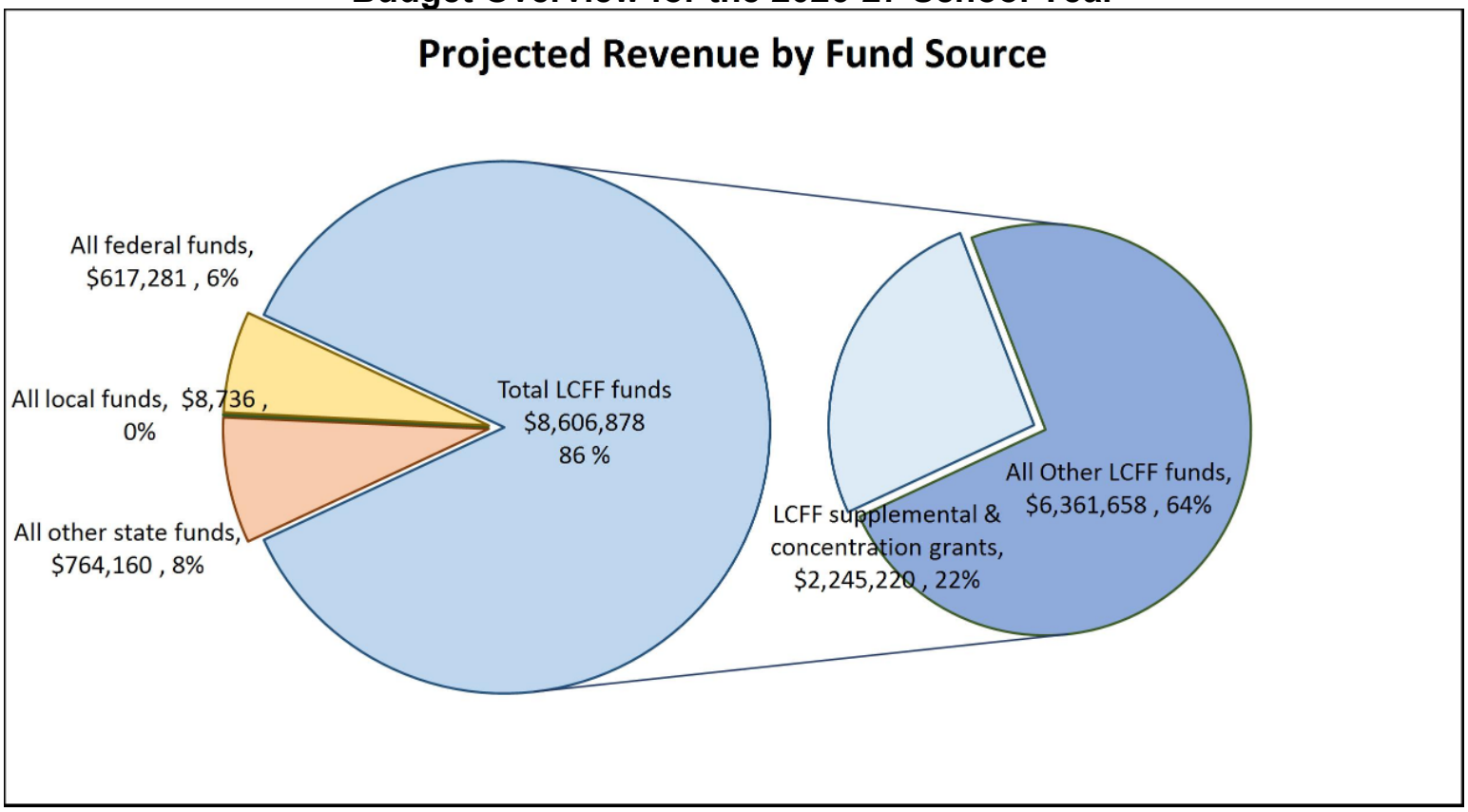
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight School of California
CDS Code: 15-63628-0127209
School Year: 2026-27
LEA contact information:
Morgan Vincent
Academic Administrator
movincent@k12insightca.org
951-894-9089

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

Budget Overview for the 2026-27 School Year

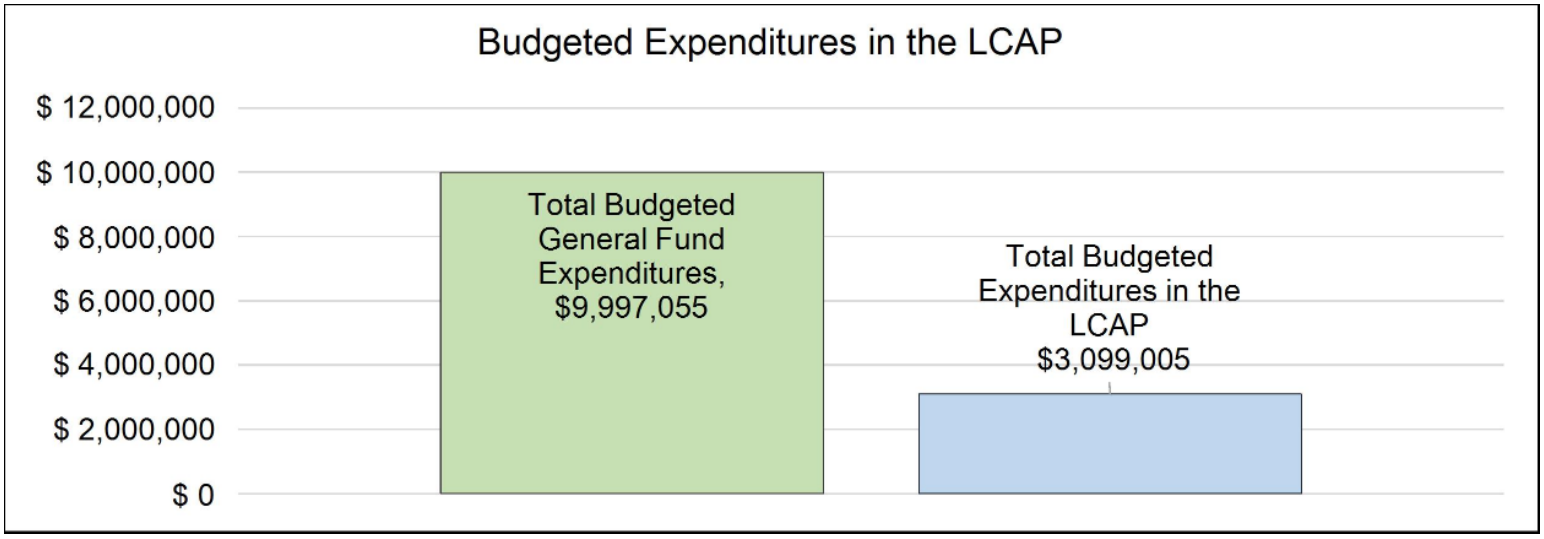


This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight School of California is $9,997,055, of which $8,606,878 is Local Control Funding Formula (LCFF), $764,160 is other state funds, $8,736 is local funds, and $617,281 is federal funds. Of the $8,606,878 in LCFF Funds, $2,245,220 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Insight School of California plans to spend $9,997,055 for the 2026-27 school year. Of that amount, $3,099,005 is tied to actions/services in the LCAP and $6,898,050 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

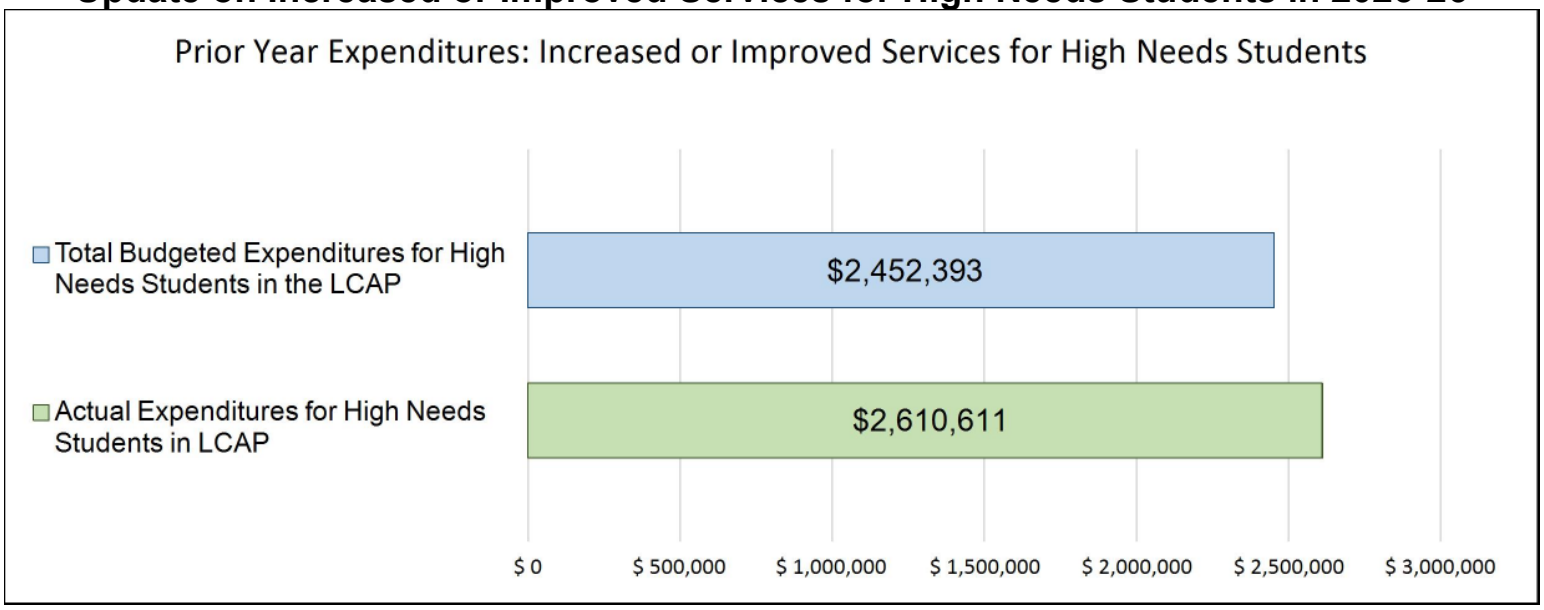
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

