

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight School of California

CDS Code: 15-63628-0127209

School Year: 2024-25

LEA contact information:

Morgan Vincent

Academic Administrator

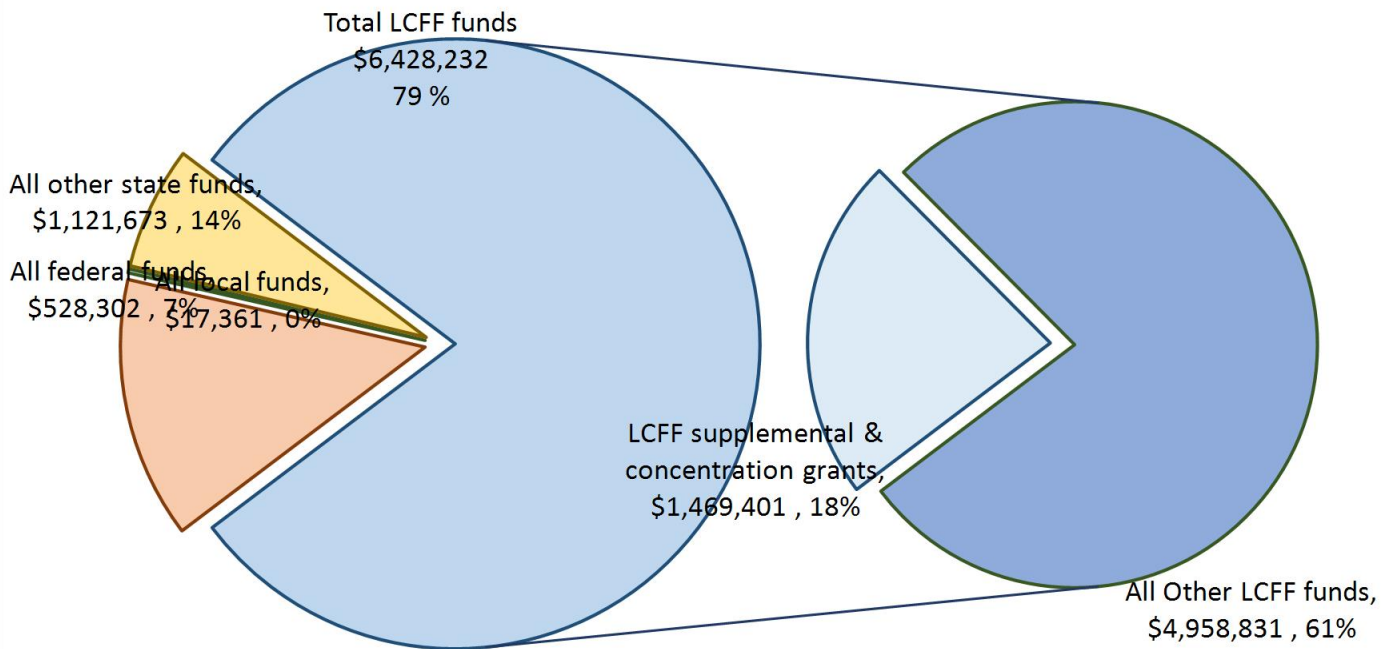
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

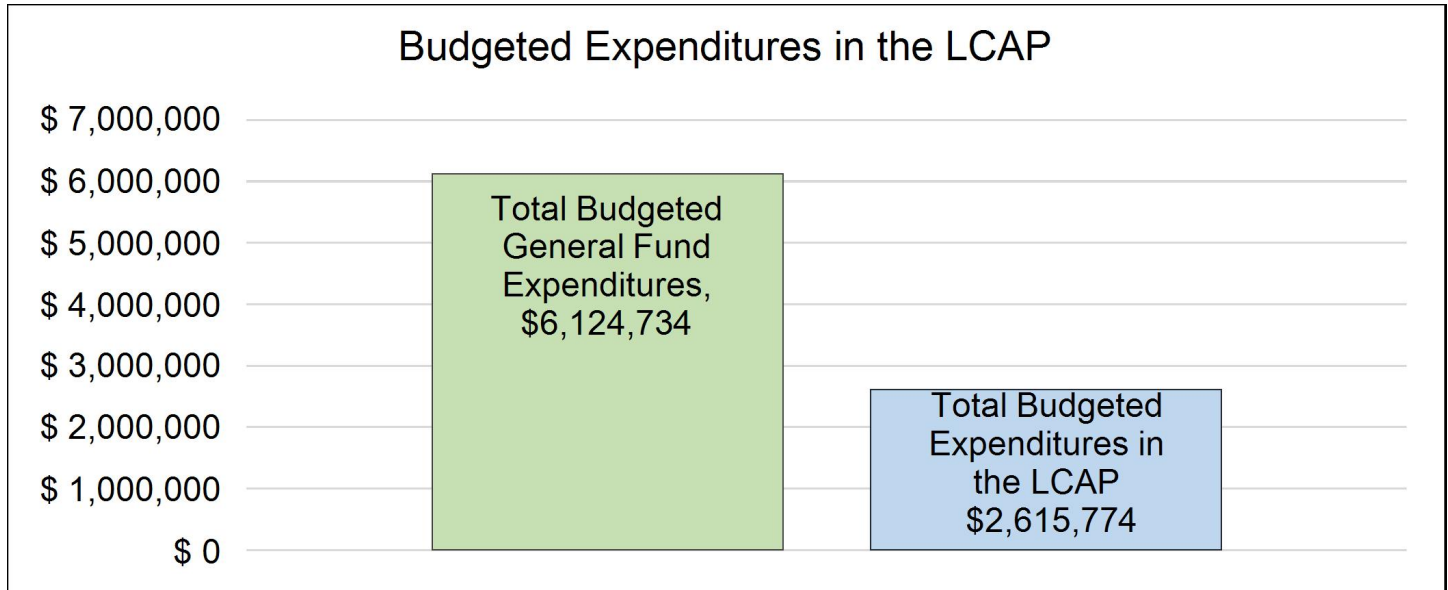


This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight School of California is \$8,095,568, of which \$6428232 is Local Control Funding Formula (LCFF), \$1121673 is other state funds, \$17361 is local funds, and \$528302 is federal funds. Of the \$6428232 in LCFF Funds, \$1469401 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 Insight School of California 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: Insight School of California plans to spend \$6124734 for the 2024-25 school year. Of that amount, \$2615774 is tied to actions/services in the LCAP and \$3,508,960 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

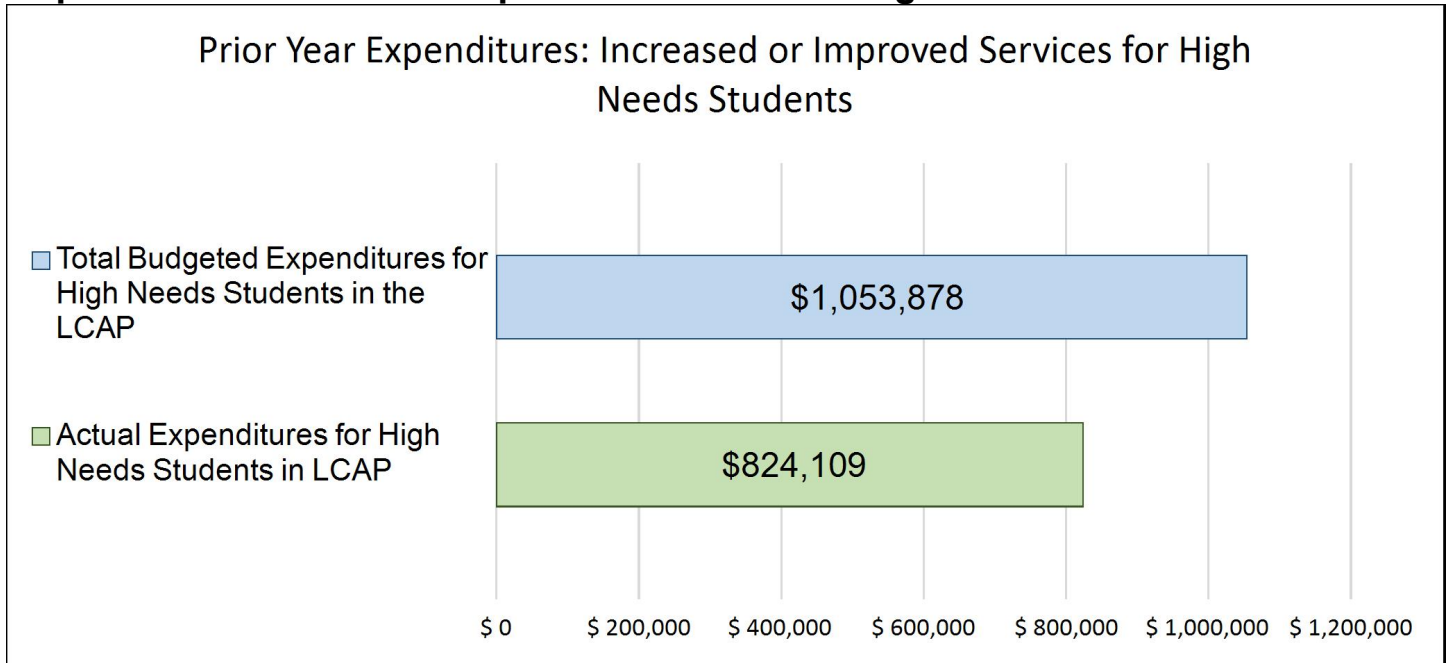
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2024-25, Insight School of California is projecting it will receive \$1469401 based on the enrollment of foster youth, English learner, and low-income students. Insight School of California must describe how it intends to increase or improve services for high needs students in the LCAP. Insight School of California plans to spend \$1970655 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 Insight School of California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Insight School of California 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, Insight School of California's LCAP budgeted \$1,053,878 for planned actions to increase or improve services for high needs students. Insight School of California actually spent \$824,109 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-229,769 had the following impact on Insight School of California's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for professional development and staff training. The School will carry forward and will utilize unspent funds in 2024-25 to provide additional programs and services that focus on core services for high needs students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Insight School of California	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities. Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes) Broad Goal

