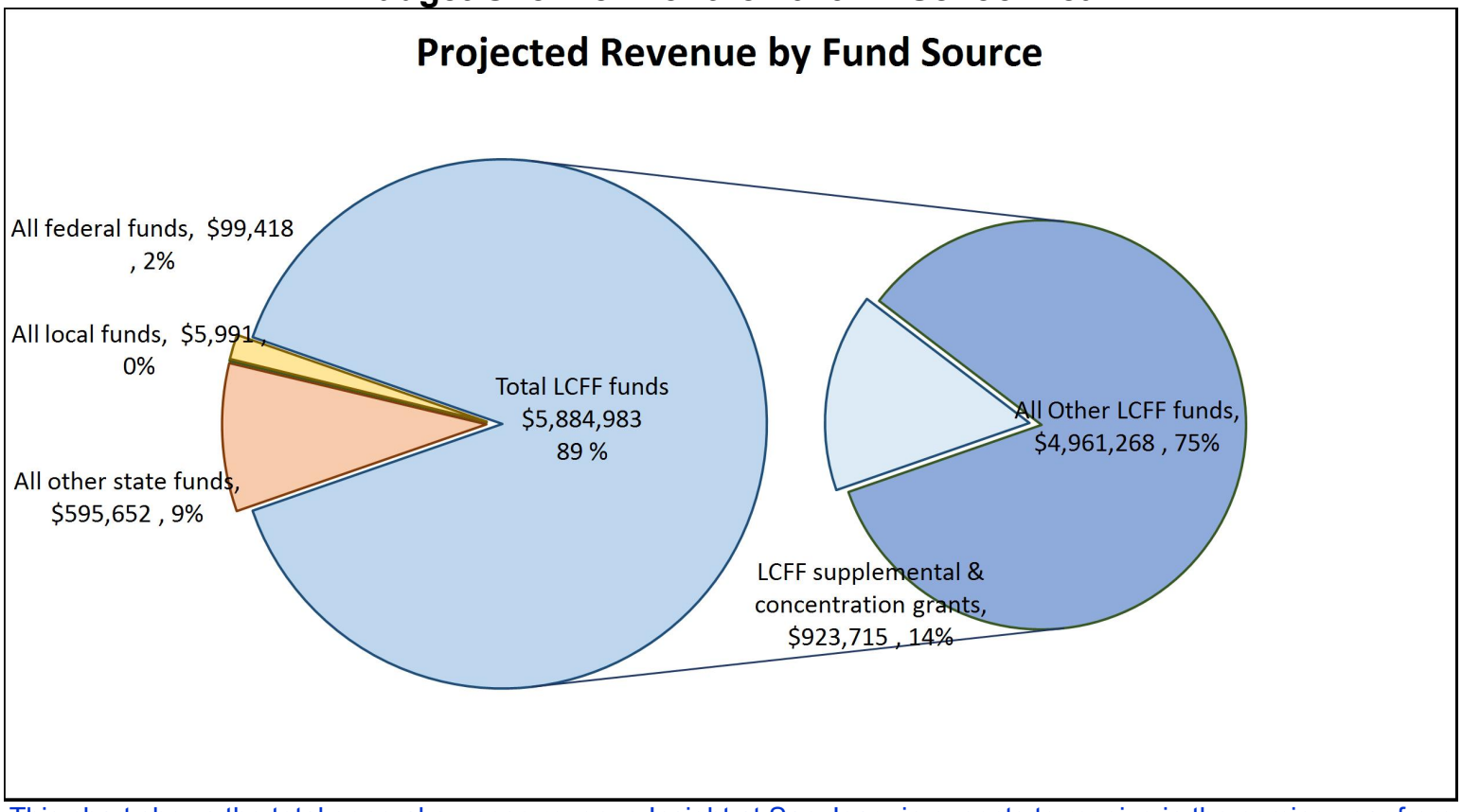
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight at San Joaquin
CDS Code: 39-68627-0133116
School Year: 2026-27
LEA contact information:
Morgan Vincent
Academic Administrator
movincent@k12insightca.org
951-894-9089

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

## Budget Overview for the 2026-27 School Year

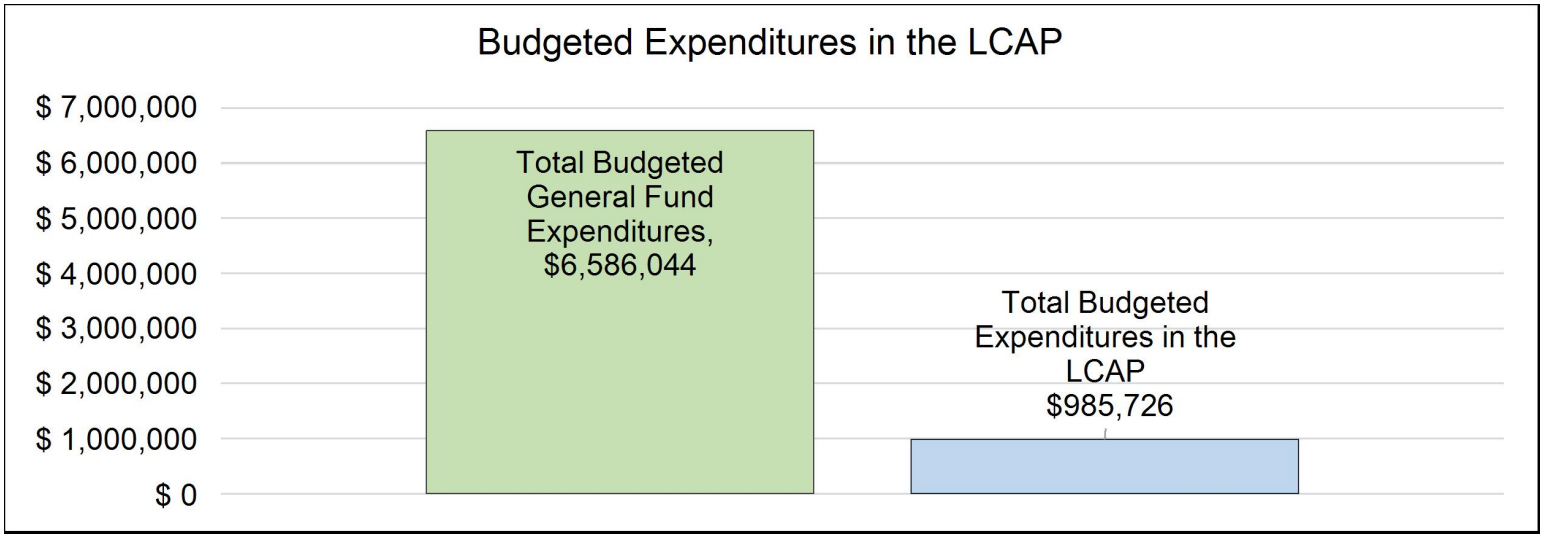



This chart shows the total general purpose revenue Insight at San Joaquin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight at San Joaquin is $6,586,044, of which $5,884,983 is Local Control Funding Formula (LCFF), $595,652 is other state funds, $5,991 is local funds, and $99,418 is federal funds. Of the $5,884,983 in LCFF Funds, $923,715 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Insight at San Joaquin plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Insight at San Joaquin plans to spend $6,586,044 for the 2026-27 school year. Of that amount, $985,726 is tied to actions/services in the LCAP and $5,600,318 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