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

In 2026-27, Insight School of California is projecting it will receive $2,245,220 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 $2,506,059 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 2025-26



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 2025-26, Insight School of California's LCAP budgeted $2,452,393 for planned actions to increase or improve services for high needs students. Insight School of California actually spent $2,610,611 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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 2025):
9.4% English Learners (43 students)
3.9% Homeless (18 students)
0.4% Foster Youth (2 students)
78.6% Socioeconomically Disadvantaged (360 students)
21.4% Students with Disabilities (98 students)

85.38% Unduplicated Students

Total Enrollment: 458 Students

Student Demographics (Fall 2024):
12.2% English Learners (45 students)
3.0% Homeless (11 students)
0% Foster Youth (0 students)
76.5% Socioeconomically Disadvantaged (283 students)
17.8% Students with Disabilities (66 students)

79.69% Unduplicated Students

Total Enrollment: 370 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.

On Insight School of California's Dashboard, academic performance (CAASPP) is indicated as orange in ELA and yellow in Math. In ELA, all students performed 75.4 points below standard, representing a decline of 17.7 points compared to the previous year. The subgroup of Hispanic is indicated in orange in ELA with 78.5 points below standard, an increase of 26.6 point. The subgroup of socioeconomically disadvantaged also indicated in orange with 66.2 points below standard, an increase of 27.9 points. The subgroup Students with Disabilities did not indicate a color in ELA with 149 points below standard, an increase of 12.8 point. The subgroup of English Learners also did not indicate a color with 72 points below standard. In Math, all students performed at 112.5 points below standard, an increase of 59.5 points compared to the previous year. The subgroup of Hispanic indicated in yellow in Math with 112.2 point below standard, an increase of 81.3 points. The subgroup Socioeconomically Disadvantaged also indicated in yellow with 104.1 points below standard, an increase of 62.1 points. The subgroup Students with Disabilities did not indicate a color in Math with 140.4 points below standard, an increase of 84.8 points. The subgroup English Learners also did not indicate a color with 43.4 points below standard. Insight attributes this growth to several factors, including professional development tailored toward increasing rigor and scaffolding for student support, instructional coaching to promote and develop teaching best practices, and supports for struggling students including intervention, supplemental programs, and summer school offerings. Insight School of California is encouraged by this significant growth, particularly in math, but also recognizes that there is need to continue this growth trend in both math and ELA.

The school is indicated Red in the College and Career Indicator with a slight decline of 3.3% compared to the previous year, to 3.4% prepared . The subgroup Hispanic indicated Red with a decline 7.6% to 0.6% prepared. Socioeconomically Disadvantaged also indicated Red with a decline of 2.7% decline to 3.5% prepared. The subgroup Students with Disabilities indicated Red as well, but maintained -0.1% with 1.9% prepared. The subgroup English Learners did not indicate a color. However, the group had a slight decline of 4% with 0% prepared. The subgroups of Homeless and Long-Term English Learners also did not indicate a color and have 0% prepared. Insight recognizes this as an area of ongoing need and hopes to see increases as a result of the planned actions in this area. Insight will continue to offer dual enrollment opportunities to its students as a means to better prepare them for postsecondary goals and will further develop enrollment offerings if this action proves successful.

In local assessment data, in reading, overall 57.2% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, an increase of 3%. The subgroups of Long-Term English learners (58.6%) and homeless youth (58.33%) are achieving higher levels of growth than the overall population, while the subgroups of Hispanic (54.64%) and students with disabilities (45.12%) are achieving lower levels of growth than all students in math. In Math, overall 57.89% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, an increase of 5%. The subgroups of English learners (58.18%) and homeless youth (59.26%) are achieving higher levels of growth than the overall population. While the subgroups of Hispanic (56.38%) and students with disabilities (49.37%) are performing at slightly lower levels of growth than all students, but all subgroups showed significant increase compared to the prior year.

English learner progress is indicated Red on the dashboard is at 33.3%, a 15.7% decline compared to the previous year. Insight recognizes the need to continue providing increased support for English Learners via instructional scaffolds and various language supports and services.

Graduation rate is indicated as Yellow for all students at 70.9%, an increase of 5.5% from the prior year. Yellow student subgroups include African American students at 67.2%, an increase of 4.1%, and homeless students at 62.2%, a decline of 4.5%. The subgroup of Long-Term English Learners did not indicate a color at 64.3% graduated, a 9.9% decline from the previous year. Insight is encouraged by the overall growth but recognizes the need to continue working toward graduation rate as a focus goal to ensure that all students are supported toward meeting graduation requirements.

Suspension rate, indicated as Blue, maintained at 0%.

Student groups within the school with the lowest performance level on one or more indicators on the 2023 Dashboard:
CAASPP ELA: All students
CCI: All students, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American
Graduation Rate: All students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Student groups within the school with the lowest performance level on one or more indicators on the 2024 Dashboard:
CAASPP ELA: All students, Socioeconomically Disadvantaged
CAASPP Math: All students
Graduation Rate: All students, African American, White, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Student groups within the school with the lowest performance level on one or more indicators on the 2025 Dashboard:
Graduation Rate: African American, homeless
EL Progress: English Learners, Long-Term English Learner
CCI: All students, students with disabilities, socioeconomically disadvantage, Hispanic

Insight has plans to expended LREBG funds for the 2026-27 school year.
LREBG funded actions may be found in Goal 4, Action 4. See action descriptions for an explanation of the rationale for choosing the selected actions.

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 is indicated Red for homeless and African American students.

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 graduation rate increased 5.5% from the previous year and it is 70.9% and indicated as Yellow. This represents an increase of 5.1% from baseline year, and the student groups of socioeconomically disadvantaged, students with disabilities, and Hispanic, which were previously indicated as Red, moved to Orange. The homeless and African American student subgroups, however, were 62.2% and 67.2%, respectively, and indicated Red.

Insight School of California's leadership team, teachers, and support staff engaged in weekly data analysis related to student achievement and collecting feedback from students, learning coaches, and parents. Their analysis concluded that while significant progress has been made in math performance on state assessments (an increase of almost 60 points from prior year), overall achievement in both math and ELA continues to point to a need to address gaps in foundational knowledge. In response to this need, Insight implemented an intervention program aimed at providing supplementary instruction to students in focused standards in need of development. To effectively implement this program, Insight hired math and ELA Intervention Specialists to work with students in small group settings. These specialists utilize internal STAR360 assessment data, which is administered at the beginning, middle, and end of each academic year, to identify areas of improvement. The Intervention Specialists employ research-based intervention practices for tiers 2 and 3. These practices 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).Students actively participating in intervention have shown growth in Star 360 assessments from beginning of year to mid-year assessments, and feedback from students and families indicate a perception of success.

In addition to intervention, Insight's leadership and staff recognized the need for a supplementary program for additional practice outside of general classes to allow students to demonstrate individual, independent mastery of standards. Parents and students provided feedback regarding the need for additional academic support outside of the general class sessions. Insight purchased licenses for all students for iXL, a research-based program that allows for targeted practice in specific growth areas. Insight has begun implementation of this program with targeted groups of students, including those in intervention, and feedback from instructional staff indicates the value of collecting data from this independent practice. Special programs teachers review this data with administrators during bi-weekly data analysis meetings to ensure its effectiveness.

