

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ISANA Himalia Academy

CDS Code: 19 77081 0135954

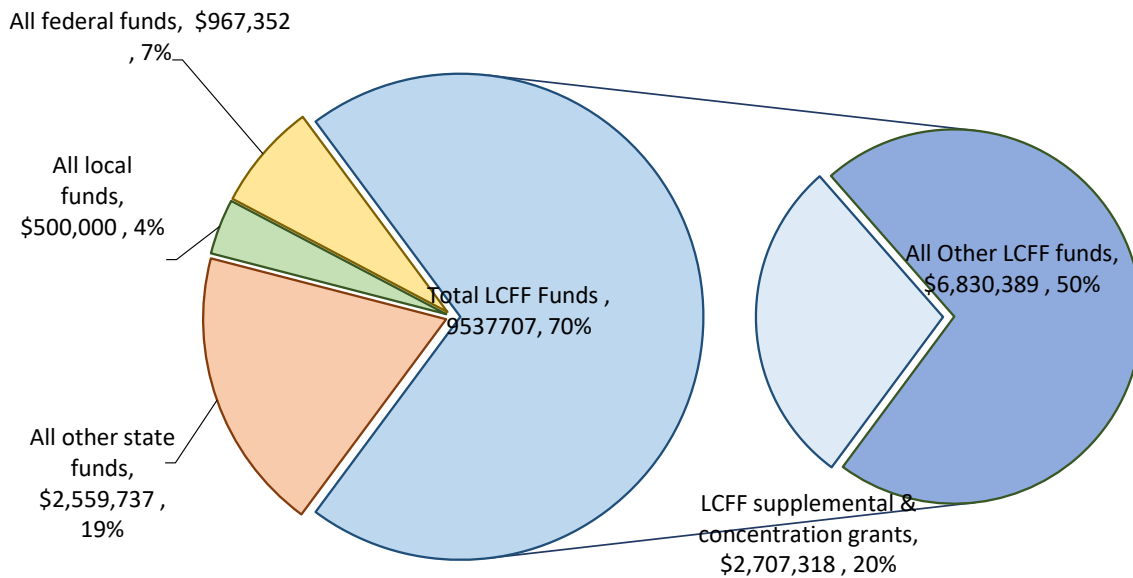
School Year: 2025-2026

LEA contact information: Nadia Shaiq Tel:(323) 291-1211 Email: nshaiq@isana.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

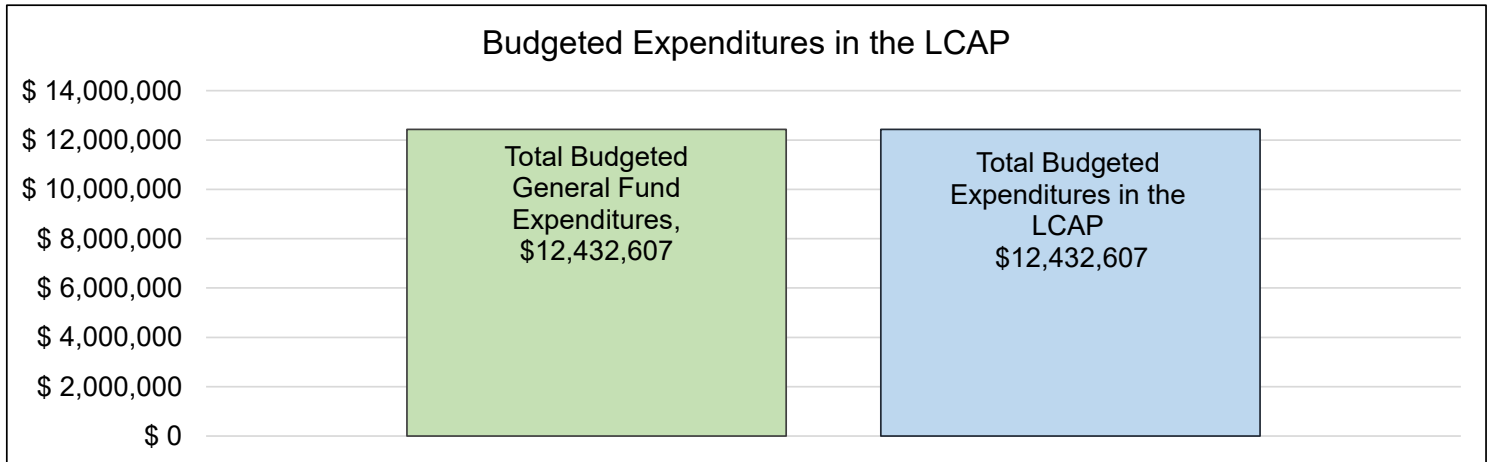


This chart shows the total general purpose revenue ISANA Himalia Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ISANA Himalia Academy is \$13,564,796.10, of which \$9,537,707.00 is Local Control Funding Formula (LCFF), \$2,559,736.95 is other state funds, \$500,000.00 is local funds, and \$967,352.15 is federal funds. Of the \$9,537,707.00 in LCFF Funds, \$2,707,318.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: ISANA Himalia Academy plans to spend \$12,432,607.13 for the 2025-2026 school year. Of that amount, \$12,432,607.13 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

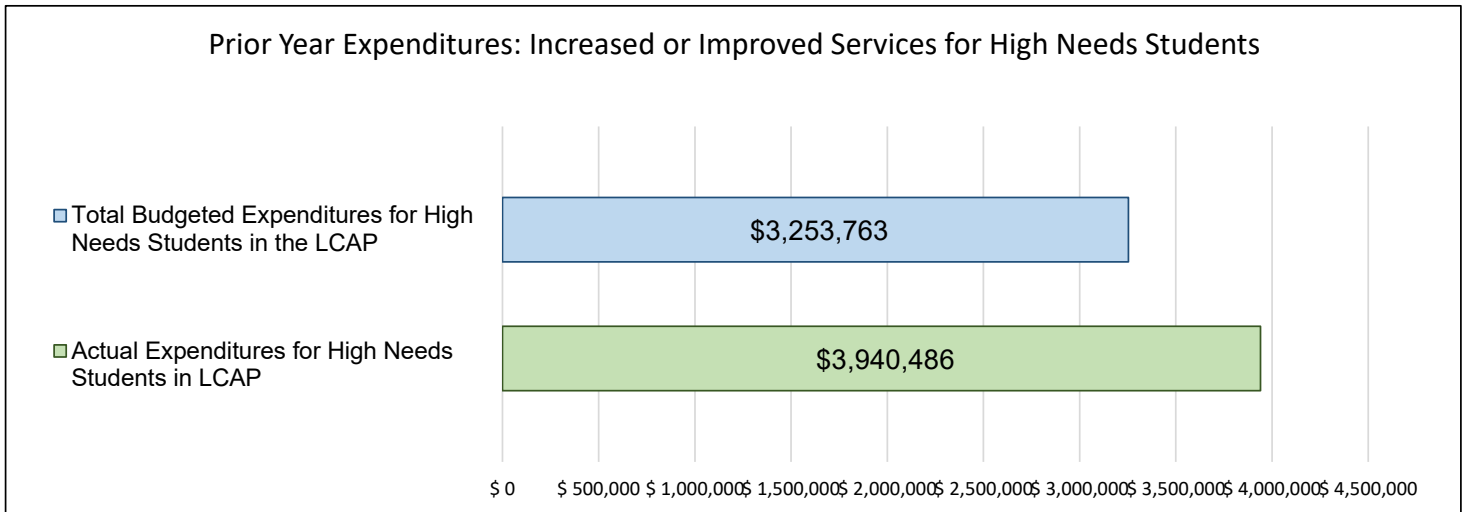
General Fund Budget Expenditures for the school year not included in the LCAP are insurance, Professional/Consulting Services and Operating Expenditures, Banking and Payroll Service Fees, Legal Services, District Oversight Fees, Interest Expense / Misc. Fees, and Depreciation Expenses.

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

In 2025-2026, ISANA Himalia Academy is projecting it will receive \$2,707,318.00 based on the enrollment of foster youth, English learner, and low-income students. ISANA Himalia Academy must describe how it intends to increase or improve services for high needs students in the LCAP. ISANA Himalia Academy plans to spend \$5,084,194.02 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what ISANA Himalia 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 Himalia 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 2024-2025, ISANA Himalia Academy's LCAP budgeted \$3,253,763.00 for planned actions to increase or improve services for high needs students. ISANA Himalia Academy actually spent \$3,940,486.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ISANA Himalia Academy	Nadia Shaiq, CEO	nshaiq@isana.org (323) 291-1211

Plan Summary 2025-2026

General Information

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

ISANA Himalia Academy opened its doors in August 2017 to serve the historically underserved community of South Los Angeles. The school was founded with the mission to provide a high-quality education where underserved students can thrive through high expectations, an engaging curriculum, and challenging learning activities. From an initial enrollment of 466 students in kindergarten through eighth grade, ISANA Himalia Academy has grown to serve 643 students in transitional kindergarten through eighth grade. The student population reflects the broader community: over 97% of students qualify for the free or reduced-price lunch program, 56% are English Learners, and approximately 99% identify as Latino. This growth and demographic profile highlight both the significant need in the community and the school’s vital role in addressing educational equity.

ISANA Himalia has earned a strong reputation for maintaining high academic standards, employing experienced and compassionate staff, and fostering a deep commitment to student achievement. Our students are supported in a nurturing, small-school environment that promotes safety, mutual respect, and cultural appreciation. High expectations and academic excellence are non-negotiable, and our collaborative partnerships with families ensure that every student has the opportunity to thrive.

Reflections: Annual Performance

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

ELA Student Achievement

For the 2023–24 school year, ISANA Himalia earned a **Yellow** designation on the CA Dashboard for **English Language Arts (ELA)**, a level above the **state’s Orange designation**, with a **growth of 4.8 points** from the prior year. Notably, both our **Latino** and **Socioeconomically Disadvantaged** student groups also achieved Yellow, placing them one level above their respective statewide performance levels.

To support academic growth, we use **i-Ready diagnostics** throughout the year to measure progress and identify needs. After each diagnostic, the school leadership team and teachers engage in “**data chats**” to analyze results and develop next steps. These conversations also take place between **teachers and students**, helping learners understand their own performance and set personal academic goals.

On the **2024–25 end-of-year reading diagnostic**, K–8 students showed meaningful growth compared to the 2023–24 end-of-year assessment. Our overall **median Annual Typical Growth** rose from **84% to 106%**. By demographic student group:

- **English Learners:** 107% → **121%**
- **Latino students:** 106% → **137%**
- **Socioeconomically Disadvantaged students:** 108 %→ **143%**
- **Students with Disabilities:** 122%→ **148%**
- **Long-Term English Learners:** **200%** (*Previous year Annual Typical Growth not available*)

We are encouraged by these trends, especially the gains across historically underserved groups. All of our students, especially our EL student group, benefited from the use of our ELA framework, American Reading Company (ARC). By using ARC, teachers are aware of a student’s reading abilities and can create a plan to bring about growth for the student. This process leads to frequent interaction between teachers and students, so there is ample opportunity for student growth. Our students also benefited from the visits from ARC specialists. The ARC specialists visited classrooms and offered support to teachers to improve their understanding and usage of the ARC framework. We are also implementing Magnetic Reading which benefits our student groups by introducing and scaffolding the foundational skills used by proficient readers. In addition, co-teaching is utilized in some classrooms for our students with disabilities. Resource teachers collaborate with the general education classroom teacher to plan instruction that benefits all students, especially our SWD. Lastly, all students and teachers benefited from the support of Instructional Coaches, which regularly observed and worked with teachers to improve instruction so that all students continue to make gains in ELA.

While growth remains positive overall, we recognize the need to provide additional targeted support for our **Long-Term English Learners** and **Students with Disabilities**, both of whom demonstrated tremendous growth in 2024–25 yet were designated Red on

the CA Dashboard for 23-2024. The practices and additional support outlined in the Math Student Achievement section will also be implemented in ELA to ensure continued progress for these student groups.