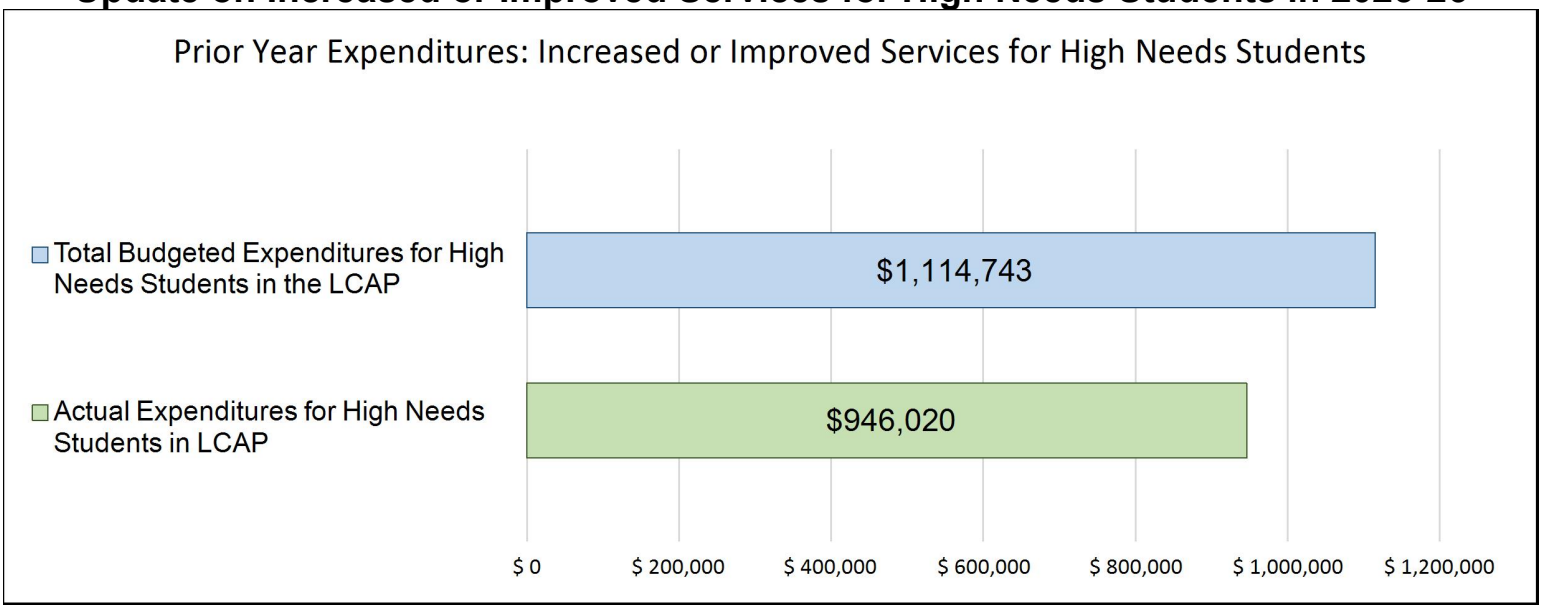
## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Insight at San Joaquin is projecting it will receive $923,715 based on the enrollment of foster youth, English learner, and low-income students. Insight at San Joaquin must describe how it intends to increase or improve services for high needs students in the LCAP.  Insight at San Joaquin plans to spend $908,131 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




This chart compares what Insight at San Joaquin budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Insight at San Joaquin estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Insight at San Joaquin's LCAP budgeted $1,114,743 for planned actions to increase or improve services for high needs students. Insight at San Joaquin actually spent $946,020 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $168,723 had the following impact on Insight at San Joaquin’s ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 1, Action 2
- Goal 2, Action 2
- Goal 2, Action 3
- Goal 3, Action 2
- Goal 3, Action 3
- Goal 4, Action 1
- Goal 4, Action 3

The school’s allocation of personnel costs and purchases was lower than estimated. As a result, it will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Insight at San Joaquin | Morgan Vincent<br>Academic Administrator | movincent@k12insightca.org<br>951-894-9089 |

# Plan Summary [2026-27]

## General Information

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

Insight @ San Joaquin is a virtual, alternative charter school specializing in serving at-risk high school students in a fully online environment. Insight is a WASC-accredited, Dashboard Alternative School Status school serving students in Sacramento, Amador, San Joaquin, Stanislaus, Contra Costa, Alameda, Santa Clara counties. Students receive synchronous instruction from highly qualified teachers; complete coursework in rigorous curriculum through Stride, Inc.; and have access to support staff and special services providers according to their needs. Insight is fully committed to supporting the social-emotional wellbeing and academic success of each of its students.

Student Demographics (Fall 2025):
16.6% English Learners (52 students)
0.3% Foster Youth (1 student)
3.8% Homeless (12 students)
76.7% Socioeconomically Disadvantaged (240 students)
27.5% Students with Disabilities (86 students)

80.61% Unduplicated Students

Total Enrollment: 313 Students

Student Demographics (Fall 2024):
19.5% English Learners (51 students)
0.4% Foster Youth (1 student)
2.3% Homeless (6 students)
69.7% Socioeconomically Disadvantaged (182 students)
21.5% Students with Disabilities (56 students)

79.23% Unduplicated Students (248 students)

Total Enrollment:  261 Students

Student Demographics (Fall 2023):
18.6% English Learners (35 students)
3.2% Homeless (6 students)
58.5% Socioeconomically Disadvantaged (110 students)
22.3% Students with Disabilities (42 students)

74.33% Unduplicated Students

Total Enrollment:  188 Students

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

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

# Reflections: Annual Performance

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

On Insight at San Joaquin's Dashboard, academic performance (CAASPP) is indicated as Orange in ELA and Yellow in math. In ELA, all students performed 72.3 points below standard, representing an increase of 10.4 points. No subgroups are indicated with a color, but Hispanic students performed 51.3 points below standard, an increase of 35.3 points from prior year; socioeconomically disadvantaged students performed at 70.1 points below standard, an increase of 6.3 points; and students with disabilities performed at 110.6 points below standard, an increase of 36.7 points. In math, all students performed 100.8 points below standard, representing an increase of 74.5 points compared to prior year. Again, no subgroups are indicated with a color, but Hispanic students increased by 105.6 points to 100.8 points below standard, socioeconomically disadvantaged students increased by 38.2 points to 106.3 points below standard, and students with disabilities increased by 53.2 points to 168.3 points below standard. Insight attributes this growth to several factors, including professional development tailored toward increasing rigor and scaffolding for student support, instructional coaching to promote and develop teaching best practices, and supports for struggling students including intervention, supplemental programs, and summer school offerings. Insight at San Joaquin is encouraged by this significant growth, particularly in math, but also recognizes that there is need to continue this growth trend in both math and ELA.

Insight at San Joaquin is indicated as Red in the College and Career Indicator, with a slight decline of 0.9% from the prior year to 3.7% prepared. The student subgroups of Hispanic, socioeconomically disadvantaged, students with disabilities, and White are indicated as Red as well. Insight recognizes this as an area of ongoing need and hopes to see increases as a result of the planned actions in this area. Insight will continue to offer dual enrollment opportunities to its students as a means to better prepare them for postsecondary goals and will further develop enrollment offerings if this action proves successful.

In local assessment data, in reading, overall 60.56% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, which is an increase of over 5% compared to prior year growth data. The subgroups of English learners (61.82%), socioeconomically disadvantaged (62.03%) and homeless youth (75%) are achieving at or above the growth level of the overall population, while the subgroups of Hispanic (58.72%) and students with disabilities (59.42%) are achieving just under all students; however the gaps have significantly closed since prior year. In math, overall 57.22% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, which represented an increase of about 3% compared to prior year growth data. The subgroups of Hispanic (57.74%), homeless youth (65%) and socioeconomically disadvantaged (58.91%) are achieving at or above the growth level of the overall population, but English Learners (54.9%) and students with disabilities (48.57%) are performing slightly lower than all students.

English learner progress is indicated as Green on the Dashboard, at 45.2%, an increase of 8.4% compared to the prior year. Insight attributes this growth to increased support for English Learners via instructional scaffolds and various language supports and services.

Graduation rate is indicated as Red for all students at 63%, a decrease of 9.6% from the prior year. Red student subgroups include Hispanic students at 61.2%, a decrease of 13.5%; socioeconomically disadvantaged students at 61.9%, a decrease of 11.2%, students with disabilities at 53.6%, a decrease of 10.7%, and White students at 67.4%, a decrease of 4.3%. Insight recognizes the urgent need to continue working toward graduation rate as a focus goal to ensure that all students are supported toward meeting graduation requirements.

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

Student groups within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:
CAASPP ELA: all students
CCI: all students, Socioeconomically disadvantaged, Students with disabilities Hispanic, White
Graduation Rate: all students, Socioeconomically disadvantaged, Students with disabilities Hispanic, White

Student groups within a school with the lowest performance level on one or more indicators on the 2024 Dashboard:
CAASPP ELA: all students
CAASPP Math: all students
CCI: Students with disabilities
Graduation Rate: Students with disabilities

Student groups within a school with the lowest performance level on one or more indicators on the 2025 Dashboard:
CCI: All students, students with disabilities, socioeconomically disadvantaged, Hispanic, White
Graduation Rate: All students, students with disabilities, socioeconomically disadvantaged, Hispanic, White

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

# Reflections: Technical Assistance

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

Based on the 2025 California Dashboard, Insight at San Joaquin is eligible for Differentiated Assistance for socioeconomically disadvantaged, students with disabilities, Hispanic, and white in the areas of pupil engagement (CCI and Graduation Rate)

Insight at San Joaquin partnered with the San Joaquin County Office of Education to review its performance data on the state and local indicators on the CA Dashboard, to perform root cause analysis, and to formulate action plans for meeting the needs of Hispanic students. Analysis determined that root causes include Insight's program offerings as an alternative school, which do not include several of the qualifying measures for CCI, and student credit deficiency upon enrollment. Based on these conclusions, Insight determined several areas of focus in which to formulate action plans.