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
d1. SBAC Math Dashboard Score	208.8 points below standard	2021 Dashboard 4.4% Met or Exceed Standards Low-income 1.4% Student with Disabilities 3.5% White 5.7% Hispanic 8.7%	2022 Dashboard 3.85% Met or Exceeded Standard for Math Student with Disabilities: 0% Hispanic: 5% Low-income: 4.41% White: 5.71%	2023 Dashboard 3.74% Met or Exceeded Standard for Math Student with Disabilities: 7.14% Hispanic: 3.51% Low-income: 5.26% White: 8.00%	150 or fewer points below standard
d1. SBAC ELA Dashboard Score	92.5 points below standard	2021 Dashboard 32.1% Met or Exceed Standards Student with Disabilities 10.7% White 23.5% Low-income 24.7% Hispanic 35.1%	2022 Dashboard 33.65% Met or Exceeded Standard for ELA Student with Disabilities 0% Hispanic 50% Low-income 34.28% White 33.33%	2023 Dashboard 24.3% Met or Exceeded Standard for ELA Student with Disabilities 21.43% Hispanic 23.68% Low-income 26.31% White 20%	50 or fewer points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
h1. Star 360 Math Growth (% of students whose SGP increased from first to last administration)	37.26%	45.86%	43.23% At/Above SPED 34.55% EL 26.67%	50.96% At/Above SPED 60.77% EL 62.82%	70%
h1. Star 360 Reading Growth (% of students whose SGP increased from first to last administration)	41.12%	43.72%	46.04% At/Above SPED 38.98% EL 49.67%	55.50% At/Above SPED 62.57% EL 59.46%	70%
h1. Star 360 Math Performance (from EOY administration)	Level 1: 68.29% Level 2: 21.34% Level 3: 6.40% Level 4: 3.96%	Level 1: 74.82% Level 2: 13.83% Level 3: 7.09% Level 4: 4.26%	Level 1: 69.62% Level 2: 13.85% Level 3: 7.69% Level 4: 8.85% SPED Level 1: 89.23% Level 2: 6.15% Level 3: 3.08% Level 4: 1.54% EL: Level 1: 93.33% Level 2: 0% Level 3: 6.67% Level 4: 0%	Level 1: 83.82% Level 2: 9.06% Level 3: 3.88% Level 4: 3.24% SPED Level 1: 92.00% Level 2: 6.00% Level 3: 2.00% Level 4: 0.00% EL Level 1: 89.29% Level 2: 10.71% Level 3: 0.00% Level 4: 0.00%	At least 30% of students test in levels 3 and 4; at most 50% of students test at level 1
h1. Star 360 Reading Performance (from EOY administration)	Level 1: 45.99% Level 2: 26.41% Level 3: 21.96% Level 4: 5.64%	Level 1: 40.21% Level 2: 31.62% Level 3: 20.96% Level 4: 7.22%	Level 1: 39.62% Level 2: 30.94% Level 3: 25.66% Level 4: 3.77% SPED	Level 1: 35.71% Level 2: 29.81% Level 3: 28.88% Level 4: 5.59% SPED	At least 50% of students test in levels 3 and 4; at most 30% of students test at level 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Level 1: 64.41% Level 2: 23.73% Level 3: 10.17% Level 4: 1.69% EL: Level 1: 66.67% Level 2: 26.67% Level 3: 6.67% Level 4: 0.00%	Level 1: 54.90% Level 2: 23.53% Level 3: 15.69% Level 4: 5.88% EL Level 1: 60.71% Level 2: 25.00% Level 3: 14.29% Level 4: 0.00%	
h1. Average SY Course Pass Rates	70.5% average pass rate for all terms in SY20-21	64.44%	73.66% SPED: 63.46% EL: 69.61%	75.63% SPED: 70.25% EL: 75.16%	75%
h1. Average SY Student Pass Rates (students passing 60% or more of courses)	Whole school: 70.4% (Quarters 1 & 2 only due to COVID pandemic) Special ed: 70.3% (Quarters 1 & 2 only due to COVID pandemic) EL: 69.2% (Student pass rate for Quarters 1 & 2 only due to COVID pandemic)	Whole school: 60.15% Sped: 52.63% EL: 33.54%	70.12% SPED: 59.2% EL: 69.77%	72.21% SPED: 67.24% EL: 74.03%	75% across whole group and all subgroups
d5. EL Proficiency	2019 ELPAC proficiency: 14.29%	44.1% EL pass rate 2021 Dashboard	6.25%	14.71%	20% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Language Proficiency Well Developed on ELPAC (Level 4) 6.3%			
d. College/Career Indicator	1.1%	Data not available on SY20-21 dashboard	Not reported in 2022	2.00%	15%
d1. California Science Test Source: Dataquest	8.82% Met or Exceeded Standard (*SY18-19, no data for SY19-20))	10.82% Met or Exceeded Standard	9.31% Met or Exceeded Standard Student with Disabilities 4.55% Hispanic 12.77% Low-income 8.14% White 10%	10.19% Met or Exceeded Standard Student with Disabilities 7.69% Hispanic 5.75% Low-income 9.17% White 16.22%	15% Met or Exceeded Standard
d6. EL Reclassification Rate Source: Dataquest	40%	41.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language	15.5%	14.7%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Proficiency Assessments for California (ELPAC) during “distance-learning” resulting from the COVID-19 pandemic.			

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.

1.1 - Updated the Necessary Components document so that it included a breakdown of the necessary components and guided questions to support teacher practices. This was aligned with the observation rubric to support teachers in lesson planning, ensuring more consistent checks for understanding, independent practice, and meaningful closures. Teachers updated their pacing guides for each course to align with the Power Standards, ensuring additional emphasis on Focus Standards. Teachers were observed once a month according to an observation schedule that aligned with a necessary component. The Instructional Coach sent resources to support teachers with the necessary component focus of the month.

1.2 - Teachers and staff attend a in-person professional development in August of every year. These meetings focus on developing best practices, such as how to analyze assessment data, utilize tools like Excel, social-emotional learning, suicide prevention. For example, teachers attended a in-person PD session in which they deconstructed Focus Standards in their courses and further refined daily, student-friendly objectives for each of their lessons. Additionally, the Instructional Coach and Teacher Trainer collaborate to develop ongoing PD opportunities for teachers and staff that present new resources and best practices for current resources.

1.3 - The special education department collaborated with the general education department to train teachers on various strategies to support students with IEPs. The Case Managers attended a Professional Development session regarding developing standards-based objectives for their SAI (Specialized Academic Instruction) sessions. These lessons are designed around the goals that the IEP team develops with each student according to their needs. Case Managers conduct these SAI sessions in targeted small groups and one-on-one with students.

1.4 - Intervention specialists and leadership use STAR360 diagnostic data and course grades to determine students in need of additional support in Math and Reading. Intervention caseloads are further divided into groups based on STAR360 State Levels and focus skill range.

Intervention specialists use diagnostic data and focus standards to create curriculum, to deliver standards-based instruction at least twice a week in small groups, and to monitor student growth using IXL and other forms of formative assessment.

1.5 - Content teachers meet one-on-one with their Lead every other week (biweekly) for DDI (Data Driven Instruction) to analyze pass rate data, attendance data, contact data, lesson plans, live session recordings, etc. to develop action plans to support student success and teacher best practices. Additionally they meet for Team DDI once a month to analyze results from common, formative assessments to develop actions to increase academic performance.

1.6 - Students maintained continuous access to instruction from highly qualified teachers throughout the school year.

1.7 - Administration meets virtually after the BOY (beginning of year) STAR360 Math and Reading diagnostic assessments and then in-person after the MOY (middle of year) STAR360 and after the EOY (end of year) STAR360. During this time, the results are analyzed for the entire school and each interest group of students. Admin reflects on the effectiveness of programs and actions in the past, areas of strength, and areas of need. Subsequently, they create action plans for supporting student academic achievement and teacher/staff best practices.

1.8 - In the in-person PD session on writing objectives, teachers reviewed and practiced updating DOK levels (depth of knowledge) for various questions. Additionally, there was emphasis on including proving behaviors within their daily objective for live lessons. An ongoing challenge is developing teachers' skills towards decreasing guided practice and increasing independent practice within live sessions. A success is that all teachers are utilizing exit tickets to formatively assess student progress on the daily lesson objective and/or a focus standard. Teachers frequently design lessons with questions modeled similarly to the teacher-graded assignments so that students are successful on their independent assignments within the Online High School courses.

1.9 - Automatic progress updates are pushed to parents every week to monitor student progress with their grades in each course. This is to ensure cohesive and transparent communication of student achievement.

1.11 - Students were offered opportunities to complete the food handler's certificate, enroll in community college course concurrently, and attend college and career readiness events. ASVAB was offered in 2022-2023 but encountered challenges due to scheduling, lack of interest, and cost-effectiveness and as a result was discontinued for the 2023-2024 school 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.

Professional development, Assessment data analysis, and Assessment data analysis were less than planned because more events were held virtually instead of in person. Data conferencing was more than planned because we met more often with teachers.

