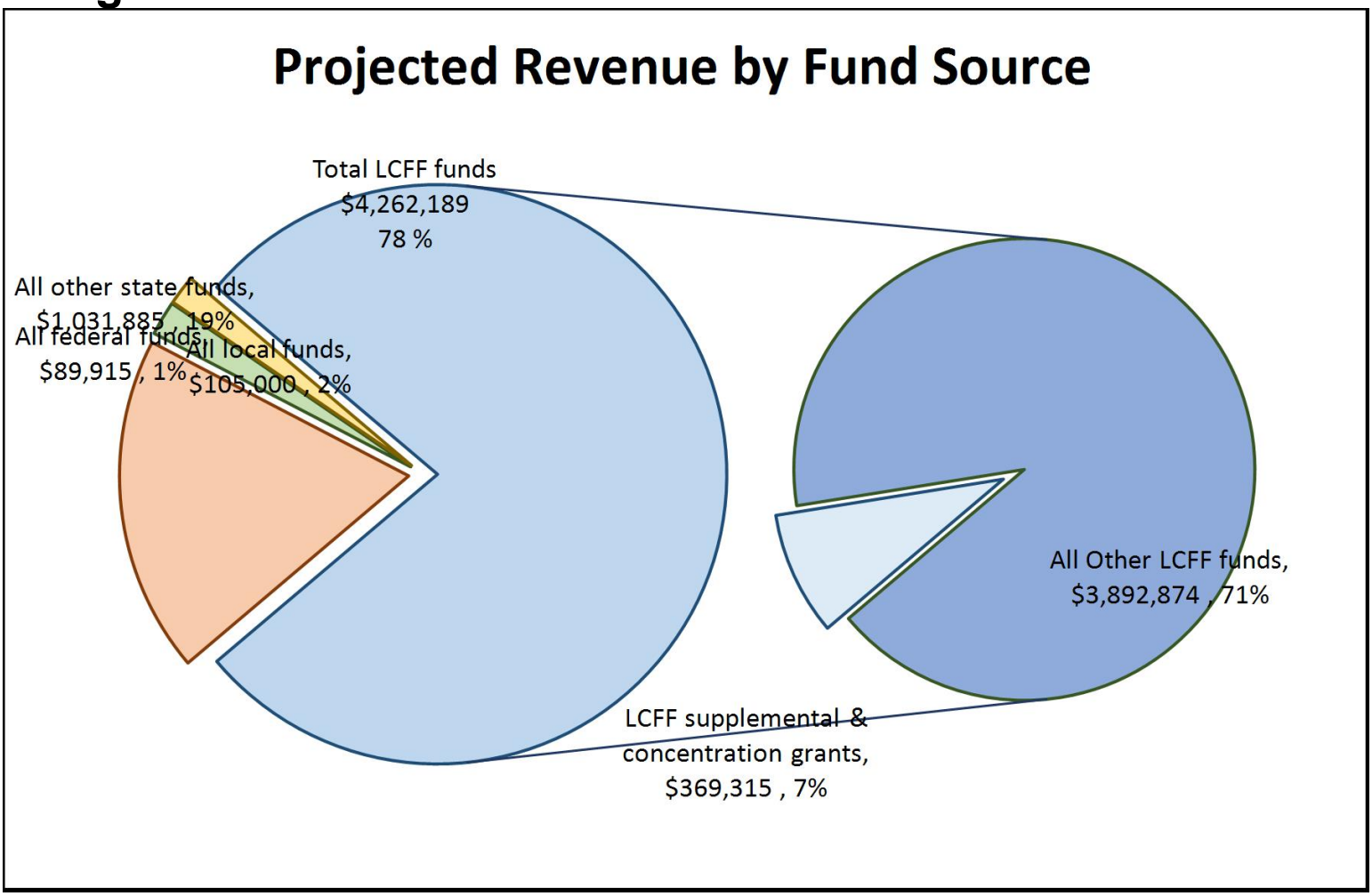
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Inspire School of Arts and Sciences
CDS Code: 04614240120394
School Year: 2025-26
LEA contact information:
Becky Brown
Principal/Superintendent
bbrown@inspirechico.org
(530) 891-3090

