</p>	<p>Goal 3: Metric 1: Staff retention rates          Goal 3: Metric 2: School Experience Survey          Goal 3: Metric 3: Teacher Observations/Implementation of State Standards</p>



<p>Goal 4, Action 1, 2, and 3</p>	<p>Actions: Student &amp; Family Services, Family Communication Tools and Strategic Collaboration with Community Partners</p> <p>Need: There is a need to increase the level of support and access for parents/guardians, in particular parents/guardians of unduplicated students, to important student services. ISANA experiences a high-demand for enrollment support overall, support for families who speak a language other than English and low-income students.</p>	<p>The Student Family Services Coordinator organizes various parent and family learning and engagement events, aimed at fostering connections with historically less engaged families and supporting those who could benefit most. These programs empower parents/guardians to assume leadership roles within the school community and participate in school-level decision-making, enhancing representation among leadership bodies. By offering workshops and resources, we create a supportive environment where parents can connect with peers and staff, elevating their voices and authentic participation in improving school outcomes.</p> <p>For Family Communication Tools (action 2), utilizing multiple communication platforms ensures that all families, including Low-Income, Foster Youth, and English Learner students, receive comprehensive information on student achievement and absenteeism. Hosting both in-person and virtual meetings/workshops increases accessibility for families facing transportation or childcare challenges.</p> <p>Regarding Collaboration with Community Partners (action 3), understanding the needs and strengths of our community is crucial. This knowledge allows us to develop partnerships and connect families with services and resources they may require, particularly those beyond our direct provision.</p>	<p>Goal 4: Metric 1: Number of Workshops Offered Goal 4: Metric 2: School Experience Survey</p>
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## 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
Goal 1, Action 8 and 9	<p>Actions: English Learners and LTELs</p> <p>Need: Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Reclassification; and increase the percentage of English Learners achieving grade level proficiency in math and ELA</p> <p>Evidence of need includes: 2023 CA Dashboard ELPI and Reclassification rate, i-Ready Diagnostic results and Smarter Balanced Summative Assessments</p> <p><b>Nascent:</b> CA Dashboard:</p> <ul style="list-style-type: none"> <li>● ELs at Red in ELA and Math</li> </ul> <p>22-23 Smarter Balanced- % Proficient:</p> <ul style="list-style-type: none"> <li>● ELA-22.33% ELs vs 32.71% Overall</li> <li>● Math- 7.41%% ELs vs 14.90% Overall</li> </ul>	<p>ISANA will continue to align supplemental actions for English Learners to support continued language acquisition growth and language redesignation. This work will be in alignment with the English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Professional development to support language acquisition will continue to be a focus. Designated ELD and integrated ELD in all subject areas will continue. In addition, there will be an increased focus on Long Term English Learners (LTELs) and Potential Long Term English Learners (PLTELs).</p>	<p>Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/exceeding standards;</p> <p>Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic</p> <p>Goal 1, Metric 3: English Learner Reclassification Rate as measured by CALPADS reports/DataQuest</p> <p>Goal 1, Metric 4: ELP Progress Per CA Dashboard</p>

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.

We will be increasing the number of staff providing direct services to students by hiring staff such as paraprofessionals, teacher residents, additional GE and RST teachers to establish co-teaching, additional Expanded Learning staff and substitute teachers to increase services to students. We have also hired additional staffing to support English Learners (Goal 1, Action 8).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1/14.08
Staff-to-student ratio of certificated staff providing direct services to students		1/18.10



# 2024-2025 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
\$ 4,970,284	\$ 1,973,627	39.709%	0.000%	39.709%	\$ 2,862,916	0.000%	57.601%	<b>Total:</b>	\$ 2,862,916
								<b>LEA-wide Total:</b>	\$ 2,862,916
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ -