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

Teachers organized live lesson plans to comprehensively integrate components that lead to student mastery of power and focus standards (Action 1.1). This approach was supported by weekly data conferencing (Action 1.5) to assess instructional effectiveness through ongoing formative assessments. Moreover, intervention specialists (Action 1.4) delivered tailored instruction during live support sessions, thoroughly gathering growth data and shared it to students and families. Teachers maximized non-instructional days (Action 1.6) to review academic data from the previous Star 360 assessment, identifying power and focus standards to incorporate into trimester pacing guides. This practice persisted throughout the academic year, with weekly data analysis sessions to continually refine instructional strategies. Teachers focused heavily on student independent work during live sessions to gauge progress toward standards mastery between Star 360 assessments (Action 1.8). Special education teachers utilized Star 360 data to tailor instructional plans for individualized education program (IEP) goals during specialized academic instruction (Action 1.3). At each Star 360 assessment, the leadership team met to analyze growth data, refining live instruction and planning accordingly (Action 1.7). The intervention program provided ongoing support to low-performing students based on their Star 360 performance and growth scores, offering additional live session assistance (Action 1.4). We saw significant growth in the Star360 data. Overall growth increased by 7.73% in Math and 9.46% in Reading. Students with disabilities showed a 26.22% growth in Math and 23.59% in Reading. English Learner demonstrated a 36.15% increase in math and 9.79% increase in reading.

Throughout the school year, teachers were provided with a variety of professional development opportunities, including those tailored to their individual preferences, to expose them to a broad spectrum of instructional methods and models (Action 1.2). A portion of the non-instructional days at the beginning of the school year was dedicated to in-person professional development sessions, with a specific focus on essential components of live instruction and scaffolding techniques for both English Learners and special education students (Action 1.6). Regular informal observations indicated that these practices were in use in classrooms throughout the school year. Teachers actively participated in ongoing data conferencing to ensure the effectiveness of instructional strategies in advancing students toward standards mastery (Action 1.5), with much of the formative data derived from students' independent work completed during live sessions (Action 1.8). Special education teachers concentrated on enhancing engagement in specialized academic instruction (SAI), aiming to foster increased overall engagement with the school. This approach has demonstrated a sustained positive correlation between attendance at SAI sessions and academic performance. Improvements were noted across various academic metrics: average school course pass rates increased by 1.9% from the previous school year, while pass rates for English learner courses increased by 5.5%. Additionally, the average rate of students passing 60% or more of their courses overall increased by 2%. Notably, pass rates for special education students increased by 8%, and by 4.26% for English Learners. Some of this success is also attributed to the continued implementation of automatic progress alerts (Action 1.9), which provide weekly updates to families regarding student progress in courses and foster open communication channels.

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 following additions are not due to ineffectiveness. The administration team convenes three times a year for Data Digs, which usually take place after the Math and Reading schoolwide diagnostic testing windows. During these meetings, administration analyzes various data, including the results of the Math and Reading diagnostic tests. Based on this analysis, 2-5 Focus Standards for both Math and Reading are identified as requiring additional emphasis in teachers' pacing guides. Previously, this data was shared with teachers during Staff Meetings or

Professional Development, typically prior in planning the start of each trimester. To enhance ongoing accountability and ensure teachers consistently engage with the data, they will now revisit the data at least once within each trimester in DDI meetings. This allows teachers to continually adjust their pacing and lesson to more meaningfully address the needs identified by the diagnostic tests. The expected outcome is improvement in diagnostic testing scores and subsequently in State Testing scores.

Rubric templates and training will be developed by Insight Instructional Coaches, in collaboration with teachers, to support preparation for Math, Reading, and Science State Tests by modeling aspects of State Testing rubrics. This is expected to increase consistency between teachers and departments, however, portions of these rubrics will be individualized by teachers as needed for specific courses and assignments. Equity in grading is anticipated to improve by enhancing grading calibration and reducing grading fatigue and variation between teachers. Student understanding of criteria is also expected to improve, leading to higher quality work. These rubrics will be piloted by select teachers for select teacher-graded assignments in the 2024-2025 school year. Feedback will then be gathered by the Instructional Coach team for updates to the rubric templates and training, with broader schoolwide utilization of these rubrics expected as the process continues.

The recent addition of a provided curriculum for the Math Intervention program is expected to continue improving student proficiency in math courses and math State Testing. This math curriculum will be utilized and adjusted by Intervention Specialists to better target student needs that are identified through the Math schoolwide diagnostic testing conducted multiple times throughout the school year.

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	Increase the level of student and family engagement with the school as measured by attendance rates, withdrawal rates, and suspension rates Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Broad Goal

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e1. Yearly attendance rate (reported at P2 due to COVID pandemic)	88.70%	Funded at previous school year's P2 rate	90.06%	90.78%	91%
e. Withdrawal rate	24.03%	20.8%	19.75%	21.90%	21%
e. Live session attendance rate from year-end engagement dashboard	50.40%	68.3%	82.67%	82.36%	75%
f1. Suspension Rate	0%	Data not available in SY20-21 Dashboard	0%	0.00%	0%
c1. Parent and Family Engagement	Met	Met	Met	Met	Met
f3. Local Climate Survey	Met	Met	Met	Met	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e2. Chronic Absenteeism Rate	Data not available for SY19-20	44.3% English Learners 40% Students With Disabilities 41.3% White 43.4% African American 44.1% Hispanic or Latino 46.6% Low-Income 47.7%	30.2% Overall EL: 28.0% Hispanic: 30.9% White: 31.1% Students with disabilities: 32.5% African American: 28.8% Low income: 31.3%	Overall: 30.6% EL: 28.2% Hispanic: 31.5% White: 32.3% Students with Disabilities: 33.3% African American: 30.6% Low-Income: 32.3%	40%
e4. Dropout Rate	17.60%	24.9%	22.10%	33.6%	22%
c2. Programs, services, and communications available and accessible to parents of unduplicated pupils and parents with students in a program for individuals with exceptional needs.	n/a - New metric for SY22-23	n/a - New metric for SY22-23	100 % of families invited to LCU/SSO, and receiving communications via Parent Square in language of preference	100 % of families invited to LCU/SSO, and receiving communications via Parent Square in language of preference	100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference
f2. Expulsion Rate	0%	Data not available in SY20-21 Dashboard	0%	0.00%	0%
c3. Programs, services, and communications available and accessible to parents of students in a	n/a - New metric for SY22-23	n/a - New metric for SY22-23	100% of families invited to LCU and SSO and receiving Parent Square communications in the	100% of families invited to LCU and SSO and receiving Parent Square communications in the	100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
program for individuals with exceptional needs.			language of their preference.	language of their preference.	communications in the language of their preference

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.

2.1 Strong Start Orientation:

Strong Start Orientation sessions were implemented as planned. These sessions successfully prepares students/learning coaches prior to the start of school to ensure students are confident to begin school. The most relevant challenge within strong start orientation includes learning coach (LC) attendance, as all LCs are invited but not all LCs take advantage of this orientation opportunity.

2.2 Ongoing attendance/withdrawal monitoring by RAISE team:

Overall implementation of ongoing attendance/withdrawal monitoring by RAISE team experienced weekly successful support of all students who qualify for tier support, as well as adjusting support for students displaying attendance struggles. These sessions were implemented as planned

2.3 Walk to Class Orientation:

Walk to Class Orientation overall implementation successfully includes all new students the first week of school ensuring students are able to access all courses, live sessions, and receive direct support in real time. All sessions were implemented as planned.

2.4 Academic advisor role:

The academic advisor role was implemented as planned and led to the successful student/AA connections as well as the SEL and adulting content material to all students. This role has led to vital staff/student appropriate connections, engagement, attendance, and daily monitoring of student course access and achievement.

2.5 Ongoing attendance and withdrawal monitoring/training by academic advisor: The ongoing attendance and withdrawal monitoring/training by academic advisor was implemented as planned and led to targeted attendance support for all students, which greatly impacted daily attendance percentages.

2.6 Consistent live session schedule: The live schedule was implemented as planned and led to maintenance of the live session attendance rate, in addition to the live attendance alerts. The schedule has been largely successful in allowing students to maintain consistency of their

daily school routines. A challenge associated with the schedule is scheduling support sessions for students across all contents and special programs.

2.7 Data conferencing: Data conferencing with the advisor and RAISE teams was implemented as planned. Time is reserved in the school year calendar for departments to meet every other week, both as teams and individually, to analyze trends in student attendance and withdrawal data, discuss winback strategies, and plan student and family supports and interventions. These have been particularly successful in increasing attendance and maintaining chronic absenteeism rate.

2.8 Automatic attendance alerts: Attendance alerts were deployed as planned throughout the school year and contributed positively to the growth in attendance. The primary challenges associated with these alerts having trained staff available to run the alerts each day.

2.9 Interpreter and translation services: The interpreter service was implemented as planned, in that all families are provided with live interpretation in the language of their preference upon request. School documents have been translated into Spanish and in many cases into Arabic. Challenges include working within the confines of the interpreter service capabilities; i.e. translation must occur via phone while most meetings occur in Zoom or another virtual platform.

2.10 Learning Coach support/communication: Learning Coach support was implemented in the form of various recurring newsletters sent via a platform which enables parents to select the language of their choice. Families were also offered live, virtual orientation sessions multiple times throughout the year, which were successful for those who attended.

2.11 Student activities: Student activities were implemented as planned, with outings offered in various physical locations in order to offer students the ability to connect with one another and with staff. The greatest challenge lies in getting students to attend, as they live in a multitude of communities and living situations.