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

Budget Overview for the 2025-26 School Year

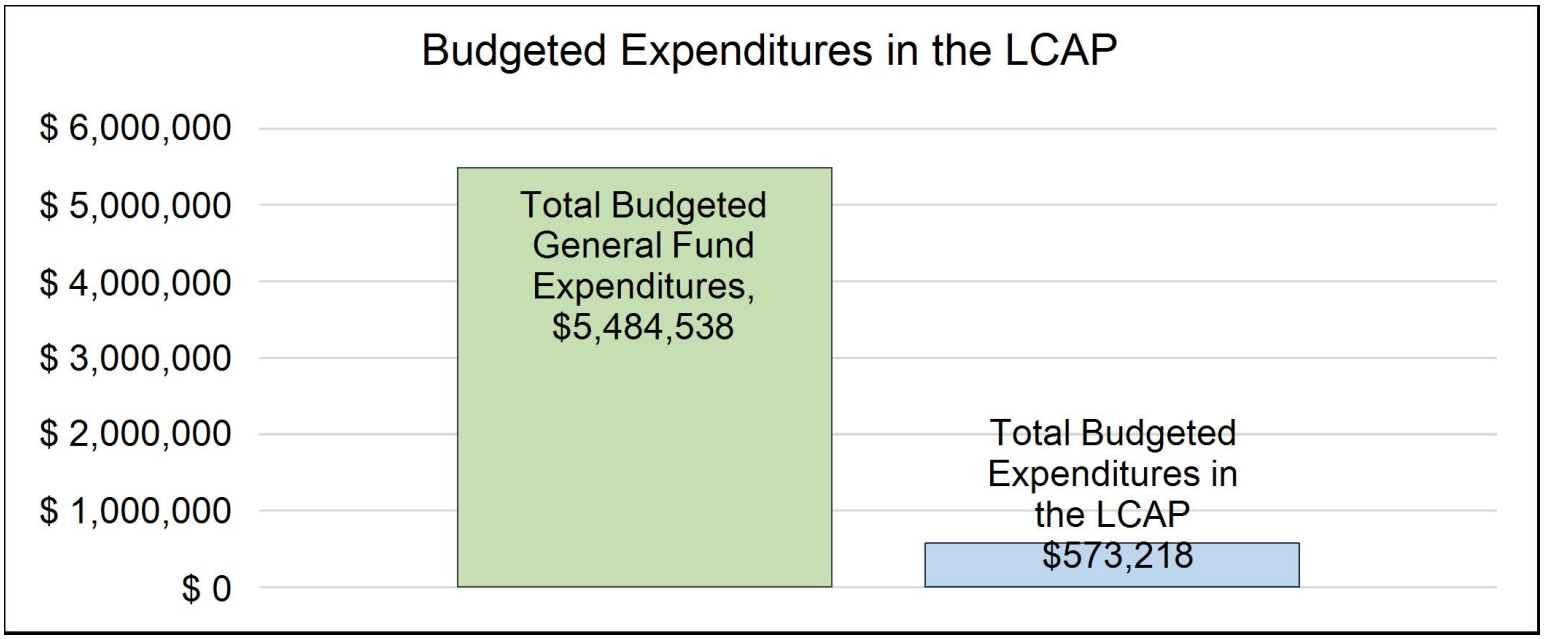


This chart shows the total general purpose revenue Inspire School of Arts and Sciences expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Inspire School of Arts and Sciences is $5,488,989, of which $4,262,189 is Local Control Funding Formula (LCFF), $1,031,885 is other state funds, $105,000 is local funds, and $89,915 is federal funds. Of the $4,262,189 in LCFF Funds, $369,315 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 Inspire School of Arts and Sciences plans to spend for 2025-26. 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: Inspire School of Arts and Sciences plans to spend $5,484,538 for the 2025-26 school year. Of that amount, $573,218 is tied to actions/services in the LCAP and $4,911,320 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

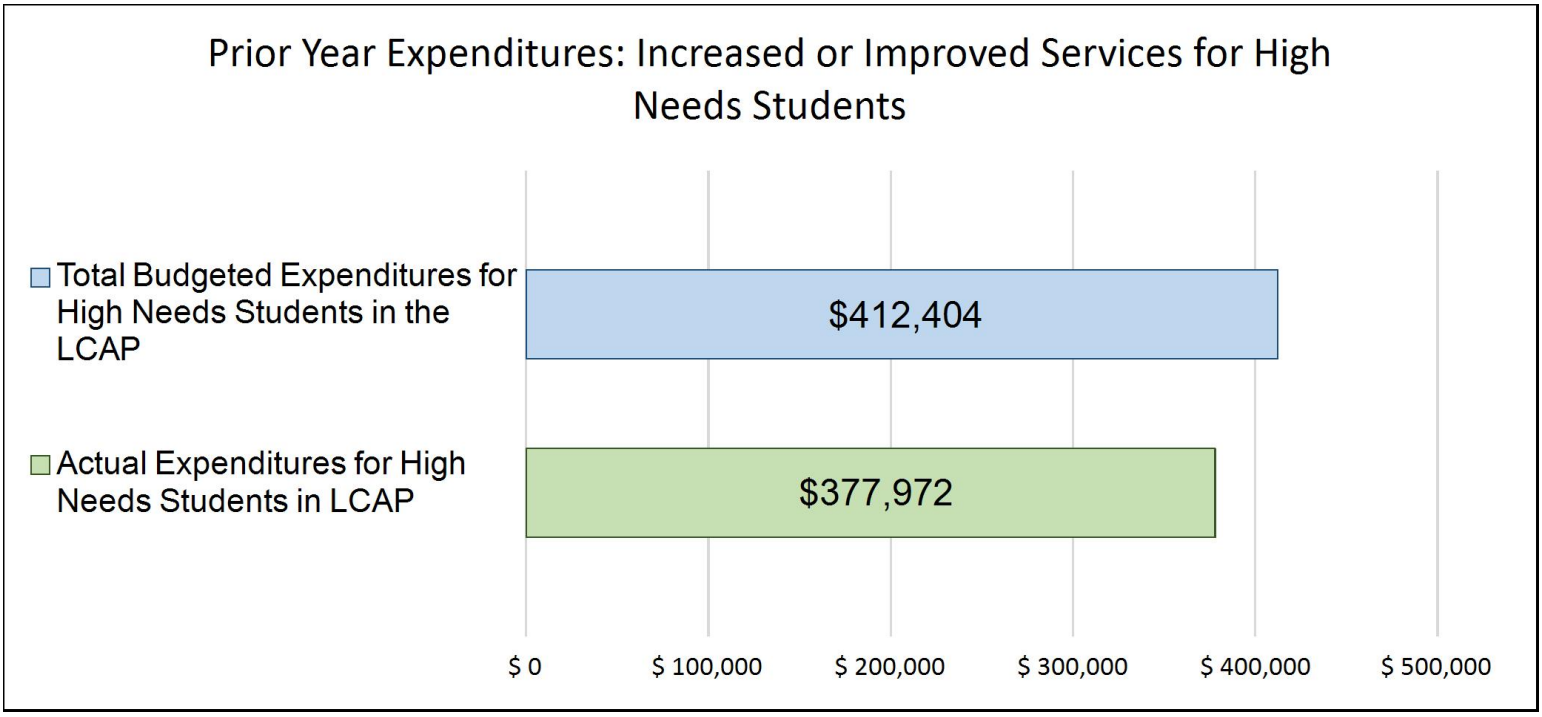
All General Fund Expenditures not included in the LCAP are used to serve all students.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Inspire School of Arts and Sciences is projecting it will receive $369,315 based on the enrollment of foster youth, English learner, and low-income students. Inspire School of Arts and Sciences must describe how it intends to increase or improve services for high needs students in the LCAP. Inspire School of Arts and Sciences plans to spend $407,114 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Inspire School of Arts and Sciences budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Inspire School of Arts and Sciences estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Inspire School of Arts and Sciences's LCAP budgeted $412,404 for planned actions to increase or improve services for high needs students. Inspire School of Arts and Sciences actually spent $377,972 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $34,432 had the following impact on Inspire School of Arts and Sciences’s ability to increase or improve services for high needs students:

none

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
Inspire School of Arts and Sciences	Becky Brown Principal/Superintendent	bbrown@inspirechico.org (530) 891-3090

Plan Summary [2025-26]

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.

Inspire School of Arts and Sciences (Inspire), was designed to combine the best features of the Chico Unified School District's large, comprehensive high schools (including the range of academic and extracurricular opportunities) with the more personalized environment of a smaller high school. Inspire is a college-preparatory high school that provides an exceptional opportunity for students in and around Chico to build a strong academic foundation and to discover the personal talents, skills, and interests that assure their success in postsecondary education and careers. Inspire focuses on students who are interested in pursuing greater knowledge and skill in both the arts and sciences. As such, there is a clear focus on creative thinking and project-based learning.

Our students come primarily from the Chico area; however, we have a large number of students from the Paradise, Magalia and Oroville area with students traveling from as far away as Orland or Bangor. Our student population is primarily white (67.2%) with a statistically significant Hispanic population (19.9%), 0.6% American Indian, 2% African American, 8.7% students of two or more races, and 1.7% Asian. Approximately 17.1% of our students are designated with identifiable learning disabilities, and an additional 4% are on 504 plans. 54.1% of our student population is socioeconomically disadvantaged. Inspire School of Arts and Sciences draws from a larger regional pool of students; thus, our demographics most closely mirror those of Butte County.