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 4

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 specialists 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 should increase at the end of each trimester. 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%
2024 SY Course Pass Rate 79.3%
2025 SY Course Pass Rate 78.2%

2023 SBAC/CAA ELA 66.6 Points Below Standard
2023 SBAC/CAA Math 173.5 Points Below Standard

2024 SBAC/CAA ELA 93.1 Points Below Standard
2024 SBAC/CAA Math 172 Points Below Standard

2025 SBAC/CAA ELA 75.4 Points Below Standard
2025 SBAC/CAA Math 112.5 Points Below Standard

2023 STAR360 Reading 34.5% At or Above Standard
2023 STAR360 Math 7.1% At or Above Standard

2024 STAR360 Reading 47.6% At or Above Standard
2024 STAR360 Math 22.4% At or Above Standard

2025 STAR360 Reading 57.2% At or Above Standard
2025 STAR360 Math 57.9% At or Above Standard

2023 Graduation Rate 66.7%
Student with Disabilities 49.3%
Socioeconomically Disadvantaged 63.6%

Hispanic 65.3%
White 68.5%

2024 Graduation Rate 65.4%
Student with Disabilities 67.2%
Socioeconomically Disadvantaged 64.4%
Hispanic 65.3%
White 69.1%

2025 Graduation Rate 70.9%
Student with Disabilities 73.4%
Socioeconomically Disadvantaged 68.8%
Hispanic 70.2%
White 74.7%
African American 67.2%
Homeless 62.2%

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. Parents are invited to Parent Advisory Committee meetings at least twice per year to provide feedback and guidance regarding program and budget decisions.
Students	Parents and students are surveyed regularly throughout the school year. Parents, learning coaches, and students are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. 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.

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee	The English Learner Advisory Committee (ELAC) meets four times throughout the year to discuss student achievement, the importance of attendance, the English Learner program at Insight, ELPAC testing, reclassification criteria, and family and student needs. During each meeting, families have opportunities to ask questions, share feedback, and provide suggestions that help guide supports and services for English Learners and their families.
Parent and Student Advisory Committee	Parents and students are invited to Parent Advisory Committee meetings at least twice per year to provide feedback and guidance regarding program and budget decisions.

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 were 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. Parents were also invited to join a Parent Advisory Committee, which met three times this year. During these meetings, LCAP goals and actions were discussed and feedback opportunities were offered. Parents offered insights as to why supplemental programs (intervention, for example) were effective for their students. 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.

Below is a summary of parent and family feedback from over the course of this school year:

- Strong Academic Advisor (AA) Support
- Overwhelming majority of students report feeling highly supported, indicating effective advisor relationships and consistent communication
- Students receiving special services largely report high satisfaction, reflecting strong responsiveness and quality of support
- Students frequently identified multiple teachers as supportive, with many indicating “all teachers,” demonstrating broad staff impact and positive student-teacher relationships.
- Nearly all students report feeling connected to the school, indicating a positive overall school climate.
- Strong majority of students and families agree that staff ensure a safe and supportive learning environment

Key Drivers of Student Support

- Communication and responsiveness (timely replies, regular check-ins)
- Academic assistance (feedback, one-on-one help)
- Encouragement and positive relationships (kindness, motivation)
- Flexibility and understanding (accommodations, support during challenges)

Opportunities to Increase Student Engagement
Students expressed interest in:

- More interaction opportunities (clubs, group projects, events)
- Improved communication and visibility of information
- Greater accessibility, including more local and virtual options

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

- Focus on Student Connection and School Climate: While surveys indicated a positive overall school climate and strong student-teacher relationships, families emphasized that ongoing communication, encouragement, and regular check-ins are key drivers of student support. To maintain this momentum and address student interest in more interaction opportunities (such as clubs, group projects, and events), non-classroom connections have been included as a metric to monitor support students' sense of belonging.
- Data-Driven Professional Development: While students receiving special services and English learners reported high levels of satisfaction, achievement data and staff input highlight the need to continually refine instructional practices. Professional development will focus on using instructional coaches to review classroom data to enhance and design lessons, expanding live session methodologies to increase student agency, providing robust instructional differentiation, and incorporating depth-of-knowledge questioning.
- 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. Parent feedback points to the effectiveness of the current intervention program and the need to maintain additional qualified staff.
- Reduced Student-to-Staff Ratios: Feedback heavily underscored that strong Academic Advisor (AA) relationships, timely communication, and broad staff accessibility are foundational to student well-being and academic success. To build on these strengths, counselor caseloads will be reduced. This change aims to improve graduation rates by ensuring counselors have the capacity to keep students well-versed in graduation requirements and readily connect them to available support resources.