Math Student Achievement

In Math, ISANA Achernar also received a **Yellow** rating on the CA Dashboard for 2023–24, marking a **5.9-point increase** from the previous year and outperforming the **state's Orange designation**.

To support math achievement, teachers and leaders engaged in Ready Math Learning Walks, observing instruction to identify trends and inform coaching cycles. A key instructional focus has been the **“Try It – Discuss It – Connect It”** framework, which encourages students to solve problems independently, collaborate with peers, and connect multiple strategies. Moving forward, teachers will continue to receive support in implementing this framework and will also participate in targeted professional development to deepen their mathematical content knowledge and instructional skills.

Like in ELA, we use **i-Ready Diagnostics** to monitor student progress and tailor interventions. On the **2024–25 end-of-year assessment**, we observed strong gains in **Annual Typical Growth** across most student groups. Median growth rose from **104% to 106%** schoolwide. By demographic student group:

- **English Learners:** 103% → **102%**
- **Latino students:** 103% → **106%**
- **Socioeconomically Disadvantaged students:** 104% → **100%**
- **Students with Disabilities:** 117% → **110%**
- **Long-Term English Learners:** **85%** (*Previous year Annual Typical Growth not available*)

We are proud of the continued progress across student groups, particularly the gains made by Latino students and we are actively addressing the academic needs of our Students with Disabilities (SWDs), English Learners (ELs), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students, especially in mathematics, where these groups continue to require targeted support.

While Students with Disabilities experienced a decrease in Annual Typical Growth in math on the 2024–25 i-Ready diagnostic, their growth remained above the schoolwide average and outpaced that of any other subgroup. In ELA, their performance was especially strong, with Annual Typical Growth increasing from 122% to 148%.

Similarly, while ELs and SED students still exceeded their Annual Typical Growth targets, their gains decreased compared to the previous year, signaling a need for deeper and more consistent instructional support. LTELs were designated in the Red performance band for both Math and ELA on the CA Dashboard. Local i-Ready data, however, showed that LTELs achieved 200% of their Annual Typical Growth in

ELA, while Math indicated a greater need with 85% Annual Typical Growth achieved.

To accelerate growth for these student groups, we are committed to the following strategies:

- **Specialized Instructional Strategies:** We are expanding the use of differentiated instructional methods that meet the unique learning needs of SWDs and ELs. This includes incorporating visual aids, manipulatives, assistive technology, and scaffolded lessons designed to reinforce both conceptual understanding and procedural fluency.
- **Enhanced Co-Teaching Models:** We will continue strengthening co-teaching models, pairing general education and special education teachers to share responsibilities in planning, instruction, and assessment. This approach supports inclusive, high-quality Tier 1 instruction for SWDs and LTELs within general education settings.
- **Professional Development:** All staff will engage in targeted training focused on inclusive math instruction, culturally and linguistically responsive practices, and strategies that support SWDs, ELs, LTELs, and SED students. This includes continued support in the “Try It – Discuss It – Connect It” framework and math-specific content development.
- **Increased Collaboration Time:** Structured planning time will be provided for educators to co-plan and analyze student data together, with a focus on identifying and implementing high-impact instructional practices for students requiring additional support.
- **Family Engagement and Goal Setting:** We will continue to host individual family meetings for LTELs at the beginning of the year, along with ongoing student goal-setting conferences throughout the year. These meetings promote student agency and strengthen the school-home partnership in accelerating achievement.
- **Expanded Academic Support:** While we were unable to offer online tutoring in 2024–25, we plan to introduce this resource in 2025–26, prioritizing students identified as needing targeted support in math, including LTELs and SWDs.
- **Ongoing Assessment and Data Monitoring:** Regular formative and summative assessments will inform instructional adjustments and interventions. Leadership teams and teachers will engage in consistent data analysis cycles to evaluate the effectiveness of supports for all student groups.

Through these multi-tiered supports, we remain committed to improving outcomes for our highest-need students and ensuring equitable access to high-quality instruction across all classrooms. All of our students, especially our EL student group, benefited from the use of our Math curriculum, Ready Math. By using Ready Math, teachers utilize strategies to make math lessons relevant and engaging for students. Our students also benefited from the visits from Ready Math specialists. The specialists would visit classrooms and offer support to teachers to improve their understanding and use of Ready Math strategies. Lastly, all students and teachers benefited from the support of Instructional Coaches. The IC would observe and work with teachers to improve instruction so that all students in the class show improvement in Math.

English Learners Progress (ELPI- CA Dashboard):

According to the 2023–2024 CA Dashboard, the percentage of English Learners making progress toward English proficiency increased by 2.7% to 45.5%. This growth earned ISANA Himalia a **Green** designation, outperforming the state’s **Orange** designation.

To further support English Learners, we implemented a series of professional development sessions focused on both designated and integrated English Language Development (ELD). This year, teachers were trained to identify language functions embedded within content instruction and to develop sentence frames that support student discourse during learning. Additionally, teachers learned to strategically teach grammatical forms that align with these language functions, enhancing both students' oral and written language skills. These practices were embedded into daily designated and integrated ELD instruction.

Another area of growth was the intentional inclusion of integrated ELD and clearly defined language objectives during content-area lessons. These objectives enabled teachers to differentiate instruction more effectively and provide ongoing language support throughout the day, accelerating students' language acquisition. We are excited to continue building on these promising initiatives in the upcoming school year.

Suspension

ISANA Himalia Academy earned the highest rating of **Blue** on the CA Dashboard for suspensions, with a suspension rate of just 0.3%, which remains well below the state average.

As we continue our journey of *shining and belonging*, we recognize that reducing suspension rates begins with investing in the whole child. Our educators continue to implement weekly lessons from the **Second Step SEL Curriculum**, now reinforced through daily routines, morning meetings, and reflective activities that promote empathy, self-awareness, and responsible decision-making. Our commitment to **culturally responsive and anti-bias education** has also deepened through ongoing professional development embedded in coaching and classroom walkthroughs. This work focuses on equitable student engagement, authentic representation, and inclusive instruction that honors the diverse experiences of our students. When challenges arise, we respond with **discipline rooted in dignity** through **restorative practices** and **positive behavior supports**. Rather than excluding students, we guide them to understand the impact of their actions and repair harm and, in turn, continue to foster a school culture where all students feel safe, valued, and supported.

School Climate: Chronic Absenteeism (CA Dashboard)

The CA Dashboard shows a **Yellow** performance level for **Chronic Absenteeism**, with **24%** of students chronically absent during the 2023–24 school year. While this rate is higher than the **state average of 18.6%**, it reflects an improvement from ISANA’s previous year rate (2022–2023) of **32.3%**.

We remain focused on decreasing our Chronic Absenteeism rate. ISANA Academies continues to make significant strides in improving attendance through a **multi-tiered system of re-engagement**, which includes personalized outreach, mentorship programs, and targeted attendance incentives. The strategic use of the **PowerSchool Attendance Suite** has enabled data-informed interventions, while **Student and Family Services Coordinators (SFSCs)** have led consistent, supportive, and solution-oriented re-engagement meetings with families.

EL - Reclassification

At the end of the 2023-2024 school year, our reclassification rate **decreased** from 13.65% to 9.5%. 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. The hiring of a network Multilingual Coordinator has also supported this process, as did the delivery of 6 EL Focused Professional Development sessions for teachers, 4 EL Focused Professional Development sessions for Special Education teachers, the adoption of the OPTEL, and the adoption of Rosetta Stone for Newcomer students. We anticipate that we will end the 2024-2025 school year with a **decrease**, at 9.3%. To increase the reclassification rate, we plan on improving the instructional quality of English Development by providing professional development around strategies, formative assessment and culturally and linguistically responsive pedagogy.

LREBG FUNDED GOALS

Goal 1, Action 4:

LREBG Funds Supporting this Action: \$110,674

Action Description: LREBG funds are used to support the salaries of General Education Paraprofessionals who provide Tier 2 and Tier 3 academic interventions within the school's Multi-Tiered System of Supports (MTSS) framework. These paraprofessionals work closely with classroom teachers and interventionists to deliver small-group, scaffolded instruction throughout the school day to students requiring additional academic support. Instruction is differentiated and aligned with grade-level standards to accelerate learning recovery in both English Language Arts and Mathematics.

Rationale Based on Needs Assessment: Our needs assessment identified academic performance gaps for Students with Disabilities, English Learners, and Long Term English Learners. These groups were designated Low or Very Low on the CA Dashboard for 2023-2024 in both ELA and math. Targeted, high-dosage interventions delivered by paraprofessionals will provide the individualized attention and support these students need to make accelerated progress.

Research Basis: Research from the National Center for Education Evaluation (NCEE) and the Institute of Education Sciences (IES) shows that paraprofessionals, when trained and strategically deployed, can effectively deliver small-group interventions that improve reading and math outcomes for struggling students. The MTSS model, supported by research from the Center on Response to Intervention and AIR

(American Institutes for Research), is evidence-based in its use of tiered interventions to meet diverse learner needs and reduce achievement gaps.

Metrics to Monitor Impact:

- State Assessments: Smarter Balanced State Assessments (ELA and Math)
- Local Assessments: i-Ready Diagnostic Growth Reports (K–8)
- English Learner Proficiency Indicator (ELPI) for ELs

Goal 2, Actions 1–3:

LREBG Funds Supporting this Action: \$104,594

Action Description: LREBG funds are used to support the salaries of school counselors and the Director of Pupil Services. These staff members are instrumental in delivering professional development on culturally responsive teaching, implementing restorative practices, supporting students’ social-emotional learning (SEL), and leading re-engagement efforts for chronically absent students. Actions include training staff on implicit bias and inclusive practices, facilitating school-wide SEL programs with culturally relevant materials, conducting targeted outreach to families, and coordinating mentorship and attendance initiatives as part of a multi-tiered re-engagement strategy.

These actions align with the LREBG's allowable uses, including the provision of mental health and wellness services, professional development for teachers and staff, and strategies to re-engage students who became disengaged during the COVID-19 pandemic.

Rationale Based on Needs Assessment: Our needs assessment revealed that chronic absenteeism disproportionately affects Long Term English Learners and Students with Disabilities. Both groups were designated High in Chronic Absenteeism on the CA Dashboard 2023-2024, although internal data for 2024-2025 demonstrates a significant decrease in Chronic Absenteeism for Students with Disabilities. Additionally, qualitative and quantitative feedback highlighted the need for more culturally relevant SEL programming and professional learning for staff. School counselors and the Director of Pupil Services are essential in addressing these areas of need through direct student support, staff capacity-building, and family engagement.

Research Basis: Research from CASEL (Collaborative for Academic, Social, and Emotional Learning) and the Learning Policy Institute indicates that culturally responsive SEL and restorative practices contribute to improved student behavior, academic performance, and school climate. Studies also show that strong school–family partnerships and re-engagement strategies are effective in improving attendance and reducing disengagement among historically underserved student groups.

Metrics to Monitor Impact:

- Average Daily Attendance Rate (ADA)

- Chronic Absenteeism Rate
- LCAP School Experience Survey
- Suspension and Expulsion Data

Goal 3, Action 4:

LREBG Funds Supporting this Action: \$21,941

Action Description: The New Teacher Instructional Coach is funded through LREBG funds. This positions provide instructional leadership and individualized coaching that enhances teacher effectiveness, particularly for novice teachers. This use aligns with LREBG's focus on professional development and educator support. It responds to staff survey data and instructional observations showing a need for differentiated and ongoing coaching to strengthen instructional quality.

This use of LREBG funds aligns with the grant's allowable use for professional development and teacher retention through ongoing instructional support.

Rationale Based on Needs Assessment: Our needs assessment identified a gap in coaching support, particularly for new teachers, and highlighted the need for more differentiated professional development across certificated staff. Survey data and instructional walk-throughs indicated that teachers would benefit from additional training in culturally relevant pedagogy, math content and providing Tier 2 and Tier 3 support in the classroom. These roles directly address those needs by providing timely and sustained coaching and leadership that builds instructional capacity and ensures implementation of effective practices for all student groups, including English Learners, students with disabilities, and low-income students.