Insight at San Joaquin's leadership team spent time researching measures for college and career readiness that may be more accessible to an alternative population, including exploring dual enrollment offerings, the possibility of establishing a pre-apprenticeship program and the impact of state assessment performance. Insight determined that creating action plans in these areas could have the greatest impact on student achievement and set a goal of increasing CCI by 2% on the 2026 dashboard.

Insight at San Joaquin's leadership team also spent time analyzing factors that may be contributing to its low graduation rate, particularly among socioeconomically disadvantaged, Hispanic, and White students and students with disabilities. As an alternative school, Insight

frequently enrolls students who are severely credit deficient and/or struggling with a pattern of repeated failure of courses. In their weekly data analysis meetings, members of the leadership team investigated areas in which Insight could further support these students, and it was determined that early identification of students in jeopardy of failing and extra 1/1 support for them were biggest areas of need. New positions were hired, and data tracked through the school year showed effectiveness of these new actions. Insight has set a goal of seeing graduation rate increase to at least 68% across all subgroups.

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

Through targeted technical assistance, it was determined to focus on socioeconomically disadvantaged, students with disabilities, Hispanic, and white students and their access to dual enrollment opportunities (goal/action 1.5) and graduation coaches (goal/action 4.4). Insight at San Joaquin will continue to work with the SJCOE to implement a professional development plan focusing on additional supports for pupil engagement in the areas of CCI and Graduation Rate with their socioeconomically disadvantaged, students with disabilities, Hispanic, and white students.

# 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 - LEA exited 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.

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

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

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

Engaging educational partners meetings were held each quarter: once in the fall, once in the winter, and once in the spring. Students, parents, and staff were invited and presented with updates to current goals, reporting on dashboard indicators, and a review of proposed actions/goals. During each session, attendees were asked engagement questions and provided feedback opportunities. Information from each meeting was sent via email to all invitees. Conversations during these sessions were centered around actions and programs that are currently effective or ineffective in meeting goals and to gather ideas. Parents were also invited to join a Parent Advisory Committee, which met three times this year. During these meetings, LCAP goals and actions were discussed and feedback opportunities were offered. Parents offered insights as to why supplemental programs (intervention, for example) were effective for their students. Additionally, students, families, and staff were surveyed regularly throughout the year, and English learners and their parents were invited to submit feedback specific to the ELD program.

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

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

Key Drivers of Student Support

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

Opportunities to Increase Student Engagement
Students expressed interest in:

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

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

CAASPP is indicated Red in ELA and Orange in math. In ELA, all students performed 69.5 points below standard, and the subgroups of Hispanic students (73.7 points below standard), socioeconomically disadvantaged students (96 points below standard), and White students (70.1 points below standard) performed below all students. In math, all students performed 143.3 points below standard, and while socioeconomically disadvantaged students performed the same at 143 points below standard, Hispanic students performed 156.3 points below standard and White students performed 156.3 points below standard. There is a significant need to increase math achievement across all students.

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

In local assessment data, the subgroups of English learners (39.29%), Hispanic (36.21%), and students with disabilities (25%) are achieving lower levels of growth than all students (39.33%) in math. In reading, the subgroups of English learners (41.38%), Hispanic (36.36%) and students with disabilities (39.53%) are performing at lower levels of growth than all students (50.88%). While English learner progress on the dashboard is at 33.3%, they are still trailing behind all students in achievement in English and math.

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

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:
CAASPP ELA: Socioeconomically disadvantaged
CAASPP Math: Hispanic & White
CCI: African American, English learners, Students with disabilities, White