2.12 Trauma guidance counselor: The Trauma Guidance Counselor was implemented as planned by providing supports for all crisis referral students, offering training to staff on crisis response processes, and connecting students in need with resources and referrals to school counselors to ensure students have an understanding of what is needed to graduate and supports in place to stay enrolled.

2.13 Student and family champion: The Student and Family Champion was implemented as planned by providing supports, resources, access to school, and rights for all our MKV and Foster Youth students and offering training to staff on MKV and Foster Youth student rights and appropriate supports.

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.

Interpreter and translation services were more than planned because the need increased (EI and LEP enrollment).

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

The RAISE team monitored and worked with student struggling with attendance non-compliance, as well as working 1/1 with students struggling with progress in courses (Action 2.2) resulting in a decreased withdrawal rate overall as compared with our baseline and year one metrics. Current overall withdrawal rate decreased by 2.15%. The Academic Advisor (Action 2.4) role also positively contributed to the decrease in withdrawal rate as each advisor monitored student engagement and attendance (Action 2.5) within the program on a daily basis, offering consistent support, as well as working to decrease barriers for student success within the program. Consistent data conferencing within each school department (Action 2.7) also contributed to the decrease in withdrawal rate, as all staff reflected on engagement, attendance, progress and overall student achievement consistently to ensure student needs are addressed within the program. The decreased withdrawal rates demonstrated the effectiveness of Actions 2, 4, 5, and 7.

In addition to the RAISE team and Academic Advisor role support, (Action 2.2, 2.4 and 2.5), yearly attendance rate increased by almost 1 percent from the previous year with the implementation of automatic attendance alerts (action 2.8). Daily attendance alerts deployed each period, supporting students by providing consistent attendance accountability and working to inform learning coaches of student truancy. The increased attendance rates demonstrated the effectiveness of Actions 2, 4, 5, & 8.

The effectiveness of the Strong Start Orientation (Action 2.1) and Walk to Class Orientation (Action 2.3) were demonstrated through maintaining overall live session attendance rates as all students and families were actively introduced and trained on student success strategies, enrollment requirements, as well as student and family expectations before the start of school, as well as during the first week of school. Continued consistent live session schedule (Action 2.6) also allows student consistency within daily procedural expectations. Establishing these live attendance expectations early on within the student experience positively contributes to the increase within live session attendance rates and demonstrate the action (6) as effective.

The increase in school attendance and decrease in withdrawals and dropouts demonstrates the effectiveness of actions 9, 10, & 11. This was achieved by family engagement opportunities and ongoing Learning Coach education and communication (Action 2.10). Families were sent a monthly newsletter including all important information regarding activities and events for the month, contact information, social-emotional learning tips, and academic supports. An interpreter service (Action 2.9) and the school's bilingual engagement coach contributed to further schoolwide involvement opportunities by enabling school staff to communicate with families in the language of their preference. Additionally, various outings and activities were offered to students and families throughout the year (Action 2.11), to provide opportunities to support the whole student and to enable connections between students and staff and amongst their peers. These outings took place both in physical settings and online, including college/career tours, community service opportunities, and academic experiences.

The RAISE team and Academic Advisor role support (Action 2.2, 2.4 and 2.5) also led to roughly maintaining chronic absenteeism schoolwide only increasing by .4%. Consistent data conferencing within each school department (Action 2.7) also contributed to the maintaining in chronic absenteeism percent, as all staff consistently reflected on engagement, attendance, progress, and student achievement to ensure student needs were being addressed within the program.

The trauma guidance counselor (Action 2.12) demonstrated effectiveness through the maintenance of a 0% suspension and expulsion rates. This was achieved by implementing a holistic approach to student support, providing and overseeing various support groups, creating a series of mental health videos and messages, and providing support to staff members in handling students with past trauma.

Support from the Student and Family Champion (Action 2.13) also enabled the school to ensure that all learners had access to school and all standard aligned curriculum. This demonstrated the effectiveness of Action 13. She tracked and maintained contact with students and families dealing with homelessness, foster placement, and crisis situations, provided community resources where necessary and available, and connected families with internet hotspots when needed.

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, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

Action 2.10 Learning Coach support/communication and 2.11 Student activities. Media and Community Liaison (MCL) was hired to better support parents, communities, and students by increasing social media presence, weekly/monthly family engagement communications, and monthly student virtual and in-person activity offerings.

These changes are not due to ineffective action outcome, they are to strengthen the program.

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	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services. Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning) Maintenance Goal

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a1. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	100%
a2. Every pupil in the school district has sufficient access to standards-aligned instructional materials.	2020 Dashboard Implementation of State Standards Local Indicator	2021 Dashboard Implementation of State Standards Local Indicator	2022 Dashboard Implementation of State Standards Local Indicator	2023 Dashboard Implementation of State Standards Local Indicator	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	
a3. School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A
b1. Implementation of the academic content and performance	2020 Dashboard Implementation of State Standards Local Indicator	2021 Dashboard Implementation of State Standards	2022 Dashboard Implementation of State Standards	2023 Dashboard Implementation of State Standards	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the state board	Standard Met	Local Indicator Standard Met	Local Indicator Standard Met	Local Indicator Standard Met	
b2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	14.3% making progress towards English language proficiency	6.3% English Language Proficiency Well Developed on ELPAC Level 4	6.25% of English Language Proficiency Well-Developed on ELPAC (level 4)	14.71% of English Language Proficiency Well-Developed on ELPAC (level 4)	20%
g1. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	100%
g2. Programs and services developed and provided to unduplicated pupils	SARC 100% of these student populations have access to all broad course of study and/or programs.	SARC 100% of these student populations have access to all broad course of study and/or programs	SARC 100% of these student populations have access to all broad course of study and/or programs	SARC 100% of these student populations have access to all broad course of study and/or programs	100%
g3. Programs and services developed	SARC	SARC 100% of students with	SARC 100% of students with	SARC 100% of students with	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and provided to individuals with exceptional needs	100% of students with disabilities have access to all broad course of study and/or programs	disabilities have access to all broad course of study and/or programs	disabilities have access to all broad course of study and/or programs	disabilities have access to all broad course of study and/or programs	

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.

- 3.1 Student ISP reimbursement: Internet reimbursements were provided twice a year to students who qualified based on free and reduced lunch status
- 3.2 Teachers: Retention bonuses were distributed to credentialed instructional staff at the end of the school year
- 3.4 MKV and foster youth liaison: McKinney Vento and Foster Youth Liaison tracked homeless students and families throughout the school year, provided them with community resources, and in some cases coordinated hotspot access.

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.

McKinney Vento and Foster Youth Liaison was less than planned because we could not hire a liaison and another position provided support to MKV & FY students.

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

Offering internet service reimbursement (Action 3.1) to socioeconomically disadvantaged students ensured that all students maintained continuous access to school. This action has proven to be effective.

All students, including unduplicated pupils, maintained access to appropriately credentialed and assigned teachers (Action 3.2). Teachers worked throughout the year to align course content to academic standards and to evaluate student data continuously to evaluate standards

mastery. This ensured that 100% of students had access to standards-aligned instructional materials throughout the school year. To retain high-quality teachers, salary increases and bonuses were given. Retaining fully credentialed teachers in the English Language department resulted in an increase of over 14% of EL students who tested at Level 4 on the ELPAC. The action of providing highly qualified fully credentialed teachers has proven to be effective.

The McKinney Vento and Foster Youth Liaison (Action 3.4) ensured that students in homeless and foster situations have access to basic needs and, when needed, a hotspot to maintain internet access, to ensure that these students can continue accessing school programs, have support in overcoming barriers, and have access to appropriate personal resources. This action has proven to be effective.

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.

No changes are being made due to ineffective actions.

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	Focus Goal Increase graduation rate as a school and by each reported subgroup by 3% each year as measured by DASS graduation rate. Priority 5: Pupil Engagement (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e5. Graduation rate	Graduation Rate 2020 – 66% African American – 79.5% White – 72.3% Socioeconomically Disadvantaged – 66.1% Students with Disabilities – 65.6% Hispanic – 58.5% English Learners – 50%	2021 Dashboard 55.4% English Learners – 35.7% Students with Disabilities – 49.20% Socioeconomically Disadvantaged – 53% Hispanic – 53.8% White – 56.1% African American – 60%	Dashboard 2022 67.6% English Learners – 52.9% Students with Disabilities – 69.5% Socioeconomically Disadvantaged – 69.3% Hispanic – 70.8% White – 66.7% African American – 74.1%	Dashboard 2023 66.7% English Learners – 44.4% Students with Disabilities – 49.3% Socioeconomically Disadvantaged – 63.6% Hispanic – 63.6% White – 68.5% African American – 66.7%	At least 79% across the school and in all subgroups
e. Student views of grad plans (average of the year)	62%	72.75%	77.05%	94.00%	85%
d5. EL Proficiency	2019 ELPAC proficiency: 14.29%	44.1% EL pass rate 2021 Dashboard	6.25%	14.71%	20% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Language Proficiency Well Developed on ELPAC (Level 4) 6.3%			
d6. EL Reclassification Rate Source: Dataquest	40%	41.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during “distance-learning” resulting from the COVID-19 pandemic.	15.5%	4.70%	50%
d5. Percentage of English learner pupils who make progress	2022 46.2% making progress towards	2021 No data available	2022 46.2% making progress towards	51.7%	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward English proficiency Source: Dashboard	English language proficiency		English language proficiency		

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.

4.1 Graduation plans: All students are provided an individualized graduation plan within 4 weeks of school starting. The graduation plan is reviewed during individual counseling conference with student and their school counselor. All students are invited to a Grad Plan rally every term.