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 performed173.5 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	9d.1 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	Overall: 93.1 below Hispanic: 105.2 below Socioeconomically Disadvantaged: 94.1 below Sped: 161.8 below White: 76 below	2025 Overall: -75.4 Hispanic: -78.5 Socioeconomically Disadvantaged: -66.2 Sped: -149 EL: -72	Increase by at least 25 points overall and in all subgroups	Overall: -8.8 Hispanic: -34 Socioeconomically Disadvantaged: -8.3 Sped: -57.5 White: 75.2
1.2	9d.1 Math SBAC Points from Standard	Overall: 173.5 below Hispanic: 175.8 below Socioeconomically Disadvantaged: 176.8 below White: 128.4 below	Overall: 172 Hispanic: 192.4 Socioeconomically Disadvantaged: 166.2 below Sped: 225.2 White: 120.5	Overall: -112.5 Hispanic: -111.2 Socioeconomically Disadvantaged: -104.1 Sped: -140.4 EL: -43.4	Increase by at least 25 points overall and in all subgroups	Overall: 61 Hispanic: 64.6 Socioeconomically Disadvantaged: 72.7 Sped: 38.1 White: 128.4
1.3	9d.1 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%	Overall: 13.14% (24.8 below standard) African American: 17.86% (19.6 below standard) EL: 5.56% Hispanic: 9.68% (28.5 below standard) Socioeconomically Disadvantaged: 12.50% (24.5 below standard) Sped: 3.45% (27.9 below standard)	Overall: 22.37% African American: 19.05% EL: 21.80% Hispanic: 25.77% Sped: 20.69% White: 5.00%	Increase by at least 15% overall and in all subgroups	Overall: 12.18% African American:10.35% Hispanic: 20.02% EL: 21.8% Socioeconomically Disadvantaged: -9.17% Sped: 13% White: -11.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 17.50% (18.1 below standard)			
1.4	9d.2, 3, 4, 7, 9 CCI % Prepared	Overall: 2.0% African American: 0% Hispanic: 2.4% Socioeconomically Disadvantaged: 2.2% Sped: 0% White: 2.9% 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%	Overall: 6.3% African American: 2.6% Hispanic: 7.5% Socioeconomically Disadvantaged: 5.7% Sped: 2% White: 4.9% CCI Details a-g Completion 0.0% CTE Pathway Completion 0.0% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 10.8%	Overall: 3.40% African American: 5.90% Hispanic: 0.60% Socioeconomically Disadvantaged: 3.50% Sped: 1.90% White: 7.20% CCI Details a-g Completion 0.0% CTE Pathway Completion 1.1% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 12.8%	Increase by at least 15% overall and in all subgroups	Overall: 1.4% Hispanic: -1.8% Socioeconomically Disadvantaged: 1.3% Sped: 1.9% White: 4.3% African American: 5.9%
1.5	9h.1 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%	Overall L1: 70.98% L2: 6.67% L3: 4.12% L4: 18.24% EL L1: 66.67% L2: 9.26% L3: 1.85% L4: 22.22%	Overall: L1 57.47% L2 8.71% L3 5.60% L4 28.22% EL: L1 50.00% L2 3.47% L3 8.93% L4 37.50%	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%	Overall L1 -26.35% L2 -0.35% L3 1.72% L4 24.98% EL L1 -39.29% L2 -7.24% L3 8.93% L4 37.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: L1: 92% L2: 6% L3: 2% L4: 0%	Hispanic L1: 71.25% L2: 7.92% L3: 3.33% L4: 17.50% Homeless youth L1: 66.67% L2: 4.76% L3: 9.52% L4: 19.05% Sped L1: 81.13% L2: 6.60% L3: 2.83% L4: 9.43%	Hispanic: L1 57.40% L2 0.00% L3 14.29% L4 28.57% Homeless Youth: L1 46.43% L2 10.71% L3 3.57% L4 39.29% LTEL: L1 45.16% L2 3.23% L3 12.90% L4 38.71% SPED: L1 71.95% L2 7.32% L3 2.44% L4 18.29%		Hispanic L1 -31.28% L2 -4.72% L3 9.57% L4 26.68% Homeless youth L1 -36.90% L2 -5.96% L3 3.57% L4 39.29% Sped L1 -20.05% L2 1.32% L3 0.44% L4 18.29%
1.6	9h.1 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	Overall SGP Benchmark At/Above: 52.53% Below: 47.47% EL SGP Benchmark At/Above: 60% Below: 40% Hispanic SGP Benchmark At/Above: 48.09%	Overall SGP Benchmark At/Above 57.89% Below 42.11% EL SGP Benchmark At/Above 58.18% Below 41.82% Hispanic SGP Benchmark At/Above 56.38%	Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall SGP Benchmark At/Above 7.71% Below -7.71% EL SGP Benchmark At/Above 16.51% Below -16.51% Hispanic SGP Benchmark At/Above 8.34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Below: 51.91% Homeless youth SGP Benchmark At/Above: 66.67% Below: 33.33% Sped SGP Benchmark At/Above: 46.88% Below: 53.13%	Below 43.62% Homeless youth SGP Benchmark At/Above 59.26% Below 40.74% LTEL SGP Benchmark At/Above 60.00% Below 40.00% Sped SGP Benchmark At/Above 49.37% Below 50.63%		Below -8.34% Homeless youth SGP Benchmark At/Above 9.26% Below -9.26% Sped SGP Benchmark At/Above 7.51% Below -7.51%
1.7	9h.1 Star 360 ELA Performance	Overall: L1: 35.71% L2: 29.81% L3: 28.88% L4: 5.59% 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	Overall L1: 27.85% L2: 24.56% L3: 23.02% L4: 24.56% EL L1: 39.62% L2: 18.87% L3: 15.09% L4: 26.42% Hispanic L1: 30.42% L2: 25.00% L3: 22.08% L4: 22.50% Homeless youth L1: 28.57% L2: 4.76%	Overall: L1 29.63% L2 16.87% L3 20.37% L4 33.13% EL: L1 40.74% L2 12.96% L3 14.81% L4 31.48% Hispanic: L1 42.86% L2 0.00% L3 42.86% L4 14.29% Homeless Youth: L1 23.08% L2 19.23%	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%	Overall L1 -6.08% L2 -12.94% L3 -8.51% L4 27.54% EL L1 -19.97% L2 -12.04% L3 0.52% L4 25.89% Hispanic L1 5.36% L2 -33.93% L3 17.86% L4 10.72% Homeless youth L1 -26.92% L2 -14.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L1: 50.00% L2: 33.33% L3: 0% L4: 16.67% Sped: L1: 54.90% L2: 25.53% L3: 15.69% L4: 5.88%	L3: 42.86% L4: 23.81% Sped L1: 49.54% L2: 20.18% L3: 15.60% L4: 14.68%	L3 15.38% L4 42.31% LTEL: L1 40.00% L2 10.00% L3 10.00% L4 40.00% SPED: L1 48.24% L2 14.12% L3 14.12% L4 23.53%		L3 15.38% L4 25.64% Sped L1 -6.66% L2 -11.41% L3 -1.57% L4 17.65%
1.8	9h.1 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% Hispanic: SGP Benchmark At/Above: 40.57% Below: 59.43% Homeless youth: 6 Students SGP Benchmark At/Above: 16.67% Below: 83.33% Sped:	Overall SGP Benchmark At/Above: 54.18% Below: 45.82% EL SGP Benchmark At/Above: 53.33% Below: 46.67% Hispanic SGP Benchmark At/Above: 49.62% Below: 50.38% Homeless youth SGP Benchmark At/Above: 44.44% Below: 55.56% Sped SGP Benchmark At/Above: 50%	Overall SGP Benchmark At/Above 57.20% Below 42.80% EL SGP Benchmark At/Above 56.60% Below 43.40% Hispanic SGP Benchmark At/Above 54.64% Below 45.36% Homeless youth SGP Benchmark At/Above 58.33% Below 41.67% LTEL SGP Benchmark At/Above 58.62%	Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall SGP Benchmark At/Above 12.47% Below -12.47% EL SGP Benchmark At/Above 20.24% Below -20.24% Hispanic SGP Benchmark At/Above 14.07% Below -14.07% Homeless youth SGP Benchmark At/Above 41.66% Below -41.63% Sped SGP Benchmark At/Above 5.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SGP Benchmark At/Above: 39.53% Below: 60.47%	Below: 50%	Below 41.38% Sped SGP Benchmark At/Above 45.12% Below 54.88%		Below -5.59%
1.9	9h.1 Course Pass Rates	Overall: All: 75.63% Mth: 64.50% Eng: 72.14% Sci: 73.74% EL: All: 75.16% Mth: 65.00% Eng: 73.42% Sci: 80.00% Sped: All: 70.25% Mth: 54.86% Eng: 66.83% Sci: 69.03%	Overall All: 79.30% Mth: 63.70% Eng: 76.70% Sci: 82.80% EL All: 74.90% Mth: 59.30% Eng: 65.90% Sci: 71.40% Sped All: 69.20% Mth: 54.80% Eng: 65.10% Sci: 71.10%	Overall: All 78.18% Mth 69.70% Eng 72.30% Sci 78.55% EL: All 75.18% Mth 69.79% Eng 66.67% Sci 72.82% SPED: All 68.84% Mth 58.38% Eng 63.04% Sci 65.82%	Maintain or reach pass rates of 75% per course, both overall and in all subgroups	Overall All 2.55% Mth 5.20% Eng 0.16% Sci 4.81% EL All 0.02% Mth 4.79% Eng -6.75% Sci -7.18% Sped All -1.41% Mth 3.52% Eng -3.79% Sci -3.21%
1.10	3Es Survey Completion	96.75%	87.00%	Overall: 85.90% African American 84.81% American Indian 96.15% Asian 66.67% EL 86.96% Filipino 100.00% Foster youth 83.33% Hispanic 100.00% Homeless youth 85.00%	Maintain completion rate at 95%	Overall: -10.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL 86.79% Pacific Islander 100.00% Socioeconomically Disadvantaged 86.16% Sped 82.40% Two or More Races White 86.34%		

Goal Analysis [2025-26]

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

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

Professional development implementation focused on building staff capacity in instructional technology, data analysis, student engagement, and instructional best practices. All staff completed Engageli professional development through technical demonstrations, guided group practice, feature-specific deep dives, content-specific lesson demonstrations, and hands-on implementation activities. Staff also reviewed the reimbursement process presented by the Head of Schools and received an overview of the Special Education services available to Insight students.

Throughout the school year, the Instructional Coaching and Training teams provided ongoing professional development opportunities aligned to instructional priorities and student needs. Topics included Microsoft Excel for organizing and analyzing student data, increasing instructional rigor, strengthening formative and summative assessment practices, improving student engagement through intentional lesson design, and effectively utilizing instructional tools and data to support student achievement. Training on Star 360 supported staff in identifying and developing a deeper understanding of Power and Focus Standards to guide instruction and intervention. All unit members are required to complete a minimum of three professional development hours each school year. [Action 1.1]

The Instructional coaching team provided a comprehensive training plan for new staff that included asynchronous Engageli and online high school training, creation of live classes, virtual lesson plan development, and virtual practice lesson sessions. Training plans were personalized based on individual staff position needs and individual staff member needs. Instructional coaches attended the first live sessions for instructional staff. For school year 24-25, a major change to the training plan for new instructional staff was to incorporate a full coaching cycle over their first trimester at Insight. This change allowed for further instructional support as instructors developed virtual pedagogical skills. Instructional Coaches provided support for the whole school by providing monthly, optional professional development opportunities for staff to attend. Coaches also compiled resources to share monthly as toolkits and shared staff spotlights of teachers at

Insights successfully implementing teaching practices. The Instructional Coaching team provided optional full coaching cycle opportunities for instructional staff and open office hours for additional support as needed. [Action 1.2]

Student placement into intervention was determined by Star360 results collected at the start and midpoint of the school year. These data points informed decisions about which students required additional academic support. Intervention Specialists use the results to identify priority skill gaps and to shape instructional plans that align instruction, materials, and assessment practices to student needs. Ongoing collaboration occurs through regularly scheduled Team DDI meetings, where staff reflect on progress trends and adjust instructional focus as needed. Student performance is tracked through multiple measures and reviewed with instructional Leads during scheduled individual data conversations. At this time, Insight has not filled all planned intervention positions and continues active recruitment efforts to complete the team. [Action 1.3]

Intervention and Education Specialists are implementing the usage of the online platform IXL. IXL provides specific standards-based mini lessons and assessments to monitor student progress and assess student growth in the program. Education Specialists use the IXL data collection to determine progress and develop new goals. Insight has continued its partnership with Tutor.com, giving all enrolled students access to the around the clock online tutoring resource. During the school year, a small group of students engaged regularly with the platform for assistance and demonstrated positive outcomes. Insight has not yet hired a roving sub. In the meantime, there is a system in place where teachers can sign up to cover live sessions and request coverage as needed. This allows live sessions to continue without interruption when a teacher needs to take time off. [Action 1.4]

Insight conducted FAFSA workshops, hosted College and Career Workshops, and facilitated a monthly College and Career support group. This school year we collaborated with Irvine Valley College (IVC) to provide students access to dual enrollment opportunities, and students had the option to take a Career Planning course and Microsoft courses with preparation for Microsoft certifications. Each student met with their counselor each term to discuss postsecondary plans, and staff organized monthly community college outings. [Action 1.5]

Insight hired qualified content-area teachers to deliver summer school instruction and also employed an Academic Advisor to support students during the summer term. All 12th-grade students, as well as 11th-grade students needing more than 80 credits to graduate, were invited to participate. This targeted approach helped students remain on track to graduate either with their cohort or the 5th year cohort while supporting Insight’s goal of increasing its graduation rate. As a result of offering summer school, Insight successfully graduated an additional 19 students, 18 of whom were included in the school’s graduation rate for the year; the additional student will count toward the 25/26 SY grad rate. [Action 1.6]

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.