In addition to engaging, college-preparatory academic courses, Inspire offers Career and Technical Education Pathways in Engineering; Computer Programming and Game Design; Theatre; Technical and Musical Theatre; Vocal and Instrumental Music; Visual Art, Pottery, and Ceramics; Dance; Digital Media Arts; Recording Arts; Journalism; and Live Event Production. Students can also obtain college credit through Dual Enrollment and Concurrent Enrollment opportunities with Butte College and CSU, Chico.

Reflections: Annual Performance

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

The ELA lunch intervention has effectively kept the percentage of Ds and Fs under 6% for 9th Grade students in ELA since it was implemented in 2014-15. The intervention teacher is also the classroom teacher for all 9th grade students, so he knows student needs well and uses the additional time at lunch to provide personalized supports for students at risk of failing. In 2023-24, low income students achieved at 10 percentage points lower than all students on the ELA CAASPP. This group dropped in their achievement rates by 14.2% compared to the prior school year. However, they were still in the "green" on the CA School Dashboard, and achieved at higher rates than their peers in the state and district, which also speaks to the benefits of extended learning opportunities through lunch intervention. These results also have had a direct impact on Inspire's ability to retain 9th grade students, improving attrition rates and preparing students for more advanced reading and writing in sophomore year and beyond.

In addition to the academic counseling and mental health supports put in place to address our suspension rates, the members of Inspire's MTSS team function as case managers who meet consistently with students, track their progress, and function as a communication hub between students, teachers and families to ensure student success. Research from the Wallace Foundation shows that "case management had a positive effect on several nonacademic outcomes, including students' attitudes about school and their relationships with adults and peers." We anticipate that the support for positive relationships with teachers and peers in school will help our at-risk students feel more connected to school and lead to fewer disciplinary outcomes.

Full inclusion for students with disabilities is a high priority for inspire. In 2023-24 our in-house professional development focused on Universal Design for Learning (UDL) strategies, empowering teachers to design lessons that maintain rigorous learning expectations while removing the barriers for students with disabilities or other learning challenges.

Math interventions at Inspire include: 1) The adoption of a 3-year math requirement for graduation, with a plan in place to consider adoption of a 4-year requirement. 2) Training for math teachers in the Mathematical Mindsets work of Jo Boaler and Cathy Williams in order to address the issue of classroom culture as a barrier for students. The team has shared resources including books and articles in common and the YouCubed website, and has attended training with Boaler and Williams at Stanford University. The team is utilizing what they've learned in order to adapt their current college-prep curriculum with the goal of increased equity and access to math learning for all students. 3) The math team continues to support remedial math students in their freshman year (especially those with IEPs and 504s) with a double-block math class. In these classes, para-educators provide one-on-one support for all students, not just for students receiving special education services. Three years ago, Inspire implemented intensive small-group and one-on-one tutoring support for students identified as at-risk of failing in Math, decreasing the number of Fs in Math one overall. Students from low-socioeconomic backgrounds achieve at a rate of nearly 9% behind their peers overall.

In the 2018-19 school year, Inspire's suspension rate of 5.3% of students (suspended at least once) put us in the "orange" on the CA School Dashboard. We showed disproportionate rates of suspension for low-socioeconomic students (6.5%) and students with disabilities (6.9%).

Most of these suspensions were due to vaping. Three years ago, our associate principal led the development of an "Alternatives to Suspension" plan that put in place appropriate support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. In 2022-23, the plan decreased the number of suspensions for first-time offenders to 0.5%, and has addressed the social and emotional challenges for students that often lead to high-risk behaviors. However, last year suspensions were up again by 1.4%. Inspire still has work to do to put effective practices in place that allow students to develop relationship skills and rebuild trust when they are not meeting the school's expectations.

In 2023-24, Inspire sought meaningful feedback on school programs and services through our Education Partner Council made up of parents, staff, and students. The Principal/Superintendent facilitated three meetings on April 9, 16, and 23 with the purpose of collectively analyzing student outcome data, reviewing planned actions, and eliciting input on how the school might improve support for students. The conversations that happened in those meetings helped us achieve our goal of sharing our learning outcomes with greater transparency, hearing multiple perspectives on our plans going forward, and helping our families and students feel more engaged in school processes and planning.

In 2022-23, Inspire's chronic absence rates decreased by 14% over the prior year; however, at 31%, we are still concerned about the number of students who miss school on a regular basis. We were especially concerned about the disparities for students with disabilities, and focused our efforts on supporting students and families in attending consistently and on time. Last year, attendance rates continued to improve, with chronic absence at 25.5%. Inspire's attendance team is focusing on developing clear messaging about the impacts of chronic absence on student achievement, seeking to understand the factors behind student absent, and working directly with families to help take down barriers to attendance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Teachers, principals, administrators, and other school personnel	Discussion of student outcomes in staff meetings, Education Partner Council meetings, and department team meetings Staff School Climate Survey Staff LCAP Survey
Local bargaining units	N/A
Parents and guardians	Discussion of student outcomes in Education Partner Council meetings (including separate affinity groups for parents of students with disabilities and Hispanic parents) Parent School Climate Survey Parent LCAP Survey
Students	Discussion of student outcomes in Education Partner Council meetings, Student Equity Council meetings, and Butte County Office of Education student voice interviews Student School Climate Survey Student LCAP Survey
SELPA	SELPA review of draft LCAP

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

Inspire frequently and consistently seeks engagement and feedback from parents as partners in their children's learning. In the 2024-25 school year, we conducted several informal surveys and one formal survey (Education for the Future) for parents and guardians. We also held three formal meetings on April 9, 16, and 23 with our Education Partner Council, made up of parents/guardians, students, and staff. The

purpose of these meetings was to share student learning outcomes, analyze data together, and elicit feedback on how effectively our school serves students. Inspire also held two affinity group councils for parents of students with disabilities and Hispanic parents. Led by an education specialist and a Spanish-speaking teacher, these discussions gave parents a space to share their unique perspective on the school experience for students from diverse groups. On May 16, the Inspire Principal/Superintendent sent a follow-up survey to all parents outlining the LCAP goals and student outcomes, and providing the opportunity for families to give input on how well we served students' learning needs, what we needed to improve, and ideas for change in the coming year.

