

2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

Goal #	Description
1	Innovative Horizons seeks to recruit and retain highly qualified teachers, classified, administrative staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Innovative Horizons SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned. 94% of certificated employees were retained in 23-24.	Percentage will depend on employee leaving or returning. The goal is 99% or more employees will be retained in 23-24 school year.
	99% of employees retained in 23-24 school year.			99% of employees will be retained in 26-27 school year.	

Goal Analysis

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

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

Based on staff records of hiring and recruiting certificated, classified and administrative staff, from our Human Resources Department, the goal was carried out consistently. IHCS met it's goal of recruiting and retaining highly qualified teachers, classified and administrative staff. 100% of teachers are appropriately credentialed and correctly assigned. 94% of certificated employees were retained in 23-24.

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.

Certificated staff received a raise in pay during the 2023-24 school year and this will impact budget expenditures and estimated actual expenditures.

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

The metric and review of the outcomes year to year have been effective as evidenced by consistent results in making progress toward the goal each year during the three-year LCAP Cycle.

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

The planned goal and metric have resulted in desired outcomes and no changes will be made at this time and will continue to monitor moving forward.

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.

Goals and Actions

Goal

Goal #	Description
2	IHCS will offer safe, secure, and efficient classrooms, facilities, and grounds. The campus and classrooms will provide a socially and emotionally sheltered environment so students feel connected to their school. This sense of security will increase students' and staff's well being and the overall educational achievements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The metric used is the Facilities Inspection Tool Ratings (FIT)	2021-2022 Maintain an overall exemplary rating on the Facility Inspection Toolkit (FIT) survey-with a minimum of a "Good" rating-to be completed during the following school year.	2021-2022 According to the results from January 2021 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.	2022-2023 According to the results from January 2023 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.	IHCS maintained a "Good" on site FIT report.	Maintain an overall exemplary rating on the Facility Inspection Toolkit (FIT) survey-with a minimum of a "Good" or exemplary rating-to be completed during the following school year.

Goal Analysis

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

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

Based on the data reported from the annual Facility Inspection Toolkit (FIT), IHCS maintained a "GOOD" rating on the site FIT report. The goal was carried out consistently. The goal is to offer safe, secure, and efficient classrooms, facilities, and grounds. The campus and classrooms provided a socially and emotionally sheltered environment for students to feel connected to their school. This sense of security will increased student and staff well being. Our classrooms, facilities and grounds were maintained consistently throughout the year.

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.

Differences between budgeted expenditures and estimated actual expenditures and/or planned percentages are dependent upon cost of materials and supplies and needed items/services throughout the school year.

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

The actions were carried out consistently and highly effective. The goal is to offer safe, secure, and efficient classrooms, facilities, and grounds. The campus and classrooms provided a socially and emotionally sheltered environment for students to feel connected to their school. This sense of security will increased student and staff well being. Our classrooms, facilities and grounds were maintained consistently throughout the year.

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

The goal was successful and metrics were helpful in maintaining the outcome of the goal. IHCS will continue to strive to achieve an overall exemplary rating on the Facility Inspection Toolkit (FIT) survey-with a minimum of a "Good" or exemplary rating-to be completed annually.

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.

Goals and Actions

Goal

Goal #	Description
3	Innovative Horizons will provide all students with a high quality rigorous core instructional program implementing the California Standards in English Language Arts, Mathematics, ELD Standards, Next Generation Science Standards, and History/Social Sciences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. SBAC ELA and Math	<p>A. SBAC ELA and Math: ELA - All Students: 21.1 points below standard (yellow) H: 21.7 points below standard (orange) AA: 31.8 points below standard (yellow) EL: 35.7 points below standard (orange) SED: 22.7 points below standard (yellow) SWD: 98.1 points below standard (orange)</p> <p>Math All students: 63.9 points below standard (orange)</p>	<p>A. Due to COVID, SBAC data was not reported for the 2020/2021 school year. Average scale scores from the Interim Comprehensive Assessment (ICA) administered in February of 2022: ELA All Students: 55 points from standard H: 55 points below standard AA: 77 points below standard EL: 63 points below standard SED: 50 pts below standard SWD: 106 pts from standard</p>	<p>A. CAASPP Data 2021-2022 ELA CAASPP Data 2021-2022 All Students: 42.3 points below standard H: 43.0 points below standard AA: 57.2 points below standard EL: 56.9 points below standard SED: 43.6 points below standard SWD: 97.5 points below standard</p> <p>Math CAASPP Data 2021-2022</p>	<p>A. CAASPP Data 2022-23 ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7 points below standard EL: 61.8 points below standard SED: 42.8 points below standard SWD: 123.7 points below standard</p> <p>Math CAASPP Data 2022-23 All Students: 94.5 points below standard</p>	<p>A. SBAC ELA and Math: ELA - Increase across the dashboard All Students: 11 points below standard (yellow) H: 11 points below standard (orange) AA: 21 points below standard (yellow) EL: 25 points below standard (orange) SED: 12 points below standard (yellow) SWD: 88 points below standard (orange)</p> <p>Math - Increase across the dashboard All students: 53 points below standard (orange)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. ELPAC Language Proficiency	H: 62.7 points below standard (orange) AA: 101.5 points below standard (red) EL: 73 points below standard (orange) SED: 66.3 points below standard (orange) SWD: 142.5 points below standard (red)	Math All students: 65 points below standard H: 65 points below standard AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard SWD: 112 pts from standard	All Students: 99.7 points below standard H: 99.1 points below standard AA: 135.2 points below standard EL: 110.0 points below standard SED: 101.0 points below standard SWD: 155.8 points below standard	H: 95.6 points below standard AA: 83.8 points below standard EL: 108.9 points below standard SED: 97.3 points below standard SWD: 155 points below standard	H: 52 points below standard (orange) AA: 90 points below standard (red) EL: 63 points below standard (orange) SED: 56 points below standard (orange) SWD: 132 points below standard (red)
C. Reclassification Results	B. ELPAC Language Proficiency 2018 - 2019 ELPAC shows 16.4% of students were proficient and 37.77% of students moderately developed.		B. 2021-2022 CAASPP Language Proficiency Data indicates that out of 317 English Learners tested, 56.2% are making progress toward English Language Proficiency.	B. 2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.	B. ELPAC Language Proficiency English. 66.2% making progress towards English language proficiency. C. Reclassification Rate 20%.
D. LCAP survey of parents including parents of unduplicated and exceptional needs students.	C. 2018 - 2019 reclassification rate was 8.9%	B. 2020/21 ELPAC Language Proficiency shows that 17.9% of ELs were well-developed and 34.2% of students were moderately developed.	51.4% progressed at least 1 ELPI level. 4% maintained ELPI Level 4.	52.9% of our English Learners progressed at least 1 ELPI level. 1.4% maintained ELPI Level 4.	D. LCAP survey of parents including parents of unduplicated and exceptional needs students reflects 100% participation.
E. Math Summative Data	D. 2018 - 2019 55% of parents that completed the survey felt that it was important to have a standards aligned curriculum. 67% felt it	C. 2020/21 reclassification rate is 6.1%	10% of English Learners at IHCS Reclassified in the 2022-2023 school year.	C. 12% (46 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year.	E. Math Summative Data-Demonstrate increase in proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
F. ELA Summative DATA	<p>was important to have the school offer an effective Art and PE program.</p> <p>E. Math Summative Data: In 2018 - 2019 students in K - 2 took the Fast Bridge assessment. The percentages below indicate students that were low risk Math Kinder 58% (Early Math) 1st 51% (Early Math) 2nd 40% (A math)</p> <p>F. ELA Summative Data In 2018 - 2019 students in K - 2 took the Fast Bridge assessment. The percentages below indicate students that were low risk (proficient) ELA</p>	<p>D. The question was revised to only reflect teacher feedback. The following reflects the percentage teachers feel PD is offered in each subject: 91%-ELA PD is offered 83%-ELD PD is offered 58%-Math PD is offered 50%-Science 66%-Social Science</p> <p>E. FastBridge Assessment is no longer performed in PESD. ICAs were utilized instead: All students: 65 points below standard H: 65 points below standard AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard SWD: 112 pts from standard</p>	<p>D. Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education.</p> <p>Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students.</p>	<p>D. Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education.</p> <p>Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students.</p> <p>E. and F. Fastbridge Assessment and Lexia are no longer used in PESD and Imagine Learning will</p>	F. ELA Summative Data-Demonstrate increase in proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Kinder 51% (Early Reading)</p> <p>1st 43% (Early Reading)</p> <p>2nd 35% (CB Reading)</p>	<p>F. FastBridge Assessment is no longer performed in PESD. Current Lexia data demonstrates that K-2 students made gains throughout the school year. 100% of Kindergarten students are working at or above grade-level. 56% of 1st graders are working at or above grade-level. 66% of 2nd graders are working at or above grade-level. Screener data from February 2022 demonstrates that 60% of 1st graders read fluently and 45% of 2nd graders read fluently.</p>		<p>be used moving forward.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

While 2022-23 California Dashboard indicates our English Learner progress is high, with 54.2% making progress toward English language proficiency, it is necessary to continue this goal in order to find success for all students. Distance from the standard in ELA Socio Economically Disadvantaged population is 42.8 points. English Learners are 61.8 points below standard. Foster youth does not have data, given there are less than 10 students. The latest ELA and Math distance from standard data shows a need to continue the MTSS framework, and to continue using funds to target support for low-income populations, foster youth populations, and Special Education populations, and to support all instructional components, including the GATE and AVID Elementary programs.

IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.
Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.
Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.
Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

IHCS will omit the virtual academy option due to health increase, COVID not impacting school closure or health concerns, and no longer a parent request at IHCS.

Innovative Horizons consistently provided all students with a high quality rigorous core instructional program implementing the California Standards in English Language Arts, Mathematics, ELD Standards, Next Generation Science Standards, and History/Social Sciences. Although our students gained 5 points overall on CAASPP state test results in the area of math, we will continue practices that are impacting student learning in a positive way and add resources, develop MTSS academic and behavior services, in order to impact high levels of learning for all students. Our current 2022-23 CAASPP data shows that approximately 70 percent of our students are not meeting standard in math and ELA (See data in last area of goal 3 section) As we entered the final year of our three-year LCAP cycle, we have learned that although our actions were somewhat effective over the three-year cycle, we are understanding that we will see a significant impact when our teachers are equipped with the science of teaching reading. Our next three-year cycle will include the LETRS training, which will focus on teaching our teachers the science of teaching students how to read. As our teachers increase their knowledge of teaching reading, we will see student assessment results through a more developed lens and develop an intentional intervention plan of next steps to administer with each student which will yield increased results. Our next three-year cycle will also include the purchase of the LETRS training, materials, and hiring of a literacy academic coach to support teachers through the LETRS training, support teachers with data analysis, best first instruction, best intervention practices and modeling for teachers. We will also hire an additional math academic coach to support teachers/students in the area of math. This academic math coach will also support teachers through the math training, support teachers with data analysis, best first instruction, best intervention practices and modeling for teachers. Additional measurable outcome data: CAASPP Data 2022-23

ELA CAASPP Data 2022-23

All Students: 42 points below standard

H: 42.0 points below standard

AA: 59.7 points below standard

EL: 61.8 points below standard

SED: 42.8 points below standard

SWD: 123.7 points below standard

Math CAASPP Data 2022-23

All Students: 94.5 points below standard
H: 95.6 points below standard
AA: 83.8 points below standard
EL: 108.9 points below standard
SED: 97.3 points below standard
SWD: 155 points below standard

2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.

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.

Goals 1-4 were underspent by a total of 561,886.00 dollars. Action 3.9, virtual academy, was not needed due to our society moving in a healthy direction, away from Covid 19. This action was created with the thought in mind of having to pivot back to a distance learning environment and/or parents wanting to keep their students home due to high outbreaks of Covid 19. This action was eliminated from our plan moving forward and resources allocated to support student learning in other action areas. As we entered the final year of our three-year LCAP cycle, we have learned that although our actions were somewhat effective over the three-year cycle, we are understanding that we will see a significant impact when our teachers are equipped with the science of teaching reading. Our next three-year cycle will include the LETRS training, which will focus on teaching our teachers the science of teaching students how to read. As our teachers increase their knowledge of teaching reading, we will see student assessment results through a more developed lens and develop an intentional intervention plan of next steps to administer with each student which will yield increased results. Our next three-year cycle will also include the purchase of the LETRS training, materials, and hiring of a literacy academic coach to support teachers through the LETRS training, support teachers with data analysis, best first instruction, best intervention practices and modeling for teachers. We will also hire an additional math academic coach to support teachers/students in the area of math. This academic math coach will also support teachers through the math training, support teachers with data analysis, best first instruction, best intervention practices and modeling for teachers.

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

Overall the actions within the goal were effective. Overall, students made progress on CAASPP state test scores and improved student learning overall during the three year cycle. CAASPP scores show that our students are improving overall. Our English Learners increased reclassification percentage to 12.5% from 10%. Math state test scores showed a five point increase. Although our actions were somewhat effective over the three-year cycle, we are understanding that we will see a significant impact when our teachers are equipped with the science of teaching reading. Our next three-year cycle will include the LETRS training, which will focus on teaching our teachers the science

of teaching students how to read. As our teachers increase their knowledge of teaching reading, we will see student assessment results and develop an intentional intervention plan of next steps to administer with each student which will yield increased results. Our next three-year cycle will also include the hiring of a literacy academic coach to support teachers through the LETRS training, support teachers with data analysis, best first instruction, best intervention practices and modeling for teachers.