Research Basis: Research from the New Teacher Center and the Wallace Foundation shows that school-based instructional coaching significantly improves teacher effectiveness, especially when coaching is sustained, personalized, and tied to student data. Coaching and leadership support have also been linked to increased teacher retention and improved outcomes for students in underserved groups. Effective instructional leadership is consistently cited as a key driver of school improvement and teacher development.

Metrics to Monitor Impact:

- Teacher Retention Rate
- School Experience Survey
- Local Assessments: i-Ready Diagnostics
- State Assessments: Smarter Balanced
- Instruction Aligned to Common Core/State Standards

Goal 4, Action 1:

LREBG Funds Supporting this Action: \$73,150

Action Description: LREBG funds are used to support the salaries of Student Family Services Coordinators (SFSCs) and the Director of Pupil Services. These roles are critical to improving student recruitment and retention, increasing family engagement, and supporting historically underserved student groups. The SFSCs organize workshops, facilitate advisory councils, and connect families, especially those with foster youth, English Learners, and socio-economically disadvantaged students to community resources. This use aligns with LREBG's allowable uses related to student re-engagement and community partnerships and addresses identified needs for stronger family-school partnerships and equitable access to services.

Rationale Based on Needs Assessment: Our needs assessment highlighted higher rates of chronic absenteeism, lower levels of engagement among families of Long Term English Learners and Students with Disabilities, and a need for more robust recruitment and retention systems. The SFSC and Director of Pupil Services roles directly respond to these needs by addressing barriers to enrollment, engagement, and attendance through a combination of individualized support, strategic outreach, and community partnerships.

Research Basis: Research by the RAND Corporation and the U.S. Department of Education confirms that meaningful family-school partnerships are correlated with improved academic outcomes, better attendance, and stronger student well-being. Re-engagement strategies and culturally responsive family outreach are key to building trust, particularly in historically underserved communities. Additionally, studies show that a strong sense of school connectedness is a factor that supports long-term academic and social-emotional success.

Metrics to Monitor Impact:

- Average Daily Attendance Rate
- Chronic Absenteeism Rate
- School Experience Survey (Parents and Students)
- Participation Rates in Workshops

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	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.
Students	The school held school-site level sessions with student focus groups focusing on goals 1 and 2. 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> Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. An additional session was held to share updates as well as highlights from the 2025-2026 LCAP. Engagement Sessions were held on: 3/3, 3/17, 4/21, 5/12
Parents/Families	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. 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> Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. An additional session was held to share updates as well as highlights from the 2025-2026 LCAP. Engagement Sessions were held on: 3/6, 3/20, 4/24, 5/22

Staff-Certificated and Classified	The school held school-site level sessions with all staff focusing on goals 1, 2 and 3. 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> Survey results were shared as well as follow up questions to gather more information about why respondents might have answered a particular way on the survey. An additional session was held to share updates as well as highlights from the 2025-2026 LCAP. Engagement Sessions were held on: 3/4, 4/8, 4/29, 5/13
Administrative Leadership	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. Engagement Sessions were held on: 1/29, 2/5, 2/19, 3/5, 3/19, 4/23
Board Members	Progress toward LCAP goals was shared with the board at all regular board meetings throughout the school year: 10/22, 12/13, 2/11, and 4/29. The February 11th board meeting included mid-year outcome data, implementation status of all actions and expenditures to date as related to the metrics identified in the 2024-2025 LCAP.
SELPA	ISANA consulted with the SELPA on June 2, 2025 to review SPED related actions and services.

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 Year 2 of 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. In addition to providing progress on goals and metrics, we also presented on the progress of all actions outlined Local Control and Accountability Plan in the LCAP, reporting out which goals were “completed”, “on-track” or “not-yet started” at the October, December, February and April 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 2025. 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 opportunities, specific recommendations and priorities that emerged within LCAP

goal areas, as well as some adjustments and next steps.

Overarching Themes

Academic Achievement / Professional Development (Goal 1 and Goal 3)

Staff expressed appreciation for the professional learning provided this year, which continued to emphasize math literacy, reading, and included anti-bias training for all educators. Educators valued having content experts lead in-house professional development. Math, reading, and culturally responsive and sustaining pedagogy will remain a focus next year. Select educators in general education, special education and visual and performing arts will continue to participate in co-teaching and receive training throughout the year.

In both staff surveys and engagement sessions, staff communicated a need for training and increased resources on better meeting the needs of student groups such as **students exceeding grade level standards**, **students below grade level standards** and **Students with Disabilities**. Similar responses in the past are indicative of the need to further support staff in these areas. We will be building this into our professional development plan for the year (**Goal 1, Action 1; Goal 3, Action 3**). Families also expressed a desire for students to be provided with more opportunities to engage with rigorous projects. As part of our PD plan, we will be providing professional learning on increasing rigor in the classroom and have already begun developing project-based learning units that we hope to begin implementing in 2026-27.

During engagement with school leaders, there was a strong interest in offering technology workshops for families to build digital literacy. The Media and Technology Team will partner with school leaders to design and deliver these workshops. **Goal 1, Action 5 was revised to reflect this.**

Our network-wide Multilingual Coordinator (**Goal 1, Action 8; Goal 3, Action 3**) will continue to collaborate with school leadership teams to determine English Learner Professional Development needs for returning and experienced teachers. Feedback and survey data confirmed the value of this year's EL-focused PD series, and a new series is planned for 2025–26.

Social Emotional Wellness (Goal 2)

While the overall goal and actions remain consistent, we are adjusting our approach to better measure the impact of our SEL programs. We will expand root-cause analysis tools to include family voices and student narratives, refine mentorship models to provide deeper relational support, and strengthen partnerships with community-based organizations to address broader barriers. Ongoing professional learning will focus on culturally responsive attendance practices to ensure re-engagement efforts are inclusive, equitable, and reflective of students' lived experiences.

In the last few years, ISANA has placed a strong emphasis on classroom culture, climate, and relationship-building. We were pleased to see that students responded favorably on the School Experience Survey to items such as, *“My teacher creates a welcoming environment”* and *“My teacher shows respect toward me.”* However, lower ratings appeared on questions related to representation and belonging, for example, *“My classroom feels like a place that represents who I am”* and *“My school is a space where I can be myself and share my ideas.”* A significant percentage of students selected “neutral” on these items, which may indicate several issues, including unclear question wording, survey fatigue, or limited engagement. Before deploying the survey next school year, we will conduct a deeper analysis in order to better understand the reasons behind these responses.

Additionally, during engagement sessions, school leaders emphasized the need to measure the impact of SEL programs more frequently—at the beginning (Fall), middle (Winter), and end (Spring) of the school year—rather than relying solely on the LCAP School Experience Survey deployed in spring. While our metrics will remain unchanged, **more frequent data collection** will allow for timely adjustments to better support students. Our target for 2026–27 remains: at least 80% of students will respond “agree” or “strongly agree” to key culture and climate items.

Parent and Family Engagement and Involvement (Goal 4)

Parent and family feedback regarding engagement and opportunities for involvement was very positive. According to our LCAP School Experience Survey results, families shared that the school communicates in ways that are easy to understand and that communication from both teachers and staff is consistent and adequate. Moving forward, we aim to strengthen engagement efforts so that all families feel informed and empowered to support their child’s learning. This includes the regular and consistent use of our parent communication platform to keep families updated and connected (**Goal 4, Action 2**). We want to further support families who may not be able to attend live sessions by recording workshops whenever possible and providing on-demand access to them. **Goal 4, Action 2 was revised** to include this note. Strengthening partnerships with community organizations will also help address broader systemic barriers to engagement. Ongoing evaluations and family feedback will inform and refine our communication strategies to ensure they remain inclusive, relevant, and responsive.

We will continue to host workshops throughout the year on topics such as academics, wellness, and available community resources, including those co-facilitated with community organizations (**Goal 4, Action 1**). As noted earlier, the Media and Technology Team will collaborate with school leaders to develop and co-facilitate tailored sessions designed to help families navigate digital tools and access key school information. We will also continue to provide targeted workshops for families of English Learners, low-income students, and Students with Disabilities to ensure their unique needs are supported.

As with all educators, we are committed to building the capacity of our School Family Services Coordinators (SFSCs). SFSCs will receive targeted professional development focused on engaging underrepresented families, implementing trauma-informed practices, and promoting cultural responsiveness. Additionally, we will use feedback loops such as surveys and focus groups to tailor programming and

expand partnerships with local agencies that support foster youth and other vulnerable populations. These next steps will help ensure that our engagement strategies remain dynamic, culturally affirming, and responsive to the holistic needs of ISANA families **(Goal 4, Action 1)**.

Finally, school and network leadership expressed the need to more closely analyze parent attendance data at workshops and meetings to identify potential communication barriers and challenges in reaching specific families. This information will help tailor communication strategies to ensure all parents are informed and actively engaged. As a result, we have added a **new metric** and **target outcome** focused on tracking parent attendance and involvement.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
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.

This goal, first developed in a prior LCAP cycle, remains central to ISANA’s mission of providing equitable, high-quality education. It reflects our commitment to ensuring that all students, including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students, have access to culturally affirming instruction that supports mastery of state standards.

ISANA recognizes that academic success is deeply connected to students seeing themselves reflected in the curriculum and having opportunities to engage with learning both inside and beyond the classroom, during the school day and outside of the school day. We continue to implement instructional materials and practices that elevate diverse cultural perspectives and affirm students’ identities. This goal is grounded in data showing that, while students are making growth (as evidenced by i-Ready diagnostics), proficiency gaps remain, particularly among English Learners. Informed by assessment data and input from educational partners through various engagement sessions, this goal guides our targeted supports and actions to address the education debt impacting our students and to ensure all students meet grade-level expectations.