4.2 RAISE and counseling team support for potential graduates: RAISE team supports potential graduates through our Academic Probation process by providing weekly academic and organizational support for students who are failing courses. Counseling team ensures students are placed in courses needed to meet graduation requirements, and all students are invited to individual conferences with their counselor to view grad plan and discuss pathway to graduation.

4.3 ELD Coordinator: The ELD Coordinator continued to revamp the ELD program. This was done to support potential graduate EL students and aimed to increase EL proficiency and the EL reclassification rate. The ELD Coordinator's efforts led to the creation of newly designed, Designated ELD classes for English Learners and Long-Term English Learners (LTEL), along with a new ELD curriculum. The ELD Coordinator created and trained staff on an LTEL Toolkit that identifies essential components for LTEL success and valuable resources that can be utilized for both Designated and Integrated ELD. Targeted support sessions for LTEL and EL students were built into each ELD Specialist's schedule to support struggling students.

4.4 ELD Specialists: Two ELD Specialists were hired to support the increasing English Learner population. ELD Specialists teach Designated ELD classes tailored to each student's English proficiency level and their Long-Term English Learner (LTEL) status. Students who are LTELs are placed in an LTEL-ELD course, where the ELD Specialist uses the LTEL Toolkit in tandem with the ELD standards to create lessons for LTEL success. The Specialists review their students' grades in their content courses on a bi-weekly basis and pull those students needing additional support into targeted support sessions each week.

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.

ELD Specialist was more than planned because of the increase in EL enrollment.

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

4.1 Graduation Plans: The action effectively made progress toward the goal as evidenced by an increase of grad plan views of 16.95%, with a total viewing of 94%.

4.2 RAISE and Counseling team support for potential graduates: The action was effective in making progress toward the goal, however, due to clerical errors in reporting, the graduates were not reported correctly to the Dashboard therefore resulting in a decrease of 0.90%. Internal graduation numbers reveal an overall graduation rate of 86.67% and a graduation rate of 91.67% for our students who were receiving Academic Probation support.

4.3: The action to increase EL proficiency was effective, as there was an 8.46% increase in EL proficiency. There was a decrease in EL reclassification rate for 22-23 school year. However, to reclassify students, the previous school year's ELPAC scores are used. Since there was an increase in the 22-23 level 4 proficiency, this should produce an increase in the EL reclassification rate for the 23-24 school year. The graduation rate for English learners decreased for the 22-23 school year. The ELD Coordinator will provide Integrated ELD training to all staff to increase support for English Learners in their content classes. The ELD Coordinator is guiding the ELD team to focus on providing additional targeted support sessions to all 12th-grade students, even if they are not potentially graduating the current school year.

4.4 ELD Specialists: Hiring ELD Specialists to teach tailored ELD and LTEL-ELD courses was effective, as there was an 8.46% increase in EL proficiency. There was a decrease in the EL reclassification rate for the 22-23 school year. However, in order to reclassify students, the previous school year's ELPAC scores are used. Since there was an increase in the 22-23 level 4 proficiency, this should produce an increase in the EL reclassification rate for the 23-24 school year. The graduation rate for English Learners decreased for the 22-23 school year. ELD Specialist are working to target all 12th-grade students to provide additional support sessions to increase pass rates and graduation rates.

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.

No changes are being made due to ineffective actions.

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

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
Insight School of California	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

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.

Insight School of California is a virtual, alternative charter school specializing in serving at-risk high school students in a fully online environment. Insight is a WASC-accredited, Dashboard Alternative School Status school serving students in Inyo, Tulare, Kings, San Luis Obispo, Santa Barbara, Kern, San Bernardino, Ventura, and Los Angeles counties. Students receive synchronous instruction from highly qualified teachers; complete coursework in rigorous curriculum through Stride, Inc.; and have access to support staff and special services providers according to their needs. Insight is fully committed to supporting the social-emotional wellbeing and academic success of each of its students.

Student Demographics (Fall 2023):
6.9% English Learners (21 students)
0.3% Foster Youth (1 student)
2.9% Homeless (9 students)
72.2% Socioeconomically Disadvantaged (221 students)
26.1% Students with Disabilities (80 students)

80.0% Unduplicated Students

Total Enrollment: 306 Students

Vision Statement: Insight School of California envisions empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Mission Statement: Insight School of California is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our school provides students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight School of California's at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Reflections: Annual Performance

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

CAASPP is indicated Red in ELA and Orange in math. In ELA, all students performed 66.6 points below standard, and the subgroups of students with disabilities (91.5 points below standard) and White students (75.2 points below standard) performed below all students. In math, all students performed 173.5 points below standard, while Hispanic students performed at 175.8 points below standard and socioeconomically disadvantaged students performed 176.8 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated as Very Low in the College and Career Indicator, and is Very Low in the African American, Hispanic, socioeconomically disadvantaged, students with disabilities, and White subgroups as well.

In local assessment data, the subgroups of English learners (41.67%), Hispanic (48.04%), and students with disabilities (41.86%) are achieving lower levels of growth than all students (50.2%) in math. In reading, the subgroups of English learners (36.36%), Hispanic (40.57%), homeless youth (16.67%) and students with disabilities (39.53%) are performing at lower levels of growth than all students (44.73%). While English learner progress on the dashboard is at 51.7%, reflecting an increase of 5.6%, they are still trailing behind all students in achievement in English and math.

Graduation rate is indicated as Red for all students, as well as for Hispanic, socioeconomically disadvantaged, and students with disabilities subgroups, and there is a decline of 0.9%. While this is at least partially attributed to a data reporting error, actions were developed to address this need.

Suspension rate maintained at 0%.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:

CAASPP ELA: Students with Disabilities, all students

CAASPP Math: Socioeconomically Disadvantaged

CCI: African American, Hispanic, White, Students with Disabilities, Socioeconomically Disadvantaged, all students

Graduation Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, all students

Reflections: Technical Assistance

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

N/A

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.

Insight School of California is in CSI for low graduation rate. Graduation rate, ELA, and CCI, are indicated as red on the CA Dashboard.

Support for Identified Schools

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

Insight School of California has successfully fulfilled all the obligations associated with the Every Student Succeeds Act (ESSA) status. This includes carrying out a thorough needs assessment, involving educational partners in the planning process, choosing evidence-based interventions, and assessing for any disparities in resources.

The following was found during the school needs assessment. The graduation rate maintained -0.7% from the previous year and is 66.7%. There were 270 students in the 4- & 5-year graduation rate. All students and all student groups (Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) were a red indicator, except the student group of White (Yellow). Forty-eight 11th-grade students took the ELA assessment in Spring 2023. The school declined 3.3 points from the prior year and is 66.6 points below standard. The student group of socioeconomically disadvantaged (53.9) is significant and indicated in Orange on the Dashboard. Even though the Math indicator was Orange and increased by 11.4 points, all students were 173.5 points below standard. The student group of socioeconomically disadvantaged (176.8 below) is significant and indicated in Orange on the Dashboard. The College/Career Indicator was Very Low with only 2% of the 256 students being Prepared. Additionally, all student groups (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White) were also Very Low. At the end of 2023, the overall course pass rate was 75.6%. Additionally, 72.2% of students passed at least 60% of their courses.

Teachers, support staff, and administrators have actively engaged in conducting a needs assessment by analyzing data, analyzing surveys, and holding meetings with parents. Based on the feedback received, both staff and administrators have expressed the need for an additional supplementary program in both Math and ELA. Parents and students provided feedback regarding the need for additional academic support outside of the general class sessions. This supplementary support program aims to provide extra instruction to students who are enrolled in Math and ELA courses and require additional assistance in specific areas. The program will follow the Response to Intervention model.

To effectively implement this program, the plan is to hire Math and ELA Intervention Specialists who will work with students in small group settings. These specialists will utilize the STAR360 assessment data, which will be administered at the beginning, middle, and end of the academic year, to identify areas of improvement. The Intervention Specialists will employ research-based intervention practices for tiers 2 and 3. These practices will focus on remediating underlying skills and structures for math and reading (Gersten et al, 2009a;b), providing explicit instruction (Hite & McGahey, 2015), and intensive and individualized interventions for struggling readers provided by trained specialists and providing opportunities for extended discussions of text meaning and interpretation (Kamil et al, 2008).

See the following sections for additional information, Engaging Educational Partners, Goal 1: An explanation of why the LEA has developed this goal, Goal 1, Action

Monitoring and Evaluating Effectiveness

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

To monitor the implementation, the intervention specialist will take attendance at all intervention sessions to see which students are fully committed to the RTI program. The intervention specialists will be part of the instructional coaching process at the school. The student attendance rate at intervention sessions, student feedback, and feedback from instructional coaches will be used to evaluate the effectiveness of the implementation of the plan.

To monitor the effectiveness of the plan, the following data will be used, trimester course pass rates, ELA and math assessment results, graduation rate, and teacher and student feedback. If the plan is effective the course pass rate at the end of each trimester should increase. At the end of the year, we would expect to see an increase in the percentage of students proficient in ELA and math on STAR360 and SBAC. As well as an increased graduation rate. We expect educational partner feedback to be positive and for them to have a desire for the plan to continue.