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

Changes made to the planned goal, metrics, desired outcomes:

IHCS will maintain this goal in order to support students in mastering California Standards in all core content areas is in English Language Development. The actions and metrics will help achieve this goal. Data to support the development and continuation of this goal are included below. In addition, IHCS will add an academic math coach and an academic literacy coach. Coaches will support with modeling best first instruction, planning of instruction, data analysis and next steps based on common formative assessment data. Coaches will support teachers and also intervene with students in need of additional support. IHCS will also implement a school wide intervention block to support academic, behavioral and attendance needs.

Changes made to the planned goal: LETRS. Language Essentials for Teachers of Reading and Spelling. Language Essentials for Teachers of Reading and Spelling, commonly known as LETRS. Professional development, training, in the science of teaching reading. Teachers will develop essential training and will be able to diagnose the reading level of the student and design a path that will increase high levels of reading and spelling success for each student. Academic coaches will support the implementation of the LETRS program.

Reasons why we are making the changes in this goal area:

CAASPP Data 2022-23

ELA CAASPP Data 2022-23

All Students: 42 points below standard

H: 42.0 points below standard

AA: 59.7points below standard

EL: 61.8 points below standard

SED: 42.8points below standard

SWD: 123.7 points below standard

Math CAASPP Data 2022-23

All Students: 94.5 points below standard

H: 95.6 points below standard

AA: 83.8 points below standard

EL: 108.9 points below standard
SED: 97.3 points below standard
SWD: 155 points below standard

2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.

52.9% of our English Learners progressed at least 1 ELPI level.
1.4% maintained ELPI Level 4.

112% (46 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year

1. While 2022-23 California Dashboard indicates our English Learner progress is high, with 54.2% making progress toward English language proficiency, it is necessary to continue this goal in order to find success for all students. Distance from the standard in ELA Socio Economically Disadvantaged population is 42.8 points. English Learners are 61.8 points below standard. Foster youth does not have data, given there are less than 10 students. The latest ELA and Math distance from standard data shows a need to continue the MTSS framework, and to continue using funds to target support for low-income populations, foster youth populations, and Special Education populations, and to support all instructional components, including the GATE and AVID Elementary programs.

2. IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):
African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.
African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.
Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.
Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

3. IHCS qualifies for (DA) Differentiated Assistance under the following areas:
Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.
Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

4.. IHCS will omit the virtual academy option due to health increase, COVID not impacting school closure or health concerns, and no longer a parent request at IHCS.

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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.

Goals and Actions

Goal

Goal #	Description
4	Innovative Horizons Charter School is committed to providing a positive school culture where all students feel safe and motivated to come to school and parents feel welcomed and encouraged to actively participate in their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>A. Attendance Rate Attendance Rate 92.56% for the 22-23 school year.</p> <p>B. Chronic Absenteeism Rate- Dashboard</p> <p>All Students: 16.6%</p> <p>C. Suspension Rate- Dashboard</p>	<p>A. 96.6 % attendance rate.</p> <p>B. Chronic Absenteeism Rate (per 18-19 Dashboard) All students - 3.7% (Low) African American - 8% (Medium) Hispanic - 3.4% (Low) White - 7.1% Foster Youth (Less than 10 students - data not reported) Students with Disabilities 1.7%</p> <p>C. Suspensions (per 18 - 19 Dashboard)</p>	<p>A. 94.8% Attendance Rate</p> <p>B. Chronic Absenteeism Rate 21/22 School year All students - 29.1% African American - 17.6 Hispanic - 29.7% White - 27.8% Foster Youth- 25% Students with Disabilities 35.8%</p> <p>C. 21/22 Suspension Rate All students: 1.5% African American- 5.7% Hispanic- 1.5%</p>	<p>A. Attendance Rate 92.56% for the 22-23 school year.</p> <p>B. Chronic Absenteeism Rate 22/23 P2 Attendance Data: (9/11/22-4/15/23) All Students: 67.83% African American: 35.71 Hispanic: 31.40% White: 44.44% Foster Youth: 44.44% Students with Disabilities: 28.17% English Learners: 37.88% Socioeconomically Disadvantaged: 30.25%</p>	<p>A. Attendance Rate 94.43%, as of 1/10/2024 for the 2023-24 school year.</p> <p>B. Chronic Absenteeism Rate as of 1/10/2024 (Aeries SIS Data) All Students: 16.6% African American: 26.2% Hispanic: 18% White: 33.3% Foster Youth: 18.2% Students with Disabilities: 12.2% English Learners: 18.5% Socioeconomically Disadvantaged: 19.3%</p>	<p>A. 98% Attendance Rate</p> <p>B. Chronic Absenteeism: Schoolwide desired outcome is 3%-5% reduction of chronic absenteeism per subgroup.</p> <p>C. Suspension Rate: Schoolwide desired outcome is 3%-5% on reduced suspension rate per subgroup.</p> <p>D. Expulsion Rate to remain at 0</p> <p>E. Unduplicated and exceptional needs</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D. Expulsion Rate	All students 2.3% (medium) African American 9.8% (Very High) Hispanic 1.9% (Medium) White 4.1% Foster Youth (Less than 10 students - data not reported)	White- 4.8% Students w/ Disabilities- 66% Foster Youth- 0	C. 22/23 Suspension Rate P2 Data (9/11/22-4/15/23) All Students: 5.45% African American: 16.67% Hispanic: 4.62% White: 22.22% Students with Disabilities: 9.86% Foster Youth: (Less than 10 students - data not reported)	C. 22/23 Suspension Rate as of 1/10/2024 All Students: 0.4% African American: 0 Hispanic: 0.4% White: 0 Students with Disabilities: 0.1% Foster Youth: (Less than 10 students - data not reported) D. No Students were expelled in 22/23	students have had Art and PE teachers. F. Schoolwide desired outcome is to increase by approximately 10% of parents and community members feeling they are treated with respect and are encouraged to participate in their child's education.
E. Course access: Art and P.E. staffing for all students including unduplicated and exceptional needs students.	Students with Disabilities 3.4% (High)	D. No Students were expelled E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers.		E. All students including unduplicated and those with exceptional needs have access to Art, PE, Music and Technology class.	G. Schoolwide desired outcome is to increase by approximately 8-10% of LCAP respondents indicating students feel safe at school and are cared for by teachers and other adults.
F. Parent (including parents of unduplicated and exceptional needs students) survey	D. No Students were expelled	F. LCAP Survey shows that 73% of parents feel that IHCS has a positive school culture.	D. No Students were expelled in 22/23 E. All students including unduplicated and those with exceptional needs have access to Art, PE, Music and Technology class.	F. 81% agree-strongly agree that parent and community members are treated with respect and encouraged to participate in their child's education.	H. LCAP survey of parents including parents of unduplicated and exceptional needs students
G. Sense of Safety and School Connectedness- Student LCAP Climate Survey	E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers.	G. Several students completed the LCAP survey. In grades 3rd-5th, 86% of students feel there is a caring adult on campus. LCAP survey felt it was important to maintain a safe school climate.	F. IHCS 2022-2023 LCAP Survey indicates that 80% of parents feel that positive culture is a top priority at IHCS G. IHCS 2022-2023 LCAP Student Survey indicates that 84.1%	100% agree-strongly agree that my school offers opportunities to engage in 2-way	1. 3-5% increase to demonstrate the school offers services to support English Learner Proficiency.
H. LCAP survey of parents including parents of unduplicated and exceptional needs students	F. LCAP Survey shows that 77% of parents feel that IHCS has a positive school culture. G. 64.5% of students that completed the				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>LCAP survey felt it was important to maintain a safe school climate.</p> <p>H.</p> <p>1. 63.3% of parents felt the that IHCS offers services to support English Learner Proficiency.</p> <p>2. 73.4 % of parents felt AVID was an important component at IHCS in term preparing students for college and Career.</p> <p>3. 67% of parents felt the school offers an effective ART and PE program.</p>	<p>H.</p> <p>1. 80% of parents felt the that IHCS offers services to support English Learner Proficiency. This number has increased from 63.3% to 80%</p> <p>2. 83 % of parents felt AVID was an important component at IHCS in term preparing students for college and Career. This number has increased from 73.4% to 83%</p> <p>3. 68% of parents felt the school offers an effective ART program and 88% of parents felt the school offers PE program.</p>	<p>of students felt it was important to maintain a safe school climate.</p> <p>H.</p> <p>1. IHCS 2022-2023 LCAP Parent Survey indicates that 56% of parents felt the that IHCS services to support English Learner Proficiency are most important.</p> <p>2. IHCS 2022-2023 LCAP Survey indicates that more than 85% of parents surveyed indicated that AVID was an important component at IHCS, preparing students for college and Career.</p> <p>3. IHCS 2022-2023 LCAP indicates that 65% of parents felt that Visual and Performing Arts and PE are important learning/educational components at IHCS.</p>	<p>communication between families and educators using language that is understandable to the parent/family.</p> <p>G. 100% of parents and staff agree-strongly agree that during the year, through surveys, walkthroughs, and meetings, the district engages with teachers and school administrators to identify the needs of the staff as a whole and the needs of individual teachers and professional learning and support is provided to teachers and principals to improve a school's capacity to partner with families and staff is encouraged to learn about each family's strengths, cultures, languages, and goals for their children.</p>	<p>2. 3-5% increase to demonstrate parents felt AVID was an important component at IHCS in term preparing students for college and Career.</p> <p>3a. 3-5% increase to demonstrate the school offers an effective and engaging Art program.</p> <p>3b. 3-5% increase to demonstrate the school offers an effective and engaging PE program.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>H.</p> <p>1. 2023-24 LCAP Survey indicates that 100% of parents agree or strongly agree that there are policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recent academic standards and/or curriculum frameworks in ELD, Math, ELA, and Next Generation Science standards.</p> <p>2. 2023-24 student enroll enrollment indicates Student/parent applications for AVID program/elective continue to generate a waiting list due to number of middle school applicants each year and a high demand for AVID importance to prepare students for college and career.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				3. 2023 LCAP Survey indicates that 83% of parents indicate support of current programs, including VAPA component, to continue at IHCS.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Measurable data from SIS system:

A. Attendance Rate 94.43%, as of 1/10/2024 for the 2023-24 school year.

B. Chronic Absenteeism Rate as of 1/10/2024 (Aeries SIS Data)

All Students: 16.6%

African American: 26.2%

Hispanic: 18%

White: 33.3%

Foster Youth: 18.2%

Students with Disabilities: 12.2%

English Learners: 18.5%
Socioeconomically Disadvantaged: 19.3%

C. Aeries SIS data Suspension Rate as of 1/10/2024

All Students: 0.4%
African American: 0
Hispanic: 0.4%
White: 0
Students with Disabilities: 0.1%
Foster Youth: (Less than 10 students - data not reported)

D. No Students were expelled in 22/23

E. All students including unduplicated and those with exceptional needs have access to Art, PE, Music and Technology class.

F. 81% agree-strongly agree that parent and community members are treated with respect and encouraged to participate in their child's education.

100% agree-strongly agree that my school offers opportunities to engage in 2-way communication between families and educators using language that is understandable to the parent/family.

Goal 4 actions were carried out consistently and thoroughly. Counselors provided consistent support to serve our student population in SEL curriculum and overall social emotional student needs. Our after school component served over 100 students daily and provided a safe haven as well as academic and recreational support for all students enrolled. Consistent family engagement opportunities were provided throughout the school year based on parent feedback provided through surveys and consistent parent meetings throughout the school year. IHCS implemented all planned actions and will continue these actions moving forward.

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.

Differences between budgeted expenditures and estimated actual expenditures and/or planned percentages are dependent upon cost of materials and supplies and needed items/services throughout the school year. The difference between our planned expenditures and actual expenditures for counselors were due to a difference in salaries of a new counselor who replaced an outgoing counselor. Some after school program costs were assumed by the district and caused a difference between budgeted expenditures and estimated expenditures. A new after school program will provide after school services and IHCS will budget accordingly. Technology action in goal four will move to Goal 3 and pays for a teacher salary and needed technology hardware. Our technology plan will use this carryover to purchase new student devices

according to our district student technology plan. Although we provided consistent family engagement, we did not spend our entire budget this year and will continue to work with parents to provide requested family engagement based on parent feedback.

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

IHCS will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education. Parents are encouraged to participate in events such as Coffee w/ the Principal meetings and CAFE. In addition, multiple family nights are offered throughout the school year to promote family engagement.

1. Suspension rates have returned to pre-pandemic numbers, which reflects the importance of continued implementation of the the Multi-tier System of Support (MTSS) framework which focuses on behavior and social-emotional support.
2. The district will continue to provide school counselors for the purposes of supporting all students, including English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.
3. Parents are the primary factor in student achievement and the overall well-being of their children. 2022-23 LCAP Teacher Survey provides opportunity to review feedback from staff in areas of a school that are most important to school success and student achievement. Teachers report that 94.4% believe that student engagement is of critical importance to student learning success. 100% believe that a positive school culture is most important to school success and student achievement.
2022-23 IHCS LCAP Student Survey. Top three items that students reported to be most important are: AVID College and Career readiness program (93.2%), daily attendance (90.9%), and safe school climate (95.5%)
2022-23 IHCS LCAP Parent Survey allows parents to provide feedback regarding the importance of items that are most important for student success. Parent survey responses include the following: 93.8% of parents believe that highly qualified and appropriately assigned teachers are highly important to their child's education. 81.3% rate technology in the classroom as highly important. 87.5% responded that intervention teachers are highly important for student success. Over 80% of parents stressed the importance of student engagement, positive school culture and field trips/assemblies as highly important. 100% believe that a safe school is important and an anti-bullying strategies are needed to support students.
2022-23 IHCS K-8 Teacher Math Survey indicates that teachers believe it is important for students to think creatively, use multiple strategies and communicate their reasoning and solution methods.
2022-23 IHCS Title I Family Engagement Survey allow the parent to provide feedback to the school regarding communication of important school information to parents and parent engagement feedback that is useful in planning future parent engagement opportunities. In 2022-2023, more than 10% of parents participated in the annual book fair, back to school night, parent conferences, open house, student performances, home reading program, field trips, coffee with the principal, classroom volunteer, Friday Flag ceremonies, and family night events. Over 20% participated in field trips, home reading program, Friday Flag events, and family night events. Over 80% of parents stated that they participated in Back to School Night, Open House and Parent Conference Night.