We also gave multiple opportunities for both classified and certificated staff to contribute to the development of the LCAP. In addition to three informal surveys to elicit feedback on school programs and services, we conducted one formal survey (Education for the Future) to hear staff perspectives on our school culture and learning outcomes. We provided time in whole-staff meetings throughout the year to allow for discussion and input, as well as team meetings with the math department and our MTSS, counseling, and special education teams to analyze student outcomes and plan support strategies. In addition to an invitation to all staff to join our Education Partner Council, we sent a survey to all staff with the purpose of outlining the learning outcomes and planned actions in the LCAP and to hear suggestions for revision of the plan.

Student perspectives were considered as an integral driver of our planned actions and strategies in the LCAP. This year, we conducted three informal student surveys and one formal survey (Education for the Future) to gather student perspectives on school programs and services, as well as overall feedback on their learning experiences. We facilitated several informal listening sessions with students, as well as providing the opportunity for students to participate in our Education Partner Council with the purpose of outlining the learning outcomes and planned actions in the LCAP to allow for student voice in our plans for their academic, social and emotional success.

On May 12, we held a Public Hearing of the draft 2025 Local Control and Accountability Plan.

Finally, our liaison from the El Dorado County Charter SELPA reviewed our draft and recommended revisions that would directly address the needs of our students receiving Special Education services.

In the meetings, listening sessions, and surveys with parents, we received the following feedback:
1) They were concerned about the students' mental health and its impact on school attendance, and expressed appreciation for increased counseling and social services
2) They appreciated the sense of belonging and community that Inspire provides
3) They expressed a desire for Inspire to institute a peer tutoring program for students who need additional help in academic subjects

In the meetings, listening sessions, and surveys with certificated and classified staff, we received the following feedback:
1) They wanted to see a continued focus on student mental health and wellness
2) They were concerned about declining enrollment and the possibility of negative impact on programs
3) They were concerned about the expectations for meetings and supervision roles outside the school day

In the meetings, listening sessions, and surveys with students, we received the following feedback:
1) They felt that most students feel like they are heard and seen as part of a learning community
2) They were concerned about students using bathrooms inappropriately (vaping, texting, etc.)

3) They brought forward ideas and perspectives about streamlining lines of communication about events and activities

In the meeting with SELPA, we received the following feedback:
1) Highlight ways in which general and special educators work together to address progress for students with disabilities
2) Discuss how Inspire will support students with disabilities who have scored poorly in math on the CAASSP achieve the three-year math trajectory

The meetings with staff, parents, guardians, and students affirmed the significant focus we placed on providing support for students' mental health and social and emotional wellness. We also utilized the specific feedback we received regarding disparate outcomes for low-income students and students with disabilities in math to increase one-on-one and small-group support. Finally, we considered the discussions around attendance as an important factor in academic, social, and emotional success. Inspire staff, students, parents, district partners, and Board members have helped us put in place a plan for connecting with students and families to bring awareness to the importance of attendance, and to support students in coping strategies for anxiety.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student readiness for college and/or careers through effective instructional practice in an inclusive and equitable learning environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Inspire understands that teachers play the critical role in student achievement and learning. Research reveals that how teachers instruct and interact with students is a key driver in effective schools. Thus, focusing resources toward improving instruction will increase student readiness for college, career, and life beyond high school. This improvement will be measured by student outcomes on state-level assessments, attendance data and graduation data, post-graduate outcomes, as well as other local indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 - CAASPP ELA - % of students scoring proficient or above reported by school group	83.5% met or exceeded the standard	78.82% met or exceeded the standard		80% met or exceeded the standard	-4.68%
1.2	Priority 4 - CAASPP Math - % of students scoring proficient or above reported by student group	50.1% met or exceeded the standard	40% met or exceeded the standard		43% met or exceeded the standard	-9.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Priority 4 - College/Career Readiness Indicator - Pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	56.4% of students determined college-ready	61.8% of students determined college-ready		63% of students determined college-ready	+5.4%
1.4	Priority 4 - AP Passing Rate - % of pupils that pass AP exams with a score of 3 or higher	73% of students received a score of 3 or more	83% of students received a score of 3 or more		85% of students received a score of 3 or more	+10%
1.5	Priority 4 - CST Science - % of pupils scoring proficient or above reported by student group	62.8% met or exceeded the standard	69.5% met or exceeded the standard		72% met or exceeded the standard	+6.7%
1.6	Priority 4 - ELPAC - % of ELs who progress in English proficiency (ELPAC) Alternate	N/A	N/A		N/A	N/A
1.7	Priority 4 - Local Pupil Academic Achievement - Schoolwide Writing Assessment	2.8 average (4-point rubric) for 11th grade	2.75 average (4-point rubric) for 11th grade		3 average (4-point rubric) for 11th grade	-.05
1.8	Priority 4 - UC a-g rate - % of pupils that have successfully completed UC a-g requirements	52.4% of graduates met UC a-g requirements	41.5% of graduates met UC a-g requirements		55% of graduates met UC a-g requirements	-10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Priority 4 - Local Pupil Academic Achievement - ELA Intervention Data	Percentage of Ds and Fs in 9th Grade English no greater than 5%	Percentage of Ds and Fs in 9th Grade English no greater than 5%		Percentage of Ds and Fs in 9th Grade English no greater than 3%	0%
1.10	Priority 2 - Implementation of State Standards	100% of relevant courses implementing CCSS standards	100% of relevant courses implementing CCSS standards		100% of relevant courses implementing CCSS standards	0%
1.11	Priority 1 - Highly Qualified Teachers - % of fully credentialed and appropriately assigned teachers	No data for 2022-23	89.7% of teachers designated as "clear" to teach in their subject area		93% of teachers designated as "clear" to teach in their subject area	N/A
1.12	Priority 1 - Instructional Materials; Williams Law - standards-aligned instructional materials for every student	100% of students have access to standards-aligned textbooks and materials	100% of students have access to standards-aligned textbooks and materials		100% of students have access to standards-aligned textbooks and materials	0%
1.13	Priority 7 - Broad Course of Study - students have access to and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Languages)	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study	0%
1.14	Priority 4 - EL Reclassification Rate	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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.

The ELA lunch intervention has effectively kept the percentage of Ds and Fs under 6% for 9th Grade students in ELA since it was implemented in 2014-15. The intervention teacher is also the classroom teacher for all 9th grade students, so he knows student needs well and uses the additional time at lunch to provide personalized supports for students at risk of failing. In 2023-24, low income students achieved at 10 percentage points lower than all students on the ELA CAASPP. This group dropped in their achievement rates by 14.2% compared to the prior school year. However, they were still in the "green" on the CA School Dashboard, and achieved at higher rates than their peers in the state and district, which also speaks to the benefits of extended learning opportunities through lunch intervention. These results also have had a direct impact on Inspire's ability to retain 9th grade students, improving attrition rates and preparing students for more advanced reading and writing in sophomore year and beyond.