Baseline Data from 2023
2023 SY Course Pass Rate 75.6%

SBAC/CAA ELA 66.6 Points Below Standard
SBAC/CAA Math 173.5 Points Below Standard

STAR360 Reading 34.5% At or Above Standard
STAR360 Math 7.1% At or Above Standard

Graduation Rate 66.7%
Student with Disabilities 49.3%
Socioeconomically Disadvantaged 63.6%
Hispanic 63.6%
White 68.5%

See the following sections for additional information, Engaging Educational Partners, Goal 1: Measuring and Reporting Results

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	Parents and students are surveyed regularly throughout the school year. Parents and learning coaches are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. Parents of English learners are also invited to submit feedback about the ELD program via surveys.
Students	Parents and students are surveyed regularly throughout the school year. Parents and learning coaches are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. Parents of English learners are also invited to quarterly ELAC meetings.
Teachers and other school personnel	Teachers and other school personnel are invited to monthly staff meetings, bi-weekly team data meetings, and all family engagement meetings throughout the year. Feedback from staff is obtained from conversations during these meetings and from surveys. Additionally, WASC committees collect input from staff during accreditation renewal.
School administrators	School administration team meets once weekly to discuss school data and progress. Administration team also meets in-person three times per school year, following administration of local assessment to perform in-depth data analysis. Findings and action plans from these data meetings are shared with staff.

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

Engaging educational partners meetings were held each quarter: once in the fall, once in the winter, and once in the spring. Students, parents, and staff invited and presented with updates to current goals, reporting on dashboard indicators, and a review of proposed actions/goals. During each session, attendees were asked engagement questions and provided feedback opportunities. Information from each meeting was sent via email to all invitees. Conversations during these sessions were centered around actions and programs that are currently effective or ineffective in meeting goals and to gather ideas. Additionally, students, families, and staff were surveyed regularly throughout the year, and English learners and their parents were invited to submit feedback specific to the ELD program.

As a result of the feedback collected from these meetings and surveys, the following changes to the LCAP were implemented:

- Additional position in ELD program and increased offerings in ELD: Parents indicated that more ELD class sessions to focus on conversation and how to express opinions would be beneficial to ELs
- Focus on student connection and inclusion of non-classroom connections as a metric to monitor progress: Student and parent feedback on connectedness survey questions indicate that connection to school is vital to students' academic success, and that students value the relationships they are able to form with teachers and staff.
- Focus in professional development on improving instructional practices based on data: Feedback collected during the WASC process pointed at the need to improve instructional practices, including developing lessons that integrate Star 360 data, expanding on live session methodologies to promote student learning and encourage agency, increasing use of differentiation, and continuing to focus on depth of knowledge questioning. Additionally, the WASC visiting committee recommended continued participation in professional development that supports special populations in an online environment
- Language support action: Feedback collected during the WASC process also pointed at the need to provide additional language translation options for families.
- Instructional support action: Feedback from teachers and staff indicate that more fidelity and consistency are needed in implementing new supplemental learning tools outside of the online high school to increase usage rates.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting or exceeding English Language Arts (ELA), math, and science standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed because dashboard and local data show deficits in academic achievement, both schoolwide and in various subgroups.

CAASPP is indicated Red in ELA and Orange in math. In ELA, all students performed 66.6 points below standard, and the subgroups of students with disabilities (91.5 points below standard) and White students (75.2 points below standard) performed below all students. In math, all students performed 173.5 points below standard, while Hispanic students performed at 175.8 points below standard and socioeconomically disadvantaged students performed 176.8 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated as Very Low in the College and Career Indicator, and is Very Low in the African American, Hispanic, socioeconomically disadvantaged, students with disabilities, and White subgroups as well.

In local assessment data, the subgroups of English learners (41.67%), Hispanic (48.04%), and students with disabilities (41.86%) are achieving lower levels of growth than all students (50.2%) in math. In reading, the subgroups of English learners (36.36%), Hispanic (40.57%), homeless youth (16.67%) and students with disabilities (39.53%) are performing at lower levels of growth than all students (44.73%). While English learner progress on the dashboard is at 51.7%, reflecting an increase of 5.6%, they are still trailing behind all students in achievement in English and math.

The actions developed to address this goal are intended to address the red and very low indicators, as well as the disparity in achievement between all students and these subgroups. Actions 1.3 (Math/ELA Intervention) and 1.4 (Instructional Support) are designed to reach students who are working below level and provide supports to lift their achievement levels.

CAASPP ELA: Students with Disabilities, all students
 CAASPP Math: Socioeconomically Disadvantaged
 CCI: African American, Hispanic, White, Students with Disabilities, Socioeconomically Disadvantaged, all students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A ELA SBAC Points from Standard	Overall: 66.6 below Hispanic: 44.5 below Socioeconomically Disadvantaged: 53.9 below Sped: 91.5 below White: 75.2 below			Increase by at least 25 points overall and in all subgroups	
1.2	4A Math SBAC Points from Standard	Overall: 173.5 below Hispanic: 175.8 below Socioeconomically Disadvantaged: 176.8 below White: 128.4 below			Increase by at least 25 points overall and in all subgroups	
1.3	4A CAST % Meet/Exceed	Overall: 10.19% African American: 8.70% EL: 0% Hispanic: 5.75% Socioeconomically Disadvantaged: 9.17% Sped: 7.69% White: 16.22%			Increase by at least 15% overall and in all subgroups	
1.4	4B, C, D, G, H CCI % Prepared	Overall: 2.0% African American: 0% Hispanic: 2.4% Socioeconomically Disadvantaged: 2.2% Sped: 0% White: 2.9%			Increase by at least 15% overall and in all subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a-g Completion 0.0% CTE Pathway Completion 2.2% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 10.2%				
1.5	8 Star 360 Math Performance	Overall: L1: 83.82% L2: 9.06% L3: 3.88% L4: 3.24% EL: 28 Students L1: 89.29% L2: 10.71% L3: 0% L4: 0% Hispanic: L1: 88.68% L2: 4.72% L3: 4.72% L4: 1.89% Homeless youth: 6 Students L1: 83.33% L2: 16.67% L3: 0% L4: 0% Sped:			Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L1: 92% L2: 6% L3: 2% L4: 0%				
1.6	8 Star 360 Math Growth	Overall: SGP Benchmark At/Above: 50.18% Below: 49.82% EL: 28 Students SGP Benchmark At/Above: 41.67% Below: 58.33% Hispanic: SGP Benchmark At/Above: 48.04% Below: 51.96% Homeless youth: 6 Students SGP Benchmark At/Above: 50% Below: 50% Sped: SGP Benchmark At/Above: 41.86% Below: 58.14%			Increase percentage of students testing at/above by 10% overall and across all subgroups	
1.7	8 Star 360 ELA Performance	Overall: L1: 35.71% L2: 29.81% L3: 28.88% L4: 5.59%			Decrease percentage of students testing at levels 1 and 2 by at least 15%;	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 28 Students L1: 60.71% L2: 25.00% L3: 14.29% L4: 5.59% Hispanic: L1: 37.50% L2: 33.93% L3: 25.00% L4: 3.57% Homeless youth: 6 Students L1: 50.00% L2: 33.33% L3: 0% L4: 16.67% Sped: L1: 54.90% L2: 25.53% L3: 15.69% L4: 5.88%			increase percentage of students testing at levels 3 and 4 by at least 15%	
1.8	8 Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 44.73% Below: 55.27% EL: 28 Students SGP Benchmark At/Above: 36.36% Below: 63.64%			Increase percentage of students testing at/above by 10% overall and across all subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic: SGP Benchmark At/Above: 40.57% Below: 59.43%</p> <p>Homeless youth: 6 Students SGP Benchmark At/Above: 16.67% Below: 83.33%</p> <p>Sped: SGP Benchmark At/Above: 39.53% Below: 60.47%</p>				
1.9	8 Course Pass Rates	<p>Overall: All: 75.63% Mth: 64.50% Eng: 72.14% Sci: 73.74%</p> <p>EL: All: 75.16% Mth: 65.00% Eng: 73.42% Sci: 80.00%</p> <p>Sped: All: 70.25% Mth: 54.86% Eng: 66.83% Sci: 69.03%</p>			Maintain or reach pass rates of 75% per course, both overall and in all subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	3Es Survey Completion	96.75%			Maintain completion rate at 95%	

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	Professional Development	Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards</p> <p>SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards.</p> <p>ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.</p>		
1.2	Instructional Coaching	<p>Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.</p>	\$103,225.56	Yes
1.3	Math/ELA Intervention	<p>Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families.</p>	\$166,795.72	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Support	<p>Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program.</p> <p>Insight will provide an online tutoring program from an external provider that students can access at any time, including outside of school hours, to support them with their assignments.</p> <p>Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program.</p> <p>Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaing course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.</p>	\$4,804.35	No
1.5	College/Career Readiness	All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit.	\$1,270.00	Yes
1.6	Summer School	Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.	\$59,963.42	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and effective learning environment that fosters positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. The school suspension and expulsion rates are 0%, and attendance in the first and second periods were 91.2% and 90.78%, respectively. As students can only learn if they attend school, there is a need to decrease the chronic absenteeism rate, which is higher among Hispanic (31.5%) and White (32.3%) students than all students (30.6%). As such, there is a need to strengthen student and family partnerships with the school. The percentage of students whose home language is a language other than English is 29.46%, of which 26.49% speak Spanish. In order to effectively partner with these families, there is a need to provide language support in the form of interpreter services and translated school communications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	6A Suspension Rate	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%			Maintain at 0%	
2.2	6B Expulsion Rate	Overall: 0% African American: 0% Asian: 0%			Maintain at 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 0% White: 0%				
2.3	5 Local Indicator: Parent and Family Engagement	Standard Met			Maintain at Standard Met	
2.4	6 Local Indicator: Local Climate Survey	Standard Met			Maintain at Standard Met	
2.5	5B Chronic Absenteeism Rate	Overall: 30.60% African American: 30.60% Hispanic: 31.50% White: 32.30%			Decrease rate by 5% overall and across subgroups	
2.6	5A P1/P2 Attendance Rates	P1 - 91.2% P2 - 90.78%			Maintain attendance rates at over 90%	
2.7	5D Drop Out Rate (SARC)	33.6%			Decrease 15%	
2.8	6C Non-Classroom Connections	Counselor connections: 81.55% Advisor conferences: New metric			Make non- classroom connections with at least 90% of students	
2.9	3B How the LEA will promote parental participation in programs for unduplicated pupils	100% of parents understand the process of English Learner identification and ELD program placement			Increase parental participation in programs for unduplicated pupils	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>40% of parents know to access ELPAC scores and understand what each level/score means</p> <p>100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)</p> <p>100% of parents are satisfied with their child's ELD support</p> <p>100% receive communication from the school in a language they can understand.</p> <p>100% of parents understand the ELD attendance requirements</p> <p>80% of parents know who to contact at the school if their child needs help or support</p> <p>80% of parents were interested in part of/possibly being part of the ELAC</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student. Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions				
2.10	3C How the LEA will promote parental participation in programs for individuals with exceptional needs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs			Maintain parent participation in programs for individuals with exceptional needs	
2.11	5C Middle school dropout rate	N/A School is a grades 9-12			N/A	
2.12	3A The school district makes to seek parent input in making decisions for the LEA and each individual schoolsite	N/A Single school district			N/A	