2022-23 IHCS Student Panorama SEL Survey measures student competency and well-being, and allows the school, to provide support in areas of need, based on student reporting. In grades 3-5, 92% report that they have supportive relationships. Grades 6-8 survey indicates that 86% have supportive relationships.

2022-23 IHCS Teacher Panorama SEL Survey responses allow teachers to provide input on student social-emotional needs as part of the survey. Teacher responses are as follows: 47% of all students need continued support in the area of self management, 37% need continued support in the area of self-efficacy and social perspective-taking.

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

IHCS will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education. Parents are encouraged to participate in events such as Coffee w/ the Principal meetings and CABE. In addition, multiple family nights are offered throughout the school year to promote family engagement.

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Changes to this goal: We are moving the technology goal to goal 3, which is the most appropriate goal area for technology.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Innovative Horizons Charter School at Nan Sanders

CDS Code: 33-6105571

School Year: 2024-25

LEA contact information:

Andrew Candelaria

Principal

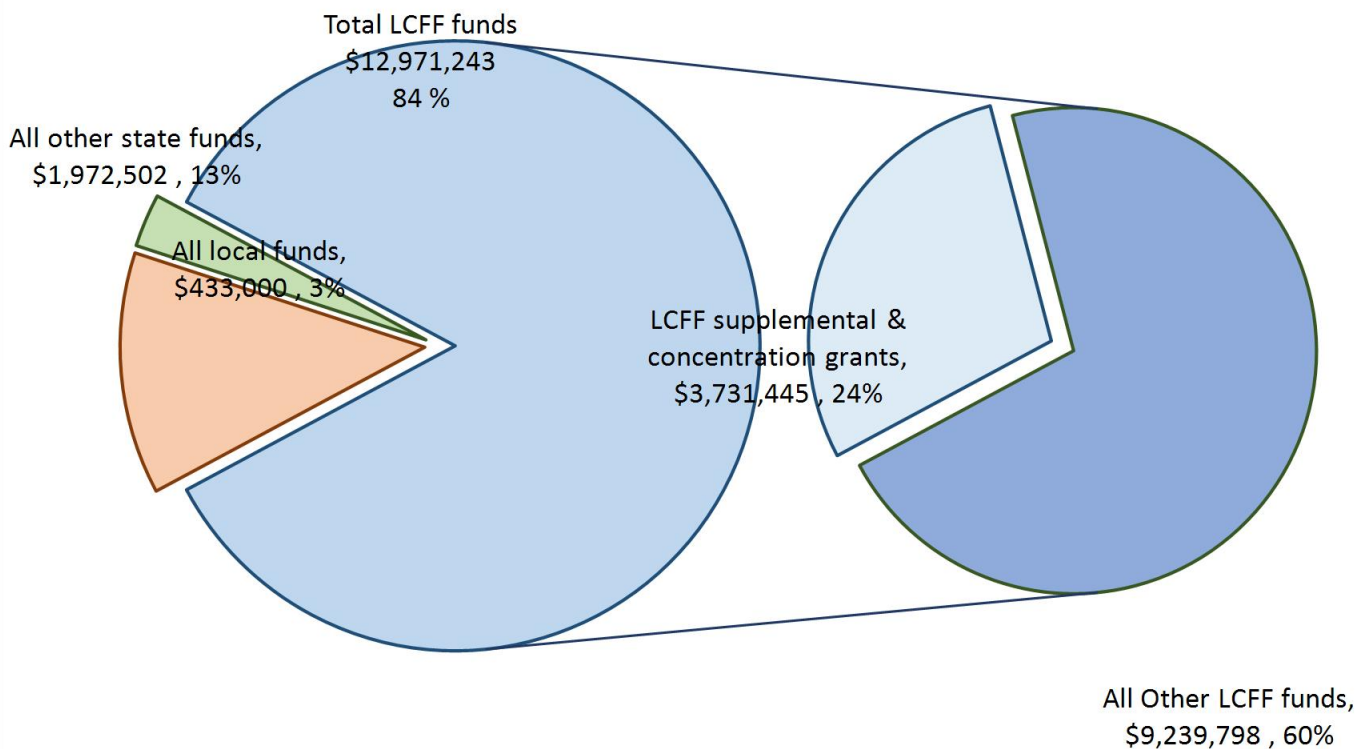
andrew.candelaria@perrisesd.org

(951) 657-0728

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

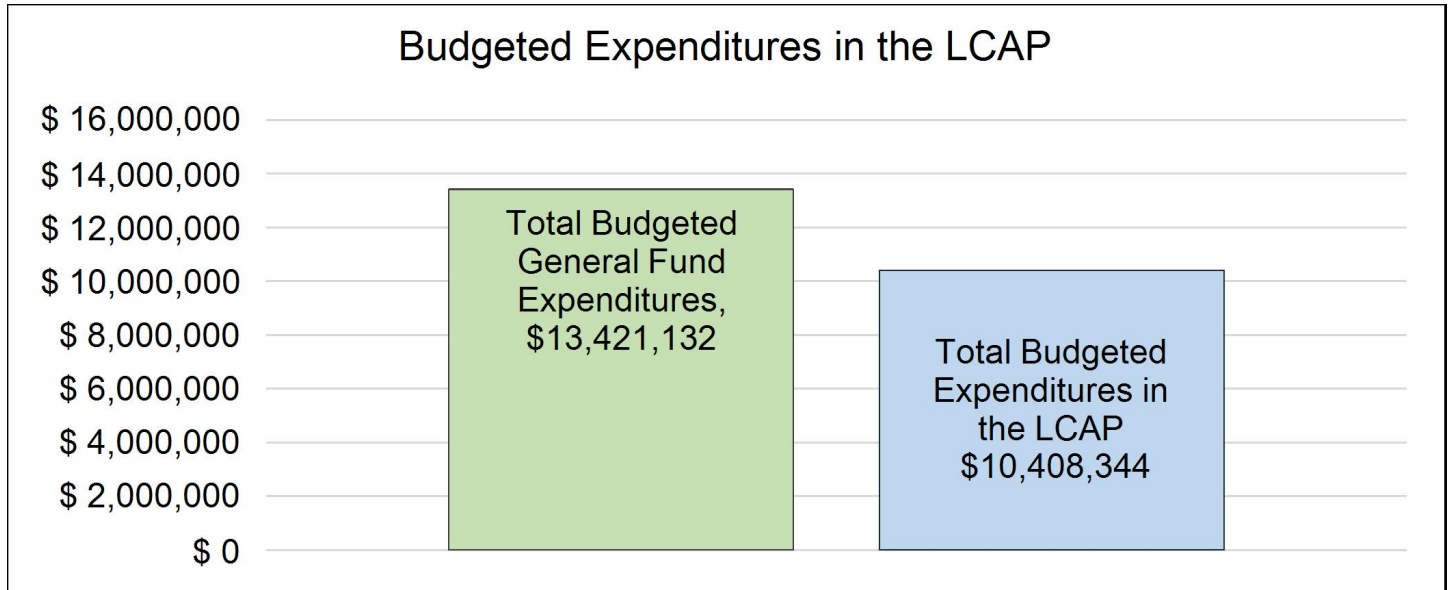


This chart shows the total general purpose revenue Innovative Horizons Charter School at Nan Sanders expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Innovative Horizons Charter School at Nan Sanders is \$15,376,745, of which \$12,971,243 is Local Control Funding Formula (LCFF), \$1,972,502 is other state funds, \$433,000 is local funds, and \$0 is federal funds. Of the \$12,971,243 in LCFF Funds, \$3,731,445 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Innovative Horizons Charter School at Nan Sanders plans to spend for 2024-25. 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: Innovative Horizons Charter School at Nan Sanders plans to spend \$13,421,132 for the 2024-25 school year. Of that amount, \$10,408,344 is tied to actions/services in the LCAP and \$3,012,788 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

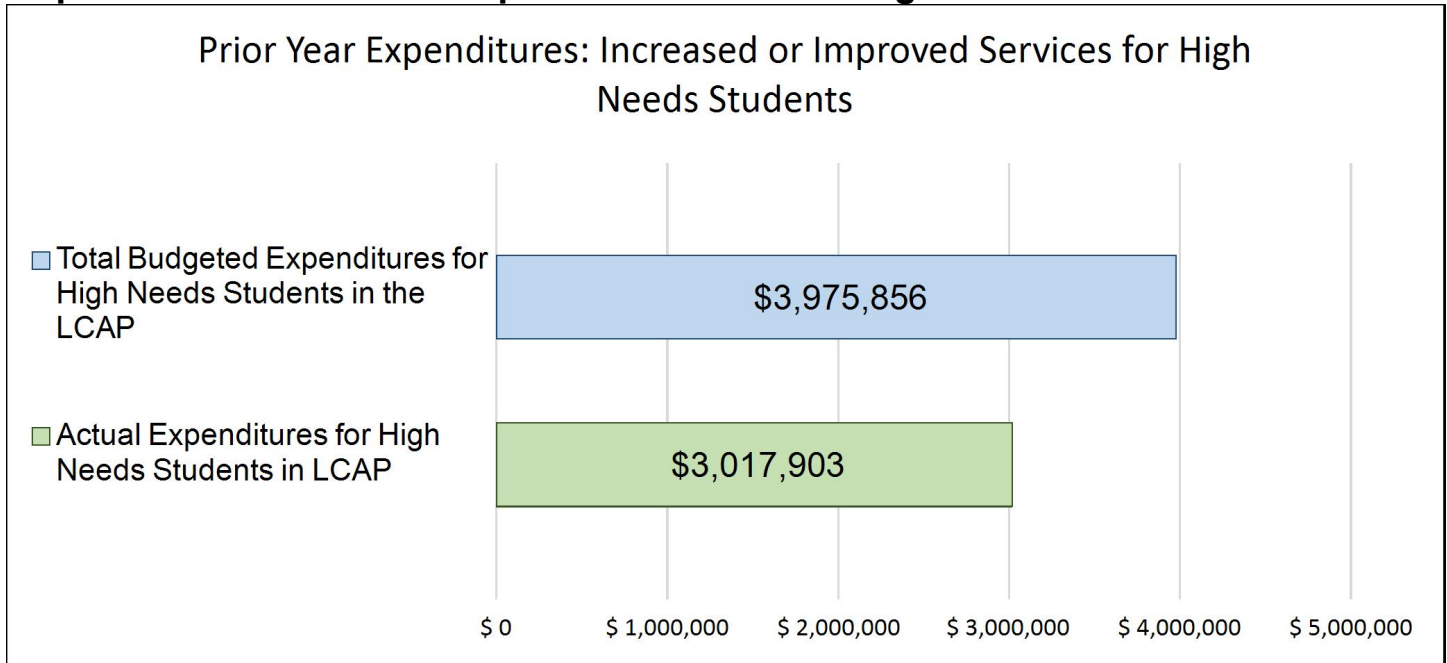
The General Fund Budgeted expenditures not included in the LCAP include, but not limited to standard district operational costs. This includes phones, leases, insurance, department allocations, site donation budgets, MAA, indirect cost reimbursement and county tuition. Also not included in the LCAP are various categoricals including but not limited to ELO-P, EEBG, Redevelopment, STRS on-behalf, Special Education allocations and Title programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Innovative Horizons Charter School at Nan Sanders is projecting it will receive \$3,731,445 based on the enrollment of foster youth, English learner, and low-income students. Innovative Horizons Charter School at Nan Sanders must describe how it intends to increase or improve services for high needs students in the LCAP. Innovative Horizons Charter School at Nan Sanders plans to spend \$4,304,992 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Innovative Horizons Charter School at Nan Sanders budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Innovative Horizons Charter School at Nan Sanders estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Innovative Horizons Charter School at Nan Sanders's LCAP budgeted \$3,975,856 for planned actions to increase or improve services for high needs students. Innovative Horizons Charter School at Nan Sanders actually spent \$3,017,903 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-957,953 had the following impact on Innovative Horizons Charter School at Nan Sanders's ability to increase or improve services for high needs students:

Although we strived to maximize the available resources and still made progress in supporting high needs students, we did not reach our maximum budget capacity to achieve the full scope of our goals. Moving forward, we will reassess our budgeting processes and seek additional funding sources to ensure that planned actions and services can be fully executed, thereby providing the intended level of support to our high needs students. Intentional planned actions and services for the 2024-25 school year include the addition of a math academic coach and a literacy academic coach and training for our teachers in the science of teaching reading, (LETRS/Language Essentials for Teachers of Reading and Spelling). These additional actions along with actions that continue to support student progress, will help us to maximize the available resources and support high needs students.