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 4A<br>ELA SBAC Points from Standard | Overall: 69.5 below<br>Hispanic: 73.7 below<br>Socioeconomically Disadvantaged: 96 below<br>White: 70.1 below | Overall: 82.7 below<br>Hispanic: 86.5 below<br>Socioeconomically Disadvantaged: 76.4 below<br>Sped: 147.2 below | Overall: 72.3 below<br>Hispanic: 51.3 below<br>Socioeconomically Disadvantaged: 70.1 below<br>Sped: 110.6 below | Increase by at least 25 points overall and in all subgroups | Overall: -2.8<br>Hispanic: 22.4<br>Socioeconomically Disadvantaged: 25.9 |
| 1.2 | 4A<br>Math SBAC Points from Standard | Overall: 143.3 below<br>Hispanic: 156.3 below<br>Socioeconomically Disadvantaged: 143 below<br>White: 156.3 below | Overall: 175.3 below<br>Hispanic: 206.3 below<br>Socioeconomically Disadvantaged: 144.5<br>Sped: 221.4 below | Overall: -100.8<br>Hispanic: -100.8<br>Socioeconomically Disadvantaged: -106.3<br>Sped: -168.3 | Increase by at least 25 points overall and in all subgroups | Overall: 42.5<br>Hispanic: 55.5<br>Socioeconomically Disadvantaged: 36.7 |
| 1.3 | 4A<br>CAST % Meet/Exceed | Overall: 19.42%<br>African American: 25%<br>Asian: 18.18%<br>Hispanic: 11.76%<br>Socioeconomically Disadvantaged: 15.59%<br>Sped: 0%<br>White: 20.59% | Overall: 18.45% (22.7 below standard)<br>Hispanic: 13.46% (24.4 below standard)<br>Socioeconomically Disadvantaged: 17.57% (20.7 below standard)<br>Sped: 8.34% (29.9 below standard)<br>White: 26.31% | Overall: 30.69%<br>African American: 17.65%<br>EL: 29.76%<br>Hispanic: 30.19%<br>Socioeconomically Disadvantaged: 27.63%<br>Sped: 30.69%<br>White: 37.50% | Increase by at least 15% overall and in all subgroups | Overall: 11.27%<br>African American: -7.35%<br>EL: 29.76%<br>Hispanic: 18.43%<br>Socioeconomically Disadvantaged:12.04%<br>Sped: 30.69%<br>White: 16.91% |
| 1.4 | 4B, C, D, G, H<br>CCI % Prepared | Overall: 0.60%<br>African American: 0% | Overall: 4.7% | Overall: 3.70%<br>Hispanic: 4.20% | Increase by at least 15% overall | Overall: 3.10%<br>EL: 0.00% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL: 0%<br>Hispanic: 1.60%<br>Homeless youth: 5%<br>Socioeconomically Disadvantaged: 0.70%<br>White: 0%<br><br>CCI Details<br>a-g Completion 0.0%<br>CTE Pathway Completion 0.0%<br>Both CTE & a-g Completion 0.0%<br>Passage of AP Exam 0.0%<br>Early Assessment Program (EAP) 4.8% | African American: 0.0%<br>EL: 0.0%<br>Hispanic: 6.5%<br>Homeless youth: 6.3%<br>Socioeconomically Disadvantaged: 4.1%<br>White: 5%<br><br>CCI Details<br>a-g Completion: 0%<br>CTE Pathway Completion: 0%<br>Both CTE & a-g Completion: 0%<br>Passage of AP Exam: 0%<br>Early Assessment Program (EAP) | Socioeconomically Disadvantaged: 3.10%<br>Sped: 0.00%<br>White: 2.60% | and in all subgroups | Hispanic: 2.60%<br>Socioeconomically Disadvantaged: 2.40%<br>Sped: 0.00%<br>White: 2.60% |
| 1.5 | 8<br>Star 360 Math Performance | Overall:<br>L1: 79.53%<br>L2: 10.23%<br>L3: 5.58%<br>L4: 4.65%<br><br>EL:<br>33 Students<br>L1: 96.97%<br>L2: 3.03%<br>L3: 0%<br>L4: 0%<br><br>Hispanic<br>L1: 75.86% | Overall<br>L1: 62.09%<br>L2: 9.07%<br>L3: 6.32%<br>L4: 22.53%<br><br>EL<br>L1: 56.36%<br>L2: 3.64%<br>L3: 3.64%<br>L4: 36.36%<br><br>Hispanic<br>L1: 64.60%<br>L2: 8.07% | Overall:<br>L1 53.33%<br>L2 8.06%<br>L3 6.11%<br>L4 32.50%<br><br>EL:<br>L1 40.74%<br>L2 9.26%<br>L3 7.41%<br>L4 42.59%<br><br>Hispanic:<br>L1 54.97% | Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15% | Overall<br>L1 -26.20%<br>L2 -2.17%<br>L3 0.53%<br>L4 27.85%<br><br>EL<br>L1 -56.23%<br>L2 6.23%<br>L3 7.41%<br>L4 42.59%<br><br>Hispanic<br>L1 -20.89%<br>L2 -6.71% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | L2: 17.24%<br>L3: 5.17%<br>L4: 1.72%<br><br>Homeless youth:<br>1 Student<br>L1: 100%<br>L2: 0%<br>L3: 0%<br>L4: 0%<br><br>Sped:<br>L1: 91.18%<br>L2: 8.82%<br>L3: 0%<br>L4: 0% | L3: 6.83%<br>L4: 20.50%<br><br>Homeless youth<br>L1: 59.09%<br>L2: 4.55%<br>L3: 13.64%<br>L4: 22.73%<br><br>Sped<br>L1: 81.82%<br>L2: 1.30%<br>L3: 0%<br>L4: 16.88% | L2 10.53%<br>L3 4.68%<br>L4 29.82%<br><br>Homeless Youth:<br>L1 50.00%<br>L2 0.00%<br>L3 5.00%<br>L4 45.00%<br><br>SPED:<br>L1 64.79%<br>L2 7.04%<br>L3 4.23%<br>L4 23.94% | | L3 -0.49%<br>L4 28.10%<br><br>Homeless youth<br>L1 -50.00%<br>L2 0.00%<br>L3 5.00%<br>L4 45.00%<br><br>Sped<br>L1 -26.39%<br>L2 -1.78%<br>L3 4.23%<br>L4 23.94% |
| 1.6 | 8<br>Star 360 Math Growth | Overall:<br>SGP Benchmark<br>At/Above: 39.33%<br>Below: 60.67%<br><br>EL:<br>33 Students<br>SGP Benchmark<br>At/Above: 39.29%<br>Below: 60.71%<br><br>Hispanic:<br>SGP Benchmark<br>At/Above: 36.21%<br>Below: 63.79%<br><br>Homeless youth:<br>1 Student<br>SGP Benchmark<br>At/Above: 100% | Overall<br>SGP Benchmark<br>At/Above: 55.39%<br>Below: 44.61%<br><br>EL<br>SGP Benchmark<br>At/Above: 47.22%<br>Below: 52.78%<br><br>Hispanic<br>SGP Benchmark<br>At/Above: 59.09%<br>Below: 40.91%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above: 66.67%<br>Below: 33.33% | Overall<br>SGP Benchmark<br>At/Above: 57.22%<br>Below: 42.78%<br><br>EL<br>SGP Benchmark<br>At/Above: 54.90%<br>Below: 45.10%<br><br>Hispanic<br>SGP Benchmark<br>At/Above: 57.74%<br>Below: 42.26%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above: 65.00%<br>Below: 35.00% | Increase percentage of students testing at/above by 10% overall and across all subgroups | Overall<br>SGP Benchmark<br>At/Above 17.89%<br>Below -17.89%<br><br>EL<br>SGP Benchmark<br>At/Above 15.61%<br>Below -15.61%<br><br>Hispanic<br>SGP Benchmark<br>At/Above 21.53%<br>Below -21.53%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above -35.00%<br>Below 35.00% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Below: 0%<br><br>Sped:<br>SGP Benchmark<br>At/Above: 25.00%<br>Below: 75.00% | Sped<br>SGP Benchmark<br>At/Above: 56.60%<br>Below: 43.40% | LTEL<br>SGP Benchmark<br>At/Above: 52.17%<br>Below: 47.83%<br><br>Sped<br>SGP Benchmark<br>At/Above: 48.57%<br>Below: 51.43% | | Sped<br>SGP Benchmark<br>At/Above 23.57%<br>Below -23.57% |
| 1.7 | 8<br>Star 360 ELA Performance | Overall:<br>L1: 39.71%<br>L2: 22.97%<br>L3: 27.75%<br>L4: 9.57%<br><br>EL:<br>34 Students<br>L1: 75.53%<br>L2: 20.59%<br>L3: 5.88%<br>L4: 0%<br><br>Hispanic:<br>L1: 45.45%<br>L2: 21.82%<br>L3: 25.45%<br>L4: 7.27%<br><br>Homeless youth:<br>0 Students<br><br>Sped:<br>L1: 68.75%<br>L2: 15.63%<br>L3: 15.63%<br>L4: 0% | Overall<br>L1: 24.54%<br>L2: 23.22%<br>L3: 26.12%<br>L4: 26.12%<br><br>EL<br>L1: 34.48%<br>L2: 17.24%<br>L3: 10.34%<br>L4: 37.93%<br><br>Hispanic<br>L1: 20.48%<br>L2: 22.89%<br>L3: 30.12%<br>L4: 26.51%<br><br>Homeless youth<br>L1: 36.36%<br>L2: 22.73%<br>L3: 27.27%<br>L4: 13.64%<br><br>Sped<br>L1: 43.37%<br>L2: 21.69%<br>L3: 22.89% | Overall:<br>L1 1.79%<br>L2 19.55%<br>L3 24.30%<br>L4 34.36%<br><br>EL:<br>L1 28.57%<br>L2 19.64%<br>L3 10.71%<br>L4 41.07%<br><br>Hispanic:<br>L1 100.00%<br>L2 0.00%<br>L3 0.00%<br>L4 0.00%<br><br>Homeless Youth:<br>L1 25.00%<br>L2 20.00%<br>L3 35.00%<br>L4 20.00%<br><br>LTEL:<br>L1 30.43%<br>L2 34.78%<br>L3 13.04% | Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15% | Overall:<br>L1 -37.92%<br>L2 -3.42%<br>L3 -3.45%<br>L4 24.79%<br><br>EL:<br>L1 -46.96%<br>L2 -0.95%<br>L3 4.83%<br>L4 41.07%<br><br>Hispanic:<br>L1 54.55%<br>L2 -21.82%<br>L3 -25.45%<br>L4 -7.27%<br><br>Homeless youth:<br>L1 25.00%<br>L2 20.00%<br>L3 35.00%<br>L4 20.00%<br><br>Sped:<br>L1 -29.62%<br>L2 1.76%<br>L3 0.31% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | L4: 12.05% | L4 21.74%<br><br>SPED:<br>L1 39.13%<br>L2 17.39%<br>L3 15.94%<br>L4 27.54% | | L4 27.54% |
| 1.8 | 8<br>Star 360 ELA Growth | Overall:<br>SGP Benchmark<br>At/Above: 50.88%<br>Below: 49.12%<br><br>EL:<br>34 Students<br>SGP Benchmark<br>At/Above: 41.38%<br>Below: 58.62%<br><br>Hispanic:<br>SGP Benchmark<br>At/Above: 36.36%<br>Below: 63.64%<br><br>Homeless youth:<br>0 Students<br><br>Sped:<br>SGP Benchmark<br>At/Above: 39.53%<br>Below: 60.47% | Overall<br>SGP Benchmark<br>At/Above: 54.76%<br>Below: 45.24%<br><br>EL<br>SGP Benchmark<br>At/Above: 62.16%<br>Below: 37.84%<br><br>Hispanic<br>SGP Benchmark<br>At/Above: 54.44%<br>Below: 45.56%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above: 88.89%<br>Below: 11.11%<br><br>Sped<br>SGP Benchmark<br>At/Above: 53.45%<br>Below: 46.55% | Overall<br>SGP Benchmark<br>At/Above: 60.56%<br>Below: 39.44%<br><br>EL<br>SGP Benchmark<br>At/Above: 61.82%<br>Below: 38.18%<br><br>Hispanic<br>SGP Benchmark<br>At/Above: 58.72%<br>Below: 41.28%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above: 75.00%<br>Below: 25.00%<br><br>LTEL<br>SGP Benchmark<br>At/Above: 60.87%<br>Below: 39.13%<br><br>Sped<br>SGP Benchmark<br>At/Above: 59.42%<br>Below: 40.58% | Increase percentage of students testing at/above by 10% overall and across all subgroups | Overall<br>SGP Benchmark<br>At/Above 9.68%<br>Below -9.68%<br><br>EL<br>SGP Benchmark<br>At/Above 20.44%<br>Below -20.44%<br><br>Hispanic<br>SGP Benchmark<br>At/Above 22.36%<br>Below -22.36%<br><br>Homeless youth<br>SGP Benchmark<br>At/Above 75.00%<br>Below 25.00%<br><br>Sped<br>SGP Benchmark<br>At/Above 19.89%<br>Below -19.89% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.9 | 8<br>Course Pass Rates | Overall:<br>All: 75.82%<br>Mth: 64.40%<br>Eng: 72.63%<br>Sci: 70.38%<br><br>EL:<br>All: 69.74%<br>Mth: 56.67%<br>Eng: 65.77%<br>Sci: 65.28%<br><br>Sped:<br>All: 65.65%<br>Mth: 51.85%<br>Eng: 64.52%<br>Sci: 56.34% | Overall<br>All: 78.6%<br>Mth: 60.5%<br>Eng: 74.9%<br>Sci: 79.6%<br><br>EL<br>All: 74.9%<br>Mth: 44.0%<br>Eng: 64.8%<br>Sci: 78.1%<br><br>Sped<br>All: 71.5%<br>Mth: 49.0%<br>Eng: 70.0%<br>Sci: 71.8% | Overall:<br>All 78.77%<br>Mth 69.21%<br>Eng 73.18%<br>Sci 78.29%<br><br>EL:<br>All 76.87%<br>Mth 65.26%<br>Eng 68.33%<br>Sci 76.36%<br><br>SPED:<br>All 68.84%<br>Mth 60.00%<br>Eng 66.67%<br>Sci 72.13% | Maintain pass rates for all pass rates at a 75% minimum and increase all subgroups by 3%. | Overall:<br>All: 2.95%<br>Mth: 4.81%<br>Eng: 0.55%<br>Sci: 7.91%<br><br>EL:<br>All: 7.13%<br>Mth: 8.59%<br>Eng: 2.56%<br>Sci: 11.08%<br><br>Sped:<br>All: 3.19%<br>Mth: 8.15%<br>Eng: 2.15%<br>Sci: 15.79% |
| 1.10 | 3Es Survey Completion | Overall: 95.63% | 86.00% | Overall: 87.53%<br>African American: 85.39%<br>American Indian: 85.71%<br>Asian: 66.67%<br>EL: 83.33%<br>Filipino: 87.50%<br>Foster youth: 100.00%<br>Hispanic: 100.00%<br>Homeless youth: 90.00%<br>LTEL: 86.67%<br>Pacific Islander: 100.00% | Maintain completion rate at 95% | Overall -8.10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | Socioeconomically Disadvantaged: 88.66%<br>Sped: 90.63%<br>White: 86.89% | | |