School unable to fill budgeted Intervention Specialist positions until mid-year. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

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

In addition to all staff participating in mandatory professional development at the start of the school year, 85% of staff members participated in 2 or more additional professional development opportunities throughout the school year and 65% of instructional staff participated in at least one instructional coaching cycle. Insight School of California's professional development [Action 1.1] was somewhat effective, as the data reflects clear strengths alongside areas needing continued refinement. Additionally, Insight School of California's instructional coaching [Action1.2] was somewhat effective, as the data reflects clear academic gains in targeted areas alongside ongoing challenges.

SBAC results show mixed outcomes. In ELA, overall performance moved further from standard (–66.6 to –75.4), while Math improved significantly (–173.5 to –112.5), demonstrating stronger impact in mathematics instruction. Hispanic students followed a similar pattern, moving –34 points further from standard in ELA, but improving substantially in Math (64.6 points closer to standard). Socioeconomically disadvantaged students also declined in ELA (–8.3 points) while improving in Math (72.7 points closer to standard). These subgroup trends suggest that professional development and coaching strategies more effectively strengthened math instructional practices, while literacy strategies have not yet produced consistent gains.

STAR 360 data highlights notable growth across multiple student groups. Overall, students scoring at Level 4 increased significantly in Math (3.24% to 28.22%) and ELA (5.59% to 33.13%), reflecting increased rigor and improved instructional delivery. Hispanic students demonstrated strong growth, with Level 4 Math performance increasing by 39.29% and ELA increasing by 10.72%. Homeless youth also showed substantial gains, increasing 39.29% in Math and 25.64% in ELA, indicating improved access to rigorous instruction and that coaching strategies helped teachers better support high-need students.

Insight School of California also demonstrated overall growth on STAR 360 Growth measures in both Math and ELA. In Math, 57.2% of students scored at or above benchmark, representing a 7.7% increase from SY22–23. Similarly, ELA results showed 57.2% of students scoring at or above benchmark, an increase of 12.5% from the previous school year. English Learners and students with disabilities reflected similar positive trends. Among English Learners, 58.2% scored at or above benchmark in Math, marking a 16.5% increase from SY22–23, while 56.6% scored at or above benchmark in ELA, reflecting a 20.2% increase. Students with disabilities also demonstrated growth, with 49.37% scoring at or above benchmark in Math, a 7.5% increase, and 45.12% scoring at or above benchmark in ELA, a 5.6% increase from SY22–23.

English Learners performed closer to standard on SBAC compared to the overall population (–72 in ELA and –43.4 in Math) and showed meaningful growth on CAST, increasing from 0% meeting/exceeding at baseline to 21.8% in SY24-25. This suggests that instructional strategies focused on language development and academic discourse were effective. Students with disabilities demonstrated mixed results. While 13% met or exceeded standards on CAST and Math pass rates improved (3.52%), STAR 360 at/above rates declined in both Math (21.13% decrease) and ELA (16%), showing inconsistency in implementation for this subgroup.

Overall pass rates increased by 2.55%, with the strongest growth in Math (5.20%) and minimal growth in English (0.16%), further suggesting coaching strengthened instructional practices in that content area.

Professional development and instructional coaching led to measurable gains in math performance, increased Level 4 achievement across multiple student groups, and improved outcomes for English Learners and several high-need populations. However, declines in ELA SBAC

results and mixed outcomes for Special Education students demonstrate that implementation is still developing. The data indicates professional development was somewhat effective, with clear progress in targeted areas and continued room for growth. [Action 1.1]

Insight's intervention program consistently comprised of two intervention specialists with caseloads of between 140 and 180 students, with caseloads re-assigned in alignment with mid-year benchmark assessments. Insight School of California's intervention program was somewhat effective, as student outcomes improved in several areas but remained inconsistent across subjects and student groups.

SBAC results showed improvement in Math, with performance moving closer to standard (–173.5 to –112.5), while ELA moved further from standard (–66.6 to –75.4). Hispanic students demonstrated the same pattern, declining in ELA (–34 points) but improving significantly in Math (64.6 points closer to standard). Socioeconomically disadvantaged students also improved in Math (72.7 points) while declining slightly in ELA (–8.3 points). These results suggest math interventions were more effective than literacy supports and helped address learning gaps for higher-need students.

STAR 360 data further supports the impact of intervention. Students scoring at Level 4 increased substantially in Math (3.24% to 28.22%) and ELA (5.59% to 33.13%). Hispanic students showed strong gains in Math Level 4 performance (39.29%) and growth in ELA (10.72%), and homeless youth also demonstrated significant improvement (39.29% in Math and 25.64% in ELA). This indicates targeted supports helped struggling students access grade-level content and move into higher performance levels. Insight Scool of California also saw an increase in Star360 Growth overall in both ELA and Math. Math saw 57.2% of students scoring at/above, (a 7.7% increase from SY22-23) and ELA saw 57.2% of students scoring at/above (a 12.5% increase from SY22-23).

Intervention supports helped many students, particularly in mathematics and among several high-need subgroups, move toward grade-level performance. However, weaker ELA results and inconsistent outcomes for some populations demonstrate the program has not yet produced uniform growth, indicating it was somewhat effective and still has room for improvement. [Action 1.3]

The use of online, standards-based platforms by Education Specialists and Intervention Specialists, along with access to an external tutoring program, was somewhat effective in supporting Insight School of California's student growth and progress. While SBAC results showed mixed outcomes, ELA performance declined overall (–66.6 to –75.4) and for key subgroups, while Math improved significantly (–173.5 to –112.5) with similar gains for Hispanic and socioeconomically disadvantaged students. Local data reflects a stronger overall impact. STAR 360 results showed substantial increases in students reaching Level 4 in both Math (3.24% to 28.22%) and ELA (5.59% to 33.13%), including notable growth among Hispanic students and homeless youth. Insight also demonstrated overall growth on STAR 360 Growth measures in both Math and ELA, with 57.2% of students scoring at or above benchmark in Math, representing a 7.7% increase from SY22–23, and 57.2% scoring at or above benchmark in ELA, reflecting a 12.5% increase. English Learners and students with disabilities followed similar positive trends. English Learners saw 58.2% scoring at or above benchmark in Math, a 16.5% increase from SY22–23, and 56.6% in ELA, a 20.2% increase. Students with disabilities also demonstrated growth, with 49.37% scoring at or above benchmark in Math, a 7.5% increase, and 45.12% in ELA, a 5.6% increase from SY22–23. Additionally, students with disabilities demonstrated growth in higher performance levels on STAR 360 (Level 4 increases of 18.29% in Math and 17.65% in ELA) and outperformed the overall population on CAST (13% meeting/exceeding), indicating overall outcomes remained mixed. Overall pass rates also increased slightly (2.55%), with stronger gains in Math than English. These results suggest that the online platform and access to tutoring supports helped increase access to grade-level content and improve outcomes for several student groups. However, inconsistent results, particularly in ELA, indicate that implementation and impact are still developing. [Action 1.4]

College/career indicator shows that Insight School of California was somewhat effective in promoting college and career readiness, as demonstrated by the overall increase of 1.4%, which represents a positive trend particularly among Socioeconomically Disadvantaged (1.3% increase), Special Education (1.9% increase), and White (4.3% increase) student groups. There was a decline for our Hispanic population of 1.8%; therefore, while these results indicate the program is somewhat effective, there is room to grow for our other populations and targeted supports for these demographics need to be explored to ensure equitable growth for all students. [Action 1.5]

Providing summer school was an effective action, as evidenced by graduating an additional 5 students, some of whom contributed to an increase in our graduation rate by 6.37%. [Action 1.6]

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.

Insight anticipates potential increases in professional development costs in the upcoming year due to increases in staff numbers [Action 1.1].

Insight plans to fill open math intervention specialist position in the upcoming school year [Action 1.3].