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
Innovative Horizons Charter School at Nan Sanders	Andrew Candelaria Principal	andrew.candelaria@perrisesd.org (951) 657-0728

Plan Summary [2024-25]

General Information

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

Innovative Horizons Charter School is located in the city of Perris, with approximately and 916 students enrolled. IHCS is one of eight Perris Elementary School District schools serving over 5,000 students in Kindergarten through 8th grade. Innovative Horizons Charter School is the only school in the district with a middle school program providing educational opportunities to 7th and 8th-grade students. Innovative Horizons Charter School offers many educational and enrichment opportunities to the enrolled students. The AVID program is implemented in all classrooms, grades kindergarten through 8th. Special electives are offered to middle school students accepted into the AVID program. Innovative Horizons Charter School also has a fully developed Athletics program offering Sports in the fall, winter, and spring seasons. Visual and Performing Arts is a main component of the academic program. All elementary students participate in art, technology, and PE and music classes every week. The music, PE, technology, and art programs are offered to Middle School students as an elective. Innovative Horizons Charter School also provides a comprehensive project-based learning program. All students in grades Kindergarten through 8th participate in at least two to three project-based learning opportunities throughout the school year. These projects engage stakeholders and connect our students to the community around us. Innovative Horizon's mission statement includes inspiring students, fostering innovation, and developing a strong sense of connectedness. IHCS also believes that a well-educated person in today's progressive society possesses the following:

- A broad-based comprehensive idea of the world around them; economy, culture, ethics
- Knowledge of history and how it impacts the present and the future
- Technological skills; they are competent and prolific users
- Ability to communicate and develop strong interpersonal skills (oral, written, collaborative, team-building)
- Strong leadership skills
- Strong knowledge of academic content; intrinsic motivation to learn
- Problem-solving and critical-thinking skills
- Creativity and ability to work in a variety of social environments
- College and Career readiness skills

The California Standards are essential components of our educational program and influence the design and presentation of the curriculum in all subject areas, assessments, and teaching methods in our classrooms. Our instructional program for all core content areas is designed around research-based practices including:

- Systematic, explicit, and direct instruction
- Building academic language and literacy
- The use of ongoing assessments to monitor student process
- Differentiated instruction
- The use of Specially Design Academic Instruction in English (SDAIE) strategies

We believe the most effective instructional approach is to prevent academic difficulties before they begin. To that end, we believe that the key to ensuring academic success is making the first instruction students receive their best. Although all learners work toward mastery of the same standards, curriculum, and instruction are differentiated to meet students' needs. Universal access, provided during core instructional time, is used to: pre-teach specific skills before a lesson is taught, re-teach or reinforce essential skills, and/or accelerate or enrich content and activities for advanced learners. To help support the language needs of English language learners, a daily, minimum 30-instruction of ELD standards. Second Language Acquisition will be enhanced. The program will provide students with Spanish literacy skills.

We continue the development of a Multi-tiered System of Support (MTSS) framework to more effectively coordinate, plan, and monitor student supports to ensure equitable access for all students. The system focuses on core instruction; differentiation, individual student needs; and alignment of systems to ensure the academic, behavioral and social success of all students. Additional support is given to students during the school day through targeted intervention outside of core instructional time. With targeted intervention, teachers review assessment data to identify essential standards that students have the most difficulty in mastering. Students are then assigned to flexible groups according to need. Additional direct instruction, targeted at reteaching missing skills on those identified standards, is then provided to students. Intervention teachers support students identified by defined entry/exit criteria.

The counselors at IHCS teach Tier 1 classroom lessons that are developmental, preventative, and proactive in design, comprehensive in scope. Tier 2 includes short-term progress monitoring and collaboration among teachers, parents/guardians, and administrators until improvement and/or referral to appropriate services are found and implemented. Tier 3 consists of individualized student interventions designed for students to address emergency and crisis response events and individual counseling services. The school counselors also support parent education (parenting classes, attendance presentations), cyber safety, and transitions to high schools that align with the school counseling curriculum.

Students at IHCS participate in music, technology, art, and P.E. instruction. Adding music, technology, art, and P.E. provides a broader, more engaging, rigorous, and comprehensive curricular program for students. Teachers provide additional instruction in music, technology, art, and P.E. above what the regular classroom teacher provides. In music class, students develop music literacy and learn about the expressive elements of music, understand the basic concepts of music, know the terminology that is used to comprehend music, develop the skills necessary to produce music and be able to reflect, critique, and connect personal experience to music. The art curriculum is aligned to California's Visual Arts standards and provides sequential instruction in art techniques and art history. The Physical Education program

includes structured instructions following California Physical Education standards. Students receive sequential and formal instruction in the skills most students acquire through organized sports. The Technology TOSA teaches digital literacy to students in Grades K-8. Technology is assigned to support California Computer Science Standards while providing the skills students need to thrive in today's digital world.

Enrichment Opportunities have been implemented to foster more positive student connections. Students look forward to attending all enrichment opportunities such as after-school enrichment, Summer School, and Power Up which is the name of the Saturday Academy. Power Up provides students with low stress, engaging curriculum in which all students are successful. Power Up provides an enriching curriculum in PBL, coding, and visual and performing arts. In addition to the pre-designed programs, teachers participating in after-school enrichment, Summer School, and Power Up provide enrichment opportunities to foster youth. These programs provide our low-income and foster youth students access to opportunities they may not have access to in the school setting.

The After School Education and Safety Program (ASES) is offered to all students. Students participating in this program receive an educational challenge as well as improved services by including a unique enrichment component, including music, robotics, and intramural sports.

Parents have the opportunity to attend a variety of parent involvement activities, workshops, and informational presentations. IHCS will continue to provide parents a variety of opportunities to participate in activities and events such as committees (SAC, ELAC, MTSS); Family Involvement Time (FIT), Father/Daughter/Mother/Son Dances; Academic Night, Science Night, Math Night, VAPA Night. At the district level, parent workshops are planned based on parent survey data. District-level parent workshops include African American workshops and English Learner workshops. District-wide parent involvement workshops are also planned and offered throughout the year. Topics change based on survey data and need. District-wide parent workshops are offered throughout the year and will continue to be planned with input from all parent committees.

Reflections: Annual Performance

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

Reflecting on annual performance using the California School Dashboard (Dashboard) and local data we have identified the following strengths and areas for improvement.

ELA: Overall, 34.91% met or exceeded standard. ELA : Overall, 77.77% nearly met or did not meet standard. Our goal is for all students at IHCS to be reading at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. We are adding additional staff support to increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards, tier I, tier II and tier III reading intervention best practices.

Mathematics: IHCS showed some progress in Mathematics. Fourth, 5th, 7th, and 8th grade all demonstrated increases in math. Problem-solving and modeling/data analysis are areas of need school-wide. Grade 3 demonstrated a decrease of 4%, with 25% of students meeting or exceeding standards. Our goal is for all students at IHCS to be at grade-level by end of second grade in order to prevent numerous students from having to enter tier II and tier III intervention. Work underway includes the hiring of additional staff , a math academic coach

and a literacy academic coach to support and increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards. Ongoing professional development will also be provided in the areas of tier I, tier II and tier III math intervention best practices. IHCS is also revising the instructional schedule to include an additional block of tiered support for all students.

Reflections: Technical Assistance

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

As part of our work to find high levels of academic success for all students, the work underway at IHCS includes the hiring of additional staff for the 2-24-25 school year. Additional staff hired includes a math academic coach and a literacy academic coach to support and increase our professional knowledge around best first instruction practices, CFA development and alignment to essential standards. Ongoing professional development will also be provided in the areas of tier I, tier II and tier III math intervention best practices. IHCS is also revising the master schedule to include an additional block of tiered support for all students, to address academic, behavioral and attendance needs. A summary of each student population and CAASP data below, shows the student populations in ATSI and Differentiated Assistance. Work underway includes additional teacher collaboration time to allow staff to address student data and plan instructional/behavioral strategies to provide additional targeted support for students with disabilities and our Black/African American student populations who are eligible for additional targeted support. This administration and counseling team will also work with staff on restorative practices, meaningful and appropriate consequences for student support, and other means of correction to support students and decrease the amount of suspensions. Counselors, administrators and other site staff will conduct empathy interviews to gain insight on how we can improve and support our African American Students and Students with Disabilities. This will include progress monitoring for our African American Students and Students with Disabilities, conduct empathy interviews with teachers and students to develop an implement a tiered system of support which will focus on academic and behavioral support and attendance. Staff and administration team will also monitor student essential standard data trackers in math and ELA.

IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):

African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.

African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.

Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

IHCS qualifies for (DA) Differentiated Assistance under the following areas:

Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.

Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.

Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

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.

This portion of the LCAP is non-applicable to the charter.

Support for Identified Schools

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

This portion of the LCAP is non-applicable to the charter.

Monitoring and Evaluating Effectiveness

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

This portion of the LCAP is non-applicable to the charter.

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
Parents: Title I Family Engagement Survey	Title I Family Engagement Survey is given to parents two times per year in English and Spanish, via social media, website, all electronic/social media platforms for parents, including front office opportunities with front office support. Survey is provided at Back to School Night and Open House Night. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Special Event Nights	All parents are invited to special event nights throughout the year to support parents in providing support at home including: Math Night, Science Night, VAPA Night, AVID Night. Parent sign-in sheets are provided and this information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Parent Forums	All parents are invited to participate in monthly meetings throughout the year to provide parent input and also to learn strategies and important information to support their student(s) with academic areas, all program components, all extra curricular programs and social emotional learning. Monthly parent forums include Coffee with the Principal, ELAC, African American Parent Advisory Committee, and School Advisory Committee. Parents are given the opportunity to provide input on every meeting agenda. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Students: Panorama Student Survey	The Panorama student climate survey is given in the fall and spring, two times per year, to give an anonymous voice to students and

Educational Partner(s)	Process for Engagement
	receive input to address student needs. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: LCAP Survey	The LCAP survey is available to all parents and all employees of the charter school. This survey is given in March and provides a voice to all educational partners to participate in providing input in what is working well and input on areas to improve. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Staff: LCAP Survey	The LCAP survey is available to all parents and all employees of the charter school. This survey is given in March and provides a voice to all educational partners to participate in providing input in what is working well and input on areas to improve. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Parents: Weekly Bulletin	Parents and Staff receive a weekly bulletin on all current events, upcoming events, and important information regarding academics, calendar, and extra curricular opportunities. The bulletin is provided to all parents and staff through parentsquare electronic platform, in English and Spanish.
Staff: Weekly Bulletin	Parents and Staff receive a weekly bulletin on all current events, upcoming events, and important information regarding academics, calendar, and extra curricular opportunities. The bulletin is provided to all parents and staff through parentsquare electronic platform, in English and Spanish.
Parents: Open Door Policy	All administrators have an open door policy to all parents and all staff members to request a meeting to address any and all concerns. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.
Staff: Open Door Policy	All administrators have an open door policy to all parents and all staff members to request a meeting to address any and all concerns. This information is reviewed and used to support the development of the LCAP and SPSA, regarding the needs of all educational partners.

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

The adopted LCAP was influenced by the feedback provided by educational partners. Educational partners were given opportunity to provide input through online LCAP surveys, online Title I survey, and in person opportunities such as School Advisory Committee meetings, ELAC meetings, Coffee with the principal meetings, and African American Parent Advisory Committee meetings. The information from educated partners is reviewed and all information is considered to continue what is working well and to develop areas of need. Survey results are also reviewed by SAC committee, ELAC, Coffee with the principal meetings and at AAPAC meetings. Survey results from LCAP Survey, Title I Family Engagement Survey, Panorama Educational Survey, and additional narrative input from parents is included below. Based on survey results, IHCS will add an academic coach to support teachers with best first instruction, planning based on essential standards and student assessment results, modeling best intervention strategies and providing intervention for students. In addition, IHCS will add a Literacy Coach to support teachers with best first instruction, planning based on essential standards and student assessment results, modeling best intervention strategies and providing intervention for students. IHCS will also implement a school wide intervention time to provide additional academic, behavioral, and attendance support.

Results from Title I Family Engagement Survey 2023-24.

74.2% Completed the survey in English and 25.8% completed the survey in Spanish.

Surveyed parents listed the trainings and educational opportunities that have been provided to help parents assist their child in learning at home and parents listed the following trainings and educational opportunities that they attended:

52.4% attended math events/opportunities.

47% attended opportunities to help their child with reading.

42.9% attended Title I meetings.

38.1% attended informational workshops.

70% of parents state that some to most trainings, listed above, have been effective, while 15% state that few trainings have been effective.

Surveyed parents stated how they receive information from their child's school to assist with your child in doing well a school or with home learning activities:

73.9% receive helpful information from teacher.

65.2% receive helpful information through home school connection newsletter, weekly family bulletin.

60.9% receive helpful information through school newsletter.

43.5% receive helpful information through Parent portal gradebook.

21.7% receive helpful information through school website.

78.2% find that home/school connection is effective to very effective.

13% find that home/school connection needs improvement.

95% of parents email regularly with teacher to communicate with their child's school.

40% of parents email to principal or assistant principal to communicate with their child's school.

Parents who receive electronic information regarding child's school:

95% of parents report that they receive electronic information through Parentsquare app.
60% of parents report that they receive electronic information through emails.
39.9% of parents report that they receive electronic information in the form of a text message.
26.1% of parents report that they receive electronic information through Peach Jar app.