# Goal Analysis [2025-26]

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

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

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

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

The Instructional coaching team provided a comprehensive training plan for new staff that included asynchronous Engageli and online high school training, creation of live classes, virtual lesson plan development, and virtual practice lesson sessions. Training plans were personalized based on individual staff position needs and individual staff member needs. Instructional coaches attended the first live sessions for instructional staff. For school year 24-25, a major change to the training plan for new instructional staff was to incorporate a full coaching cycle over their first trimester at Insight. This change allowed for further instructional support as instructors developed virtual pedagogical skills. Instructional Coaches provided support for the whole school by providing monthly, optional professional development opportunities for staff to attend. Coaches also compiled resources to share monthly as toolkits and shared staff spotlights of teachers at Insights successfully implementing teaching practices. The Instructional Coaching team provided optional full coaching cycle opportunities for instructional staff and open office hours for additional support as needed. [Action 1.2]

Student placement into intervention was determined by Star360 results collected at the start and midpoint of the school year. These data points informed decisions about which students required additional academic support. Intervention Specialists use the results to identify

priority skill gaps and to shape instructional plans that align instruction, materials, and assessment practices to student needs. Ongoing collaboration occurs through regularly scheduled Team DDI meetings, where staff reflect on progress trends and adjust instructional focus as needed. Student performance is tracked through multiple measures and reviewed with instructional Leads during scheduled individual data conversations. At this time, Insight has not filled all planned intervention positions and continues active recruitment efforts to complete the team. [Action 1.3]

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

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

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

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

N/A

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

In addition to all staff participating in mandatory professional development at the start of the school year, 85% of staff members participated in 2 or more additional professional development opportunities throughout the school year and 65% of instructional staff participated in at least one instructional coaching cycle. Insight at San Joaquin's professional development was effective in increasing instructional rigor and supporting improved student achievement outcomes. [Action 1.1]. Instructional coaching was also effective in strengthening instructional practices and supporting student growth across multiple student groups. [Action 1.2]

From baseline to SY 2024-25, ELA improved by 2.8 points from standard and Math improved significantly by 42.5 points. Hispanic students and socioeconomically disadvantaged students demonstrated similar improvements, with decreases in distance from standard in both ELA and Math, indicating instructional practices were better supporting historically underserved groups.

Local STAR 360 data also reflects stronger instruction. There was a clear shift in performance levels, with fewer students scoring at Level 1 and more students reaching Level 4 (27.85% in Math and 24.79% in ELA). English Learners showed substantial growth in Level 4 performance (42.59% increase in Math and 41.07% in ELA), and students with disabilities also improved (23.94% increase in Math and 27.54% in ELA). Hispanic students demonstrated strong growth in Math Level 4 performance as well, though ELA gains were more limited. These trends suggest teachers implemented strategies that increased rigor and supported access to grade-level content. Insight at San Joaquin also saw an increase in Star growth in both Math and ELA. Overall, 57.2% of students scored at/above benchmark in Math (a 17.9% increase from baseline) and 60.6% of students scored at/above benchmark in ELA (a 9.7% increase from baseline). English learners and students with disabilities followed the same trend. English learners saw a 15.6% increase at at/above benchmark in Math compared to SY22-23 and 20.4% in ELA. Students with disabilities increased 23.6% in Math and 19.9% in ELA.

Course outcomes further support this finding. Overall pass rates increased by 2.95%, with the largest growth in Science (7.91% increase) and smaller gains in English (0.55% increase). Students with disabilities experienced improvements across all subjects, including Math (8.15% increase), English (2.15% increase), and Science (15.79% increase).

The data indicates professional development improved instructional practices, increased student access to rigorous content, and led to measurable academic gains across multiple student groups. While ELA growth was more modest than Math, the consistent improvements across assessments and pass rates demonstrate that professional development was effective. [Action 1.1] Instructional coaching strengthened classroom instruction and contributed to improved student achievement and course completion across multiple student groups, demonstrating its effectiveness. [Action 1.2]

Insight at San Joaquin's intervention program consistently comprised of two intervention specialists with caseloads of between 140 and 180 students, with caseloads re-assigned in alignment with mid-year benchmark assessments. Insight at San Joaquin was effective in the area of intervention. State assessment data shows students moved closer to meeting standards. From baseline to SY 2024-25, ELA improved by 2.8 points from standard and Math improved significantly by 42.5 points. Hispanic and socioeconomically disadvantaged students demonstrated similar decreases in distance from standard in both ELA and Math, indicating targeted supports helped address learning gaps for higher-need students.

STAR 360 data also supports the impact of intervention. There was a decrease in the percentage of students performing at Level 1 and an increase in students reaching Level 4 (27.85% in Math and 24.79% in ELA). Hispanic students demonstrated strong growth in Math Level 4 performance as well, though ELA gains were more limited. There was also an increase in Star growth in both Math and ELA. Overall, 57.2% of students scored at/above benchmark in Math (a 17.9% increase from baseline) and 60.6% of students scored at/above benchmark in ELA (a 9.7% increase from baseline). These trends suggest interventions helped struggling students access grade-level content and move into higher performance bands.

Intervention supports contributed to measurable academic improvement and reduced the number of students performing at the lowest levels. While some groups, particularly in ELA, showed more modest gains, the overall shift in assessment performance demonstrates that the intervention program was effective. [Action 1.3]

The use of online, standards-based platforms by Education Specialists and Intervention Specialists, along with access to an external tutoring program, was effective in supporting Insight at San Joaquin's student learning and progress. SBAC data shows students moved closer to meeting standards in both ELA (2.8 points) and Math (42.5 points), with Hispanic students and socioeconomically disadvantaged students demonstrating similar improvements, indicating these supports helped address learning gaps for key subgroups.

STAR 360 results further reflect this impact, with a decrease in students performing at Level 1 and an increase in students reaching Level 4 (27.85% in Math and 24.79% in ELA). Students with disabilities also made strong gains in Level 4 performance (23.94% increase in Math and 27.54% increase in ELA), demonstrating progress. Hispanic students saw notable growth in Math (28.1% increase at Level 4), though ELA gains were more limited.

Additionally, overall pass rates increased by 2.95%, with the strongest growth in Science (7.91% increase) and consistent gains across all areas for students with disabilities, including Math (8.15% increase) and Science (15.79% increase).

These results suggest that the platforms and access to tutoring supports effectively increased access to grade-level content, strengthened instruction, and improved outcomes across multiple student groups. [Action 1.4]

College/career indicator shows that Insight at San Joaquin was somewhat effective as demonstrated by the overall performance increase of 3.10%, which represents a positive trend particularly among socioeconomically disadvantaged (2.4% increase), Hispanic (2.6% increase), and White (2.6% increase) student groups. However, there was a notable lack of growth for students with disabilities at 0%, which is the same as baseline. While these results indicate the program is somewhat effective, there is room to grow for other populations and targeted supports for these demographics need to be explored to ensure equitable growth for all students. [Action 1.5]

Providing summer school Insight at San Joaquin was effective as evidenced by graduating an additional 4 students, some of whom contributed to an increase in our graduation rate by 5.16%. [Action 1.6]

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Professional Development | Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction.<br>SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards<br>SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards.<br>ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD. | $37,265.00 | No<br>Yes |
| **1.2** | Instructional Coaching | Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year. | $51,264.00 | Yes |
| **1.3** | Math/ELA Intervention | Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be | $1,693.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families. | | |
| **1.4** | Instructional Support | Education Specialists will utilize IXL to deliver targeted, standards-based mini lessons and assessments to monitor student progress toward IEP goals and measure academic growth within the program. In addition, Intervention Specialists will use IXL standards-based assessments to evaluate student growth, guide curriculum pacing, and identify areas where additional targeted support and intervention are needed.<br><br>Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaining course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals. | $3,655.00 | No |
| **1.5** | College/Career Readiness | All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit. | $2,117.00 | Yes |
| **1.6** | Summer School | Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses. | $17,730.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. The school suspension and expulsion rates are 0%, and attendance in the first and second periods were 92.52% and 92.13%, respectively. As students can only learn if they attend school, there is a need to decrease the chronic absenteeism rate, which is higher among African American (28.3%) and Hispanic (32.8%) students than all students (27.9%). As such, there is a need to strengthen student and family partnerships with the school. The percentage of students whose home language is a language other than English is 38.7%, of which 26.44% speak Spanish. In order to effectively partner with these families, there is a need to provide language support in the form of interpreter services and translated school communications.