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	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	LEA-wide	All	All	\$ 66,827	0.000%
1	2	Assessments and Data Driven Instruction	No	LEA-wide		All	\$ -	0.000%
1	3	Extended Learning Opportunities	Yes	LEA-wide	English Learners and Low-Income	All	\$ -	0.000%
1	4	Academic Intervention	Yes	LEA-wide	English Learners and Low-Income	All	\$ -	0.000%
1	5	Technology Enhanced Teaching and Learning	Yes	LEA-wide	English Learners and Low-Income	All	\$ 106,180	0.000%
1	6	Visual and Performing Arts Opportunities	No	LEA-wide		All	\$ -	0.000%
1	7	Special Education	Yes	LEA-wide	N/A	All	\$ 116,488	0.000%
1	8	English Learners	Yes	Limited	English Learners	All	\$ -	0.000%
1	9	LTEL	Yes	Limited	English Learners	All	\$ -	0.000%
1	10	Black/African American Academic Achievement	Yes	Limited	N/A	All	\$ -	0.000%
2	1	School Culture and Climate	Yes	LEA-wide	English Learners and Low-Income	All	\$ 296,626	0.000%
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	LEA-wide	English Learners and Low-Income	All	\$ -	0.000%
2	3	Increasing Attendance and Reducing Chronic Absenteeism	Yes	LEA-wide	English Learners and Low-Income	All	\$ 216,144	0.000%
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	LEA-wide	All	All	\$ 1,975,051	0.000%
3	2	ISANA Career Pathways Program	Yes	LEA-wide	All	All	\$ 10,000	0.000%
3	3	In-House and Outside Professional Learning	No	LEA-wide		All	\$ -	0.000%
3	4	Instructional Leadership and Coaching	No	LEA-wide		All	\$ -	0.000%
4	1	Student & Family Services	Yes	LEA-wide	English Learners and Low-Income	All	\$ 25,600	0.000%
4	2	Family Communication Tools	Yes	LEA-wide	English Learners and Low-Income	All	\$ 50,000	0.000%
4	3	Strategic Collaboration with Community Partners	Yes	LEA-wide	English Learners and Low-Income	All	\$ -	0.000%
5	1	Facilities	No	LEA-wide		All	\$ -	0.000%
5	2	Charter Management Organization Support	No	LEA-wide		All	\$ -	0.000%
5	3	Curriculum	No	LEA-wide		All	\$ -	0.000%
5	4	Benefits and Taxes	No	LEA-wide		All	\$ -	0.000%
							\$ -	0.000%
							\$ -	0.000%
							\$ -	0.000%

**2023-2024 Annual Update Table**

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,557,676.00	\$ 10,464,393.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	\$ 95,000	\$ 92,570
1	2	Assessments and Data Driven Instruction	No	\$ -	\$ -
1	3	Data Monitoring for English Learners	Yes	\$ 20,000	\$ 2,449
1	4	Extended Learning Opportunities-Summer Programming and Tutoring	Yes	\$ -	\$ 337,204
1	5	Extended Learning Opportunities-After school	Yes	\$ 354,376	\$ 314,410
1	6	Academic Intervention	Yes	\$ 219,184	\$ 148,164
1	7	School Psychologists	Yes	\$ 146,802	\$ 154,827
1	8	Technology Enhanced Teaching and Learning	Yes	\$ 125,826	\$ 223,776
1	9	Learning Management Software and Digital Platforms	No	\$ 26,000	\$ 51,458
1	10	Visual and Performing Arts Opportunities	No	\$ 331,451	\$ 361,027
1	11	Special Education	Yes	\$ 1,173,597	\$ 1,531,894
1	12	English Learner Coordinator	Yes	\$ 14,166	\$ 13,082
2	1	Professional Learning to Support Positive Discipline & A Safe School Environment	Yes	\$ 259,644	\$ 218,379
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	\$ 180,651	\$ 230,620
2	3	Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	Yes	\$ 140,595	\$ 159,763
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	\$ 2,184,811	\$ 2,752,278
3	2	Recruitment and Engaging External Partners	Yes	\$ 10,000	\$ 23,948
3	3	In-House and Outside Professional Learning	No	\$ -	\$ -
3	4	ISANA Career Pathways Program	No	\$ 10,000	\$ 6,000
3	5	Instructional Coaching and Support	No	\$ 173,669	\$ 103,499
4	1	Student Family Services Coordinators	Yes	\$ 73,039	\$ 74,551
4	2	Family Communication Tools & Increased Access to Educational Resources for Parents and Families	Yes	\$ 50,000	\$ 50,025
4	3	Collaboration with Community Partners	Yes	\$ -	\$ -
5	1	Facilities and Facilities Maintenance	No	\$ 655,167	\$ 542,263
5	2	Charter Management Organization Support	No	\$ 1,082,726	\$ 1,133,129
5	3	Instructional Materials	No	\$ 318,500	\$ 439,521
5	4	Standards Aligned Instruction	No	\$ 239,873	\$ 259,417
5	5	Employee Taxes and Benefits	No	\$ 1,672,599	\$ 1,240,139
				\$ -	\$ -
				\$ -	\$ -