Parents who have participated in school activities:

86.4% participated in the book fair.
81.8% participate in student performances.
81.8% participate in Parent/Teacher conferences.
81.8% participate in Back to school Night.
77.3% participate in Friday Flag events.
72.7% participate in Open House.
50% participate in Coffee with the Principal meetings.
18.2% participate in ELAC meetings.
9.1 % participate in LCAP meetings.
9.1% participate in SAC/SSC meetings.

Parents also reported in Title I Family Engagement Survey 2023-24:

Parents would like to see more methods to increase parent participation.

Parents would like more opportunities to volunteer in school and in the classroom and at school events.

Parents would like more exposure to be in class learning from the teachers in order to better support their children at home with their learning.

Panorama Educational Student Survey Grades 3-5, Spring of 2023-24 school year.

93% state that they have supportive relationships. Increase of 3 points from fall survey.

71% state that they are successful when it comes to self-management. Increase of 1 point from fall survey.

60% state that they have challenging feelings. Increase of 9% from fall survey.

55% state that they are able to regulate their emotions. Increase of 5 points from fall survey.

51% Self-Efficacy: 51% state that they feel confident that they can be successful with classwork, challenging lessons, and remembering all that is taught to them this year. Decrease of 1 point from fall survey.

Positive results from the Panorama Survey include: 95% report to have a teacher or other adult at school who they can count on at all times. 94% report to have an adult outside of school who they can count on no matter what. 90% report that they have a friend from school who they can count on no matter what. 97% report that their teachers and adults on campus care for them. 95% report that they feel safe at school.

Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need.

Panorama Educational Student Survey Grades 3-5, Spring of 2023-24 school year.

88% state that they have supportive relationships. Increase of 3 points from fall survey.

74% state that they are successful when it comes to self-management. Increase of 1 point from fall survey.

66% state that they have challenging feelings. Increase of 9% from fall survey.

53% state that they are able to regulate their emotions. Increase of 5 points from fall survey.

43% Self-Efficacy: 43% state that they feel confident that they can be successful with classwork, challenging lessons, and remembering all that is taught to them this year. Decrease of 1 point from fall survey.

Positive results from the Panorama Survey include: 90% report to have a teacher or other adult at school who they can count on at all times. 94% report to have an adult outside of school who they can count on no matter what. 90% report that they have a friend from school who they can count on no matter what. 68% report that their are teachers and adults on campus that they can be themselves around. 90% report that they feel safe at school.

Self -Efficacy needs our biggest attention of all of the surveyed areas. Getting our students to believe that they can be successful, building their confidence, making connections to inspire them is a tremendous need. Building their foundational skills in K-2 should also increase this area of need. Maintaining and building positive relationships with students as they grow into middle school grades is a need.

IHCS LCAP 2023-24 Survey:

81.3% English responses and 12.5% Spanish responses to the LCAP survey.

87.5% of the responses were from IHCS parents and 12.5% of the responses were from certificated staff members at IHCS. 81.3% of our parent responses are from Hispanic/Latino parent population. 12.5% African of our parent responses are from our American/Black parent population and 6.2% prefer not to respond to that question.

100% of parents and staff agree-strongly agree that teachers have been provided with professional development on recent academic standards and/or curriculum frameworks in ELA, ELD, Math, and Next Generation Science standards.

100% of parents and staff strongly agree that Instructional materials are aligned to the recently adopted academic standards and/or curriculum frameworks.

100% of parents and staff agree-strongly agree that there are policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recent academic standards and/or curriculum frameworks (collaborative time, focused classroom walkthroughs).

100% of parents and staff agree-strongly agree that during the year, through surveys, walkthroughs, and meetings, the district engages with teachers and school administrators to identify the needs of the staff as a whole and the needs of individual teachers and professional learning and support is provided to teachers and principals to improve a school's capacity to partner with families and staff is encouraged to learn about each family's strengths, cultures, languages, and goals for their children.

81% agree-strongly agree that parent and community members are treated with respect and encouraged to participate in their child's education.

100% agree-strongly agree that my school offers opportunities to engage in 2-way communication between families and educators using language that is understandable to the parent/family.

87.5% agree-strongly agree that my school offers opportunities to teachers to meet with families and students to discuss student progress and ways to work together for student success.

94% agree-strongly agree that my school provides parent workshops on student educational opportunities (AAPAC, ELAC, SAC, Coffee with the Principal, Family Engagement Nights)

50% attended 5 or more parent opportunities/parent workshops in the past year.

25% attended 3-4 parent opportunities/parent workshops in the past year.

18% attended zero parent opportunities/parent workshops in the past year.

Parents who attended zero parent opportunities at our school were asked to indicate the probable obstacles that have hindered your involvement. 37% reported that they were unable to participate due to time constraints due to work and other commitments. 12.5% indicated conflicting schedules. 6.3% report a negative parent pushing others away due to negative behavior. 6.3% report fear of judgement in a formal setting.

Extended Day: 37.5% are interested and 62.5% are not interested in having the option for my child to participate in an after-school extended day up to 6:00 pm.

Ideas from parents:

More cultural awareness and acceptance and tolerance and consequences real ones for discrimination

I will love for students to have more activities that will give them a great school environment.

Dual immersion language for all school grades

Tutoring program for students

In art, music, a literary workshop where debates about books are held and for the youngest children, reading hours with their parents at school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Innovative Horizons seeks to recruit and retain highly qualified teachers, classified, administrative staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA will maintain this goal because highly qualified and well-trained staff must be recruited and retained in order for the LEA to properly serve and support students.

1. IHCS will hire appropriately credentialed and assigned certificated staff because our students have great needs highest quality staff possible are needed to meet those needs. IHCS wants to maintain 100% of teachers being appropriately credentialed and assigned.

2. With support of the district, IHCS will hire appropriately and correctly assign classified, confidential, and classified management staff to support certificated staff in meeting the needs of students.

3. IHCS will provide professional development to better ensure staff is properly trained to meet the academic and social-emotional needs of students.

4. A portion of the additional 15% LCFF concentration funds to and with the support of the district, IHCS will continue to employ teachers to minimize combination classes so that teachers can focus on teaching standards for one grade level and better target the instructional needs of students.

5. IHCS will continue to follow the district salary and step increase. The salaries to all employees will help with an increased retention rates to 99% or above to provide much-needed stability to the unduplicated, low-income, foster youth, and English learner students we serve. This combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Innovative Horizons SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not 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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Credentialed and Assigned Certificated Staff	Certificated staff will be appropriately credentialed and correctly assigned in the subject areas and for the pupils, they teach; maintain competitive salaries based on the district salary schedule to retain certificated staff.	\$4,544,279.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Hire and Retain Classified Staff	Hire and retain highly qualified classified staff; maintain competitive salaries based on the district salary schedule to retain classified staff.	\$825,611.00	No
1.3	Non Categorically Funded Professional Development	Provide non-categorically funded professional growth opportunities for classified and certificated. Expenses would include all conferences, speaker fees, and training fees. Travel expenses would also be included as appropriate.	\$2,600.00	No
1.4	Minimize Combination Classrooms	Continue to employ teachers to minimize combination classes in Kinder through 8th.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Increase Staff Retention Rates	Increased salaries to all employees in order to increase retention rates and provide greater stability in staff serving unduplicated low-income, foster youth, and English learner students.	\$643,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	IHCS will offer safe, secure, and efficient classrooms, facilities, and grounds. The campus and classrooms will provide a socially and emotionally sheltered environment so students feel connected to their school. This sense of security will increase students' and staff's well being and the overall educational achievements.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

IHCS will maintain this goal because providing well maintained facilities and technology is vital to properly serving and supporting students.
1. School maintenance, repair, and landscaping budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low income, foster your and English Learner student groups.
2. IHCS will improve equitable access and continue to increase and improve access to technology resources for low-income and foster youth students. IHCS continues to provide devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the the site. This combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The metric used is the Facility Inspection Toolkit.	2021-2022	2021-2022	2022-2023		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Maintain an overall exemplary rating on the Facility Inspection Toolkit (FIT) survey-with a minimum of a "Good" rating-to be completed during the following school year.	According to the results from January 2021 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.	According to the results from January 2023 Facility Inspection Toolkit (FIT), IHCS maintained a "Good" rating.		

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not 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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Site Maintenance, Repair, and Landscaping	Maintenance, repair, and landscaping. Expenditures to include utilities, maintenance, supplies, and other operating costs.	\$425,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Increased and Improved Access to Technology	Continue to provide increased and improved access to technology resources for low income and foster youth students. Technology support including website, device management, and firewall software; financial, personnel, and attendance applications through RCOE; maintenance and upgrade of servers, current technology infrastructure, other materials, and supplies.	\$155,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
3	<p>Specific: Innovative Horizons will implement a high-quality, rigorous core instructional program that adheres to the California Standards across key subjects: English Language Arts (ELA), Mathematics, English Language Development (ELD), Next Generation Science Standards (NGSS), and History/Social Sciences.</p> <p>Measurable: Success will be measured by student performance on standardized tests, with a goal of achieving a 10% increase in the percentage of students meeting or exceeding the state standards in ELA, Mathematics, Science, and History/Social Sciences over the next academic year.</p> <p>Achievable: The school will achieve this by providing professional development for teachers, utilizing evidence-based instructional strategies, integrating technology to enhance learning, and ensuring all necessary resources and materials are available to support the curriculum.</p> <p>Relevant: This goal aligns with the school's mission to provide a comprehensive education that prepares students for academic success and lifelong learning, ensuring they meet and exceed state standards.</p> <p>Time-bound: The goal will be accomplished by the end of the next academic year, with quarterly assessments to monitor progress and make necessary adjustments.</p> <p>SMART Goal: By the end of the 2024-2025 academic year, Innovative Horizons will provide all students with a high-quality, rigorous core instructional program that fully implements the California Standards in English Language Arts, Mathematics, ELD Standards, Next Generation Science Standards, and History/Social Sciences, resulting in a 10% increase in the percentage of students meeting or exceeding state standards in these subjects, as measured by standardized test scores. Progress will be monitored quarterly, with professional development and resources provided to support teachers and students.</p>	Focus Goal

Goal #	Description	Type of Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

IHCS will maintain this goal in order to support students in mastering California Standards in all core content areas is in English Language Development. The actions and metrics will help achieve this goal. Data to support the development and continuation of this goal are included below. In addition, IHCS will add an academic math coach and an academic literacy coach. Coaches will support with modeling best first instruction, planning of instruction, data analysis and next steps based on common formative assessment data. Coaches will support teachers and also intervene with students in need of additional support. IHCS will also implement a school wide intervention block to support academic, behavioral and attendance needs. CAASPP Data 2022-23 ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7points below standard EL: 61.8 points below standard SED: 42.8points below standard SWD: 123.7 points below standard Math CAASPP Data 2022-23 All Students: 94.5 points below standard H: 95.6 points below standard AA: 83.8 points below standard EL: 108.9 points below standard
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SED: 97.3 points below standard
SWD: 155 points below standard

2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.

52.9% of our English Learners progressed at least 1 ELPI level.
1.4% maintained ELPI Level 4.

10% (35 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year

1. While 2022-23 California Dashboard indicates our English Learner progress is high, with 54.2% making progress toward English language proficiency, it is necessary to continue this goal in order to find success for all students. Distance from the standard in ELA Socio Economically Disadvantaged population is 42.8 points. English Learners are 61.8 points below standard. Foster youth does not have data, given there are less than 10 students. The latest ELA and Math distance from standard data shows a need to continue the MTSS framework, and to continue using funds to target support for low-income populations, foster youth populations, and Special Education populations, and to support all instructional components, including the GATE and AVID Elementary programs.

2. IHCS qualifies for (ATSI) Additional targeted support in the following areas (Based on 2023-24 CAASPP Data):
African American student population/suspension: (Red/Very Low) 11.9%, which is also a 1.6% decrease from the prior year.
African American student population/chronic absenteeism: (Red/Very Low) 24.4%, which is a 2.2% increase from the prior year.
Students with Disabilities/suspension: (Red/Very Low) 7.9%, 6.4% increase.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.
Students with Disabilities Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/chronic absenteeism: (Orange/Low) 24.4%, which is a 20.5% decrease from the prior year.

3. IHCS qualifies for (DA) Differentiated Assistance under the following areas:
Students with Disabilities/suspension: (Red/Very Low) 7.9% out of 76 students, which is a 6.4% increase.
Students with Disabilities/Math: (Red/Very Low) 155 points below standard and maintained.
Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.

4.. IHCS will omit the virtual academy option due to health increase, COVID not impacting school closure or health concerns, and no longer a parent request at IHCS.

5. Discretionary budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low-income, foster youth and English Learner student groups.