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	Language Support (EL)	Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	\$4,721.00	Yes
2.2	Engagement (family and climate)	Insight provides parent coaching opportunities as well as instructional sessions to foster positive school culture as well as an environment that drives connection and values input from all educational partners. Resources such as monthly newsletters, parent/student instructional tutorials and frequent scheduled student/family outings are provided to all educational partners in order to foster positive school culture and inclusivity. Insight ensures frequent connection via timely communication and transparency.	\$381,193.60	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Social Emotional Learning, Prevention, and Intervention	Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. Insight staff are trained on suicide prevention and screening. Insight staff, parents, learning coaches, and students have access to SEL and mental health resources at all times. Insight fosters a positive school culture and connection by providing support groups based upon student needs. Insight will work with students to address and support mental health needs.	\$477,124.23	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

<p>This was developed as a maintenance goal, as there is a need to continue to ensure that every student has sufficient access to standards-aligned instructional materials, highly qualified teachers, and a broad course of study.</p> <p>Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. Despite the equity of access, CAASPP and local achievement data show a disparity in achievement for English learners and students with disabilities, so actions have been designed to provide additional supports to students working below level.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1A Teacher Preparation and Placement (SARC)	<p>Fully Credentialed and Properly Assigned: 89.98%</p> <p>Teachers Without Credentials and Misassignments: 0%</p> <p>Credentialed Teachers Assigned Out-of-Field: 9.93%</p>			100% fully credentialed and properly assigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unknown/Incomplete: 0%				
3.2	1B Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access			Maintain 100%	
3.3	2A Implementation of the academic content and performance standards adopted by the state board.	<p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:</p> <p>Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education.</p>			Full Implementation and Sustainability in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	2B How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p>			Maintain full implementation and sustainability	
3.5	7A Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the addition of Geometry has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts			Maintain offerings and add CTE offerings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate.				
3.6	7B Programs and services developed and provided to unduplicated pupils	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Maintain	
3.7	7C Programs and services developed and provided to individuals with exceptional needs	Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Maintain	
3.8	1C School facilities are maintained in good repair.	N/A Virtual school			N/A	

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	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$52,116.00	Yes
3.2	High-Quality Teachers	Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.	\$352,689.44	Yes
3.3	Equity, Access, & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of	\$269,135.16	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners.		
3.4	MKV/FY	In accordance with state and federal laws, Insight will provide hotspots to our MKV and Foster Youth students in an effort to ensure students have free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.	\$1,500.54	No
3.5	New Teacher Induction	The new teacher induction programs aim to provide comprehensive support, guidance, and mentorship to novice educators. Pairing with a mentor as a trusted guide, novice educators can acquire strategies and best practices tailored to their specific needs. Through ongoing dialogue and mentorship, novice educators can enhance their instructional skills, learn effective pedagogical techniques, and adapt to diverse student needs more effectively.	\$1,662.26	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase the graduation rate for all pupils and across significant groups (Student with Disabilities, Socioeconomically Disadvantaged, and Hispanic), by 5% by end of SY2025-2026	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

This focus goal was developed to increase graduation rate for all students and for the following subgroups: Students with disabilities, Hispanic, and socioeconomically disadvantaged. The significant decrease in graduation rate from the previous year can be at least partially attributed to a data reporting error; nonetheless, there is significant need to improve in this area and actions have been developed to address this goal.

Indicated Red on the Dashboard
 Graduation Rate: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, all students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5E Graduation Rate (Dashboard)	Overall: 66.70% African American: 66.70% EL: 44.40% Hispanic: 63.30% Homeless youth: 53.60% Socioeconomically Disadvantaged: 63.60% Sped: 49.30% White: 68.50%			Increase the graduation rate for all pupils and across all subgroups by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	4E EL Progress	51.70%			Increase by at least 10%	
4.3	4F EL Reclassification Rate	4.70%			Increase by 5%	
4.4	Student Pass Rate (By 60%+ Courses)	Overall: 72.21% EL: 74.03% Sped: 67.24%			Increase by 3% in all groups	
4.5	Student Graduation Plan Views	94.00%			Increase to 95%	

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	RAISE Team	Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight ensures each student has a graduation plan and is placed in courses needed to graduate; each student is required to view their graduation plan each term. Insight works with students to ensure they have access to socio-economic resources .	\$472,590.80	Yes
4.2	Academic Data Coordinator	The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle.	\$83,937.85	Yes
4.3	ELD Services	Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added to targeted small group sessions	\$183,044.11	Yes

Action #	Title	Description	Total Funds	Contributing
		with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports.		

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
\$\$1,469,401	\$163,046

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
29.632%	15.038%	\$709,164.59	44.670%

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
1.2	<p>Action: Instructional Coaching</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (176.8 points below standard) is below all students (173.5 points below standard) and significantly below the state (49.1 points below standard) in math. While the student group of socioeconomically disadvantaged students</p>	<p>Instructional coaches will support teachers and their teaching practices by helping them set instructional goals, providing resources and feedback throughout planning and instructional sessions, and following up with student outcomes as a cycle to drive change in engagement and proficiency.</p> <p>This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</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>(53.9 points below standard) is performing slightly higher than all students (66.6 points below standard) in ELA, these learners are significantly behind the state average (13.6 points below standard).</p> <p>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.</p> <p>Scope: LEA-wide</p>	<p>student achievement by providing the most effective learning environment for students.</p>	
<p>1.3</p>	<p>Action: Math/ELA Intervention</p> <p>Need: Additional Student Group: Students with Disabilities</p> <p>The CAASPP data shows the student group of socioeconomically disadvantaged students (176.8 points below standard) is below all students (173.5 points below standard) and significantly below the state (49.1 points below standard) in math. While the student group of socioeconomically disadvantaged students (53.9 points below standard) is performing slightly higher than all students (66.6 points below standard) in ELA, these learners are significantly behind the state average (13.6 points below standard).</p>	<p>Intervention specialists will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of identified student groups. However, this action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</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>There is also a disparity in growth between English learners (36.36%) and the entire school (44.73%) in Star 360 reading assessments and in Star 360 math assessments (41.67% vs. 50.18%).</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: College/Career Readiness</p> <p>Need: Additional Student Groups: African American, Hispanic, White, Students with Disabilities</p> <p>The percentage of students prepared under the College and Career Indicator is extremely low at 2% prepared. Additionally, the African American, English learner, homeless youth, and students with disabilities subgroups are even lower, at 0% prepared. Educational partner feedback identifies CCI as an area of priority to improve, recognizing that students need to be better prepared for post-secondary options after graduating.</p> <p>Scope: LEA-wide</p>	<p>All students will be provided with a variety of activities to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit. Additionally, the school will investigate and purchase CTE programming for all students, to maximize the impact on improving the CCI rates on the dashboard.</p>	<p>Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard</p>
2.2	<p>Action: Engagement (family and climate)</p>	<p>Parent coaching opportunities as well as instructional sessions are provided to foster positive school culture as well as an environment</p>	<p>Progress will be monitored through feedback from educational partners.</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>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all families, but particularly those of unduplicated pupils, feel connected and engaged. Educational partner feedback indicates that only 40% of families of English learners know how to access ELPAC scores and understand what each level/score means, and 80% know who to contact at the school if their child needs help or support.</p> <p>Scope: LEA-wide</p>	<p>that drives connection and values input from all educational partners. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.</p>
<p>2.3</p>	<p>Action: Social Emotional Learning, Prevention, and Intervention</p> <p>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all students, but particularly unduplicated pupils, feel connected and engaged. Individual connections with counselors are at 81.55%</p> <p>Scope: LEA-wide</p>	<p>Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates</p>
<p>3.2</p>	<p>Action: High-Quality Teachers</p> <p>Need:</p>	<p>Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.</p>	<p>Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers local indicator</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>Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 89.98% of teachers were fully credentialed and properly assigned. There is a need to ensure that the school hires and retains highly qualified teachers. The school continues to work with the teachers' union on competitive compensation.</p> <p>Scope: LEA-wide</p>		
<p>3.3</p>	<p>Action: Equity, Access, & Accountability</p> <p>Need: Although 100% of students have access to standards-aligned curriculum and instructional materials, there is a need to improve pass rates. The course pass rate for all students in math is 64.5%, the student group of English learners is 65%, and students with disabilities is 54.86%. The course pass rate for all students in ELA is 72.14%, the student group of English learners is 73.42%, and students with disabilities is 66.83%.</p> <p>Scope: LEA-wide</p>	<p>The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. This action is being provided on an LEA-wide basis to maximize its impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.</p>	<p>Progress and effectiveness will be monitored through course pass rates and dashboard local indicators of implementation of state academic standards and access to a broad course of study</p>
<p>4.1</p>	<p>Action: RAISE Team</p>	<p>The RAISE Team works with students to ensure they are compliant with attendance and making progress academically towards graduation. This</p>	<p>Progress will be monitored through course pass rates and internal attendance</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>Need: Additional Student Groups: Hispanic, Students with Disabilities</p> <p>Need for guided support in academics and in attendance: The course pass rate for all students in math is 64.5%, the student group of English learners is 65%, and students with disabilities is 54.86%. The course pass rate for all students in ELA is 72.14%, the student group of English learners is 73.42%, and students with disabilities is 66.83%. Chronic absenteeism rate is 30.6%.</p> <p>Scope: LEA-wide</p>	<p>action is focused on improving pass rates and lowering the chronic absenteeism rate for unduplicated students; however, it will also benefit all students who are not participating in or struggling to be successful at school</p>	<p>rates. Effectiveness will be measured by chronic absenteeism and graduation rates</p>
<p>4.2</p>	<p>Action: Academic Data Coordinator</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (176.8 points below standard) is below all students (173.5 points below standard) and significantly below the state (49.1 points below standard) in math. While the student group of socioeconomically disadvantaged students (53.9 points below standard) is performing slightly higher than all students (66.6 points below standard) in ELA, these learners are significantly behind the state average (13.6 points below standard). There is also a disparity in growth between English learners (36.36%) and the entire</p>	<p>Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. This action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 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>school (44.73%) in Star 360 reading assessments and in Star 360 math assessments (41.67% vs. 50.18%).</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
2.1	<p>Action: Language Support (EL)</p> <p>Need: Because of the percentage of students whose home language is a language other than English, parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	Progress will be monitored through educational partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	<p>Action: Student ISP Reimbursement</p>	An internet subsidy will be provided to any socioeconomically disadvantaged family that	Effectiveness will be measured via educational