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards 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.	$60,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	Instructional Coaching	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.	$141,467.00	Yes
1.3	Math/ELA Intervention	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.	$182,768.00	Yes
1.4	Instructional Support	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. 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.	$31,210.00	No

Action #	Title	Description	Total Funds	Contributing
		Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program. Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaining course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.		
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.	$5,842.00	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.	$48,926.00	Yes

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	9f.1 Suspension Rate	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%	Overall: 0%	Maintain at 0%	0%
2.2	9f.2 Expulsion Rate	Overall: 0% African American: 0%	Overall: 0%	Overall: 0%	Maintain at 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 0% Hispanic: 0% White: 0%	African American: 0% Asian: 0% Hispanic: 0% White: 0%			
2.3	5 Local Indicator: Parent and Family Engagement	Standard Met	Standard Met	Standard Met	Maintain at Standard Met	None
2.4	6 Local Indicator: Local Climate Survey	Standard Met	Standard Met	Standard Met	Maintain at Standard Met	None
2.5	9e.2 Chronic Absenteeism Rate	Overall: 30.60% African American: 30.60% Hispanic: 31.50% White: 32.30%	Overall: 32.20% African American: 35.7% American Indian or Alaska Native: 58.30% Asian: Filipino: Hispanic: 30.8% Pacific Islander: White: 35.2% Two or More Races: 28.6%	Overall: 30.30% African American: 35.40% Asian: 6.30% Hispanic: 29.80% Two or More Races: 33.30% White: 30.00%	Decrease rate by 5% overall and across subgroups	Overall 0% African American 4.80% Hispanic -1.70% White -2.30%
2.6	9e.1 P1/P2 Attendance Rates	P1 - 91.2% P2 - 90.78%	P1 - 91.11% P2 - 91.02%	P1 Rates: 91.11% P2 Rates: 91.09%	Maintain attendance rates at over 90%	P1 Rates -0.09% P2 Rates 0.31%
2.7	9e.4 Drop Out Rate (SARC)	33.6%	38.58%	18.86%	Decrease 15%	18.86%
2.8	9f.3 Non-Classroom Connections	Counselor connections: 81.55% Advisor conferences: New metric	Counselor connections: 84% Advisor conferences:	Counselor Connections: 86.07% Advisor Conferences (New Metric): 54%	Make non-classroom connections with at least 90% of students	Counselor Connections 4.52% Advisor Conferences (New Metric) 54.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	9c.2 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 40% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 100% receive communication from the school in a language they can understand. 100% of parents understand the ELD attendance requirements	100% of parents understand the process of English Learner identification and ELD program placement 92.3% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 76.9% receive communication from the school in a language they can understand.	In the SY 24-25 English Learner Needs Assessment, families shared that their understanding of EL processes was very strong, with 100% of families reporting that they understand EL identification and RFEP exit criteria, and 85.7% indicating they know how to access and interpret ELPAC scores. Families were also happy with ELD support and attendance expectations with 100% rating them a 4 or 5. Families commented that they appreciated the information and support provided by the ELD department, while some shared interest in having their students focus on the use of	Increase parental participation in programs for unduplicated pupils	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80% of parents know who to contact at the school if their child needs help or support 80% of parents were interested in part of/possibly being part of the ELAC 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	100% of parents understand the ELD attendance requirements 92.3% of parents know who to contact at the school if their child needs help or support 85% of parents were interested in part of/possibly being part of the ELAC Parent feedback: Families of English Learner (EL) students have asked for support in both improving their own English skills and gaining a better understanding of resources available to support their students. In response, we are exploring a new asynchronous program that students can utilize	English in daily life, speaking confidence, and wanting more information on available resources for English learners. Communication and support were rated well, with 78.6% of families always receiving school communication in a language they understand and 92.9% knowing who to contact when their child needs help.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			both inside and outside of the classroom. The program also allows up to four family members to have accounts, allowing parents and families to improve their English and better support their student.			
2.10	9c.3 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	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	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	None
2.11	9e.3 Middle school dropout rate	N/A School is a grades 9-12	N/A	N/A	N/A	N/A
2.12	9c.1 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	N/A	N/A	N/A

Goal Analysis [2025-26]

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

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

100% of Insight's staff consistently followed established translation procedures and utilized the interpreter service throughout the year. All communications sent to families were provided in both English and Spanish, as well as in additional languages upon request, ensuring families received information in a language they understand. 79% of families reported that they receive communication in a language they understand. [Action 2.1]

Prior to each cohort's start date, Insight offered Strong Start sessions to all learning coaches, achieving a 100% invitation rate. To ensure continuous school improvement, all students and families were invited to provide feedback via comprehensive trimester surveys. To further bolster engagement and student growth, Insight expanded its team by hiring an additional Student Champion Clerk, and Student Family Champion. Additionally, the school continues to implement ParentSquare to streamline communication regarding school-wide announcements, attendance alerts, and family involvement opportunities [Action 2.2].

Insight prioritizes holistic student wellness through a robust counseling framework managed by a Lead Trauma Guidance Counselor. Lead Trauma Guidance counselor provides updated suicide prevention and crisis training along with updated protocols for all staff. Insight has a dedicated Social Worker and Student Family Champion who support our most vulnerable students, including those in foster care or experiencing homelessness.
Counselors facilitate monthly support groups (e.g., LGBTQ+, Student Success Skills Group, Anxiety Support, CCI, and Monthly open check-ins) and conduct individual check-ins every trimester.

All staff undergo training in the 7 Mindsets SEL curriculum, which is tailored to our unique student population. Additionally, the SEL committee fosters a school-wide culture of wellness by providing integrated resources to all departments. [Action 2.3]

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.

School incorrectly assigned 3 Guidance counselor positions to Goal 2, Action 3 in the original LCAP Budget, which should have been attributed to Goal 4, Action 4. Actual expenses correctly attributed to G4.A4. Material differences between budgeted expenditures expenditures for G4.A4 is an overspend of $148,767, which when compared to G2.A3 underspend of $(94,901), is a net overspend of $53,866 which can attributed to an increase in school's portion of enrollment driven allocation of certificated personnel costs.

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

Insight School of California is somewhat effective in language support. While 100% of staff completed training on translation and interpreter services, only 78.6% of families report receiving information in a language they understand. This indicates strong staff preparation, but inconsistent implementation, with room to better meet all families' needs. [Action 2.1]

Insight School of California achieved total programmatic saturation in its communication efforts during the 24-25 school year. By reaching 100% of families through personalized onboarding, monthly newsletters, and trimester surveys, the school ensured a standardized level of support and feedback, guaranteeing that no student or Learning Coach was left without the resources or the platform necessary for academic success. [Action 2.2]

The effectiveness of Insight School of California's SEL program is evidenced by 100% participation rates in critical staff professional development, including suicide prevention and crisis management. Furthermore, the school maintained a universal access model for student wellness, where 100% of students were invited to participate in specialized support groups and had unfettered access to social work services throughout the academic year. [Action 2.3]

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.

Insight anticipates continuing all actions as planned in the coming 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.

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.	$8,765.00	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.	$270,125.00	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.	$120,923.00	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.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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.
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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	9a.1 Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 89.98% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 9.93%	Fully Credentialed and Properly Assigned: 91.53% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers	Fully Credentialed and Properly Assigned: 94.43% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 5.50%	100% fully credentialed and properly assigned	Fully Credentialed and Properly Assigned: 4.45% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unknown/Incomplete: 0%	Assigned Out-of-Field: 8.40% Unknown/Incomplete: 0%	Unknown/Incomplete: 0%		Assigned Out-of-Field: -4.43% Unknown/Incomplete: 0%
3.2	9a.2 Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access	100% of students have access	100% of students have access	Maintain 100%	0%
3.3	9b.1 Implementation of the academic content and performance standards adopted by the state board.	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 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.	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 in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, Visual	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 in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and	Full Implementation and Sustainability in all areas	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Performing Arts, and Health Education. Initial implementation in Career Technical Education.	Visual and Performing Arts. Initial implementation in Career Technical Education and Exploration and research phase in Health Education.		
3.4	9b.2 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	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability 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	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability 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	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability 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	Maintain full implementation and sustainability	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implementation and sustainability	implementation and sustainability		
3.5	9g.1 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 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.	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and graduation plan reviews by	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2024-2025 school was extremely successful with conference attendance and graduation plan reviews by	Maintain offerings and add CTE offerings	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students/families (over 90%).	students/families (over 90%).		
3.6	9g.2 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.	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.	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	None
3.7	9g.3 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.	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.	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	None
3.8	9a.3 School facilities are maintained in good repair.	N/A Virtual school	"N/A Virtual school"	N/A Virtual school	N/A	N/A

Goal Analysis [2025-26]

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

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

Internet subsidies were provided two times throughout the year for students who qualified for free or reduced lunch as reported by parent [Action 3.1]

All students were provided with access to appropriately credentialed and assigned teachers. The school retained highly qualified teachers as represented by lower turnover calculations. Lowered caseloads would not be reflective until the 2025-2026 school year. [Action 3.2]

Insight's administration team met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Performance data from both local and state assessments is reviewed by content, subgroup, and standard, and action plans are developed in response to areas of student growth and deficiency. Examples of actions are team data analysis sessions in which departments celebrate growth areas and identify focus topics in relation to weak standards. [Action 3.3]

Insight provided hotspots to all MKV and Foster Youth students who needed internet access, with need determined through conversations between families and the School Social Worker. To ensure students maintained ongoing access to school, weekly audits were conducted to monitor connectivity and hotspot usage. In addition, Insight completed monthly connection calls with families and distributed monthly resource communications to provide continued support and address emerging needs. [Action 3.4]

Insight supports new educators in induction programs to provide comprehensive support, guidance, and mentorship to novice educators [Action 3.5].

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.

School incorrectly assigned 3 Guidance counselor positions to Goal 2, Action 3 in the original LCAP Budget, which should have been attributed to Goal 4, Action 4. Actual expenses correctly attributed to G4.A4. Material differences between budgeted expenditures expenditures for G4.A4 is an overspend of $148,767, which when compared to G2.A3 underspend of $(94,901), is a net overspend of $53,866 which can attributed to an increase in school's portion of enrollment driven allocation of certificated personnel costs.