5. Replacement texts utilize lottery funds and do not contribute to increased or improved services to unduplicated low-income, foster your and English Learner student groups. These combined efforts and focus on these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	A. SBAC ELA and Math	<p>A. SBAC ELA and Math: ELA - All Students: 21.1 points below standard (yellow) H: 21.7 points below standard (orange) AA: 31.8 points below standard (yellow) EL: 35.7 points below standard (orange) SED: 22.7 points below standard (yellow) SWD: 98.1 points below standard (orange)</p> <p>Math All students: 63.9 points below standard (orange) H: 62.7 points below standard (orange) AA: 101.5 points below standard (red) EL: 73 points below standard (orange) SED: 66.3 points below standard (orange)</p>	<p>A. Due to COVID, SBAC data was not reported for the 2020/2021 school year. Average scale scores from the Interim Comprehensive Assessment (ICA) administered in February of 2022: ELA All Students: 55 points from standard H: 55 points below standard AA: 77 points below standard EL: 63 points below standard SED: 50 pts below standard SWD: 106 pts from standard</p> <p>Math</p>	<p>CAASPP Data 2021-2022 ELA CAASPP Data 2021-2022 All Students: 42.3 points below standard H: 43.0 points below standard AA: 57.2 points below standard EL: 56.9 points below standard SED: 43.6 points below standard SWD: 97.5 points below standard</p> <p>Math CAASPP Data 2021-2022 All Students: 99.7 points below standard H: 99.1 points below standard</p>	<p>CAASPP Data 2022-23 ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7 points below standard EL: 61.8 points below standard SED: 42.8 points below standard SWD: 123.7 points below standard</p> <p>Math CAASPP Data 2022-23 All Students: 94.5 points below standard H: 95.6 points below standard AA: 83.8 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B. ELPAC Language Proficiency	SWD: 142.5 points below standard (red)	All students: 65 points below standard H: 65 points below standard	AA: 135.2 points below standard EL: 110.0 points below standard	EL: 108.9 points below standard SED: 97.3 points below standard	
	C. Reclassification Results	B. ELPAC Language Proficiency 2018 - 2019 ELPAC shows 16.4% of students were proficient and 37.77% of students moderately developed. C. 2018 - 2019 reclassification rate was 8.9%	AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard SWD: 112 pts from standard	SED: 101.0 points below standard SWD: 155.8 points below standard 2021-2022 CAASPP Language Proficiency Data indicates that out of 317 English Learners tested, 56.2% are making progress toward English Language Proficiency.	SWD: 155 points below standard 2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.	
	D. LCAP survey of parents including parents of unduplicated and exceptional needs students.	D. 2018 - 2019 55% of parents that completed the survey felt that it was important to have a standards aligned curriculum. 67% felt it was important to have the school offer an effective Art and PE program.	B. 2020/21 ELPAC Language Proficiency shows that 17.9% of ELs were well-developed and 34.2% of students were moderately developed.	51.4% progressed at least 1 ELPI level. 4% maintained ELPI Level 4.	52.9% of our English Learners progressed at least 1 ELPI level. 1.4% maintained ELPI Level 4.	
	E. Math Summative Data	E. Math Summative Data: In 2018 - 2019 students in K - 2 took	C. 2020/21 reclassification rate is 6.1%	10% of English Learners at IHCS Reclassified in the 2022-2023 school year.	10% (35 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	F. ELA Summative DATA	<p>the Fast Bridge assessment. The percentages below indicate students that were low risk Math Kinder 58% (Early Math) 1st 51% (Early Math) 2nd 40% (A math)</p> <p>F. ELA Summative Data In 2018 - 2019 students in K - 2 took the Fast Bridge assessment. The percentages below indicate students that were low risk (proficient) ELA Kinder 51% (Early Reading) 1st 43% (Early Reading) 2nd 35% (CB Reading)</p>	<p>D. The question was revised to only reflect teacher feedback. The following reflects the percentage teachers feel PD is offered in each subject: 91%-ELA PD is offered 83%-ELD PD is offered 58%-Math PD is offered 50%-Science 66%-Social Science</p> <p>E. FastBridge Assessment is no longer performed in PESD. ICAs were utilized instead: All students: 65 points below standard H: 65 points below standard AA: 69 points below standard EL: 79 points below standard SED: 70 pts below standard</p>	<p>Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education.</p> <p>Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students.</p>	<p>Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education.</p> <p>Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to implement systems and processes of a professional learning community and find continued success for all students.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>SWD: 112 pts from standard</p> <p>F. FastBridge Assessment is no longer performed in PESD. Current Lexia data demonstrates that K-2 students made gains throughout the school year. 100% of Kindergarten students are working at or above grade-level. 56% of 1st graders are working at or above grade-level. 66% of 2nd graders are working at or above grade-level. Screener data from February 2022 demonstrates that 60% of 1st graders read fluently and 45% of 2nd graders read fluently.</p>		<p>IHCS will provide LETRS training, the science of teaching reading, with an emphasis on phonemic awareness and phonics, in order to support all students reading at grade level.</p> <p>IHCS will implement school wide intervention period to support academic, behavioral and attendance needs/concerns. IHCS will also hire an academic math and academic literacy coach to support teachers with best first instruction, planning, data analysis and next instructional steps, best intervention practices. Coaches will also work with students in need of reading and math support.</p>	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not 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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Science Adoption, Replacement Text, and Consumables	Adopt textbook and instructional materials for Science. Purchase replacement text and consumable materials for other adopted curriculum.	\$42,205.00	No
3.2	Maintain Site Based Discretionary Budget	Maintain allocated discretionary budgets to provide adequate office supplies, books, and material including library books; teacher classroom supply orders; playground equipment and other site operational needs.	\$132,400.00	No
3.3	Foster Youth and Low Income School Site Support Allocation	School site allocations to be used to provide additional services to low-income and foster youth. Services will be aligned to goals in the LCAP as well as goals outlined in the IHCS Single Plan for Student Achievement such as AVID materials, AVID professional development, providing trips to local colleges for AVID students, after school tutoring, technology purchases, additional collaboration for teachers as well as site-based family involvement targeting specific student groups needs.	\$437,473.00	No Yes
3.4	English Learner Site Support-Bilingual Paraprofessional	Equitably allot bilingual aide support for English learners. Support will be for students needed primary language support and students who have not moved beyond the intermediate levels of proficiency.	\$119,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	English Language Learner-Site Allocation Support	Continue to provide bilingual aide for support for English Learners. Support will be with students needing primary language support and students who have not moved beyond the intermediate levels of proficiency. Services will be aligned to goals in the LCAP as well as goals and actions outlined in the IHCS Single Plan for Student Achievement such as EL after school tutoring, EL Summer, and/or Spring Break Academy, EL professional development, additional collaboration time to focus on EL student instructional lessons, family involvement activities such as CAFE and family engagement nights.	\$122,922.00	Yes
3.6	Second Language Acquisition	Develop a rigorous second language acquisition program. The second language acquisition program offered in Spanish will begin in kindergarten through eighth grade. All teachers will participate in the Second Language Acquisition professional development and collaboration time to review the progress of the program. All necessary materials will need to be purchased in order to develop the second language acquisition program.	\$72,450.00	No Yes
3.7	AVID Schoolwide Program	Continue to implement the AVID Schoolwide program to helps close the achievement gap by preparing students for college and readiness to a global society.	\$255,095.00	No Yes
3.8	GATE Program	Participate in screening students for placement in the GATE program; coordinating GATE teacher meetings for program planning training and collaboration.	\$100,533.00	No
3.10	Academic-Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic success of all students. Provide professional development days targeting the needs of low-income, foster youth, and EL students.	\$34,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Literacy TOSA/Academic Coach	Retain full-time , Literacy TOSA to provide modeling for teachers of small group instruction, aligning student results to next steps in intervention, small group instruction, in order for students to gain high levels of mastery of reading and writing skills and essential standards.	\$159,106.00	Yes
3.12	Math TOSA/Academic Coach	Retain full-time , Math TOSA to provide modeling for teachers of small group instruction, aligning student results to next steps in intervention, small group instruction, in order for students to gain high levels of mastery of essential skills and essential standards.	\$159,106.00	Yes
3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Language Essentials for Teachers of Reading and Spelling, commonly known as LETRS. Professional development, training, in the science of teaching reading. Teachers will develop essential training and will be able to diagnose the reading level of the student and design a path that will increase high levels of reading and spelling success for each student.	\$101,800.00	Yes
3.14	Technology Program	The technology program, students will be challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.	\$381,651.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Innovative Horizons Charter School is committed to providing a positive school culture where all students feel safe and motivated to come to school and parents feel welcomed and encouraged to actively participate in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

IHCS will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education. Parents are encouraged to participate in events such as Coffee w/ the Principal meetings and CABE. In addition, multiple family nights are offered throughout the school year to promote family engagement.

1. Suspension rates have returned to pre-pandemic numbers, which reflects the importance of continued implementation of the the Multi-tier System of Support (MTSS) framework which focuses on behavior and social-emotional support.

2. The district will continue to provide school counselors for the purposes of supporting all students, including English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.

3. Parents are the primary factor in student achievement and the overall well-being of their children. 2022-23 LCAP Teacher Survey provides opportunity to review feedback from staff in areas of a school that are most important to school success and student achievement. Teachers report that 94.4% believe that student engagement is of critical importance to student learning success. 100% believe that a positive school culture is most important to school success and student achievement.

2022-23 IHCS LCAP Student Survey. Top three items that students reported to be most important are: AVID College and Career readiness program (93.2%), daily attendance (90.9%), and safe school climate (95.5%)

2022-23 IHCS LCAP Parent Survey allows parents to provide feedback regarding the importance of items that are most important for student success. Parent survey responses include the following: 93.8% of parents believe that highly qualified and appropriately assigned teachers are highly important to their child's education. 81.3% rate technology in the classroom as highly important. 87.5% responded that intervention teachers are highly important for student success. Over 80% of parents stressed the importance of student engagement, positive school culture and field trips/assemblies as highly important. 100% believe that a safe school is important and an anti-bullying strategies are needed to support students.

2022-23 IHCS K-8 Teacher Math Survey indicates that teachers believe it is important for students to think creatively, use multiple strategies and communicate their reasoning and solution methods.

2022-23 IHCS Title I Family Engagement Survey allow the parent to provide feedback to the school regarding communication of important school information to parents and parent engagement feedback that is useful in planning future parent engagement opportunities. In 2022-2023, more than 10% of parents participated in the annual book fair, back to school night, parent conferences, open house, student performances, home reading program, field trips, coffee with the principal, classroom volunteer, Friday Flag ceremonies, and family night events. Over 20% participated in field trips, home reading program, Friday Flag events, and family night events. Over 80% of parents stated that they participated in Back to School Night, Open House and Parent Conference Night.

2022-23 IHCS Student Panorama SEL Survey measures student competency and well-being, and allows the school, to provide support in areas of need, based on student reporting. In grades 3-5, 92% report that they have supportive relationships. Grades 6-8 survey indicates that 86% have supportive relationships.