The outlined actions are designed to sustain and accelerate student progress as measured by growth and proficiency metrics, including i-Ready Diagnostics and state assessments. High-quality, ongoing professional learning ensures that teachers are equipped with effective, culturally responsive, and standards-aligned instructional strategies that support our diverse learners. Regular data analysis allows educators to monitor student progress closely and provide timely, targeted interventions. Our extended learning programs and MTSS framework offer structured academic and socio-emotional supports, especially for students performing below grade level. Technology access, arts integration, and a strong special education infrastructure ensure all students can fully engage with rigorous content. Additionally, specific initiatives for Long-Term English Learners reflect our commitment to closing opportunity gaps. These comprehensive supports build a sustainable system that drives continuous improvement and student achievement over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Performance on statewide CAASPP/Smarter Balanced Summative ELA and Math Assessments: Percentage of students meeting/ exceeding standards	<table><tr><td colspan="2">CAASPP ELA (22-23):</td></tr><tr><td>Schoolwide</td><td>26.76%</td></tr><tr><td>ELLs</td><td>6.67%</td></tr><tr><td>Low SES</td><td>26.65%</td></tr><tr><td>Latino/ Hispanic</td><td>26.65%</td></tr><tr><td>African American/ Black</td><td>NA</td></tr><tr><td>SWD</td><td>1.92%</td></tr><tr><td>Foster Youth</td><td>NA</td></tr></table> <table><tr><td colspan="2">CAASPP MATH (22-23):</td></tr><tr><td>Schoolwide</td><td>16.91%</td></tr><tr><td>ELLs</td><td>5.56%</td></tr><tr><td>Low SES</td><td>16.99%</td></tr><tr><td>Latino/ Hispanic</td><td>16.99%</td></tr><tr><td>African American/ Black</td><td>NA</td></tr><tr><td>SWD</td><td>3.85%</td></tr><tr><td>Foster Youth</td><td>NA</td></tr></table> *LTEL baseline will be from Year 1 Outcome	CAASPP ELA (22-23):		Schoolwide	26.76%	ELLs	6.67%	Low SES	26.65%	Latino/ Hispanic	26.65%	African American/ Black	NA	SWD	1.92%	Foster Youth	NA	CAASPP MATH (22-23):		Schoolwide	16.91%	ELLs	5.56%	Low SES	16.99%	Latino/ Hispanic	16.99%	African American/ Black	NA	SWD	3.85%	Foster Youth	NA	<table><tr><td colspan="2">CAASPP ELA (23-24):</td></tr><tr><td>Schoolwide</td><td>29.29%</td></tr><tr><td>ELLs</td><td>7.53%</td></tr><tr><td>LTELs</td><td>0%</td></tr><tr><td>Low SES</td><td>29.36%</td></tr><tr><td>Latino/ Hispanic</td><td>29.13%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>3.28%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> <table><tr><td colspan="2">CAASPP MATH (23-24):</td></tr><tr><td>Schoolwide</td><td>19.78%</td></tr><tr><td>ELLs</td><td>4.76%</td></tr><tr><td>LTELs</td><td>2.63%</td></tr><tr><td>Low SES</td><td>19.86%</td></tr><tr><td>Latino/ Hispanic</td><td>19.59%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>4.92%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>	CAASPP ELA (23-24):		Schoolwide	29.29%	ELLs	7.53%	LTELs	0%	Low SES	29.36%	Latino/ Hispanic	29.13%	African American/ Black	N/A	SWD	3.28%	Foster Youth	N/A	CAASPP MATH (23-24):		Schoolwide	19.78%	ELLs	4.76%	LTELs	2.63%	Low SES	19.86%	Latino/ Hispanic	19.59%	African American/ Black	N/A	SWD	4.92%	Foster Youth	N/A		<table><tr><td colspan="2">CAASPP ELA (26-27):</td></tr><tr><td>Schoolwide</td><td>50%</td></tr><tr><td>ELLs</td><td>30%</td></tr><tr><td>LTELs</td><td>30%</td></tr><tr><td>Low SES</td><td>50%</td></tr><tr><td>Latino/ Hispanic</td><td>50%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>20%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> <table><tr><td colspan="2">CAASPP MATH (26-27):</td></tr><tr><td>Schoolwide</td><td>45%</td></tr><tr><td>ELLs</td><td>35%</td></tr><tr><td>LTELs</td><td>35%</td></tr><tr><td>Low SES</td><td>45%</td></tr><tr><td>Latino/ Hispanic</td><td>45%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>20%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>	CAASPP ELA (26-27):		Schoolwide	50%	ELLs	30%	LTELs	30%	Low SES	50%	Latino/ Hispanic	50%	African American/ Black	N/A	SWD	20%	Foster Youth	N/A	CAASPP MATH (26-27):		Schoolwide	45%	ELLs	35%	LTELs	35%	Low SES	45%	Latino/ Hispanic	45%	African American/ Black	N/A	SWD	20%	Foster Youth	N/A	<table><tr><td colspan="2">CAASPP ELA:</td></tr><tr><td>Schoolwide</td><td>+0.47%</td></tr><tr><td>ELLs</td><td>+0.86%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>+2.71%</td></tr><tr><td>Latino/ Hispanic</td><td>+2.48%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>+1.36%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> <table><tr><td colspan="2">CAASPP MATH:</td></tr><tr><td>Schoolwide</td><td>+2.87%</td></tr><tr><td>ELLs</td><td>-0.80%</td></tr><tr><td>LTELs</td><td>*</td></tr><tr><td>Low SES</td><td>+2.87%</td></tr><tr><td>Latino/ Hispanic</td><td>+2.60%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>+1.07%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> *LTEL difference will be determined Spring 2026	CAASPP ELA:		Schoolwide	+0.47%	ELLs	+0.86%	LTELs	*	Low SES	+2.71%	Latino/ Hispanic	+2.48%	African American/ Black	N/A	SWD	+1.36%	Foster Youth	N/A	CAASPP MATH:		Schoolwide	+2.87%	ELLs	-0.80%	LTELs	*	Low SES	+2.87%	Latino/ Hispanic	+2.60%	African American/ Black	N/A	SWD	+1.07%	Foster Youth	N/A
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3	Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic	i-Ready Annual Typical Growth K-8 ELA- (MAY 2024): <table><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>53%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>59%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> i-Ready Annual Typical Growth K-8 Math- (MAY 2024): <table><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>54%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>58%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> *LTEL baseline will be from Year 1 Outcome	Schoolwide	54%	ELLs	54%	LTEs	*	Low SES	54%	Latino/ Hispanic	53%	African American/ Black	N/A	SWD	59%	Foster Youth	N/A	Schoolwide	54%	ELLs	54%	LTEs	*	Low SES	54%	Latino/ Hispanic	54%	African American/ Black	N/A	SWD	58%	Foster Youth	N/A	i-Ready Annual Typical Growth K-8 ELA - (MAY 2025): <table><tr><td>Schoolwide</td><td>63%</td></tr><tr><td>ELLs</td><td>61%</td></tr><tr><td>LTEs</td><td>66%</td></tr><tr><td>Low SES</td><td>63%</td></tr><tr><td>Latino/ Hispanic</td><td>63%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>70%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> i-Ready Annual Typical Growth K-8 Math - (MAY 2025): <table><tr><td>Schoolwide</td><td>55%</td></tr><tr><td>ELLs</td><td>51%</td></tr><tr><td>LTEs</td><td>49%</td></tr><tr><td>Low SES</td><td>52%</td></tr><tr><td>Latino/ Hispanic</td><td>55%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>58%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table>	Schoolwide	63%	ELLs	61%	LTEs	66%	Low SES	63%	Latino/ Hispanic	63%	African American/ Black	N/A	SWD	70%	Foster Youth	N/A	Schoolwide	55%	ELLs	51%	LTEs	49%	Low SES	52%	Latino/ Hispanic	55%	African American/ Black	N/A	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	i-Ready Annual Typical Growth K-8 ELA: <table><tr><td>Schoolwide</td><td>+9%</td></tr><tr><td>ELLs</td><td>+7%</td></tr><tr><td>LTEs</td><td>*</td></tr><tr><td>Low SES</td><td>+9%</td></tr><tr><td>Latino/ Hispanic</td><td>+10%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>+11%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> i-Ready Annual Typical Growth K-8 Math: <table><tr><td>Schoolwide</td><td>+1%</td></tr><tr><td>ELLs</td><td>-3%</td></tr><tr><td>LTEs</td><td>*</td></tr><tr><td>Low SES</td><td>-2%</td></tr><tr><td>Latino/ Hispanic</td><td>+1%</td></tr><tr><td>African American/ Black</td><td>N/A</td></tr><tr><td>SWD</td><td>0%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr></table> *LTEL difference will be determined Spring 2026	Schoolwide	+9%	ELLs	+7%	LTEs	*	Low SES	+9%	Latino/ Hispanic	+10%	African American/ Black	N/A	SWD	+11%	Foster Youth	N/A	Schoolwide	+1%	ELLs	-3%	LTEs	*	Low SES	-2%	Latino/ Hispanic	+1%	African American/ Black	N/A	SWD	0%	Foster Youth	N/A
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4	English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest	Reclassification rate: 2022-2023: 13.65%	Reclassification rate: 2023-2024: 9.5%		Increase to 15% or Exceeding the District/State (Whichever is higher)	Decreased by 4.15%
5	ELP Progress Per Dashboard	2022-2023: 42.8%	2023-2024: 45.5%		75% of students making progress towards EL proficiency	Decreased by 2.7%

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.

All actions for Goal 1 were implemented as planned, without any substantive differences. Successes and Challenges are described below:

Action 1: Professional Learning

Educators engaged in sustained professional learning opportunities focused on English Learners, Students with Disabilities and Anti-Bias training. Principals and network leaders engaged in book study of the Four Pivots by Shawn Ginwright, which offers a framework for school leaders to help cultivate a more just and equitable school environment.

Action 2: Assessments and Data Driven Instruction

The continued implementation of i-Ready Diagnostic assessments has been successful and remains essential for monitoring student progress and responding promptly when data indicates a need for additional support. A current area for growth is ensuring that teachers consistently implement formative assessments between diagnostic cycles to provide more immediate insight into student learning and guide instruction in real time.

Action 3: Extended Learning Opportunities

ISANA’s Expanded Learning Programs saw several successes. Educator-led after-school enrichment clubs were launched across schools, offering targeted support from day-school staff. A comprehensive enrichment catalog was also developed, featuring over 60 specialty courses, such as golf, robotics, cooking, and coding, through partnerships with external providers. Additionally, a rolling dismissal system was implemented to better accommodate families, contributing to increased attendance across the network. One challenge here was that the broadened implementation of ELOP clubs created competing interest with the after-school program. After school programs saw lower enrollment while ELOP programs saw increased enrollment.

Action 4: Academic Intervention

While MTSS is fully implemented across ISANA schools, we are still in the process of integrating our newly adopted MTSS data platform. Full integration is expected by the end of the school year, with staff training planned for summer and a full launch in August.

A key challenge remains the high number of students requiring targeted support, often exceeding the capacity of a single interventionist. To address this, we are focusing on strengthening Tier 1 instruction and clarifying the classroom teacher's role in delivering Tier 2 support. Additionally, we recognize the need to more clearly define when a student requires Tier 3 intervention and ensure educators are prepared with evidence-based strategies to meet those needs.

Action 5: Technology Enhanced Teaching and Learning

We have implemented dual-factor authentication for a pilot group, which, when fully implemented, will add an additional security layer for teachers and staff. In addition, we have implemented a centralized management platform for Apple devices and software deployment. Smartboards provide ISANA students with a visually attractive, interactive, engaging learning experience.

Action 6: Visual and Performing Arts

VAPA/GE Co-teaching implementation was effective in increasing student academic growth across all ISANA schools, and even more for specific student groups. VAPA worked collaboratively across departments and with vendors to produce two showcases in which students learned integrated arts with language, movement, music, culture, and geography.

Scheduling improved at each school for more opportunities to combine classes and begin show preparations. VAPA, school operations, and ICO have been working collaboratively to ensure complete safety for all students, educators, and attendees for the upcoming performances.

Action 7: Special Education

ISANA maintained high compliance through effective use of tracking tools, monthly audits, and targeted trainings. All schools selected for Cycle B Monitoring were found fully compliant. SPED/GE Co-teaching practices improved with support from instructional coaches and differentiated PD, leading to stronger implementation and student outcomes. Timely Welligent entries remain a challenge due to high provider workloads. Co-teaching implementation varies by site, with ongoing needs in onboarding and building teacher buy-in. Newsletter consistency and leader engagement also need improvement.

Action 8: English Learners

ISANA strengthened EL support by tagging Newcomer students by year in ELlevation and initiating interventions for SLIFE students. We adopted the OPTTEL observation tool, delivered 6 EL-focused PDs and 3 for dually identified students, implemented new reclassification protocols, and introduced Rosetta Stone for Year 1–2 Newcomers. Increased monitoring has revealed a growing need for academic interventions for Newcomers with limited prior schooling, straining academic support capacity at some sites.

Action 9: Long Term English Learners

Teachers held Individual Family Meetings at the start of the year and achieved a 100% completion rate for trimester 2 Monitoring Forms. Individualized goals were set during the second round of conferences. All 6 EL-focused PDs were delivered, along with 3 additional sessions for SPED staff on dually identified students. Rosetta Stone was found unsuitable for LTEL tutoring, and alternatives are being explored. While RFEP Trackers were distributed, formal meetings to review reclassification data have not yet occurred.

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: Expanded Learning: Amount over budget will be covered by ELOP funds.

Action 4: Academic Intervention: The school added an additional paraprofessional.

Action 7: Additional SPED costs that we did not consider when we budgeted.

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

Action 1: English Learners (EL):

There has been consistently positive feedback from both teachers and instructional coaches regarding EL-focused professional development and support strategies. This suggests an increase in educator confidence and capacity to meet the needs of English Learners, though additional data will be helpful to measure direct impact on student outcomes.