Inspire's "Alternatives to Suspension" plan puts in place appropriate support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. In 2023-24, Inspire students were suspended at a rate of 1.9%, putting our school in the "orange" and increasing by 1.4% over the prior year. Our goal is to address the social-emotional challenges for students that often lead to high-risk behaviors. We are confident that the Alternatives to Suspension model will help us continue to support students effectively, keeping suspension rates lower in the coming years. We also know that students at risk for increased substance use are often those who have experienced trauma and/or are socioeconomically disadvantaged. In 2021-22, we put in place an additional 0.4 FTE counselor dedicated to addressing social, emotional, and behavioral challenges for students and families. Research from the American School Counselor Association shows that "lower student to-school-counselor ratios produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions" and that these outcomes are especially effective for low-income students.

In addition to the academic counseling and mental health supports put in place to address our suspension rates, the members of Inspire's MTSS team function as case managers who meet consistently with students, track their progress, and function as a communication hub between students, teachers and families to ensure student success. Research from the Wallace Foundation shows that "case management had a positive effect on several nonacademic outcomes, including students' attitudes about school and their relationships with adults and peers." We anticipate that the support for positive relationships with teachers and peers in school will help our at-risk students feel more connected to school and lead to fewer disciplinary outcomes.

Full inclusion for students with disabilities is a high priority for inspire. In 2023-24 our in-house professional development focused on Universal Design for Learning (UDL) strategies, empowering teachers to design lessons that maintain rigorous learning expectations while removing the barriers for students with disabilities or other learning challenges.

Math interventions at Inspire include: 1) The adoption of a 3-year math requirement for graduation, with a plan in place to consider adoption of a 4-year requirement. 2) Training for math teachers in the Mathematical Mindsets work of Jo Boaler and Cathy Williams in order to address the issue of classroom culture as a barrier for students. The team has shared resources including books and articles in common and the YouCubed website, and has attended training with Boaler and Williams at Stanford University. The team is utilizing what they've learned

in order to adapt their current college-prep curriculum with the goal of increased equity and access to math learning for all students. 3) The math team continues to support remedial math students in their freshman year (especially those with IEPs and 504s) with a double-block math class. In these classes, para-educators provide one-on-one support for all students, not just for students receiving special education services. Three years ago, Inspire implemented intensive small-group and one-on-one tutoring support for students identified as at-risk of failing in Math, decreasing the number of Fs in Math one overall. Students from low-socioeconomic backgrounds achieve at a rate of nearly 9% behind their peers overall.

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.

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures under actions for Goal 1.

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

CAASPP rates in ELA dropped by about 4% compared to the prior year, and about 10% in Math achievement. However, Inspire students still outperformed their peers in ELA, Math, and Science in the state and district. In 2022-23, the majority of students taking the CAASPP were with Inspire as freshmen during the year of pandemic lockdown. We are proud of the innovative, 1X8 schedule that kept students engaged and learning online with their teachers, rather than a canned curriculum. Last year, the majority of students taking the CAASPP spent their 8th grade year on online learning platforms that did not necessarily keep them engaged and learning effectively, so their scores may reflect a year of lost learning opportunities.

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.

Inspire's case management model has changed from a single case manager to a team structure, with counselors, SPED leads, and administrators tracking student progress according to need, and serving as liaisons with teachers, parents and guardians, and community organizations.

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	ELA support and intervention	Continue articulation and planning backwards from the CAASPP in 11th grade back through 9th grade English to better prepare students. Support writing across the disciplines with attention to greater use of writing to enhance learning in the arts and sciences.		No Yes

Action #	Title	Description	Total Funds	Contributing
		Revise and enhance school-wide writing sample, refining the process and methodologies to better assess student needs. Continue professional development opportunities specific to English Language Arts.		
1.2	Academic counseling and mental health support	Enhance ratio of academic counseling to 170:1 Educate students about the benefits of honors and AP courses through counseling and advisory. Check individual 5-year student plans annually and provide them academic counseling to become college ready for sophomores through seniors. Meet with all students individually to ensure they are on track in their classes. Presentations in advisory to remind students of the conditions and requirements that must be met to be eligible for a four-year university. Structure advisory curriculum to prepare students at each grade level to plan carefully for graduation. Increase the number of students taking PSAT annually.	$148,576.00	No Yes
1.3	Multi-tiered systems of support	Provide robust interventions for students in need of Tier 2 and Tier 3 support. Review and revise the Progressive Intervention Plan with Multi-tiered Systems of Support as the driving context. Continue with the English Intervention, through lunch tutoring and a release period for continued monitoring of student success, support, and communication. Provide one-on-one and small-group support from paraprofessionals in math and science classes Identify a case load of students served by the Targeted Case Manager to support and monitor Provide support for incoming students and families from an office liaison who can help with access to ParentSquare, Aeries, school docs, applications, and other important school processes.	$120,751.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher professional development	Continue to provide professional development that increases teacher effectiveness in common core practices and general instruction. Provide continued training for Advanced Placement and Career Technical Education teachers. Teachers in all disciplines will continue to develop and refine units lessons and common assessments to reflect and implement the Common Core standards. Continue with site-based professional development to include professional developers outside Chico in the academic core and elective core with an emphasis on the arts and sciences. Support teachers observing one another through release time.	$36,680.00	No Yes
1.5	Math instruction and support	Increase mathematic reasoning and instruction. Continue to provide Math C daily for students who need additional support. Create and maintain common assessments in Math 1, 2, and 3. Maintain professional development Implement co-teaching of Integrated Math 1 Implement a three-year math requirement for graduation Provide one-on-one tutoring for students with at risk of failing Math 1 to complete the three-year math trajectory	$16,680.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure equity and access for all students to a rigorous course of study that includes Career Technical Education and major pathways, Dual Enrollment courses, enrichment programs and extra-curricular opportunities	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Inspire invests in developing 21st century learners with critical-thinking, problem-solving, and collaborative skills. For this reason, we invest in developing career-technical education, dual enrollment, and major pathways in the arts and sciences, and we support students in increasing achievement in high-quality elective core programs. Improving student outcomes in CTE pathways, majors, and elective core classes will be measured by student participation and completion rates in these courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 - CTE Completion - % of pupils that have successfully completed CTE courses from approved pathways	89.5% of students have successfully completed CTE courses	90.5% of students have successfully completed CTE courses		95% of students have successfully completed CTE courses	+1%
2.2	Priority 4 - CTE/UC ag Completers - % of pupils that have successfully completed UC a-g requirements AND that have successfully completed at least one CTE pathway	8.7% of students have completed UC a-g requirements and have completed a CTE pathway	8.4% of students have completed UC a-g requirements and have completed a CTE pathway		10% of students have completed UC a-g requirements and have completed a CTE pathway	-0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 4 - Local Pupil Achievement - Percentage of Major Completers	34% of graduates completing a major	35% of graduates completing a major		38% of graduates completing a major	+1%
2.4	Priority 4 - Local Pupil Achievement - Percentage of Major Participants	29% of students participating in the major program	31% of students participating in the major program		35% of students participating in the major program	+2%
2.5	Priority 4 - Local Pupil Achievement - Percentage of students completing college credit	3% of students completed college credit	2.8% of students completed college credit		5% of students completed college credit	-0.2%
2.6	Priority 4 - Local Pupil Achievement - % of pupils successfully completed Dual Enrollment courses	9% of students completed Dual Enrollment courses	13.4% of students completed Dual Enrollment courses		15% of students completed Dual Enrollment courses	+4.4%

Goal Analysis [2024-25]

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.