2022-23 IHCS Teacher Panorama SEL Survey responses allow teachers to provide input on student social-emotional needs as part of the survey. Teacher responses are as follows: 47% of all students need continued support in the area of self management, 37% need continued support in the are of self-efficacy and social perspective-taking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A. Attendance Rate	A. 96.6 % attendance rate.	A. 94.8% Attendance Rate	A. Attendance Rate 92.56% for the 22-23 school year.	CAASPP Data 2022-23	
	B. Chronic Absenteeism Rate-Dashboard	B. Chronic Absenteeism Rate (per 18-19 Dashboard) All students - 3.7% (Low) African American - 8% (Medium) Hispanic - 3.4% (Low) White - 7.1% Foster Youth (Less than 10 students - data not reported) Students with Disabilities 1.7%	B. Chronic Absenteeism Rate 21/22 School year All students - 29.1% African American - 17.6 Hispanic - 29.7% White - 27.8% Foster Youth- 25% Students with Disabilities 35.8%	B. Chronic Absenteeism Rate 22/23 P2 Attendance Data: (9/11/22-4/15/23) All Students: 67.83% African American: 35.71 Hispanic: 31.40% White: 44.44% Foster Youth: 44.44%	ELA CAASPP Data 2022-23 All Students: 42 points below standard H: 42.0 points below standard AA: 59.7points below standard EL: 61.8 points below standard SED: 42.8points below standard SWD: 123.7 points below standard	
	C. Suspension Rate-Dashboard					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: 28.17%	Math CAASPP Data 2022-23	
		C. Suspensions (per 18 - 19 Dashboard)	C. 21/22 Suspension Rate	English Learners: 37.88%	All Students: 94.5 points below standard	
		All students 2.3% (medium)	All students: 1.5%	Socioeconomically Disadvantaged: 30.25%	H: 95.6 points below standard	
		African American 9.8% (Very High)	African American- 5.7%		AA: 83.8 points below standard	
		Hispanic 1.9% (Medium)	Hispanic- 1.5%	C. 22/23 Suspension Rate	EL: 108.9 points below standard	
	D. Expulsion Rate	White 4.1%	Students w/ Disabilities- 66%	P2 Data (9/11/22- 4/15/23)	SED: 97.3 points below standard	
		Foster Youth (Less than 10 students - data not reported)	Foster Youth- 0	All Students: 5.45%	SWD: 155 points below standard	
	E. Course access: Art and P.E. staffing for all students including unduplicated and exceptional needs students.	Students with Disabilities 3.4% (High)		African American: 16.67%		
			D. No Students were expelled	Hispanic: 4.62%		
				White: 22.22%		
	F. Parent (including parents of unduplicated and exceptional needs students) survey	D. No Students were expelled	E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers.	Students with Disabilities: 9.86%	2022-23 CAASPP Language Proficiency Data indicates that out of 295 English Learners tested, 54.2% are making progress toward English Language Proficiency.	
				Foster Youth: (Less than 10 students - data not reported)		
	G. Sense of Safety and School Connectedness- Student LCAP Climate Survey	E. All students including unduplicated and those with exceptional needs have access to ART and PE teachers.		D. No Students were expelled in 22/23		
			F. LCAP Survey shows that 73% of parents feel that IHCS has a positive school culture.			
	H. LCAP survey of parents including parents of unduplicated and exceptional needs students	F. LCAP Survey shows that 77% of parents feel that IHCS has a positive school culture.		E. All students including unduplicated and those with exceptional needs have access to Art,	52.9% of our English Learners progressed at least 1 ELPI level. 1.4% maintained ELPI Level 4.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>G. 64.5% of students that completed the LCAP survey felt it was important to maintain a safe school climate.</p> <p>H.</p> <p>1. 63.3% of parents felt the that IHCS offers services to support English Learner Proficiency.</p> <p>2. 73.4 % of parents felt AVID was an important component at IHCS in term preparing students for college and Career.</p> <p>3. 67% of parents felt the school offers an effective ART and PE program.</p>	<p>G. Several students completed the LCAP survey. In grades 3rd-5th, 86% of students feel there is a caring adult on campus. LCAP survey felt it was important to maintain a safe school climate.</p> <p>H.</p> <p>1. 80% of parents felt the that IHCS offers services to support English Learner Proficiency. This number has increased from 63.3% to 80%</p> <p>2. 83 % of parents felt AVID was an important component at IHCS in term preparing students for college and Career. This number has increased from 73.4% to 83%</p>	<p>PE, Music and Technology class.</p> <p>F. IHCS 2022-2023 LCAP Survey indicates that 80% of parents feel that positive culture is a top priority at IHCS</p> <p>G. IHCS 2022-2023 LCAP Student Survey indicates that 84.1% of students felt it was important to maintain a safe school climate.</p> <p>H.</p> <p>1. IHCS 2022-2023 LCAP Parent Survey indicates that 56% of parents felt the that IHCS services to support English Learner Proficiency are most important.</p> <p>2. IHCS 2022-2023 LCAP Survey indicates that more than 85% of parents surveyed</p>	<p>10% (35 students) of English Learners at IHCS Reclassified to date in the 2023-24 school year.</p> <p>Consistent professional development opportunities for teachers continue to be offered to teachers in Math, by Riverside Office of Education.</p> <p>Consistent professional development in MTSS Academic and MTSS Behavioral areas, for teachers, continues to be supported by Solution Tree organization. IHCS will continue to work with Solution Tree, IHCS Guiding Coalition, and all stakeholders, to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3. 68% of parents felt the school offers an effective ART program and 88% of parents felt the school offers PE program.	<p>indicated that AVID was an important component at IHCS, preparing students for college and Career.</p> <p>3. IHCS 2022-2023 LCAP indicates that 65% of parents felt that Visual and Performing Arts and PE are important learning/educational components at IHCS.</p>	<p>implement systems and processes of a professional learning community and find continued success for all students.</p> <p>IHCS will provide LETRS training, the science of teaching reading, with an emphasis on phonemic awareness and phonics, in order to support all students reading at grade level.</p> <p>IHCS will implement school wide intervention period to support academic, behavioral and attendance needs/concerns. IHCS will also hire an academic math and academic literacy coach to support teachers with best first instruction,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					planning, data analysis and next instructional steps, best intervention practices. Coaches will also work with students in need of reading and math support.	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not 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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Promote family involvement for foster youth, EL, and African American students through activities such as workshops, GATE informational meetings, and home visits.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Multi-Tiered System of Supports Framework- Behavior and SEL	Continue to implement a Multi-Tiered System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure behavioral and social success for all students. Provide professional development days for the needs of low-income, foster youth, and EL students.	\$319,068.00	Yes
4.3	Counselor Program	<p>Retain the counselor to ensure all students' social and emotional needs are met for grades k-5 and 6-8th grade. Continue to implement positive interventions and supports and continue daily social skills instruction in the classrooms. Some of the interventions will include utilizing the Second Step curriculum.</p> <p>Additional counselor to support students K-8th.</p>	\$351,376.00	Yes
4.4	Music, Art and P.E. Program	Retain full-time Music, Art and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide.	\$835,981.00	Yes
4.5	Enhanced After School Program-	Support continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component.	\$10,000.00	Yes
4.6	Enrichment Opportunities	Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics.	\$40,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	21st Century Multi-Media Learning Centers	Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers.	\$111,361.00	Yes
4.8	Technology Program	The technology program, students will be challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.	\$0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,731,445	\$479,129

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
40.384%	28.850%	\$2,637,444.26	69.234%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Minimize Combination Classrooms</p> <p>Need: Dashboard data to explain the need include: Students with Disabilities/Math are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p>	IHCS will maintain this goal because it allows teachers to focus on teaching standards for one grade level and better target the instructional needs of students. When EL, SWD, and SD student populations are in classrooms with one teacher teaching to one grade-level, the conditions are improved for every student to achieve higher levels of learning.	IHCS SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged/ELA: "Orange/Low" 42.8 points below standard</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Increase Staff Retention Rates</p> <p>Need: Recruit and retain highly qualified teachers. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range. 155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged: "Orange/Low" 42.8 points below standard</p> <p>Scope: LEA-wide</p>	Increased salaries to all employees increase retention rates and provide greater stability in staff serving unduplicated low-income, foster youth, and English Learners. When highly qualified staff are consistently teaching and refining their knowledge at their grade-level, the conditions are improved for every student to achieve higher levels of learning.	IHCS SARC report on teacher credentialing. Employee retention rates tracked by Human Resources.
2.2	<p>Action: Increased and Improved Access to Technology</p> <p>Need:</p>	IHCS will maintain this goal because increased and improved access to technology is vital to properly serving and supporting students. Technology will provide access to student populations in need. Technology will also provide	Inventory reports, requisitions, purchases of technology.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>To maintain technology for student learning. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained.</p> <p>Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p> <p>English Learners: 54.2% making progress towards English language proficiency</p> <p>Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard</p> <p>Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>increased student engagement. When students have access to technology the are more likely to be engaged land when they are engaged they are more likely to be in attendance. When they are engaged and in attendance the conditions are improved for every student to achieve higher levels of learning.</p>	
3.3	<p>Action: Foster Youth and Low Income School Site Support Allocation</p> <p>Need: To provide additional services to low-income, and foster youth.</p> <p>Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained.</p> <p>Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p> <p>English Learners: 54.2% making progress towards English language proficiency</p>	<p>IHCS will maintained this goal in order to support AVID program, after school tutoring and additional collaboration opportunities to support foster youth and low-income students. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving at risk students, low-income and foster youth students. When AVID strategies are implemented through our K-8 program, students are more likely to be engaged and in attendance and the conditions are improved for every student to achieve higher levels of learning. Collaboration opportunities around student learning, student progress and next steps in instruction will also improve student engagement, student attendance</p>	<p>AVID expenditure reports, after school tutoring expenses, and substitute teachers provided for collaboration opportunities. CAASPP state test scores and Common Formative Assessment data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	and improve learning conditions to allow higher levels of learning.	
3.4	<p>Action: English Learner Site Support-Bilingual Paraprofessional</p> <p>Need: Support academic needs of English Learners. Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>IHCS continued to provide support with bilingual aides to support students who have not moved beyond the intermediate levels of proficiency. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners. Bilingual aide support will provide additional support to students in the classroom and increase student engagement, student attendance, and improve the learning conditions to impact higher levels of learning. When English Learners have access to an additional support person to provide learning assistance, students are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	ELPAC state test scores and reclassification percentages for the school year. Common formative assessment data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p>Action: English Language Learner-Site Allocation Support</p> <p>Need: Support academic needs of English Learners Dashboard data to explain the need include: Students with Disabilities are in the "Red/Very Low" range. 155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>IHCS continued to provide support with bilingual aides to support students who have not moved beyond the intermediate levels of proficiency. EL Professional development provided to staff, additional collaboration time provided to focus on EL student instructional lessons, family involvement activities such as CABE and family engagement nights. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners. Bilingual aide support and the ongoing professional development of bilingual aides will provide additional support to students in the classroom and increase student engagement, student attendance, and improve the learning conditions to impact higher levels of learning. Parent involvement will also increase the level of student engagement, student ownership of learning and mastery of essential learning.</p>	<p>ELPAC state test scores and reclassification percentages. Common formative assessment data. Sign in sheets for family engagement nights, CABE agenda and sign in sheets.</p>
3.6	<p>Action: Second Language Acquisition</p> <p>Need: To provide a rigorous second language acquisition program. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard.</p>	<p>As part of our charter, the second language acquisition program is provided daily in K-5 classrooms. It is also provided as an elective course in grades 6-8. This action is principally directed at serving English Learners, foster youth and low-income students. Brain research supports the cognitive, academic, and professional benefits of bilingualism. Encouraging students to develop proficiency in more than one language enhances their intelligence and set the conditions for higher levels of learning. When students have access to</p>	<p>Usage reports, instructional schedules will be used to monitor the second language acquisition program. Additionally, progress reports from the program itself will be used to monitor student progress.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained.</p> <p>Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p> <p>English Learners: 54.2% making progress towards English language proficiency</p> <p>Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard</p> <p>Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>learning and developing a second language, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	
3.7	<p>Action: AVID Schoolwide Program</p> <p>Need: To prepare students for college and career readiness.</p> <p>Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p>	<p>IHCS continues to provide a K-8 AVID program to prepare students for high school, college and career readiness. Students continue to learn how to take ownership of their learning by learning organizational skills, seeking support through TRF process, and having access to college tutors, and access to colleges and universities. This action is principally directed at serving English Learners, foster youth and low-income students. Evidence supports the effectiveness of AVID strategies in improving student learning outcomes. By fostering critical academic skills, promoting college readiness, and supporting underrepresented students, AVID plays a crucial role in enhancing educational equity and excellence. When students, staff and parents have access to AVID learning opportunities, all educational partners are more</p>	<p>Grades 6-8 report cards, GPA, Honor Roll list, Common Formative Assessment data, CAASPP state test scores and ELPAC state test scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	
3.10	<p>Action: Academic-Multi-Tiered System of Supports Framework</p> <p>Need: Multi tiered levels of support to meet academic needs of all students. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard</p>	<p>IHCS continues to provide multi tiered levels of support to meet academic needs of all students. This MTSS model will expand to a school-wide intervention block to increase staff ability to meet tier I,II,and III needs academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to tiered levels of learning support opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>Report cards, Common Formative Assessments, IAB's, CAASPP, and ELPAC data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>		
3.11	<p>Action: Literacy TOSA/Academic Coach</p> <p>Need: To support self efficacy by supporting academic needs in the area of reading and writing. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope:</p>	<p>Academic Literacy Coach will provide modeling for teachers of small group instruction, small group instruction, best first instruction, planning with teachers and using student data to model/provide best intervention practices. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to an additional resource/academic coach who will focus on literacy strategies to support student learning in the area of reading, spelling and writing, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>Report cards, Common Formative Assessments, IAB's, CAASPP, and ELPAC data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.12	<p>Action: Math TOSA/Academic Coach</p> <p>Need: To support self efficacy by supporting academic needs in the area of math. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	Academic math Coach will provide modeling for teachers of small group instruction, small group instruction, best first instruction, planning with teachers and using student data to model/provide best intervention practices. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to an additional resource/academic coach who will focus on math strategies to support students in the area of math, all educational partners are more likely to benefit and be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be monitored by: Report cards, Common Formative Assessments, IAB's, CAASPP, data.
3.13	<p>Action: LETRS. Language Essentials for Teachers of Reading and Spelling.</p>	IHCS will provide teachers with the (LETRS) Language Essentials for Teachers of Reading and Spelling training for teachers. It is the science of teaching reading. Teachers will develop essential	Progress will be monitored by: Weekly student data talks, essential standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: To support self efficacy by supporting academic needs in the area reading and writing. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>training and will be able to diagnose the reading level of the student and design a path that will increase high levels of reading and spelling success for each student. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, foster youth and low-income students. When students, staff and parents have access to additional opportunities to teach/learn the science of teaching a student/person how to read, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>data. Common Formative Assessment data.</p>
3.14	<p>Action: Technology Program</p> <p>Need: Building computer science skills and readiness for high school, college and career. The technology/computer science program will allow students will be challenged with computational thinking and instructed in</p>	<p>This action serves K-8 students and provides computer science skills and readiness for high school, college and career. Students are challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications and algorithmic thinking. This action is</p>	<p>Progress will be monitored by: Computer Science Assessments. PBL assessments and presentations.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.</p> <p>Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>principally directed at serving English Learners, foster youth and low-income students. When students have access to technology and computer science opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	
4.1	<p>Action: Family Engagement</p> <p>Need: Provide a school environment where parents are encouraged to work together with school staff to support each child. Dashboard data to explain the need include:</p>	<p>This action will continue to promote family involvement through activities such as parent/teacher workshops, school family nights, home visits, parent informational meetings including GATE informational meetings. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to</p>	<p>Progress will be monitored by parent sign-in sheets and parent feedback surveys.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range. 155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>additional family engagement workshop opportunities, home visits, parent forums/meetings, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	
4.2	<p>Action: Multi-Tiered System of Supports Framework-Behavior and SEL</p> <p>Need: To support self efficacy by supporting behavioral needs of each student. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard.</p>	<p>IHCS will continue to implement a MTSS support system to ensure support for all tier I,II, II behavioral needs. IHCS will implement a school-wide MTSS model to support students academically and behaviorally. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students have access to additional support to meet them at their tiered level of need, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher</p>	<p>Progress will be monitored by check in check out system, discipline records, student surveys (Panorama Survey).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained.</p> <p>Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p> <p>English Learners: 54.2% making progress towards English language proficiency</p> <p>Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard</p> <p>Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>levels of learning, student ownership of their learning, and mastery of essential standards.</p>	
4.3	<p>Action: Counselor Program</p> <p>Need: Social Emotional Support including self efficacy support. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points.</p>	<p>IHCS will continue to ensure all students have support in the are of social and emotional needs in grades K-8. We will continue to implement positive interventions and supports and continue daily social skills instruction i the classrooms. Our state test scores, along with student surveys, show the urgency to support students both academically and behaviorally. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to school counselor opportunities, all educational partners are more likely to benefit from counseling services and be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>Progress will be monitored by counselor records, check in check out system, discipline records, empathy interviews, student feedback surveys (Panorama Survey), report cards, CFA data, and state testing data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>		
4.4	<p>Action: Music, Art and P.E. Program</p> <p>Need: Visual and Performing arts and PE program for all k-8 students. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p>	<p>IHCS will continue to provide visual and performing arts program and PE program to all K-8 students. VAPA and PE contribute to a well-rounded education by supporting the mental, emotional, and physical development of students, ultimately enhancing their overall academic success.</p> <p>This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students have access to visual and performing arts, computer science and physical education, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>Progress will be monitored by projects and student performance.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	<p>Action: Enhanced After School Program-</p> <p>Need: Support continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p>	<p>Enhanced After School Program-continued implementation of the after school education and safety program which provides a safe and educationally enriching after school program for students. The program has both an educational and literacy component and an enrichment component. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional after school extended learning opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	<p>After school program will be measured by student attendance, student essential standards reading results, including progress on common formative assessments each semester.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.6	<p>Action: Enrichment Opportunities</p> <p>Need: Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	<p>Provide enrichment activities to students such as Summer Camp, Saturday Academy, and other activities that may include coding, robotics, music, and athletics. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional enrichment opportunities, all educational partners are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.</p>	Enrichment opportunities will be measured by student rosters, student participation, parent and student feedback surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.7	<p>Action: 21st Century Multi-Media Learning Centers</p> <p>Need: Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers. Dashboard data to explain the need include: All Students: ELA/are in the "Orange/Low" range, 42 points below standard. All Students: Math/ are in the yellow range, 95 points below standard. Students with Disabilities are in the "Red/Very Low" range.155 points below standard and maintained. Students with Disabilities/ELA: (Red/Very Low) 123.7 points below standard. Declined 26.1 points. English Learners: 54.2% making progress towards English language proficiency Socioeconomically Disadvantaged are in the "Orange/Low" range, 42.8 points below standard Students with Disabilities/chronic absenteeism are in the "Orange/Low" range. 24.4%</p> <p>Scope: LEA-wide</p>	Provide support to sites in revitalizing library/media center services to expand into 21st-Century Multi-Media Learning Centers. This action is principally directed at serving English Learners, Foster Youth and Low-Income students. When students, staff and parents have access to additional reading material, students, staff and family are more likely to be engaged in the learning process and increase/improve the conditions for higher levels of learning, student ownership of their learning, and mastery of essential standards.	Progress will be measured by ration of library books per number of students, media center schedule ensuring consistent student access to media center. Media center schedule ensuring parent access to media center.
4.8	<p>Action: Technology Program</p> <p>Need: (This goal has been moved to Goal 3 section. 4.14.). Technology program, students will be</p>	This action is addressed in goal 3.14	This action is addressed in goal 3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>challenged with computational thinking and instructed in foundational computer skills in the area of robotics, 3D printing prototypes, graphic and web design, digital platforms for presentations, coding, creating software applications, and algorithmic thinking.</p> <p>Scope: LEA-wide</p>		