## Measuring and Reporting Results

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

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: 0%<br>White: 0% | African American: 0%<br>Hispanic: 0%<br>White: 0% | African American: 0%<br>Hispanic: 0%<br>White: 0% | | African American: 0%<br>Hispanic: 0%<br>White: 0% |
| 2.3 | 5<br>Local Indicator: Parent and Family Engagement | Standard Met | Standard Met | Standard Met | Maintain at Standard Met | None |
| 2.4 | 6<br>Local Indicator: Local Climate Survey | Standard Met | Standard Met | Standard Met | Maintain at Standard Met | None |
| 2.5 | 5B<br>Chronic Absenteeism Rate | Overall: 27.90%<br>African American: 28.30%<br>Asian: 25.00%<br>Hispanic: 32.80%<br>White: 26.70% | Overall: 27.4%<br>African American: 19.2%<br>American Indian or Alaska Native: Asian: 37.5%<br>Filipino: 45.5%<br>Hispanic: 23.7%<br>Pacific Islander: White: 35.6%<br>Two or More Races: 25.9% | Overall 27.90%<br>African American 26.50%<br>Asian 25.60%<br>Filipino 30.80%<br>Hispanic 29.40%<br>Pacific Islander 16.70%<br>Two or More Races 28.60%<br>White 27.30% | Decrease rate by 5% overall and across subgroups | Overall 0%<br>African American -1.80%<br>Asian 1%<br>Hispanic -3.40%<br>White 0.60% |
| 2.6 | 5A<br>P1/P2 Attendance Rates | P1 - 92.52%<br>P2 - 92.13% | P1 - 92.37%<br>P2-91.45% | P1 - 92.37%<br>P2 - 91.45% | Maintain attendance rates at over 90% | P1 -0.15%<br>P2 -0.68% |
| 2.7 | 5D<br>Dropout Rate (SARC) | 43.6% | 29.59% | 23.66% | Decrease by 20% | 23.66% |
| 2.8 | 6C<br>Non-Classroom Connections | Counselor connections: 78.26%<br>Advisor conferences: New metric | Counselor connections: 89%<br>Advisor conferences: | Counselor Connections: 86.21%<br>Advisor Conferences: 43.45% | Make non-classroom connections with at least 90% of students | Counselor Connections 7.95%<br>Advisor Conferences (New Metric) 43.45% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.9 | 3B<br>How the LEA will promote parental participation in programs for unduplicated pupils | 100% of parents understand the process of English Learner identification and ELD program placement<br><br>40% of parents know to access ELPAC scores and understand what each level/score means<br><br>100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)<br><br>100% of parents are satisfied with their child's ELD support<br><br>100% receive communication from the school in a language they can understand.<br><br>100% of parents understand the ELD attendance requirements<br><br>80% of parents know who to contact at the | 100% of parents understand the process of English Learner identification and ELD program placement<br><br>92.3% of parents know to access ELPAC scores and understand what each level/score means<br><br>100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)<br><br>100% of parents are satisfied with their child's ELD support<br><br>76.9% receive communication from the school in a language they can understand. | In the SY 24-25 English Learner Needs Assessment, families shared that their understanding of EL processes was very strong, with 100% of families reporting that they understand EL identification and RFEP exit criteria, and 85.7% indicating they know how to access and interpret ELPAC scores. Families were also happy with ELD support and attendance expectations with 100% rating them a 4 or 5. Families commented that they appreciated the information and support provided by the ELD department, while some shared interest in having their students focus on the use of | Increase parental participation in programs for unduplicated pupils | N/A |

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

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | outside of the classroom. The program also allows up to four family members to have accounts, allowing parents and families to improve their English and better support their student. | | | |
| 2.10 | 3C<br>How the LEA will promote parental participation in programs for individuals with exceptional needs | All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs | All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs | All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs | Maintain parent participation in programs for individuals with exceptional needs | NONE |

# Goal Analysis [2025-26]

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

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

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

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

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

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

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

N/A

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

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

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

Insight at San Joaquin was effective in Social Emotional Learning (SEL), Prevention, and Intervention, as evidenced by 100% staff participation in critical professional development, including suicide prevention and crisis management training. Furthermore, the school maintained a universal access model for student wellness, where 100% of students were invited to participate in specialized support groups and had unfettered access to social work services throughout the academic year. [Action 2.3]

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

Insight anticipates continuing all actions as planned in the coming school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Language Support (EL) | Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand. | $6,018.00 | Yes |
| **2.2** | Engagement (family and climate) | Insight provides parent coaching opportunities as well as instructional sessions to foster positive school culture as well as an environment that drives connection and values input from all educational partners. Resources such as monthly newsletters, parent/student instructional tutorials and frequent scheduled student/family outings are provided to all educational partners in order to foster positive school culture and inclusivity. Insight ensures frequent connection via timely communication and transparency. | $97,886.00 | Yes |
| **2.3** | Social Emotional Learning, Prevention, and Intervention | Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. Insight staff are trained on suicide prevention and screening. Insight staff, parents, learning coaches, and students have access to SEL and mental health resources at all times. Insight fosters a positive school culture and connection by providing support groups based upon student needs. Insight will work with students to address and support mental health needs. | $43,820.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 1A<br>Teacher Preparation and Placement (SARC) | Fully Credentialed and Properly Assigned: 87.91%<br><br>Teachers Without Credentials and Misassignments:0%<br><br>Credentialed Teachers Assigned Out-of-Field: 12.09% | Fully Credentialed and Properly Assigned: 91.21%<br>Teachers Without Credentials and Misassignments: 0%<br>Credentialed Teachers Assigned Out-of-Field: 8.79% | Fully Credentialed and Properly Assigned: 91.18%<br>Teachers Without Credentials and Misassignments: 0%<br>Credentialed Teachers Assigned Out-of-Field: 8.82% | 100% fully credentialed and properly assigned | Fully Credentialed and Properly Assigned: 3.27%<br><br>Teachers Without Credentials and Misassignments: 0%<br><br>Credentialed Teachers |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Unknown/Incomplete: 0% | Unknown/Incomplete: 0% | Unknown/Incomplete: 0% | | Assigned Out-of-Field: -3.27%<br><br>Unknown/Incomplete: 0% |
| 3.2 | 1B<br>Every pupil has sufficient access to standards-aligned instructional materials<br>(SARC) | 100% of students have access | 100% of students have access | 100% of students have access | Maintain 100% | 0% |
| 3.3 | 2A<br>Implementation of the academic content and performance standards adopted by the state board. | Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education. | Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, Visual | Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and | Full Implementation and Sustainability in all areas | None |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | and Performing Arts, and Health Education. Initial implementation in Career Technical Education. | Visual and Performing Arts. Initial implementation in Career Technical Education and Exploration and research phase in Health Education. | | |
| 3.4 | 2B<br>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency | Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability | Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full | Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full | Maintain full implementation and sustainability | None |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | implementation and sustainability | implementation and sustainability | | |
| 3.5 | 7A<br>Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. | The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the addition of Geometry has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate. | Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School.<br>Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and graduation plan reviews by | Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School.<br>Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2024-2025 school was extremely successful with conference attendance and graduation plan reviews by | Maintain offerings and add CTE offerings | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | students/families (over 90%). | students/families (over 90%). | | |
| 3.6 | 7B<br>Programs and services developed and provided to unduplicated pupils | Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Maintain | None |
| 3.7 | 7C<br>Programs and services developed and provided to individuals with exceptional needs | Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. | Maintain | None |

# Goal Analysis [2025-26]

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

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

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

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

Insight's administration team met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Performance data from both local and state assessments is reviewed by content, subgroup, and standard, and action plans are developed in

response to areas of student growth and deficiency. Examples of actions are team data analysis sessions in which departments celebrate growth areas and identify focus topics in relation to weak standards. [Action 3.3]

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

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

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

N/A

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

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

Teachers worked throughout the year to align course content to academic standards and to evaluate student data continuously to evaluate standards mastery. This ensured that 100% of students had access to standards-aligned instructional materials throughout the school year. To retain high-quality teachers, salary increases and bonuses were given [Action 3.2].