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Lack of internet access has sometimes been a factor that has impacted student attendance in the past.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>requests it. This will allow all students to maintain internet access</p>	<p>partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.</p>
<p>4.3</p>	<p>Action: ELD Services</p> <p>Need: Although 51.7% of English learners made academic progress in the 22-23 school year, the percent of English learners who reclassified was only 4.7%, and English learners are lagging behind the rest of the school in CAASPP scores as well as in growth in local assessments in both reading and math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Students will also receive targeted supports according to their needs.</p>	<p>Progress will be monitored via course pass rates and Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data.</p>

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

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to ensure we hire and maintain high-quality teachers to support unduplicated students.

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.

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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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	\$4,958,831	\$1,469,401	29.632%	15.038%	44.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,970,654.63	\$266,459.94	\$0.00	\$408,659.47	\$2,645,774.04	\$2,106,882.00	\$538,892.04

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	Professional Development	All	No			All Schools	24-25	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$103,225.56	\$0.00	\$60,878.85	\$42,346.71			\$103,225.56	
1	1.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	\$163,396.72	\$3,399.00	\$3,399.00			\$163,396.72	\$166,795.72	
1	1.4	Instructional Support	All	No			All Schools	24-25	\$0.00	\$4,804.35				\$4,804.35	\$4,804.35	
1	1.5	College/Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$0.00	\$1,270.00	\$1,270.00				\$1,270.00	
1	1.6	Summer School	All	No			All Schools	24-25	\$59,963.42	\$0.00				\$59,963.42	\$59,963.42	
2	2.1	Language Support (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$0.00	\$4,721.00	\$4,721.00				\$4,721.00	
2	2.2	Engagement (family and climate)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$381,193.60	\$0.00	\$314,120.88			\$67,072.72	\$381,193.60	
2	2.3	Social Emotional Learning, Prevention, and Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$222,206.72	\$254,917.51	\$254,917.51	\$192,450.97		\$29,755.75	\$477,124.23	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Student ISP Reimbursement	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	\$0.00	\$52,116.00	\$52,116.00				\$52,116.00	
3	3.2	High-Quality Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$352,689.44	\$0.00	\$352,689.44				\$352,689.44	5.82%
3	3.3	Equity, Access, & Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$83,894.65	\$185,240.51	\$255,948.00			\$13,187.16	\$269,135.16	
3	3.4	MKV/FY	MKV/FY	No			All Schools	24-25	\$0.00	\$1,500.54				\$1,500.54	\$1,500.54	
3	3.5	New Teacher Induction	All	No			All Schools	24-25	\$1,662.26	\$0.00		\$1,662.26			\$1,662.26	
4	4.1	RAISE Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$472,590.80	\$0.00	\$403,611.99			\$68,978.81	\$472,590.80	
4	4.2	Academic Data Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$83,937.85	\$0.00	\$83,937.85				\$83,937.85	
4	4.3	ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$182,120.98	\$923.13	\$183,044.11				\$183,044.11	

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
\$4,958,831	\$1,469,401	29.632%	15.038%	44.670%	\$1,970,654.63	5.820%	45.560 %	Total:	\$1,970,654.63
								LEA-wide Total:	\$1,730,773.52
								Limited Total:	\$239,881.11
								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	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,878.85	
1	1.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,399.00	
1	1.5	College/Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,270.00	
2	2.1	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,721.00	
2	2.2	Engagement (family and climate)	Yes	LEA-wide	English Learners Low Income	All Schools	\$314,120.88	
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$254,917.51	
3	3.1	Student ISP Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$52,116.00	
3	3.2	High-Quality Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$352,689.44	5.82%

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	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	\$255,948.00	
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Low Income	All Schools	\$403,611.99	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	\$83,937.85	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$183,044.11	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,332,599.65	\$1,083,215.64

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	Lesson planning and standards alignment	Yes	\$51,077.00	46,376.84
1	1.2	Professional development	Yes	\$267,354.11	45,841.47
1	1.3	SAI (Specialized Academic Instruction)	No	0	0
1	1.4	Intervention program	No Yes	\$198,229.35	189,696.60
1	1.5	Data conferencing	No	\$2,140.00	8,710.51
1	1.6	Non-Instructional Days	No	0	0
1	1.7	Assessment data analysis	Yes	\$92,809.85	48,782.58
1	1.8	Independent work	No	0	0
1	1.9	Automatic progress updates	Yes	\$2,496.50	5.57
1	1.11	Develop college and career readiness offerings	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Strong Start Orientation	No	0	0
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	Yes	\$172,820.32	115,469.70
2	2.3	Walk to Class Orientation	No	0	0
2	2.4	Academic Advisor Role	No	0	0
2	2.5	Ongoing attendance and withdrawal monitoring/training by Academic Advisors	No	0	525.30
2	2.6	Consistent live session schedule	No	0	0
2	2.7	Data conferencing	No	0	0
2	2.8	Automatic attendance alerts	No	0	0
2	2.9	Interpreter and translation services	Yes	\$2,594.63	8,595.09
2	2.10	Learning Coach Support/Communication	No	0	0
2	2.11	Student activities	No	0	0
2	2.12	Trauma Guidance Counselor	Yes	\$83,698.11	80,498.02
2	2.13	Student and Family Champion	No	\$35,848.00	39,236.78
3	3.1	Student ISP Reimbursement	Yes	\$52,116.00	52,116.00

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)
3	3.2	Teachers	Yes	\$116,934.34	176,923.89
3	3.4	McKinney Vento and Foster Youth Liaison	No	\$2,600.00	186.76
4	4.1	Graduation Plans	No Yes	\$7,559.00	44.93
4	4.2	RAISE and Counseling Team Support for Potential Graduates	Yes	\$129,201.50	117,430.04
4	4.3	ELD Coordinator	Yes	\$60,505.29	61,167.44
4	4.4	ELD Specialist	Yes	\$54,615.65	91,608.12

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)
\$1,370,109	\$1,053,877.65	\$824,108.84	\$229,768.81	10.180%	4.850%	-5.330%

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	Lesson planning and standards alignment	Yes	\$46,352.00	\$38,283.21		
1	1.2	Professional development	Yes	\$253,507.11	\$28,978.47		
1	1.4	Intervention program	Yes	\$40,318.35	\$46,758.25		
1	1.7	Assessment data analysis	Yes	\$92,809.85	\$46,193		
1	1.9	Automatic progress updates	Yes	\$2,496.50			
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE Team	Yes	\$149,509.32	\$83,450.03		
2	2.9	Interpreter and translation services	Yes	\$2,594.63	\$8,595.09		
2	2.12	Trauma Guidance Counselor	Yes	\$83,698.11	\$80,498.02		
3	3.1	Student ISP Reimbursement	Yes	\$52,116.00	\$52,116.00		
3	3.2	Teachers	Yes	\$116,934.34	\$176,923.89	10.18%	4.85%
4	4.1	Graduation Plans	Yes				
4	4.2	RAISE and Counseling Team Support for Potential Graduates	Yes	\$98,420.50	\$109,537.32		

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)
4	4.3	ELD Coordinator	Yes	\$60,505.29	\$61,167.44		
4	4.4	ELD Specialist	Yes	\$54,615.65	\$91,608.12		

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)
\$4,715,735	\$1,370,109	8.31%	37.364%	\$824,108.84	4.850%	22.326%	\$709,164.59	15.038%

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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