Students with Disabilities (SWDs):

Special Education "passports" have been distributed to general education teachers throughout the year, with confirmation of receipt tracked by case managers. Ongoing training and collaborative discussions among SpEd, general education, and EL staff have fostered a culture of professional reflection and growth. This has resulted in more inclusive, student-centered classrooms, where teachers proactively design lessons with multiple means of engagement, representation, and expression. Improved responsiveness and equity in co-taught classrooms are also reflected in i-Ready data, which shows gains for students with disabilities.

ELA/MATH PD and Coaching:

On-site coaching provided by partners such as Curriculum Associates (Math) and American Reading Company (ELA) continues to be effective. These coaching cycles—featuring classroom observations, data analysis, and feedback—have strengthened instructional practice and provided valuable support to site leaders and classroom teachers. Our Math Learning Walks have also helped us to identify math content knowledge as a need and next step in professional learning.

Culturally Responsive Pedagogy:

Through an ongoing partnership with LACOE, educators have participated in sustained anti-bias training. This has contributed to increased staff awareness and a stronger foundation for implementing culturally responsive pedagogy across school sites.

Action 2:

The implementation of i-Ready Diagnostic assessments has been effective in that leaders and teachers are consistently and systematically assessing student growth and achievement and using that data to guide instruction and identify students who may need targeted support. We do, however, recognize the need to place just as much emphasis on formative assessments so that teachers are adjusting instruction accordingly and more frequently if needed.

Action 3: The continued implementation of the expanded learning program's STOP-DROP-READ directive has been effective in allowing scholars to focus on reading fluency, reading comprehension, vocabulary development, and overall literary confidence. The impact of ELOP clubs on scholar development has been impressive, scholars have been exposed to a variety of enrichment opportunities, allowing them to access 21st century learning skills and laying the foundation for possible education and career paths.

Action 4: Academic Interventionists and paraprofessionals have played a key role in providing targeted instructional support, contributing to stronger academic outcomes for students. However, there remains a need to systematize how student progress and growth are monitored, and to more clearly identify which interventions yield the greatest impact. The full implementation of the adopted MTSS platform is expected to support this by streamlining data collection and analysis, ultimately supporting more effective intervention planning and delivery.

Action 5: Our multi-tiered security approach mitigates malicious attacks on student, teacher, and staff devices. There have been no notable malicious threats to ISANA's enterprise network infrastructure. As a result, ISANA has achieved nearly 100 percent network uptime, ensuring that teaching and learning that require internet access continue seamlessly.

Action 6: VAPA/GE co-teachers continue to advance student achievement at a significant percentage of growth through co-taught lessons, thus assisting students with their overall annual growth, enhanced reading and vocabulary, and overall class participation through innovative instruction. Students have been more attentive, engaged, and committed to the information and activities centered in co-taught class. Having two teachers has improved classroom management and behavior along with academic achievement, student confidence and ownership of their educational careers, and CAASPP preparation.

Action 7: The actions taken to strengthen special education supports have shown positive results. Strong compliance outcomes during Cycle B Monitoring reflect effective systems for meeting state requirements. Increased use of varied co-teaching models has been observed, with evidence from i-Ready and IEP data indicating improved student engagement and academic outcomes for students with disabilities.

The gradual release of co-teaching responsibilities to campus instructional coaches, through guided observations and debrief, has helped build internal capacity and support the sustainability of the model. Feedback from teachers during coaching sessions, professional development, and leadership conversations further reinforces the effectiveness of these strategies in promoting inclusive, high-quality instruction.

Action 8: The implementation of EL-focused professional development has been well received. Instructional coaches provided positive feedback on the relevance and impact of the support, and survey responses from EL Focused PD #6 further affirmed the sessions' effectiveness in enhancing teacher practice and understanding of English learner needs.

Action 9: Professional development received positive feedback from instructional coaches, indicating its relevance and impact. Additionally, there was strong implementation fidelity, with 100% completion of both PLTEL and LTEL Monitoring Forms, reflecting consistent follow-through on support and monitoring for English learners.

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

Changes to Target Outcomes:

- Targets for LTELs was added for Metric 1 (State Assessments)

Changes to Actions:

Action 2: Assessments and Data Driven Instruction

- This action was revised to include the network-level Curriculum and Assessment Coordinator.

Action 5: Technology Enhanced Teaching and Learning

We revised this action following reflection on prior practice and feedback from educational partners. We recognized a growing need to support not only students, but also parents and families in building digital fluency. While our initial efforts focused on ensuring reliable student access to technology and software, we found that many families needed additional support navigating the digital tools their children use daily for learning.

As a result, this action has been revised to expand its focus beyond student-facing technology support. In the coming year, we will implement additional family-centered supports, including workshops and one-on-one assistance to help parents build confidence in using educational platforms, managing online safety, and supporting their children in navigating digital learning environments. This change is intended to strengthen the home-school connection, empower families, and ensure that all students benefit from a digitally fluent support system both at school and at home.

Action 8: English Learners

- This action was revised for clarity.

Changes to Actions:

- **Action 1 and Action 4:** While there are no revisions, we are making targeted adjustments to the implementation of these actions based on reflections from this past year's practice and briefly outline some next steps.

Action 1: Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices

Classroom walkthroughs and observations highlighted a need to strengthen teacher content knowledge in mathematics. In response, professional development for the coming year will place a greater emphasis on building math instructional capacity. Additionally, feedback from school leaders emphasized a need for more high-quality, practical training on culturally responsive pedagogy. To better assess the impact of professional development, we will implement an end-of-year (EOY) survey for educators, which was recommended during reflection sessions.

Teachers also expressed a need for increased time for planning and collaboration. In response, we have revised the professional development calendar to increase "open" time at school sites, allowing for more flexibility and protected time for teacher-led planning and collaboration. Survey feedback also indicated a need for more training in differentiated instruction to better meet the needs of students working above grade level, below grade level, and students with disabilities. These areas will be key focal points in this year's professional development offerings.

In addition, student responses to the prompt "*My teacher meets or talks with me regularly about my academic progress*" showed only 50–60% favorable responses. This suggests a need for clearer expectations and support for student-teacher academic check-ins. We will explore what meaningful check-ins look like from a student perspective and develop tools and protocols to help teachers effectively engage students in discussions about their academic progress.

Action 4: Academic Intervention

Greater support will be provided at the organizational level to ensure that Academic Interventionists across all schools are well-equipped with the knowledge and skills necessary to effectively support and accelerate student learning. This year, interventionists received targeted

training in a systematic and explicit phonics program (UFLI), which strengthened their capacity to address foundational reading skills. In the coming year, we will continue to build on this work by providing additional training in the same program and expanding professional development to include foundational literacy instruction more broadly so that they are prepared to deliver high-quality instruction, regardless of the specific program in use. Furthermore, the implementation of a Multi-Tiered System of Supports (MTSS) platform will enable us to more accurately track and analyze the effectiveness of interventions being provided to students. This data will inform ongoing instructional decisions and support the continuous improvement of services provided to students who need targeted academic support.

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	Professional Learning to Support the Implementation of State Standards through Equitable Instructional Practices	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: • Culturally responsive teaching practices & Universal Design for Learning (UDL) • Assessments and data, including administering interim assessments, test-taking strategies, universal supports, designated supports, and testing accommodations/modifications for CAASPP and other assessments • On-site coaching and professional learning for standards-aligned instruction and curriculum implementation • 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 • 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 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.	\$75,000	Yes ▾
2	Assessments and Data Driven Instruction	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.	\$29,950	No ▾

		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. A network-level Curriculum and Assessment Coordinator supports schools by overseeing assessment administration, guiding progress monitoring, and assisting with data analysis to ensure consistent and effective use of assessment data across the organization.		
3	Extended Learning Opportunities	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. 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. 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. Additional programs include: • Read to Lead, a web-based reading program. • Girl Scouts of America for social and emotional skills.	\$518,940	Yes ▾

		• Every Monday Matters. • STEM and more. • Collaboration with LA County Libraries and the City of Los Angeles Police and Fire Departments. 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.		
4	Academic Intervention	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: • Continuing twice-monthly school-based MTSS meetings • Establishing a network-wide ISANA MTSS Committee to systematize data collection, review practices, and determine necessary process revisions monthly • 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 • Implementing an MTSS Data Platform 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 (LTEs) and Potential Long Term English Learners (PLTEs). 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	\$630,670	Yes ▾
5	Technology Enhanced Teaching and	ISANA staff and all students—including Low-Income students, Foster Youth, and English Learners—will continue to have access to cutting-edge technology and	\$181,900	Yes ▾

	Learning	hands-on learning opportunities that promote mastery of grade-level standards and prepare them for a competitive, digital world. To ensure consistent access, IT professionals will provide ongoing technology support; devices will undergo regular maintenance and be repaired or replaced as needed. Educational software will be updated in alignment with vendor recommendations to ensure optimal functionality. In addition, ISANA will expand support to families by offering workshops, one-on-one guidance, and multilingual resources to build digital fluency among parents and families. These opportunities will focus on helping families navigate educational platforms, understand digital tools used in the classroom, and support their children's learning and safety in online environments. This action aims to strengthen the partnership between home and school and foster equitable access to digital learning.		
6	Visual and Performing Arts Opportunities	ISANA's Arts department is dedicated to providing high quality Visual and Performing Arts (VAPA) standards-based instruction through research, application, and show production. 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).	\$404,193	No ▾
7	Special Education	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	\$1,843,543	Yes ▾

		compliance specialists, resource specialists, and administrators) and classified (e.g., paraprofessionals) SPED staff who support and implement the following continuous improvement activities: • Compliance with IEPs • Professional development • Inclusion/co-teaching • Leadership support 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.		
8	English Learners	The Multilingual Coordinator supports all six ISANA schools by assisting instructional staff in implementing effective strategies to meet the diverse needs of English Learner (EL) students. This includes providing training and coaching on the implementation of English Language Development (ELD) standards, integrated and designated ELD, and supporting the development of comprehensive EL programs across school sites. Administrators and teachers utilize the ELLevation platform to monitor EL achievement and progress toward reclassification, inform instruction, guide interventions, and provide additional classroom support as needed. The platform also supports monitoring the progress of Reclassified Fluent English Proficient (RFEP) students to ensure they maintain language proficiency and receive continued support. In addition, school leaders can easily track the progress of Long-Term English Learners (LTELs) and Potential Long-Term English Learners (PLTELs) to ensure appropriate services and timely interventions.	\$31,569	Yes ▾

9	Long-Term English Learners	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: • 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 • 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. • 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. • Professional Development on Integrated and Designated English Language Development (ELD) will be provided to teachers and school site leaders. • Online tutoring will be offered for LTELs. These strategies aim to provide targeted support and resources to help Potential LTELs and LTELs progress academically and linguistically, leading to successful reclassification.	\$0	Yes ▾
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Goal 2

Goal #	Description	Type of Goal
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.

This goal was developed in a previous LCAP cycle in response to feedback from educational partners and a comprehensive review of academic, behavioral, and attendance data. It was designed to promote culturally relevant and safe learning environments, particularly for historically underserved student groups, including Students with Disabilities, Foster Youth, English Learners, and socioeconomically disadvantaged students.

We have chosen to continue this goal through the 2026–2027 school year because it has proven effective in advancing key priorities. Since implementation, we have successfully maintained a suspension rate below 2% and an expulsion rate of 0%, indicators of a positive and inclusive school climate. Furthermore, our focus on social-emotional learning (SEL) and strengthened school-family-community partnerships has supported improvements in student engagement and overall well-being.

However, while average daily attendance (ADA) has remained stable and chronic absenteeism has declined, we recognize that continued progress is needed to meet our long-term targets by the 2026–2027 school year. This ongoing challenge highlights the need to sustain and build upon our current strategies. We will continue this goal to strengthen SEL practices, improve family communication and support, and foster a positive environment where all students can thrive.