With over 90% of students participating in Career and Technical Education (CTE) at Inspire, the school has successfully designed programs that offer students rigorous learning in the arts and sciences. CTE offerings include 15 pathways within the industry sectors of Arts, Media, and Entertainment; Digital and Visual Media Arts; and Production and Managerial Arts. Introductory coursework in all CTE Pathways is open to all students, and those who choose to advance in their subject area are able to take rigorous, sequenced coursework aligned to industry standards. Inspire continues to expand our Dual Enrollment opportunities through a partnership with Butte College.

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.

Budgeted expenditures for "2.3 Student participation in opportunities for leadership, extracurricular, showcases, exhibits, and competitions" were exceeded by estimated actual expenditures by $10,999. This was due to the addition of CTE pathways in Live Event Production and Journalism that opened up student trips to leadership conferences for expanded learning in the pathways.

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

The Goal #2 actions effectively increased or maintained student outcomes in Career Technical Education, majors, college and Dual Enrollment credit across all metrics.

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.

Inspire's Career Technical Education pathways have grown and thrived since we established our programs in 2015. As a school, Inspire has decided to retire the majors program and to put in place capstone classes for each pathway that are more aligned to industry standards, that build student skills in leadership and project management, and that help students advance in the subjects they love.

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	CTE Pathways	Establish CTE pathways for Engineering, Recording Arts, Technical Theatre, Vocal Music, Dance, Musical Theatre, Theatre, Instrumental Music, Digital Art, Visual Art, Event Production, and Computer Programming. Continue professional development for teachers still seeking CTE certification. Procure mentors from industry or education in the arts and sciences, and engineering. Maintain and create collaborative CTE lessons across curriculum. Support teams in developing CTE curriculum and pathways. Enhance CTE or Educational Council outreach.	$7,614.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Majors coordination and development	Majors coordinator will: Articulate next steps for all 12 majors. Determine meeting times for advisors and committees. Maintain longitudinal data on students involved in majors. Work with majors Advisors to counsel and inform students of major information and advantages. Work with advisors to arrange speakers and visitations with industry professionals, trade schools, colleges and universities. Continue developing opportunities for Major Culminating Experience/Project.	$300.00	No
2.3	Student participation in opportunities for leadership, extracurricular, showcases, exhibits, and competitions	Maintain/enhance extra-curricular activities which support CTE and major pathways. Support the performing arts program by providing opportunities that allow for enlarged student participation and leadership. Continue with additional focus on arts and sciences beyond the classroom through exhibitions, showcases, performances or competitions to enrich student engagement and experience.	$22,275.00	No
2.4	Program expansion	Continued expansion of programmatic options. Research grants that will apply to additional capstone and majors courses, CTE or other revenue streams. Write articulation and dual enrollment agreements with Butte Community College		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Continue to build a culture of equity, achievement, support, kindness, and acceptance by including student and parent participation and input in decision making related to whole school and individual programs	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Inspire believes in strengthening school, family, and community partnerships in order to support student academic, social, and emotional achievement. For this reason, we engage all stakeholders--including students, staff, parents, and community members--in improvement planning and decision-making related to student learning. Determining successful implementation of multi-tiered systems of support will be measured qualitatively through stakeholder survey data as well as quantitatively through suspension and expulsion rates, and attendance and graduation data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 - Parent Involvement - Participation in the Inspire Support Team	16 parents involved in the Inspire Support Team	16 parents involved in the Inspire Support Team		20 parents involved in the Inspire Support Team	0
3.2	Priority 3 - Parent Involvement - Participation in Parent Survey	39 parents responded to the Education for the Future Survey	23 parents responded to the Education for the Future Survey		100 parents responded to the Education for the Future Survey	-16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Priority 3 - Parent Involvement - Overall satisfaction rating on parent survey	100% of parents “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.	100% of parents “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.1.		100% of parents “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.3.	0%
3.4	Priority 3 - Parent Involvement - Outcome on BCOE Parent Involvement Rubric	Standard 1: 2 Standard 2: 2 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3	Standard 1: 2 Standard 2: 2 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3		Standard 1: 3 Standard 2: 3 Standard 3: 3 Standard 4: 3 Standard 5: 3 Standard 6: 3	0
3.5	Priority 6 - School Climate - Participation on student survey	66% of students responded to the Education for the Future Survey	65% of students responded to the Education for the Future Survey		70% of students responded to the Education for the Future Survey	-1%
3.6	Priority 6 - School Climate - Overall satisfaction rating on student survey	100% of students “agree or strongly agree” on all questions showing a positive response. Average positive response is 3.8.	100% of students “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.0.		100% of students “agree or strongly agree” on all questions showing a positive response. Average positive response is 4.	0%
3.7	Priority 6 - School Climate - Suspension rate	0.5% of students suspended at least one day	1.9% of students were suspended at least one day		0.5% of students suspended at least one day	+1.4%
3.8	Priority 6 - School Climate - Expulsion rate	0% of students expelled	0% of students expelled		0% of students expelled	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Priority 5 - Pupil Engagement - Graduation Rate	88.3% of students graduated	92.1% of students graduated		90% of students graduated	+3.8%
3.10	Priority 5 - Pupil Engagement - Chronic Absenteeism Rate	31.3% of students were chronically absent	25.5% of students were chronically absent		25% of students were chronically absent	-5.8%
3.11	Priority 5 - Pupil Engagement - Attendance Rate	92.3%	96%		95%	+3.7%
3.12	Priority 1 - Facilities - Facilities Inspection Tool	FIT Report - Good	FIT Report - Good		FIT Report - Good	0

Goal Analysis [2024-25]

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.

Inspire has made positive strides in re-engaging parents and families in the wake of the pandemic. The Parent Support Team has been actively recruiting volunteers to help supervise dances, support fundraising efforts, and build momentum for community events. Two years ago, Inspire developed the Student Equity Council, which provides a structure for students to share their voice as representatives of their Advisories, bringing back information about school efforts to their peers and helping the adults at Inspire hear student concerns and good ideas. As part of our yearly reflection on student outcomes, Inspire engages parents, staff, students, and community members on our Education Partner Council to review school data and help plan for the coming year.