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

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

Insight at San Joaquin effectively implemented new teacher induction by supporting three teachers through induction programs that provided comprehensive guidance, mentorship, and ongoing professional support to strengthen instructional practices and promote teacher success. [Action 3.5]

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Student ISP Reimbursement | Provide an internet subsidy for students who qualify for free and reduced lunch. | $46,718.00 | Yes |
| **3.2** | High-Quality Teachers | Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to allow for more personalized support for students. | $200,328.00 | Yes |
| **3.3** | Equity, Access, & Accountability | The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. | $54,596.00 | Yes |
| **3.4** | MKV/FY | In accordance with state and federal laws, Insight will provide hotspots to our MKV and Foster Youth students in an effort to ensure students have | $1,311.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots. | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | 5E<br>Graduation Rate (Dashboard) | Overall: 58%<br>African American: 63.60%<br>EL: 51.90%<br>Hispanic: 58.20%<br>Homeless youth: 47.60%<br>Socioeconomically Disadvantaged: 54.10%<br>Sped: 57.10%<br>White: 58.80% | Overall: 72.5%<br>African American: 68%<br>EL: 72%<br>Hispanic: 74.7%<br>Homeless youth: 72.2%<br>LTEL: 81.8%<br>Socioeconomically Disadvantaged: 73.1%<br>Sped: 64.3%<br>White: 71.7% | Overall 63.00%<br>EL 64.70%<br>Hispanic 61.20%<br>LTEL 63.00%<br>Socioeconomically Disadvantaged 61.90%<br>Sped 53.60%<br>White 67.40% | Increase the graduation rate for all pupils and across all subgroups by 5% | Overall: -58.00%<br>African American: -63.60%<br>EL: -6.70%<br>Hispanic 0.00%<br>Homeless youth: -47.60%<br>Socioeconomically Disadvantaged: -54.10%<br>Sped: -57.10%<br>White: -58.80% |
| 4.2 | 4E<br>EL Progress | 33.30% | EL (not LTEL):36.7%<br>LTEL: 35.6% | EL 45.20%<br>LTEL 38.00% | Increase by at least 10% | 49 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.3 | 4F<br>EL Reclassification Rate | 8.50% | 1.90% | 8.40% | Increase by 5% | 8.10% |
| 4.4 | Student Pass Rate (By 60%+ Courses) | 72.45% | Overall: 77.88%<br>EL: 76.14% LTEL: 68.94%<br>Sped: 70.59% | Overall 75.90%<br>EL 73.37%<br>Sped 67.30% | Increase by 3% | Overall: 3.45% |
| 4.5 | Student Graduation Plan Views | 91.30% | 88.00% | Overall: 91.30%<br>African American: 85.39%<br>American Indian: 89.29%<br>Asian: 50.00%<br>EL: 75.00%<br>Filipino: 93.75%<br>Foster youth: 100.00%<br>Hispanic: 100.00%<br>Homeless youth: 83.33%<br>Pacific Islander: 87.50%<br>Socioeconomically Disadvantaged: 87.83%<br>Sped: 83.67%<br>White: 88.11% | Increase to 95% | Overall: 91.30% |

# Goal Analysis [2025-26]

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

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

Insight is committed to student success through proactive engagement and academic oversight. Our RAISE team drives daily outreach, ensuring students remain on track and compliant with attendance requirements. By offering translation services and communicating support

opportunities to all partners, we remove barriers to graduation. We empower students by requiring a term-by-term review of their personalized graduation plans and ensuring they are enrolled in the necessary coursework. Beyond academics, Insight connects students with vital resources to support their overall well-being [Action 4.1].

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

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

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

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

N/A

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

Insight at San Joaquin was effective in promoting student persistence, as demonstrated by a strong 91.15% Average Daily Attendance (ADA) rate for the 2024–25 school year. This high level of daily engagement is directly mirrored in student proactive planning, with 91.30% of the student body actively reviewing their personalized graduation plans, demonstrating a clear alignment between daily attendance and long-term academic success. [Action 4.1]

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

Insight at San Joaquin's ELD services are effective, as demonstrated by clear gains in outcomes for English Learners. The EL graduation rate increased significantly from 51.9% at baseline to 64.7% in the 2024–25 school year, surpassing the overall school graduation rate of 63%. Long-Term English Learners also showed strong performance with a 63% graduation rate. Additionally, progress toward English language proficiency improved from 36.8% to 45.2%, reflecting an 8.4% increase from the previous year. The reclassification rate showed meaningful increase to 16.6% from the baseline of 8.5%. The overall improvements in graduation and language proficiency indicate that Insight's ELD services are effectively supporting student growth and success. [Action 4.3]

Insight School of California's guidance program was somewhat effective this year, showing progress in several areas in some student groups but indicating need for further support for other student subgroups. We saw some great progress with an 86.21% completion rate of individual counselor conferences, which was an increase of 7.95% over baseline and Graduation Rate reaching 63% after a 5% increase over the baseline year. Hispanic, white, and socioeconomically disadvantaged students were among the highest performing student groups with over 61% graduation rates. However, students with disabilities decreased 3.5% with a graduation rate of 53.6%. Additionally, Graduation Plan (GP) Views dropped by 8.1%, indicating a need to focus on getting students more engaged with their plans. [Action 4.4]

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

Insight anticipates continuing all actions as planned in the coming school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | RAISE Team | Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight ensures each student has a graduation plan and is placed in courses needed to graduate; each student is required to view their graduation plan | $172,307.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | each term. Insight works with students to ensure they have access to socio-economic resources . | | |
| **4.2** | Academic Data Coordinator | The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. | $30,429.00 | Yes |
| **4.3** | ELD Services | Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added toa targeted small group sessions with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports. | $128,714.00 | Yes |
| **4.4** | Guidance Program | Learning Recovery Emergency Block Grant (LREBG) Included in Action | $89,875.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The school guidance program aligns with the American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success, which emphasize academic, career, and social-emotional development through a comprehensive, data-informed approach. Research supports that school counseling programs grounded in the ASCA model improve student achievement, attendance, and graduation outcomes (Carey & Dimmitt, 2012; Lapan, Gysbers, & Petroski, 2001). Counselors meet consistently one-on-one with students to address academic progress, mental health concerns, and social-emotional needs, implementing individualized plans to bridge learning gaps and address credit deficiencies. The team conducts transcript audits after each grade reporting period to ensure accurate credit tracking and maintains up-to-date documentation, including prior school transcripts.<br><br>Counselors emphasize early identification of students at risk of becoming credit deficient and collaborate with staff to create credit recovery plans and align supports with College/Career Readiness Indicators (CCIs). The team monitors all students' graduation pathways and continues support for one year post-graduation, reinforcing best practices identified by longitudinal transition research (Karp, 2013). The counseling department collaborates with all school departments to analyze the specific needs of students with disabilities and explore appropriate high school completion options and postsecondary pathways. Weekly data dig meetings allow the team to make targeted, high-impact commitments, particularly for historically underserved or significantly struggling student groups, an approach supported by evidence linking data-driven decision-making to improved equity and student outcomes (Datnow & Park, 2014).<br><br>The overall graduation rate of 66.7% indicates that nearly one-third of students are not graduating on time. The need is especially significant among English Learners (44.4%), students with disabilities (49.3%), and homeless youth (53.6%), who are graduating at substantially lower rates. Socioeconomically disadvantaged (63.6%) and Hispanic students (63.3%) also fall below the overall rate, while African American students (66.7%) match the average but remain below state targets. These gaps demonstrate a critical need for intensified, equity-focused counseling support, early identification of at-risk students, and targeted interventions to improve outcomes. The graduation rate metric will also be used to | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | assess progress and measure the impact of implemented strategies over time.<br><br>Insight at San Joaquin will hire Graduation Coach positions to provide targeted, individualized support to students who are at risk of not graduating with their original cohort. Graduation Coaches will be dedicated to helping our most at-risk students cross the finish line and obtain their high school diploma. They will meet regularly with students to review course progress, identify barriers to success, provide accountability, and ensure students understand assignments and graduation requirements. Additionally, Graduation Coaches will assist with obtaining, interpreting, and inputting updated transcripts to ensure students are enrolled in the appropriate courses needed for graduation.<br><br>The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs.<br><br>LREBG Funds 26-27: $29,952 | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $923,715 | $27,987 |