Measuring and Reporting Results

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	2024 Suspension rate: 0.15%	2025 Suspension rate: 0%		Suspension rate maintained under 2%	Decreased by 0.15%																												
2	Expulsion Rate as measured by DataQuest or Local Data	2024 Expulsion rate: 0%	2025 Expulsion rate: 0%		Expulsion rate maintained under 0.5%	Maintained at 0%																												
3	Attendance Rate as measured by local data in PowerSchool	2024 Attendance rate: 93.22%	2025 Attendance rate: 93.20%		Attendance rate maintained above 95%	Increased by 0.02%																												
4	Chronic Absenteeism Rate as measured by DataQuest/CA Dashboard or Local Data	2024 Chronic Absenteeism rate: 24% (CA Dashboard)	2025 Chronic Absenteeism rate: 18.84% (Internal Data)		Decrease Chronic Absenteeism to 18% or lower	Decreased by 5.16%																												
5	Middle School dropout rate a measured by DataQuest or Local Data	2024 Middle School dropout rate: 0%	2025 Middle School dropout rate: 0%		Maintain middle school dropout rate at 0%	Maintained at 0%																												
6	Percent of Educational Partners Expressing Agree/Strongly Agree on School Climate Questions from the School Experience Survey	<table><tr><td colspan="2">2024</td></tr><tr><td>Parents</td><td>93%</td></tr><tr><td>Students</td><td>63%</td></tr><tr><td>Certificated Educators</td><td>96%</td></tr><tr><td>Classified Educators</td><td>92%</td></tr></table>	2024		Parents	93%	Students	63%	Certificated Educators	96%	Classified Educators	92%	<table><tr><td colspan="2">2025</td></tr><tr><td>Parents</td><td>91%</td></tr><tr><td>Students</td><td>57%</td></tr><tr><td>Certificated Educators</td><td>98%</td></tr><tr><td>Classified Educators</td><td>96%</td></tr></table>	2025		Parents	91%	Students	57%	Certificated Educators	98%	Classified Educators	96%		Survey Results: At least 80% of ISANA Educational Partners expressing agree/strongly agree	<table><tr><td>Parents</td><td>-2%</td></tr><tr><td>Students</td><td>-6%</td></tr><tr><td>Certificated Educators</td><td>+2%</td></tr><tr><td>Classified Educators</td><td>+4%</td></tr></table>	Parents	-2%	Students	-6%	Certificated Educators	+2%	Classified Educators	+4%
2024																																		
Parents	93%																																	
Students	63%																																	
Certificated Educators	96%																																	
Classified Educators	92%																																	
2025																																		
Parents	91%																																	
Students	57%																																	
Certificated Educators	98%																																	
Classified Educators	96%																																	
Parents	-2%																																	
Students	-6%																																	
Certificated Educators	+2%																																	
Classified Educators	+4%																																	

7	Percent of Educational Partners Completing Survey	2024		2025		Survey Completion At least 50% of families complete survey At least 50% of students complete survey At least 90% of staff complete survey		
		Certificated Educators	87%	Certificated Educators	87%		Certificated Educators	0%
		Classified Educators	47%	Classified Educators	58%		Classified Educators	+11%
		Students	61%	Students	99%		Students	+38%
		Parents	50%	Parents	38%		Parents	-12%

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.

Overall, actions have been implemented as planned, with no substantive differences. Successes and challenges (if any) are listed below:

Action 1: School Culture and Climate

We have deepened our commitment to culturally relevant and anti-bias education through ongoing professional development embedded in classroom walkthroughs and coaching cycles. This work promotes inclusion and meaningful representation, while encouraging families and students to help shape respectful and supportive learning environments. One challenge is that time constraints and competing priorities have limited school leaders' and coaches' ability to engage in sustained, reflective coaching cycles. As a result, deeper exploration of issues like implicit bias and student voice can become inconsistent.

Action 2: Social-emotional Learning and Curriculum/Social Emotional Wellness

We have fully integrated the Second Step SEL curriculum into daily routines, making social-emotional learning a regular part of school life. Restorative practices have shifted to proactive community-building efforts, supported by counselors and teachers, while SEL data guides equitable implementation. A next step is to better reflect the cultural diversity of students in SEL content and to develop more targeted support for students requiring deeper SEL intervention.

Action 3: Increasing Attendance and Reducing Chronic Absenteeism

While our average daily attendance maintained at 93%, our chronic absenteeism decreased from 24% (CA Dashboard) to 18.84% internal data). We have made these strides by implementing a multi-tiered system of re-engagement that includes personalized outreach and targeted attendance incentives. The strategic use of the PowerSchool Attendance Suite enables data-informed interventions, while Student Family Services Coordinators (SFSCs) continue to lead solution-focused re-engagement meetings with families.

Ongoing barriers like housing instability, mental health, and systemic inequities make chronic absenteeism hard to fully address. Engaging disconnected families consistently requires continued resources and culturally responsive approaches.

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: Due to needs of the school site and room in the budget we hired additional campus aides to meet the operational needs of the school.

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

Action 1:
We’ve learned that advancing equity isn’t about adding more but about being more intentional with the time we already have. We’ve embedded culturally responsive reflection into our regular instructional leadership meetings. These sessions now go beyond logistics to include honest conversations about whose perspectives are represented in our classrooms. School leaders lead by example, openly sharing challenges and lessons learned, which has helped create a more open and reflective culture. This shift has made our coaching and instructional support more focused, relevant, and connected to our equity goals.

Action 2:
We have established SEL as a daily, embedded practice across grade levels, transforming it from isolated lessons into a community-wide rhythm that fosters self-awareness, empathy, and responsible decision-making. Restorative practices have become proactive and relational, with staff facilitating community circles and student-led resolution strategies that reflect ISANA’s commitment to healing-centered engagement.

Action 3:
These efforts have led to a more focused and consistent approach to the challenges affecting student attendance. By prioritizing trust and strong relationships, we’ve improved collaboration with families and increased shared responsibility among staff. Targeted training has helped clarify roles and expectations, aligning our teams around clear strategies for reducing chronic absenteeism and supporting student re-engagement in meaningful, practical ways.

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

Changes to Metrics:

- The baseline for Chronic Absenteeism Rate has been updated to align with what is reported on the CA Dashboard.

Changes to Actions:

- **Action 2** was slightly revised to emphasize the role of school counselors.

While there are no other revisions to actions, we would like briefly outline some next steps below:

Action 1:

We will be deepening coaching capacity by creating protected time for instructional leaders to engage in sustained, equity-centered reflection cycles. We will build on existing structures by introducing differentiated professional development tracks that meet staff where they are in their equity journey. Additionally, we will formalize student and family co-creation opportunities through site-based Equity & Belonging Committees and curriculum advisory groups. These next steps ensure that equity work remains consistent, community-informed, and anchored in actionable practice.

Additionally, school leaders expressed the need for clearer systems to monitor and follow up on training implementation, suggesting dedicated support from Directors to oversee this work. There are also questions about the use of certain programs (e.g., Love and Logic) without widespread training with leaders requesting more emphasis on restorative justice training, and some uncertainty about leadership and management of PBIS and MTSS systems across the organization.

In response to this feedback, we will:

- Enhance monitoring and accountability systems by exploring dedicated roles to support school leaders in following up on professional development and program implementation.
- Review the implementation of behavior and discipline programs, focusing on restorative justice training.
- Clarify organizational roles and structures to support the management and sustainability of PBIS and MTSS frameworks, ensuring school-wide consistency and support.

Action 2:

As was outlined in the Engaging Educational Partners section, we are refining our SEL implementation by incorporating family and student perspectives, enhancing mentorship and community partnerships, and increasing the frequency of progress monitoring to better inform adjustments throughout the year.

Action 3:

We will expand root-cause analysis tools to include family voice and student narrative, refine mentorship models to offer deeper relational support, and strengthen partnerships with community-based organizations to address broader barriers. Ongoing professional learning will focus on culturally responsive attendance practices to ensure that re-engagement efforts are inclusive, equitable, and reflective of students' lived experiences. We will also be using the MTSS platform to help ensure that students and families who need additional support with attendance have a plan in place that will help meet their needs.

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	School Culture and Climate	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. 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. 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.	\$753,200	Yes ▾
2	Social Emotional Learning (SEL) & Curriculum/ Social Emotional Wellness	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. 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. School counselors work alongside principals as active participants in the implementation of restorative justice techniques. This	\$217,467	Yes ▾

		approach aims to reduce disciplinary incidents and promote a positive school climate.		
3	Increasing Attendance and Reducing Chronic Absenteeism	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. 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.	\$381,374	Yes ▾

Goal 3

Goal #	Description	Type of Goal
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.

This goal was established in a previous LCAP cycle and is being carried forward because it continues to be relevant and important. While staff retention rates are meeting or exceeding our 2026-27 target, we know that we must maintain strong recruitment strategies and ensure that strong support systems are in place for newly hired educators. In response to the national teacher shortage and limited availability of qualified candidates, ISANA has developed internal educator pipelines and built partnerships with external organizations to broaden our applicant pool. Many of our educators begin with us as classified staff and make a successful transition to certificated positions.

ISANA remains committed to high-quality, ongoing professional development for all staff. As we continue to welcome many novice educators, we prioritize sustained learning opportunities and coaching tailored to their needs, while also offering veteran teachers targeted development to refine their practice. These efforts ultimately support our goal of delivering consistent, effective instruction to all students.

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 %	2024	2025		Maintain an 80% retention rate for Certificated Staff													
	Classified Staff Retention %	<table><tr><td>Certificated</td><td>97.06%</td></tr><tr><td>Classified</td><td>93.18%</td></tr></table>	Certificated		97.06%	Classified	93.18%	<table><tr><td>Certificated</td><td>80.56%</td></tr><tr><td>Classified</td><td>89.36%</td></tr></table>	Certificated	80.56%	Classified	89.36%	Maintain an 80% retention rate for Classified Staff	<table><tr><td>Certificated</td><td>-16.5%</td></tr><tr><td>Classified</td><td>-3.82</td></tr></table>	Certificated	-16.5%	Classified	-3.82
	Certificated	97.06%																
Classified	93.18%																	
Certificated	80.56%																	
Classified	89.36%																	
Certificated	-16.5%																	
Classified	-3.82																	
2	Percent of ISANA Educators Expressing Agree/Strongly Agree on Professional Development/ Training Questions from the School Experience Survey	2024	2025		At least 80% of ISANA Educators expressing agree/strongly agree													
		<table><tr><td>Certificated</td><td>87%</td></tr><tr><td>Classified</td><td>87%</td></tr></table>	Certificated		87%	Classified	87%	<table><tr><td>Certificated</td><td>84%</td></tr><tr><td>Classified</td><td>86%</td></tr></table>	Certificated	84%	Classified	86%	At least 90% of ISANA Staff/Educators complete survey	<table><tr><td>Certificated</td><td>-3%</td></tr><tr><td>Classified</td><td>-1%</td></tr></table>	Certificated	-3%	Classified	-1%
	Certificated	87%																
Classified	87%																	
Certificated	84%																	
Classified	86%																	
Certificated	-3%																	
Classified	-1%																	
3	Percentage of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards	2023-2024: 100%	2024-2025: 100%		100% of teacher observations demonstrating alignment to the Common Core State Standards, ELD standards and CA State Standards	Maintained at 100%												

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

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

Action 1: Recruitment, Retention and Development of Certificated Teachers and Other Educators

This year, we continued implementing initiatives to support and retain effective educators, with no major deviations from planned actions. Key accomplishments included anti-bias professional development through *The Four Pivots* by Shawn Ginwright, which supported leadership in building structures of belonging and healing, which we believe have contributed to improved staff retention and recruitment. Wellness initiatives like Walktober, Nourish, and Spring into Motion also helped foster a supportive work environment. Additionally, our partnership with TeachStart expanded, and we hosted job fairs to strengthen internal educator pipelines. Finally, the ISANA Board of Directors voted unanimously to approve the Retention Bonus Policy for the 2024-25 School Year! This policy applies to all returning team members that were with ISANA for the majority of the 2023-24 School Year and return for the 2024-25 School Year. One challenge has been the rollout of our evaluation system for returning educators, which required additional planning and support to implement effectively. Feedback from school and network leaders expressed the desire to review exit interviews so that they could determine areas of need.