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
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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.

The site will be hiring a Technology Teacher that will be principally directed for low-income, foster youth, and English learners. Due to the high-population of these students, all students will have access to instruction from the Technology teacher. An additional counselor will be hired to support foster youth, English learners and low-income students. If applicable the 15% of the LCFF monies will be utilized.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,239,798	3,731,445	40.384%	28.850%	69.234%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,832,120.00	\$468,900.00	\$76,850.00	\$30,474.00	\$10,408,344.00	\$8,412,179.00	\$1,996,165.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Credentialed and Assigned Certificated Staff	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$4,544,279.00	\$0.00	\$4,313,917.00	\$230,362.00			\$4,544,279.00	
1	1.2	Hire and Retain Classified Staff	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$825,611.00	\$0.00	\$761,678.00	\$63,933.00			\$825,611.00	
1	1.3	Non Categorically Funded Professional Development	All	No			Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$0.00	\$2,600.00			\$2,600.00		\$2,600.00	
1	1.4	Minimize Combination Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.5	Increase Staff Retention Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$643,500.00	\$0.00	\$643,500.00				\$643,500.00	
2	2.1	Site Maintenance, Repair, and Landscaping	All	No			Specific Schools: Innovative Horizons Charter School		\$0.00	\$425,250.00	\$351,000.00		\$74,250.00		\$425,250.00	
2	2.2	Increased and Improved Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School		\$0.00	\$155,000.00	\$155,000.00				\$155,000.00	
3	3.1	Science Adoption, Replacement Text, and Consumables	All	No			Specific Schools: Innovative Horizons Charter School		\$0.00	\$42,205.00		\$42,205.00			\$42,205.00	
3	3.2	Maintain Site Based Discretionary Budget	All	No					\$0.00	\$132,400.00		\$132,400.00			\$132,400.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Foster Youth Low Income At Risk	No Yes	LEA-wide	Foster Youth Low Income			\$61,373.00	\$376,100.00	\$437,473.00				\$437,473.00	
3	3.4	English Learner Site Support-Bilingual Paraprofessional	English Learners	Yes	LEA-wide	English Learners			\$119,945.00	\$0.00	\$89,471.00			\$30,474.00	\$119,945.00	
3	3.5	English Language Learner-Site Allocation Support	English Learners	Yes	LEA-wide	English Learners			\$0.00	\$122,922.00	\$122,922.00				\$122,922.00	
3	3.6	Second Language Acquisition	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$72,450.00	\$72,450.00				\$72,450.00	
3	3.7	AVID Schoolwide Program	All English Learners Foster Youth	No Yes	LEA-wide	English Learners Foster Youth	All Schools		\$163,783.00	\$91,312.00	\$255,095.00				\$255,095.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.8	GATE Program	All	No					\$90,533.00	\$10,000.00	\$100,533.00				\$100,533.00	
3	3.10	Academic-Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$34,563.00	\$34,563.00				\$34,563.00	
3	3.11	Literacy TOSA/Academic Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$159,106.00	\$0.00	\$159,106.00				\$159,106.00	
3	3.12	Math TOSA/Academic Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$159,106.00	\$0.00	\$159,106.00				\$159,106.00	
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$101,800.00	\$101,800.00				\$101,800.00	
3	3.14	Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$181,651.00	\$200,000.00	\$381,651.00				\$381,651.00	
4	4.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
4	4.2	Multi-Tiered System of Supports Framework-Behavior and SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$284,505.00	\$34,563.00	\$319,068.00				\$319,068.00	
4	4.3	Counselor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan		\$211,376.00	\$140,000.00	\$351,376.00				\$351,376.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Sanders									
4	4.4	Music, Art and P.E. Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Innovative Horizons Charter School at Nan Sanders		\$835,981.00	\$0.00	\$835,981.00				\$835,981.00	
4	4.5	Enhanced After School Program-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.6	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$40,069.00	\$0.00	\$40,069.00				\$40,069.00	
4	4.7	21st Century Multi-Media Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$91,361.00	\$20,000.00	\$111,361.00				\$111,361.00	
4	4.8	Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 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
9,239,798	3,731,445	40.384%	28.850%	69.234%	\$4,304,992.00	0.000%	46.592 %	Total:	\$4,304,992.00
								LEA-wide Total:	\$4,304,992.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Minimize Combination Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
1	1.5	Increase Staff Retention Rates	Yes	LEA-wide	English Learners Foster Youth Low Income		\$643,500.00	
2	2.2	Increased and Improved Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$155,000.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	LEA-wide	Foster Youth Low Income		\$437,473.00	
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	LEA-wide	English Learners		\$89,471.00	
3	3.5	English Language Learner-Site Allocation Support	Yes	LEA-wide	English Learners		\$122,922.00	
3	3.6	Second Language Acquisition	Yes	LEA-wide	English Learners Foster Youth Low Income		\$72,450.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	AVID Schoolwide Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$255,095.00	
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income		\$34,563.00	
3	3.11	Literacy TOSA/Academic Coach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$159,106.00	
3	3.12	Math TOSA/Academic Coach	Yes	LEA-wide	English Learners Foster Youth Low Income		\$159,106.00	
3	3.13	LETRS. Language Essentials for Teachers of Reading and Spelling.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$101,800.00	
3	3.14	Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$381,651.00	
4	4.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
4	4.2	Multi-Tiered System of Supports Framework-Behavior and SEL	Yes	LEA-wide	English Learners Foster Youth Low Income		\$319,068.00	
4	4.3	Counselor Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$351,376.00	
4	4.4	Music, Art and P.E. Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$835,981.00	
4	4.5	Enhanced After School Program-	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
4	4.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,069.00	
4	4.7	21st Century Multi-Media Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income		\$111,361.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.8	Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,197,798.00	\$8,635,912.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Appropriately Credentialed and Assigned Certificated Staff	No	\$3,799,042.00	4,121,256
			Yes		
1	1.2	Hire and Retain Classified Staff	No	\$717,770.00	847,629
			Yes		
1	1.3	Non Categorically Funded Professional Development	No	\$2,600.00	0
			Yes		
1	1.4	Minimize Combination Classrooms	Yes	\$63,441.00	63,441
1	1.5	Increase Staff Retention Rates	Yes	\$643,500.00	643,500
2	2.1	Site Maintenance, Repair, and Landscaping	No	\$405,342.00	328,821
			Yes		
2	2.2	Increased and Improved Access to Technology	Yes	\$155,000.00	0
3	3.1	Science Adoption, Replacement Text, and Consumables	No	\$42,205.00	44,347
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Maintain Site Based Discretionary Budget	No Yes	\$132,400.00	155,746
3	3.3	Foster Youth and Low Income School Site Support Allocation	No Yes	\$376,100.00	272,119
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	\$111,821.00	111,580
3	3.5	English Language Learner-Site Allocation Support	Yes	\$122,922.00	25,989
3	3.6	Second Language Acquisition	No Yes	\$37,000.00	0
3	3.7	AVID Schoolwide Program	No Yes	\$261,259.00	208,562
3	3.8	GATE Program	No Yes	\$94,628.00	91,416
3	3.9	Virtual Academy	Yes	\$167,459.00	0
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	\$34,563.00	113
4	4.1	Family Engagement	Yes	\$25,000.00	12,049

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Multi-Tiered System of Supports Framework- Behavior and SEL	Yes	\$364,533.00	386,639
4	4.3	Counselor Program	Yes	\$417,134.00	343,691
4	4.4	Music, Art and P.E. Program	Yes	\$774,231.00	803,181
4	4.5	Enhanced After School Program-Think Together	Yes	\$10,000.00	102
4	4.6	Enrichment Opportunities	Yes	\$50,000.00	0
4	4.7	21st Century Multi-Media Learning Centers	Yes	\$20,000.00	0
4	4.8	Technology Program	Yes	\$369,848.00	175,731

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,693,485	\$9,037,443.00	\$3,017,903.00	\$6,019,540.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Appropriately Credentialed and Assigned Certificated Staff	Yes	\$3,799,042.00			
1	1.2	Hire and Retain Classified Staff	Yes	\$717,770.00			
1	1.3	Non Categorically Funded Professional Development	Yes	\$2,600.00			
1	1.4	Minimize Combination Classrooms	Yes	\$63,441.00	63,441		
1	1.5	Increase Staff Retention Rates	Yes	\$643,500.00	643,500		
2	2.1	Site Maintenance, Repair, and Landscaping	Yes	\$405,342.00			
2	2.2	Increased and Improved Access to Technology	Yes	\$155,000.00	0		
3	3.1	Science Adoption, Replacement Text, and Consumables	Yes	\$42,205.00			
3	3.2	Maintain Site Based Discretionary Budget	Yes				
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	\$376,100.00	272,119		
3	3.4	English Learner Site Support-Bilingual Paraprofessional	Yes	\$83,866.00	82,786		
3	3.5	English Language Learner-Site Allocation Support	Yes	\$122,922.00	25,989		
3	3.6	Second Language Acquisition	Yes	\$37,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	AVID Schoolwide Program	Yes	\$261,259.00	208,562		
3	3.8	GATE Program	Yes	\$94,628.00			
3	3.9	Virtual Academy	Yes	\$167,459.00	0		
3	3.10	Academic-Multi-Tiered System of Supports Framework	Yes	\$34,563.00	113		
4	4.1	Family Engagement	Yes	\$25,000.00	12,049		
4	4.2	Multi-Tiered System of Supports Framework- Behavior and SEL	Yes	\$364,533.00	386,639		
4	4.3	Counselor Program	Yes	\$417,134.00	343,691		
4	4.4	Music, Art and P.E. Program	Yes	\$774,231.00	803,181		
4	4.5	Enhanced After School Program-Think Together	Yes	\$10,000.00	102		
4	4.6	Enrichment Opportunities	Yes	\$50,000.00	0		
4	4.7	21st Century Multi-Media Learning Centers	Yes	\$20,000.00	0		
4	4.8	Technology Program	Yes	\$369,848.00	175,731		

2023-24 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)
9,141,949	3,693,485	21.46%	61.862%	\$3,017,903.00	0.000%	33.012%	\$2,637,444.26	28.850%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- 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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