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

Offering internet service reimbursement [Action 3.1] to socioeconomically disadvantaged students ensured that all students maintained continuous access to school.

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 [Action 3.2].

The use of translation services and a communication program ensured that families received schoolwide communications in their primary language [Action 3.3].

Insight School of California was effective at providing hotspots to 100% of MKV and Foster Youth students identifying a need for wifi connectivity, ensuring these students maintained consistent access to school and eliminating technology as a barrier to their education. [Action 3.4]

Insight effectively supported five new educators enrolled in an induction program this year [Action 3.5].

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.

Action 3.5, New Teacher Induction, is being removed because it will be funded through the Student Support and Professional Development Discretionary Block Grant in 26-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	$128,923.00	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. The school will work to lower caseloads for credentialed staff who provide instruction to students to allow for more personalized support for students.	$552,820.00	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 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.	$135,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,825.00	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.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

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	9e.5 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%	Overall: 65.4% African American: 63.0% EL: 69.4% Hispanic: 65.3% Homeless youth: 66.7% LTEL: 74.2% Socioeconomically Disadvantaged: 64.4% Sped: 67.2% White: 69.1%	Overall: 70.90% African American: 67.20% EL: 68.80% Hispanic: 70.20% Homeless youth: 62.20% LTEL: 64.30% Socioeconomically Disadvantaged: 68.80% Sped: 73.40% White: 74.70%	Increase the graduation rate for all pupils and across all subgroups by 5%	Overall 4.20% African American 0.50% EL 24.40% Hispanic 6.60% Homeless youth 8.60% Socioeconomically Disadvantaged 5.20% Sped 24.10% White 6.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	9d.5 EL Progress	EL: 51.70%	EL (not LTEL): 49% LTEL: 50%	EL: 33.3% LTEL: 30%	Increase by at least 10%	EL: 30.6
4.3	9d.6 EL Reclassification Rate	4.70%	6.66%	3.8%	Increase by 5%	Overall: 4.00%
4.4	Student Pass Rate (By 60%+ Courses)	Overall: 72.21% EL: 74.03% Sped: 67.24%	Overall: 77.87% EL: 75.73% LTEL: 65.18% Sped: 68.32%	Overall 75.47% EL 70.76% Sped 65.65%	Increase by 3% in all groups	Overall 3.26% EL -3.27% Sped -1.59%
4.5	Student Graduation Plan Views	94.00%	89.00%	Overall: 89.98% African American: 87.97% American Indian: 92.31% Asian: 100.00% EL: 88.41% Filipino: 83.33% Foster youth: 50.00% Hispanic: 100.00% Homeless youth: 77.50% Pacific Islander: 100.00% Socioeconomically Disadvantaged: 89.23% Sped: 75.81% White: 91.84%	Increase to 95%	-4.02%

Goal Analysis [2025-26]

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

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

Insight is committed to student success through proactive engagement and academic oversight. Our RAISE team drives daily outreach, ensuring students remain on track and compliant with attendance requirements. By offering translation services and communicating support opportunities to all partners, we remove barriers to graduation. We empower students by requiring a term-by-term review of their personalized graduation plans and ensuring they are enrolled in the necessary coursework. Beyond academics, Insight connects students with vital resources to support their overall well-being [Action 4.1].

Insight's Academic Data Coordinator compiles, analyzes, and visualizes academic and engagement data for use by the school teams. She maintains an internal data hub, which school staff uses to select students for targeted interventions, edify relationships, and monitor graduation status. [Action 4.2]

The Insight English Language Development (ELD) team continues to ensure that all English Learners (ELs) receive both Integrated and Designated English Language Development. Content teachers provide Integrated ELD within their courses, while the ELD team teaches Designated ELD courses to all EL students based on their English proficiency level and EL status. This year, two additional ELD specialists were added to the team, with one specialist solely focusing on supporting newcomer ELs. Newcomer students, especially those who have been in the country for one year or less, receive additional targeted support, including one-on-one support, in addition to their Designated ELD courses.
This year, the ELD department created a research-based LTEL Toolkit for all staff, which includes scaffolds and best practices to support Long-Term English Learners in the classroom. The toolkit was shared during all-staff meetings, and the content teams have been working to include these scaffolds into their lessons. [Action 4.3]

To support student success and meet established goals, each student met with their counselor at least once per trimester to review graduation status, postsecondary plans, individualized graduation plans, and social-emotional needs. Insight expanded academic opportunities by adding dual enrollment as an option for students. Counselors worked collaboratively with the School Social Worker to provide mental health support and connect students to appropriate resources. In addition, counselors engaged in biweekly, data-driven interventions by identifying student needs, implementing targeted actions, and setting measurable goals while tracking data to evaluate effectiveness. Insight continued to develop and refine its data-driven intervention (DDI) process to more closely analyze and respond to the needs of student subpopulations. Graduation rates and trends for subpopulations were continuously monitored to ensure equity of services and outcomes for all students. [Action 4.4]

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

N/A

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

Insight School of California was effective in promoting student persistence, as demonstrated by a 90.77% Average Daily Attendance (ADA) rate for the 2024–25 school year. This high level of daily engagement is directly mirrored in student proactive planning, with 94.00% of the student body actively reviewing their personalized graduation plans, demonstrating a clear alignment between daily attendance and long-term academic success. [Action 4.1]

An increase in overall grad rate points to the effectiveness of data-based strategies. Insight will continue to use internal data to target student needs and provide interventions and supports accordingly [Action 4.2].

Insight School of California's ELD services were somewhat effective, showing both progress and areas for growth. EL graduation rates increased significantly from 44.4% to 68.8%, with Long-Term English Learners also improving to 64.3%.. The overall school graduation rate is 70.9%, showing that EL and LTEL graduation rates are improving, though still slightly below the schoolwide rate. Our overall English Learner progress declined by 15.7% from the previous year, with 33.3% of students making progress toward English proficiency compared to the state average of 46.4%. Long-Term English Learner progress also declined by 19.8% from the previous year, with 30.2% of students making progress compared to the state average of 49.1%. In response to these results, we are planning to provide targeted Designated ELD classes for Insight Schools of California students who demonstrated a decline in progress. Our reclassification rate increased from the baseline rate of 4.7% to 8.7%, reflecting growth in the number of students successfully meeting reclassification criteria and becoming fluent English proficient.[Action 4.3]

Insight School of California's guidance program was somewhat effective this year, showing progress in several areas in some student groups but indicating need for further support for other student subgroups. We saw some great progress with an 86.07% completion rate of individual counselor conferences, which was an increase of 4.52% over baseline and Graduation Rate reaching 70.90% after a 4.23% increase over the baseline year. Students with disabilities and English learner subgroups were among the highest performing student groups, showing increases of over 24%. However, while homeless students grew by 8.6%, total graduation rate was only 62.2%, and African American students grew only 0.5% to 67.2%. Additionally, Graduation Plan (GP) Views dropped by 4.02%, indicating a need to focus on getting students more engaged with their plans. [Action 4.4]

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.

Insight anticipates continuing all actions as planned in the coming 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.

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 .	$558,538.00	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.	$83,972.00	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 toa targeted small group sessions	$363,039.00	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.		
4.4	Guidance Program	Learning Recovery Emergency Block Grant (LREBG) Action The school guidance program aligns with the American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success, which emphasize academic, career, and social-emotional development through a comprehensive, data-informed approach. Research supports that school counseling programs grounded in the ASCA model improve student achievement, attendance, and graduation outcomes (Carey & Dimmitt, 2012; Lapan, Gysbers, & Petroski, 2001). Counselors meet consistently one-on-one with students to address academic progress, mental health concerns, and social-emotional needs, implementing individualized plans to bridge learning gaps and address credit deficiencies. The team conducts transcript audits after each grade reporting period to ensure accurate credit tracking and maintains up-to-date documentation, including prior school transcripts. Counselors emphasize early identification of students at risk of becoming credit deficient and collaborate with staff to create credit recovery plans and align supports with College/Career Readiness Indicators (CCIs). The team monitors all students' graduation pathways and continues support for one year post-graduation, reinforcing best practices identified by longitudinal transition research (Karp, 2013). The counseling department collaborates with all school departments to analyze the specific needs of students with disabilities and explore appropriate high school completion options and postsecondary pathways. Weekly data dig meetings allow the team to make targeted, high-impact commitments, particularly for historically underserved or significantly struggling student groups, an approach supported by evidence linking data-driven decision-making to improved equity and student outcomes (Datnow & Park, 2014). The overall graduation rate of 66.7% indicates that nearly one-third of students are not graduating on time. The need is especially significant	$403,926.00	Yes