Action 2: ISANA Career Pathways Program

We have made meaningful progress in strengthening recruitment and support systems for incoming teachers. Through partnerships with TeachStart and Scoot, we launched a structured training program that includes Foundations Week, monthly professional development, and weekly office hours in which we offer new staff targeted support in lesson planning, classroom management, and the credentialing process. On the hiring side, we've begun revamping our Paycom system to streamline candidate screening, interviewing, and onboarding, while also developing a standardized group interview process to be facilitated by a trained team.

We've also committed to attending four job fairs across Los Angeles this spring to build our candidate pipeline and are actively recruiting volunteers to support this outreach. Some challenges remain. Some programs lack clear structure and consistent implementation. The unfilled New Teacher Coordinator role limits oversight, while induction mentor pairings need improvement. As well, supporting interns and student teachers adds pressure on site teams.

Action 3: In-House and Outside Professional Learning

ISANA implemented a network-wide professional development plan focused on culturally relevant and sustaining practices. All staff

participated in anti-bias training facilitated by LACOE, while school and network leaders also engaged in a book study of *The Four Pivots*. This work supported strategies for building more equitable, supportive school environments.

Professional learning also emphasized academic achievement and instructional practice. In collaboration with our math curriculum publisher, school leaders and teachers participated in math learning walks throughout the year to identify strengths and growth areas in instruction. Additionally, targeted professional development sessions addressed the needs of English Learners, including both Newcomers and Long-Term English Learners. Educators also attended in-house sessions and external conferences focused on supporting Students with Disabilities, English Learners, and students from under-resourced backgrounds.

Surveys were administered at the end of PD sessions to assess impact and inform future planning. While this feedback has helped shape more responsive PD offerings, opportunities remain for improvement, such as better differentiating support for novice and veteran educators. Continued refinement of our feedback processes and closer alignment between professional learning, staff needs, and student outcome data will further strengthen implementation.

Action 4: Instructional Coaching and Support

Professional development for coaches and school leaders is designed to align with the content and instructional strategies teachers are expected to use, ensuring that on-site coaching remains relevant and ongoing throughout the year. These trainings build leaders' capacity to support effective implementation of best practices in both math and ELA.

As noted in Action 1, rolling out the evaluation system for returning educators posed a challenge and required additional planning and support. Another challenge has been the need to streamline instructional coaching across the network to ensure consistent, high-quality support for teachers. Finally, the transition of our Novice Teacher Coordinator into another role has left a gap that we need to fill to maintain consistent support for new educators.

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: Previous budget did not account for substitute teacher expenses.

Action 2: Budgeted a flat amount; staff needing induction was not as high as budgeted.

Action 4: Did not hire an assistant principal.

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

Action 1:

Our updated hiring practices have broadened access to a more diverse and qualified pool of educators. Based on current trends, we anticipate meeting or exceeding our 2026–27 staff retention goal of 80% for both classified and certificated team members. Feedback from school leaders also highlighted the need to ensure that all staff, including general education paraprofessionals and classified employees, receive training that is specific and relevant to their roles.

Action 2:

Ongoing surveys indicate that our support systems and partnerships are having a positive impact. Several interns and student teachers have expressed strong interest in joining ISANA upon completing their programs, contributing to a growing internal pipeline of future educators. We've also created opportunities for in-house promotions, helping to retain and elevate talent within the organization. Notably, classrooms with interns or student teachers have shown increases in diagnostic scores, suggesting that this added instructional support is benefiting student achievement. These indicators demonstrate that this action is both effective and sustainable, making it a worthwhile investment for long-term staffing and student growth.

Action 3:

Survey results indicate that at least 80% of staff responded favorably to questions about having the materials, resources and training to promote success for all students, feeling equipped to ensure a high quality educational program for all students and being able to do their job more effectively. At the same time survey results also indicate the need for professional development in specific areas, most notably, working with students exceeding grade level, students below grade level and students with disabilities.

Action 4: Instructional Coaching and Support

This year, ISANA’s academic leadership team provided instructional coaching through goal-setting, observations, feedback, and PD. While this support has positively impacted classroom practice, coaching models varied across sites. To ensure more consistency and effectiveness, we plan to systematize coaching across the network next year by defining a common model and shared expectations.

We’ve also purchased a platform to document coaching cycles, observations, and feedback, which will be set up and rolled out to support more aligned implementation. Additionally, coaches have expressed a need for formal training, which will be prioritized to ensure high-quality coaching practices across all schools.

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

Changes to Metric/Target Outcomes:

- Certificated and Classified Staff Retention- Leaders wanted to explore this metric therefore we are reassessing how we calculate, think about and plan for strengthening staff retention, however, this metric remains the same.

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	Recruitment, Retention and Development of Certificated Teachers and Other Educators	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. 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. 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.	\$2,841,778	Yes ▾
2	ISANA Career Pathways Program	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). • Induction Program: 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. • Teacher Intern Program: 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. • Student Teaching Program: Candidates can complete their Student Teaching at an ISANA school. They are assigned an ISANA Educator as a	\$0	Yes ▾

		mentor for the duration of the program. • Teacher Residency Program: 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. • Lead Teacher Program – 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. 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.		
3	In-House and Outside Professional Learning	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. 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. 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	\$0	No ▾

		educators are encouraged to participate in outside conferences and professional development opportunities.		
4	Instructional Leadership and Coaching	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: • Collaborating with teachers to set and achieve goals by identifying areas for improvement, setting clear objectives, and creating actionable plans. • Using data to guide coaching efforts, helping teachers analyze student performance data to identify areas of need, track progress, and adjust instruction accordingly. • Offering practical support and resources such as strategies and instructional materials. • Co-teaching and conducting demonstration lessons. • Providing constructive feedback and encouraging self-reflection. • Leading professional development. 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. 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.	\$745,705	No ▾

Goal 4

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.

This goal, originally developed in a previous LCAP cycle, remains highly relevant as educational partner input continues to reaffirm the importance of engaging and empowering families and community members as essential partners in student learning. Feedback from parent surveys and engagement sessions indicates that families have generally responded positively to the engagement opportunities offered throughout the year.

Maintaining this goal allows us to deepen and expand our efforts by strengthening communication across both digital and non-digital platforms, building parent capacity, and increasing opportunities for shared decision-making. In addition, we have continued to grow partnerships with community organizations to ensure families are aware of and connected to local resources that support student and family well-being. These strategies are especially critical in supporting Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

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	2024 4+ parent/family workshops were held, open to all families 4+ parent/family workshops were held specifically targeting families of ELs	2025 4+ parent/family workshops were held, open to all families 4+ parent/family workshops were held specifically targeting families of ELs		A minimum of 4 parent/family workshops <u>held annually</u> open to all families A minimum of 4 parent/family workshops <u>held annually</u> specifically targeting families of ELs	Parent Workshops: Maintained EL Parent Workshops: Maintained												
2	% of Parents/ Families Reporting on the School Experience Survey for the following questions: • The School seeks and welcomes parent input before making decisions • The School provides me with access to community resources and support	2024 <table><tr><td>Opportunities to provide input</td><td>90%</td></tr><tr><td>Community resources and support</td><td>86%</td></tr></table>	Opportunities to provide input	90%	Community resources and support	86%	2025 <table><tr><td>Opportunities to provide input</td><td>87%</td></tr><tr><td>Community resources and support</td><td>89%</td></tr></table>	Opportunities to provide input	87%	Community resources and support	89%		At least 80% of parents/families expressing agree/strongly agree: • The School seeks and welcomes parent input before making decisions • The School provides me with access to community resources and support	<table><tr><td>Opportunities to provide input</td><td>-3%</td></tr><tr><td>Community resources and support</td><td>+3%</td></tr></table>	Opportunities to provide input	-3%	Community resources and support	+3%
Opportunities to provide input	90%																	
Community resources and support	86%																	
Opportunities to provide input	87%																	
Community resources and support	89%																	
Opportunities to provide input	-3%																	
Community resources and support	+3%																	

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.

All actions were implemented as planned without any substantive differences.

Action 1: Student Family Services Coordinator

ISANA has deepened school-family-community partnerships by equipping the Student Family Services Coordinators (SFSCs) to lead inclusive engagement efforts. Tailored workshops for families of English Learners as well as other student groups, along with active advisory councils, supported equity and shared decision-making. Implementation aligned with planned actions, though challenges remain in sustaining strong engagement with underrepresented families, particularly foster youth, and in building cultural humility and outreach capacity across the SFSC team.

Action 2: Family Communication Tools

School-family communication improved through consistent use of platforms like SchoolStatus Connect and virtual meetings, which kept families informed and connected. Family Re-Engagement meetings and translated materials demonstrated a commitment to accessibility. However, digital literacy barriers, economic hardship, and limited access to technology continue to hinder full participation for some families, pointing to a need for ongoing support and outreach.

Action 3: Collaboration with Community Partners

The school expanded community partnerships by leveraging parent feedback to shape responsive programming. These efforts led to broader academic, wellness, and enrichment offerings, including on-campus health screenings and literacy workshops. As programming grows, increased coordination across sites and the creation of more structured roles dedicated to community engagement are needed to better serve underrepresented groups.

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

N/A

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

Action 1: Student Family Services Coordinator

Initiatives have created trusted spaces for families to contribute to school improvement, increased awareness of student needs, and elevated parent voice in academic and social-emotional wellness programming. SFSCs have become visible and reliable points of connection for families navigating enrollment, accessing resources, and engaging in school life.

Action 2: Family Communication Tools

The school’s efforts have enhanced transparency, built trust, and increased participation among families, especially those of English Learners, socioeconomically disadvantaged students, and students with disabilities. Virtual and multilingual access has removed key barriers and allowed more families to engage on their terms.

Action 3: Collaboration with Community Partners

The strategies described within the action have effectively built trust and positioned families as essential partners in shaping school services, while also increasing access to resources that support the whole child. The integration of community-based programs demonstrates ISANA’s commitment to removing barriers and creating equitable conditions for student success.

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

Changes to Actions:

- **Action 2** was revised to include a note about recording and uploading workshop sessions whenever possible so that parents/families may engage with them fully on-demand.

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	Student & Family Services	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. 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. Parent Education Opportunities and Access: 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. Parent Advisory Council and School Site Council: 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. District English Learner Advisory Council (DELAC):	\$139,849	Yes ▾

		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. Support for Foster Youth: 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: • Ensure staff receive training on the enrollment, placement, and rights of foster youth. • Develop strategies to foster a sense of school connectedness among students. • Partner with local agencies to address the needs of foster youth. 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.		
2	Family Communication Tools	The school will continue to: • 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 socioeconomically disadvantaged students, Foster Youth and English Learner students. • Provide other methods of communication such as teleconferencing, phone calls, print and social media. • Set up Family Re-Engagement meetings to continue to meet to support and find solutions as a team. • Utilize virtual meeting platforms as an option for parent and family meetings and workshops to provide greater accessibility to information and learning opportunities. • Upload all the meeting items for reference use for families that could not	\$124,120	Yes ▾

		attend or want to be able to revisit. All items will continue to be translated for ease of access. ● Whenever possible, record and upload workshops to accessible platforms such as YouTube. ● All teachers are provided cell phones to communicate with families 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.		
3	Strategic Collaboration with Community Partners	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 students, socioeconomically disadvantaged students, 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.	\$0	Yes ▾

Goal 5

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 2:** State Standards
- 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 Priority 1 (Basic Services), 2 (Implementation of State Standards) or 7 (Access to Courses). The metrics and actions are selected to ensure that progress has been made on priorities 1, 2, and 7 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, continue to provide all students with standards aligned-instruction 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	2024 FIT Score: Exemplary	2025 FIT Score: Good		Maintain FIT score of Good or higher	Score decreased from “Exemplary” to “Good”
2	Percentage of teachers fully credentialed and appropriately assigned (as measured by SARC, Paycom (HR Internal Data) and CALPADS)	2023-2024 100% of teachers fully credentialed to their job assignment.	2024-2025 100% of teachers fully credentialed to their job assignment.		100% of teachers holding credentials appropriate to their job assignment	Maintained at 100%
3	Implementation of Academic Standards: Percent of students with access to standards aligned instruction materials as measured by Local Indicator on CA Dashboard	2023-2024: 100% Full Implementation	2024-2025 100% Full Implementation		100% Full Implementation	Maintained at 100%
4	Percentage of Students Enrollment in a Broad Course of Study	2023-2024: 100%	2024-2025 100%		100% of students having access and enrolled in a broad course of student as measured by course enrollment in PowerSchool	Maintained at 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.