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

There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In the 2018-19 school year, Inspire's suspension rate of 5.3% of students (suspended at least once) put us in the "orange" on the CA School Dashboard. We showed disproportionate rates of suspension for low-socioeconomic students (6.5%) and students with disabilities (6.9%).

Most of these suspensions were due to vaping. Three years ago, our associate principal led the development of an "Alternatives to Suspension" plan that put in place appropriate support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. In 2022-23, the plan decreased the number of suspensions for first-time offenders to 0.5%, and has addressed the socialemotional challenges for students that often lead to high-risk behaviors. However, last year suspensions were up again by 1.4%. Inspire still has work to do to put effective practices in place that allow students to develop relationship skills and rebuild trust when they are not meeting the school's expectations.

In 2023-24, Inspire sought meaningful feedback on school programs and services through our Education Partner Council made up of parents, staff, and students. The Principal/Superintendent facilitated three meetings on April 9, 16, and 23 with the purpose of collectively analyzing student outcome data, reviewing planned actions, and eliciting input on how the school might improve support for students. The conversations that happened in those meetings helped us achieve our goal of sharing our learning outcomes with greater transparency, hearing multiple perspectives on our plans going forward, and helping our families and students feel more engaged in school processes and planning.

In 2022-23, Inspire's chronic absence rates decreased by 14% over the prior year; however, at 31%, we are still concerned about the number of students who miss school on a regular basis. We were especially concerned about the disparities for students with disabilities, and focused our efforts on supporting students and families in attending consistently and on time. Last year, attendance rates continued to improve, with chronic absence at 25.5%. Inspire's attendance team is focusing on developing clear messaging about the impacts of chronic absence on student achievement, seeking to understand the factors behind student absent, and working directly with families to help take down barriers to attendance.

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.

Inspire is not planning significant changes to the planned goal, metrics, target outcomes, or actions for next 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
3.1	Culture building activities	Enhance culture and character building programs. Continue with yearly, whole school activities geared towards student safety, or culture building such as motivational speakers, First Days,	$174,851.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		School Culture Days, or similar events for greater student inclusion—with a focus on foster/EL/Low Income students. Develop and implement culture building activities in advisories to create lesson plans on academics, character and goal setting. Maintain student-driven community activities (such as DOP and Spring Standout). Provide increased curriculum and activities in our sixteen advisory sections to enhance student reflection about our culture of kindness and support as well as their plans for the future.		
3.2	Parent involvement and communication	Increase parent involvement and communication. Hold regular Parent Information Nights to help parents better understand our majors, CTE, articulation, mentoring opportunities, college requirements, CAASP, dual enrollment and other assessments. Work with the Foundation and CTE Councils to include more parent involvement. Use student and parent surveys to receive feedback on school culture. Hold student and parent forums or focus groups to receive feedback on school culture. Work with the Foundation to create specific volunteer listing to give parents more access to the campus and to help support students. Work with the Foundation to create a “master list” of parent volunteers. Target invitations to parents for the following: o Help on campus with activities and advisories. o Observations of classrooms. o Fundraising events. o Speakers in classrooms. o Service on CTE advisory boards and to Visual and Performing Arts.	$1,259.00	No Yes
3.3	School facilities	Enhance the general facilities of the school. Install more landscaping to campus. Continue upgrading classroom environment, and technological access. Remodel of boys’ and girls’ bathrooms nearest to administration building.		No

Action #	Title	Description	Total Funds	Contributing
		Research possibilities for additional space on campus.		
3.4	Student safety	Maintain student safety. Freshman lunch check-in. Maintain/enhance security on campus.	$8,231.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$369,315	$0

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
9.500%	0.000%	$0.00	9.500%

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:** ELA support and intervention **Need:** Socioeconomically disadvantaged students **Scope:** LEA-wide Schoolwide	The ELA lunch intervention has effectively kept the percentage of Ds and Fs under 6% for 9th Grade students in ELA since it was implemented in 2014-15. The intervention teacher is also the classroom teacher for all 9th grade students, so he knows student needs well and uses the additional time at lunch to provide personalized supports for students at risk of failing. In 2023-24, low income students achieved at 10 percentage points lower than all students on the ELA CAASPP. This group dropped in their achievement rates by 14.2%	ELA CAASPP Scores % of Ds and Fs in English 9

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
		compared to the prior school year. However, they were still in the "green" on the CA School Dashboard, and achieved at higher rates than their peers in the state and district, which also speaks to the benefits of extended learning opportunities through lunch intervention. These results also have had a direct impact on Inspire's ability to retain 9th grade students, improving attrition rates and preparing students for more advanced reading and writing in sophomore year and beyond.	
1.2	**Action:** Academic counseling and mental health support **Need:** Socioeconomically disadvantaged students Students with disabilities Homeless and foster youth **Scope:** LEA-wide Schoolwide	In the 2018-19 school year, Inspire's suspension rate of 5.3% of students (suspended at least once) put us in the "orange" on the CA School Dashboard. We showed disproportionate rates of suspension for low-socioeconomic students (6.5%) and students with disabilities (6.9%). Most of these suspensions were due to vaping. Three years ago, our associate principal led the development of an "Alternatives to Suspension" plan that put in place appropriate support for students who violate the Ed. codes surrounding drug, alcohol, and tobacco use, sale, or possession. The plan allows these students access to increased counselor support and education around substance use and abuse for a first offense. In 2022-23, the plan decreased the number of suspensions for first-time offenders to 0.5%, and has addressed the socialemotional challenges for students that often lead to high-risk behaviors. However, last year suspensions were up again by 1.4%. Inspire still has work to do to put effective practices in place that allow students to develop relationship skills and rebuild trust when they are not meeting the school's expectations.	Suspension rates Counselor to student ratios

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
1.3	**Action:** Multi-tiered systems of support **Need:** Socioeconomically disadvantaged students Students with disabilities Homeless and foster youth **Scope:** LEA-wide Schoolwide	In addition to the academic counseling and mental health supports put in place to address our suspension rates, the members of Inspire's MTSS team function as case managers who meet consistently with students, track their progress, and function as a communication hub between students, teachers and families to ensure student success. Research from the Wallace Foundation shows that "case management had a positive effect on several nonacademic outcomes, including students' attitudes about school and their relationships with adults and peers." We anticipate that the support for positive relationships with teachers and peers in school will help our at-risk students feel more connected to school and lead to fewer disciplinary outcomes.	Suspension rates Chronic absence rates
1.4	**Action:** Teacher professional development **Need:** Socioeconomically disadvantaged students Students with disabilities Homeless and foster youth **Scope:** LEA-wide Schoolwide	Full inclusion for students with disabilities is a high priority for inspire. In 2023-24 our in-house professional development focused on Universal Design for Learning (UDL) strategies, empowering teachers to design lessons that maintain rigorous learning expectations while removing the barriers for students with disabilities or other learning challenges.	CAASPP scores Attendance rates
1.5	**Action:** Math instruction and support **Need:** Socioeconomically disadvantaged students Students with disabilities	Math interventions at Inspire include: 1) The adoption of a 3-year math requirement for graduation, with a plan in place to consider adoption of a 4-year requirement. 2) Training for math teachers in the Mathematical Mindsets work of Jo Boaler and Cathy Williams in order to	CAASPP scores % of Ds and Fs in Math 1