## 2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$2,030,192	\$ 2,464,572	\$ 3,133,778	\$ (669,206)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	Yes	\$ 75,595	\$ 73,165.00	0.00%	0.00%
1	2	Assessments and Data Driven Instruction	No	\$ -	\$ -	0.00%	0.00%
1	3	Data Monitoring for English Learners	Yes	\$ 20,000	\$ -	0.00%	
1	4	Extended Learning Opportunities-Summer Programming and Tutoring	Yes	\$ -	\$ -	0.00%	
1	5	Extended Learning Opportunities-After school	Yes	\$ -	\$ -	0.00%	
1	6	Academic Intervention	Yes	\$ -	\$ -	0.00%	
1	7	School Psychologists	Yes	\$ -	\$ -	0.00%	
1	8	Technology Enhanced Teaching and Learning	Yes	\$ 22,073	\$ 116,519.00	0.00%	0.00%
1	9	Learning Management Software and Digital Platforms	No	\$ -	\$ -	0.00%	0.00%
1	10	Visual and Performing Arts Opportunities	No	\$ -	\$ -	0.00%	0.00%
1	11	Special Education	Yes	\$ 14,580	\$ 14,934.00	0.00%	0.00%
1	12	English Learner Coordinator	Yes	\$ -	\$ -	0.00%	
2	1	Professional Learning to Support Positive Discipline & A Safe School Environment	Yes	\$ -	\$ -	0.00%	
2	2	Social Emotional Learning (SEL) & Curriculum/Social Emotional Wellness	Yes	\$ 28,641	\$ 28,358.00	0.00%	0.00%
2	3	Multi-Tiered Re-Engagement Practices for Increasing Attendance and Reducing Chronic Absenteeism	Yes	\$ -	\$ -	0.00%	
3	1	Recruitment, Retention and Development of Certificated Teachers and Other Educators	Yes	\$ 2,170,644	\$ 2,752,278.00	0.00%	0.00%
3	2	Recruitment and Engaging External Partners	Yes	\$ 10,000	\$ 23,948.00	0.00%	0.00%
3	3	In-House and Outside Professional Learning	No	\$ -	\$ -	0.00%	0.00%
3	4	ISANA Career Pathways Program	No	\$ -	\$ -	0.00%	0.00%
3	5	Instructional Coaching and Support	No	\$ -	\$ -	0.00%	0.00%
4	1	Student Family Services Coordinators	Yes	\$ 73,039	\$ 74,551.00	0.00%	0.00%
4	2	Family Communication Tools & Increased Access to Educational Resources for Parents and Families	Yes	\$ 50,000	\$ 50,025.00	0.00%	0.00%
4	3	Collaboration with Community Partners	Yes	\$ -	\$ -	0.00%	
5	1	Facilities and Facilities Maintenance	No	\$ -	\$ -	0.00%	0.00%
5	2	Charter Management Organization Support	No	\$ -	\$ -	0.00%	0.00%
5	3	Instructional Materials	No	\$ -	\$ -	0.00%	0.00%
5	4	Standards Aligned Instruction	No	\$ -	\$ -	0.00%	0.00%
5	5	Employee Taxes and Benefits	No	\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

## 2023-2024 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)
\$5,115,829	\$ 2,030,192	0.00%	39.68%	\$ 3,133,778	0.00%	61.26%	\$0.00 - No Carryover	0.00% - No Carryover



# 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](mailto: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:

- o 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]).
- o 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.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o 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.

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.

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.
- 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.

## ***Reflections: Technical Assistance***

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

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

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

## ***Comprehensive Support and Improvement***

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

### **Schools Identified**

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

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

## Support for Identified Schools

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

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

## Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).

- **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\(b\)\(1\) \(California Legislative Information\)](#) 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.
  - o 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).
  - o 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.
  - o Indicate the school year to which the baseline data applies.
  - o 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.

- o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.
  - o Include a discussion of relevant challenges and successes experienced with the implementation process.
  - o 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**

- 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.
- 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.
- 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.

## **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 of 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 %)**

- o 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)**

- o 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)**

- o 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)**

- o 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).