All actions for Goal 5 were implemented as planned without any substantive differences.

Action 1: Facilities and Facilities Maintenance

The school received a FIT score of GOOD.

Action 2: Charter Management Organization Support

The CMO provides support that is responsive to the needs of the site. They have also added additional positions at the central office level to further support the sites. The CMOS is working on systematizing our procedures and on improving the ticketing system that will help with the responsiveness of these supports.

Action 3: Instructional Materials

All ISANA schools and classrooms receive the necessary standards-based instructional materials at the commencement of the year. Classroom libraries are also replenished and with culturally responsive titles. A challenge continues to be full implementation of the Frontline Inventory System.

Action 4: Employee Taxes and Benefits

This year ISANA implemented a second health insurance provider (Blue Shield) in addition to Kaiser. We have also implemented the Classified Staff Retirement Program. This is in addition to maintaining all of its current offerings. The organization continued to provide tax and benefit supports and will increase knowledge of benefit options to part-time staff.

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: Anticipated doing a large tenant improvement project but did not move forward with it.
Action 4: We had positions that were not hired and the budget assumed additional full time positions that were not realized and full utilization of benefits. Many staff declined benefits.

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

- Action 1:** The operations team works well with school sites to address any concerns in a timely fashion.
- 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:** Teachers having the instructional materials they need from the beginning of the year allows them to focus on planning and instruction.
- Action 4:** All staff have access to the entire ISANA benefits package and worker's compensation insurance, as applicable.

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

- Changes to Actions:**
- Action 5: Student Nutrition Services was added to this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities and Facilities Maintenance	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. Updates will occur as needed.	\$773,344	No ▾
2	Charter Management Organization Support	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.	\$1,531,504	No ▾
3	Instructional Materials	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. 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. To facilitate access and manage these materials effectively, ISANA	\$653,500	No ▾

		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. Curriculum inventory is managed through Frontline Education.		
4	Employee Taxes and Benefits	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.	\$0	No ▾
5	Student Nutrition Services	ISANA Academies will continue to provide all students, including low-income, foster youth, and English Learners, with access to nutritious meals through a schoolwide nutrition program. This ensures that every student receives free breakfast and lunch daily, reducing barriers related to food insecurity and promoting academic success and well-being. Meals are prepared to meet or exceed federal and state nutrition standards and appeal to students' diverse backgrounds. The program also incorporates: • Routine assessment of meal quality and student satisfaction • Training for food service staff on inclusive practices and dietary accommodations	\$555,000	No ▾

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,707,318	\$314,981

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
39.64%	0%	\$0	39.64%

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	Action: Professional Learning to Support State Standards Need: At ISANA Nascent, English Learners, Students with Disabilities, Latino and African American students, and socioeconomically disadvantaged students have demonstrated persistent academic gaps in both ELA and math, as reflected in CA Dashboard data and local assessments. English Learners show slow progress in language acquisition, and Students with Disabilities need increased access to grade-level instruction. Chronic absenteeism also disproportionately affects some of these groups.	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. Schoolwide implementation ensures consistent, high-quality instruction and fosters collaboration, directly benefiting the unduplicated student groups most in need of targeted, equitable support.	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic Goal 1, Metric 3: English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest Goal 1, Metric 4: ELPI Progress Per CA Dashboard

Goal 1, Action 3	Action: Expanded Learning Opportunities 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.	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. While unduplicated students are the primary beneficiaries of our summer and extended learning programs, these services are offered schoolwide to foster inclusive learning environments, reduce stigma, and strengthen academic culture for all student	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic
Goal 1, Action 4	Action: Academic Intervention Need: Our needs assessment shows that unduplicated students face persistent academic challenges in both ELA and math. These groups are overrepresented in the lowest performance bands on local (i-Ready) and state (CAASPP) assessments. Many also experience inconsistent access to individualized instructional support, which impacts their ability to make accelerated academic growth.	While this action benefits all students, it is principally directed toward unduplicated students who require intensified, differentiated instruction. Employing Academic Interventionists and Paraprofessionals schoolwide ensures a strong infrastructure that allows for flexible scheduling, embedded Tier 2 and 3 support throughout the day, and responsive deployment of staff based on evolving student needs. This approach allows us to equitably allocate resources while maintaining high expectations for all learners.	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic

Goal 1, Action 5	Action: Technology Enhanced Teaching and Learning Need: Many low-income students, English Learners, and foster youth experience barriers to consistent access to educational technology and digital learning tools. Gaps in digital literacy among students and families have impacted engagement with online platforms used for instruction, communication, and assessment. Technology can produce significant gains in student achievement.	Although this action benefits the entire school community, it is principally directed toward unduplicated students, who are disproportionately affected by the digital divide. A schoolwide approach ensures that all classrooms and families have equitable access to functioning devices, reliable software, and tech support, allowing for seamless integration of digital learning into daily instruction. This also allows schools to proactively address gaps in digital fluency across all student groups while prioritizing those most in need.	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic LCAP School Experience Survey (Students)
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Goal 1, Action 7	Action: SPED (School Psychologists) Need: The needs assessment revealed that English Learners, low-income students, and foster youth are more likely to face barriers to early identification and access to appropriate academic and behavioral supports. These student groups are also disproportionately represented in Special Education or at risk of being misidentified due to language barriers, trauma, or inconsistent access to early interventions. Ensuring compliance with IEPs, providing inclusive practices, and improving intervention pathways are critical to addressing these equity gaps.	While Special Education services are tailored to students with IEPs, providing a comprehensive, schoolwide Special Education program with well-trained staff ensures early identification, inclusive practices, and tiered interventions that benefit the entire student body. A schoolwide approach ensures students who are not yet identified, but who may need support, are served proactively. It also ensures that all staff are equipped to support diverse learners, especially unduplicated students who face compounding barriers to academic success.	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic
Goal 2, Actions1, 2 and 3	Actions: School Culture, SEL/Wellness & Increasing Attendance Need: The needs assessment revealed that unduplicated students experience disproportionate rates of chronic absenteeism and are more likely to report lower levels of connection to school. African American students and foster youth also face systemic barriers that affect both attendance and engagement. Internal and survey data indicated a strong need for culturally responsive mental health supports, restorative practices, and targeted family engagement strategies to build trust, promote wellness, and re-engage historically underserved students.	School counselors and the Director of Pupil Services support the entire school community, but their services are principally directed toward unduplicated students who are more likely to benefit from targeted mental health and wellness supports. Providing these services schoolwide allows for integrated SEL programming, professional learning for all staff on culturally responsive and trauma-informed practices, and equitable access to re-engagement efforts. A schoolwide approach also ensures that no student is isolated or stigmatized for receiving support, and that all educators are equipped to foster an inclusive school climate that supports the success of high-need student groups.	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

Goal 3, Actions 1 and 2	Actions: Recruitment/Retention of Teacher and ISANA Career Pathways Program Need: Our needs assessment identified that unduplicated students require more culturally relevant, inclusive, and differentiated instruction to access and master grade-level content. Classroom observation data, student outcome data, and staff surveys revealed that teachers need additional professional development and collaboration time to build capacity in delivering standards-aligned, responsive instruction that meets the needs of diverse learners. There is also a need to better support novice and early-career teachers, many of whom work with high concentrations of unduplicated students.	Professional development, instructional coaching, and collaboration time are provided schoolwide because they build the collective capacity of all staff, which in turn benefits all students. These actions are principally directed toward supporting unduplicated students by ensuring that every classroom teacher is equipped to provide rigorous and equitable instruction. A schoolwide approach ensures that high-leverage strategies—such as Universal Design for Learning, ELD standards integration, and data-driven planning—are consistently applied in all classrooms serving unduplicated students. Supporting teachers across the board reduces variability in instructional quality and helps close opportunity and achievement gaps..	Goal 3: Metric 1: Staff retention rates Goal 3: Metric 2: School Experience Survey Goal 3: Metric 3: Teacher Observations/Implementation of State Standards Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic
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Goal 4, Actions 1-3	Actions: Student & Family Services, Family Communication Tools and Strategic Collaboration with Community Partners 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.	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. 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. 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. These actions are principally directed toward unduplicated students, but by embedding them in a schoolwide framework, we ensure that systems are in place to address barriers early, sustain strong relationships with all families, and normalize culturally responsive engagement practices across the school. A schoolwide delivery model also ensures broader participation and impact	Goal 4: Metric 1: Number of Workshops Offered Goal 4: Metric 2: School Experience Survey Goal 4: Metric 3: Parent Participation (Workshop Attendance)
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		from outreach events and attendance interventions.	
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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	Actions: English Learners and LTELs Need: Data from the CA Dashboard and local and state assessments show a need to increase the percentage of English Learners making annual progress toward language proficiency (English Learner Progress Indicator) and meeting requirements for Reclassification; as well as a need to increase the percentage of English Learners achieving grade level proficiency in math and ELA	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). These actions are limited to English Learners, with a focus on addressing the specific needs of those most at risk of long-term language acquisition delays. They are designed to remove barriers, accelerate language development, and support reclassification.	Goal 1, Metric 1: Performance on statewide CAASPP Assessments: Percentage of students meeting/ exceeding standards; Goal 1, Metric 2: Performance on Local Assessment: Percentage of students achieving Annual Typical Growth on the end of year i-Ready Diagnostic Goal 1, Metric 3: English Learner Reclassification Rate as measured by CALPADS reports/ DataQuest Goal 1, Metric 4: ELP Progress Per CA Dashboard

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

Additional Concentration Grant Funding

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

ISANA Academies will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students. These funds will support the hiring of additional Certificated and Classified staff, such as Academic Interventionists and Paraprofessionals. The intent of this investment is to provide more intensive academic interventions, social-emotional support, and specialized services for foster youth, English Learners, and low-income students. These roles are designed to reduce caseloads, provide more individualized attention, and increase the frequency and quality of direct services. In addition, ISANA will use these funds to expand professional development opportunities for staff focused on trauma-informed practices, English Learner instructional strategies, and inclusive classroom practices. By increasing staffing capacity and professional learning, this funding will directly contribute to improved academic and social-emotional outcomes for our highest-need students.

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		1/12.36
Staff-to-student ratio of certificated staff providing direct services to students		1.18.91

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,830,389	\$ 2,707,318	39.636%	0.000%	39.636%	\$ 5,084,193	0.000%	74.435%	Total:	\$ 5,084,193
								LEA-wide Total:	\$ 5,084,193
								Limited Total:	-
								Schoolwide Total:	-

[illegible]

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 10,316,650.00	\$ 10,843,821.00

[illegible]

2024-2025 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 Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,535,521	\$ 3,253,763	\$ 3,940,487	\$ (686,724)	0.000%	0.000%	0.000% - No Difference

[illegible]

2024-2025 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)
\$ 6,343,166	\$ 2,535,521	0.000%	39.972%	\$ 3,940,487	0.000%	62.122%	\$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.

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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).

- o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
- Actions may be grouped together for purposes of these explanations.
- The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
- o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o 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,
 - o 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:
 - o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - 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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o 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.
 - o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

- Identify the action as an LREBG action;
- Include an explanation of how research supports the selected action;
- Identify the metric(s) being used to monitor the impact of the action; and
- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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