Action #	Title	Description	Total Funds	Contributing
		among English Learners (44.4%), students with disabilities (49.3%), and homeless youth (53.6%), who are graduating at substantially lower rates. Socioeconomically disadvantaged (63.6%) and Hispanic students (63.3%) also fall below the overall rate, while African American students (66.7%) match the average but remain below state targets. These gaps demonstrate a critical need for intensified, equity-focused counseling support, early identification of at-risk students, and targeted interventions to improve outcomes. The graduation rate metric will also be used to assess progress and measure the impact of implemented strategies over time. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 26-27: $55,159		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,245,220	$272,724

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
35.293%	5.633%	$303,070.55	40.926%

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
1.1	**Action:** Professional Development **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	Professional development will support teachers and their teaching practices by providing them 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 action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	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

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
	(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). 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. **Scope:** LEA-wide		
1.2	**Action:** Instructional Coaching **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). Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices	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. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	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

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
	based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.3	**Action:** Math/ELA Intervention **Need:** Additional Student Group: Students with Disabilities 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 school (44.73%) in Star 360 reading assessments and in Star 360 math assessments (41.67% vs. 50.18%). **Scope:** LEA-wide	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.	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

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
1.5	**Action:** College/Career Readiness **Need:** Additional Student Groups: African American, Hispanic, White, Students with Disabilities 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. **Scope:** LEA-wide	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.	Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard
1.6	**Action:** Summer School **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	Summer school programming will support students whose credit deficiency puts them at risk of not graduating with their cohort by allowing them additional opportunities to earn credit and allowing them to focus on fewer courses at a time. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	Progress will be monitored through the school's pass rates for the student groups of socioeconomically disadvantaged students and English learners. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback

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
	significantly behind the state average (13.6 points below standard). 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. **Scope:** LEA-wide		
2.2	**Action:** Engagement (family and climate) **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. **Scope:** LEA-wide	Parent coaching opportunities as well as instructional sessions are provided to foster positive school culture as well as an environment 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.	Progress will be monitored through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.
2.3	**Action:** Social Emotional Learning, Prevention, and Intervention **Need:**	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	Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be

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
	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% **Scope:** LEA-wide	need to engage unduplicated pupils and their families but will benefit all students.	measured by attendance and chronic absenteeism rates
3.2	**Action:** High-Quality Teachers **Need:** 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. **Scope:** LEA-wide	Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.	Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers local indicator
3.3	**Action:** Equity, Access, & Accountability **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	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	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

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
	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%. **Scope:** LEA-wide	impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	
4.1	**Action:** RAISE Team **Need:** Additional Student Groups: Hispanic, Students with Disabilities 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%. **Scope:** LEA-wide	The RAISE Team works with students to ensure they are compliant with attendance and making progress academically towards graduation. This 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	Progress will be monitored through course pass rates and internal attendance rates. Effectiveness will be measured by chronic absenteeism and graduation rates
4.2	**Action:** Academic Data Coordinator **Need:**	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	Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 school (44.73%) in Star 360 reading assessments and in Star 360 math assessments (41.67% vs. 50.18%). **Scope:** LEA-wide	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.	
4.4	**Action:** Guidance Program **Need:** The graduation rate is particularly low among English Learners (44.4%), with Socioeconomically disadvantaged (63.6%) students also historically fall well below the overall average. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because the overall graduation rate of 66.7% indicates that nearly one-third of students are not graduating on time. Providing this action to all students will maximize its impact on increasing the graduation rate for all students.	Progress will be monitored through course pass rates, and effectiveness will be measured by graduation rates.

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	**Action:** Language Support (EL) **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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** Student ISP Reimbursement **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. **Scope:** Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access	Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.
4.3	**Action:** ELD Services	The ELD Coordinator will review EL student data and place students in courses, as well as	Progress will be monitored via course pass rates and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data.

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.

N/A

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.

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.

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 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 certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,361,658	2,245,220	35.293%	5.633%	40.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,506,059.00	$61,890.00	$0.00	$531,056.00	$3,099,005.00	$2,839,574.00	$259,431.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$16,428.00	$43,809.00	$16,888.00			$43,349.00	$60,237.00	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$141,467.00	$0.00	$141,467.00				$141,467.00	
1	1.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$178,095.00	$4,673.00	$4,673.00			$178,095.00	$182,768.00	
1	1.4	Instructional Support	All	No			All Schools	26-27	$0.00	$31,210.00		$6,731.00		$24,479.00	$31,210.00	
1	1.5	College/Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$5,842.00	$0.00	$5,842.00				$5,842.00	
1	1.6	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$48,926.00	$0.00	$48,926.00				$48,926.00	
2	2.1	Language Support (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$8,765.00	$8,765.00				$8,765.00	
2	2.2	Engagement (family and climate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$267,583.00	$2,542.00	$270,125.00				$270,125.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	26-27	$114,092.00	$6,831.00	$120,923.00				$120,923.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Student ISP Reimbursement	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27	$0.00	$128,923.00	$128,923.00				$128,923.00	
3	3.2	High-Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$552,820.00	$0.00	$552,820.00				$552,820.00	
3	3.3	Equity, Access, & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$111,402.00	$24,297.00	$118,842.00			$16,857.00	$135,699.00	
3	3.4	MKV/FY	MKV/FY	No			All Schools	26-27	$0.00	$1,825.00				$1,825.00	$1,825.00	
4	4.1	RAISE Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$558,538.00	$0.00	$475,495.00			$83,043.00	$558,538.00	
4	4.2	Academic Data Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$83,972.00	$0.00	$83,972.00				$83,972.00	
4	4.3	ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$356,483.00	$6,556.00	$363,039.00				$363,039.00	
4	4.4	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$403,926.00	$0.00	$165,359.00	$55,159.00		$183,408.00	$403,926.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,361,658	2,245,220	35.293%	5.633%	40.926%	$2,506,059.00	0.000%	39.393 %	**Total:**	$2,506,059.00
								LEA-wide Total:	$2,005,332.00
								Limited Total:	$500,727.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,888.00	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,467.00	
1	1.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,673.00	
1	1.5	College/Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,842.00	
1	1.6	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,926.00	
2	2.1	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,765.00	
2	2.2	Engagement (family and climate)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$270,125.00	

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 (%)
					Low Income			
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,923.00	
3	3.1	Student ISP Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$128,923.00	
3	3.2	High-Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$552,820.00	
3	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,842.00	
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$475,495.00	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,972.00	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$363,039.00	
4	4.4	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,359.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,987,838.00	$3,261,165.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$43,700.00	$49,818
1	**1.2**	Instructional Coaching	Yes	$156,431.00	$161,637
1	**1.3**	Math/ELA Intervention	Yes	$120,278.00	$136,948
1	**1.4**	College/Career Readiness	No Yes	$25,230.00	$43,930
1	**1.5**	Instructional Support	Yes	$17,332.00	$20,375
1	**1.6**	Summer School	Yes	$18,209.00	$28,200
2	**2.1**	Language Support (EL)	Yes	$14,467.00	$18,879
2	**2.2**	Engagement (family and climate)	Yes	$205,641.00	$238,134
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	Yes	$193,792.00	$98,891
3	**3.1**	Student ISP Reimbursement	Yes	$56,057.00	$73,505

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	High-Quality Teachers	Yes	$970,161.00	$931,691
3	3.3	Equity, Access, & Accountability	Yes	$101,281.00	$123,200
3	3.4	MKV/FY	No	$2,011.00	$2,599
3	3.5	New Teacher Induction	No	$1,105.00	$4,213
3	3.6	New Staff Training			$23
4	4.1	RAISE Team	Yes	$407,224.00	$468,003
4	4.2	Academic Data Coordinator	Yes	$60,225.00	$70,799
4	4.3	ELD Services	Yes	$330,722.00	$377,581
4	4.4	Guidance Program	Yes	$263,972.00	$412,739

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,818,808	$2,452,393.00	$2,610,611.00	($158,218.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$958.00	$1,671		
1	1.2	Instructional Coaching	Yes	$121,180.00	$135,375		
1	1.3	Math/ELA Intervention	Yes	$3,399.00	$4,545		
1	1.4	College/Career Readiness	Yes	$17,332.00	$1,827		
1	1.5	Instructional Support	Yes		$20,375		
1	1.6	Summer School	Yes	$18,209.00	$21,407		
2	2.1	Language Support (EL)	Yes	$14,467.00	$18,879		
2	2.2	Engagement (family and climate)	Yes	$176,434.00	$204,760		
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	$80,269.00	$94,362		
3	3.1	Student ISP Reimbursement	Yes	$56,057.00	$73,505		
3	3.2	High-Quality Teachers	Yes	$970,161.00	$931,691		
3	3.3	Equity, Access, & Accountability	Yes	$92,173.00	$106,271		
4	4.1	RAISE Team	Yes	$354,210.00	$390,453		

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	4.2	Academic Data Coordinator	Yes	$60,225.00	$70,799		
4	4.3	ELD Services	Yes	$330,722.00	$377,581		
4	4.4	Guidance Program	Yes	$156,597.00	$157,110		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,380,214	$1,818,808	20.35%	54.155%	$2,610,611.00	0.000%	48.522%	$303,070.55	5.633%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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