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
	Homeless and foster youth **Scope:** LEA-wide Schoolwide	address the issue of classroom culture as a barrier for students. The team has shared resources including books and articles in common and the YouCubed website, and has attended training with Boaler and Williams at Stanford University. The team is utilizing what they've learned in order to adapt their current college-prep curriculum with the goal of increased equity and access to math learning for all students. 3) The math team continues to support remedial math students in their freshman year (especially those with IEPs and 504s) with a double-block math class. In these classes, para-educators provide one-on-one support for all students, not just for students receiving special education services. Three years ago, Inspire implemented intensive small-group and one-on-one tutoring support for students identified as at-risk of failing in Math, decreasing the number of Fs in Math one overall. Students from low-socioeconomic backgrounds achieve at a rate of nearly 9% behind their peers overall.	
3.1	**Action:** Culture building activities **Need:** **Scope:** LEA-wide Schoolwide		
3.2	**Action:** Parent involvement and communication **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.4	**Action:** Student safety **Need:** **Scope:** LEA-wide Schoolwide		

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

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

Additional Concentration Grant Funding

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

NA

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	4.35:332	NA
Staff-to-student ratio of certificated staff providing direct services to students	26:332	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,887,530	369,315	9.500%	0.000%	9.500%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$425,039.00	$31,483.00	$780.00	$79,915.00	$537,217.00	$531,557.00	$5,660.00

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	ELA support and intervention	All	No Yes	LEA-wide School wide		All Schools									
1	1.2	Academic counseling and mental health support	All	No Yes	LEA-wide School wide		All Schools		$148,576.00	$0.00	$79,832.00			$68,744.00	$148,576.00	
1	1.3	Multi-tiered systems of support	All	No Yes	LEA-wide School wide		All Schools		$120,751.00	$0.00	$120,751.00				$120,751.00	
1	1.4	Teacher professional development	All	No Yes	LEA-wide School wide		All Schools		$36,680.00	$0.00	$16,680.00	$20,000.00			$36,680.00	
1	1.5	Math instruction and support	All	No Yes	LEA-wide School wide		All Schools		$16,680.00	$0.00	$16,680.00				$16,680.00	
2	2.1	CTE Pathways	All	No			All Schools		$7,614.00	$0.00		$7,614.00			$7,614.00	
2	2.2	Majors coordination and development	All	No			All Schools		$0.00	$300.00	$300.00				$300.00	
2	2.3	Student participation in opportunities for leadership, extracurricular, showcases, exhibits, and competitions	All	No			All Schools		$19,515.00	$2,760.00	$17,626.00	$3,869.00	$780.00		$22,275.00	
2	2.4	Program expansion	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Culture building activities	All	No Yes	LEA-wide School wide		All Schools		$172,251.00	$2,600.00	$163,680.00			$11,171.00	$174,851.00	
3	3.2	Parent involvement and communication	All	No Yes	LEA-wide School wide		All Schools		$1,259.00	$0.00	$1,259.00				$1,259.00	
3	3.3	School facilities	All	No			All Schools									
3	3.4	Student safety	All	No Yes	LEA-wide School wide		All Schools		$8,231.00	$0.00	$8,231.00				$8,231.00	

2025-26 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
3,887,530	369,315	9.500%	0.000%	9.500%	$407,113.00	0.000%	10.472 %	**Total:**	$407,113.00
								LEA-wide Total:	$407,113.00
								Limited Total:	$0.00
								Schoolwide Total:	$407,113.00

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**	ELA support and intervention	Yes	LEA-wide Schoolwide				
1	**1.2**	Academic counseling and mental health support	Yes	LEA-wide Schoolwide			$79,832.00	
1	**1.3**	Multi-tiered systems of support	Yes	LEA-wide Schoolwide			$120,751.00	
1	**1.4**	Teacher professional development	Yes	LEA-wide Schoolwide			$16,680.00	
1	**1.5**	Math instruction and support	Yes	LEA-wide Schoolwide			$16,680.00	
3	**3.1**	Culture building activities	Yes	LEA-wide Schoolwide			$163,680.00	
3	**3.2**	Parent involvement and communication	Yes	LEA-wide Schoolwide			$1,259.00	
3	**3.4**	Student safety	Yes	LEA-wide Schoolwide			$8,231.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$560,624.00	$560,817.00

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**	ELA support and intervention	No Yes		
1	**1.2**	Academic counseling and mental health support	No Yes	$144,005.00	142548
1	**1.3**	Multi-tiered systems of support	No Yes	$110,199.00	125893
1	**1.4**	Teacher professional development	No Yes	$61,108.00	44376
1	**1.5**	Math instruction and support	No Yes	$15,921.00	15137
2	**2.1**	CTE Pathways	No	$17,862.00	16753
2	**2.2**	Majors coordination and development	No	$300.00	200

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Student participation in opportunities for leadership, extracurricular, showcases, exhibits, and competitions	No	$24,534.00	35533
2	**2.4**	Program expansion	No		
3	**3.1**	Culture building activities	No Yes	$177,894.00	170824
3	**3.2**	Parent involvement and communication	No Yes	$1,259.00	237
3	**3.3**	School facilities	No		
3	**3.4**	Student safety	No Yes	$7,542.00	9316

2024-25 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)
357,131	$433,745.00	$426,389.00	$7,356.00	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	ELA support and intervention	Yes				
1	1.2	Academic counseling and mental health support	Yes	$87,822.00	77658		
1	1.3	Multi-tiered systems of support	Yes	$110,199.00	125893		
1	1.4	Teacher professional development	Yes	$33,108.00	37268		
1	1.5	Math instruction and support	Yes	$15,921.00	15137		
3	3.1	Culture building activities	Yes	$177,894.00	160880		
3	3.2	Parent involvement and communication	Yes	$1,259.00	237		
3	3.4	Student safety	Yes	$7,542.00	9316		

2024-25 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)
3,752,952	357,131	0	9.516%	$426,389.00	0.000%	11.361%	$0.00	0.000%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(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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