**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 |
|---|---|---|---|
| 18.467% | 2.922% | $123,620.01 | 21.389% |

**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:**<br>Professional Development<br><br>**Need:**<br>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) | Professional development will support teachers and their teaching practices by providing them instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students.<br>This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. | Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are below all students (143.3 points below standard) in math.<br><br>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Instructional Coaching<br><br>**Need:**<br>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.<br><br>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.<br><br>**Scope:**<br>LEA-wide | Instructional coaches will support teachers and their teaching practices by helping them set instructional goals, providing resources and feedback throughout planning and instructional sessions, and following up with student outcomes as a cycle to drive change in engagement and proficiency.<br>This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. | Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>Math/ELA Intervention<br><br>**Need:**<br>Additional Student Groups: Hispanic & White<br><br>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.<br><br>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.<br><br>**Scope:**<br>LEA-wide | Intervention specialists will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of identified student groups. However, this action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students. | Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback |
| **1.5** | **Action:**<br>College/Career Readiness<br><br>**Need:**<br>Additional Student Groups: African American, Students with disabilities, White<br><br>The percentage of students prepared under the College and Career Indicator is extremely low at 0.6% prepared. Additionally, the African American, English learner, students with | All students will be provided with a variety of activities to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit. Additionally, the school will investigate and purchase CTE programming | Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard |

| 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 |
|---|---|---|---|
| | disabilities, and White subgroups are even lower, at 0% prepared.<br>Educational partner feedback identifies CCI as an area of priority to improve, recognizing that students need to be better prepared for post-secondary options after graduating.<br><br>**Scope:**<br>LEA-wide | for all students, to maximize the impact on improving the CCI rates on the dashboard. | |
| **1.6** | **Action:**<br>Summer School<br><br>**Need:**<br>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.<br><br>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.<br><br>**Scope:**<br>LEA-wide | Summer school programming will support students whose credit deficiency puts them at risk of not graduating with their cohort by allowing them additional opportunities to earn credit and allowing them to focus on fewer courses at a time. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students | Progress will be monitored through the school's pass rates for the student groups of socioeconomically disadvantaged students and English learners. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback |
| **2.2** | **Action:**<br>Engagement (family and climate) | Parent coaching opportunities as well as instructional sessions are provided to foster | Progress will be monitored through feedback from |

| 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 |
|---|---|---|---|
| | **Need:**<br>There is a strong connection between student connectedness and achievement, so there is a need to ensure that all families, but particularly those of unduplicated pupils, feel connected and engaged. Educational partner feedback indicates that only 40% of families of English learners know how to access ELPAC scores and understand what each level/score means, and 80% know who to contact at the school if their child needs help or support.<br><br>**Scope:**<br>LEA-wide | positive school culture as well as an environment that drives connection and values input from all educational partners. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students. | educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement. |
| **2.3** | **Action:**<br>Social Emotional Learning, Prevention, and Intervention<br><br>**Need:**<br>There is a strong connection between student connectedness and achievement, so there is a need to ensure that all students, but particularly unduplicated pupils, feel connected and engaged. Individual connections with counselors are at 78.26%<br><br>**Scope:**<br>LEA-wide | Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students. | Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates |
| **3.2** | **Action:**<br>High-Quality Teachers<br><br>**Need:** | Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff. | Effectiveness will be measured through the Fully Credentialed and |

| 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 |
|---|---|---|---|
| | Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 87.91% of teachers were fully credentialed and properly assigned. There is a need to ensure that the school hires and retains highly qualified teachers. The school continues to work with the teachers' union on competitive compensation.<br><br>**Scope:**<br>LEA-wide | | Appropriately Assigned Teachers local indicator |
| **3.3** | **Action:**<br>Equity, Access, & Accountability<br><br>**Need:**<br>Although 100% of students have access to standards-aligned curriculum and instructional materials, there is a need to improve pass rates. The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%.<br>The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%.<br><br>**Scope:**<br>LEA-wide | The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. This action is being provided on an LEA-wide basis to maximize its impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students. | Progress and effectiveness will be monitored through course pass rates and dashboard local indicators of implementation of state academic standards and access to a broad course of study |
| **4.1** | **Action:**<br>RAISE Team<br><br>**Need:** | The RAISE Team works with students to ensure they are compliant with attendance and making progress academically towards graduation. This action is focused on improving pass rates and | Progress will be monitored through course pass rates and internal attendance rates. Effectiveness will be |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Need for guided support in academics and in attendance: The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%.<br>The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%. Chronic absenteeism rate is 27.9%.<br><br>**Scope:**<br>LEA-wide | lowering the chronic absenteeism rate for unduplicated students; however, it will also benefit all students who are not participating in or struggling to be successful at school. | measured by chronic absenteeism and graduation rates |
| **4.2** | **Action:**<br>Academic Data Coordinator<br><br>**Need:**<br>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.<br><br>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.<br><br>**Scope:**<br>LEA-wide | Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. This action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students. | Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.4** | **Action:**<br>Guidance Program<br><br>**Need:**<br>While the graduation rate for English Learners (72%), with Socioeconomically disadvantaged (73.1%) students saw significant increases in SY23-24, they have historically performed well below the overall average.<br><br>**Scope:**<br>LEA-wide | This action is being provided on an LEA-wide basis because the overall graduation rate of 72.5% indicates that nearly one-quarter of students are not graduating on time. Providing this action to all students will maximize its impact on increasing the graduation rate for all students. | Progress will be monitored through course pass rates, and effectiveness will be measured by graduation rates. |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.1** | **Action:**<br>Language Support (EL)<br><br>**Need:**<br>Because of the percentage of students whose home language is a language other than English, parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. | Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand. | Progress will be monitored through educational partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **3.1** | **Action:**<br>Student ISP Reimbursement<br><br>**Need:**<br>Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Lack of internet access has sometimes been a factor that has impacted student attendance in the past.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access | Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards. |
| **4.3** | **Action:**<br>ELD Services<br><br>**Need:**<br>Although 33.3% of English learners made academic progress, only 8.5% were reclassified in the 22-23 school year, and English learners are lagging behind the rest of the school in pass rates in ELA and math as well as in growth in local assessments in both reading and math.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Students will also receive targeted supports according to their needs. | Progress will be monitored via course pass rates and Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data. |

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.

N/A

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,002,111 | 923,715 | 18.467% | 2.922% | 21.389% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $908,131.00 | $33,608.00 | $0.00 | $43,987.00 | $985,726.00 | $876,233.00 | $109,493.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development | All | No<br><br>Yes | LEA-wide | | All Schools | 26-27 | $5,953.00 | $31,312.00 | $6,120.00 | | | $31,145.00 | $37,265.00 | |
| 1 | 1.2 | Instructional Coaching | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $51,264.00 | $0.00 | $51,264.00 | | | | $51,264.00 | |
| 1 | 1.3 | Math/ELA Intervention | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $0.00 | $1,693.00 | $1,693.00 | | | | $1,693.00 | |
| 1 | 1.4 | Instructional Support | All | No | | | All Schools | 26-27 | $0.00 | $3,655.00 | | $3,655.00 | | | $3,655.00 | |
| 1 | 1.5 | College/Career Readiness | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $2,117.00 | $0.00 | $2,117.00 | | | | $2,117.00 | |
| 1 | 1.6 | Summer School | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $17,730.00 | $0.00 | $17,730.00 | | | | $17,730.00 | |
| 2 | 2.1 | Language Support (EL) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 26-27 | $0.00 | $6,018.00 | $6,018.00 | | | | $6,018.00 | |
| 2 | 2.2 | Engagement (family and climate) | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $96,965.00 | $921.00 | $97,886.00 | | | | $97,886.00 | |
| 2 | 2.3 | Social Emotional Learning, Prevention, and Intervention | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | 26-27 | $41,344.00 | $2,476.00 | $43,820.00 | | | | $43,820.00 | |
| 3 | 3.1 | Student ISP Reimbursement | Low Income | Yes | Limited to Unduplicated Student | Low Income | All Schools | 26-27 | $0.00 | $46,718.00 | $46,718.00 | | | | $46,718.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 3 | 3.2 | High-Quality Teachers | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 26-27 | $200,328.00 | $0.00 | $200,328.00 | | | | $200,328.00 | |
| 3 | 3.3 | Equity, Access, & Accountability | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 26-27 | $42,834.00 | $11,762.00 | $43,065.00 | | | $11,531.00 | $54,596.00 | |
| 3 | 3.4 | MKV/FY | MKV/FY | No | | | All Schools | 26-27 | $0.00 | $1,311.00 | | | | $1,311.00 | $1,311.00 | |
| 4 | 4.1 | RAISE Team | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 26-27 | $172,307.00 | $0.00 | $172,307.00 | | | | $172,307.00 | |
| 4 | 4.2 | Academic Data Coordinator | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 26-27 | $30,429.00 | $0.00 | $30,429.00 | | | | $30,429.00 | |
| 4 | 4.3 | ELD Services | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 26-27 | $126,338.00 | $2,376.00 | $128,714.00 | | | | $128,714.00 | |
| 4 | 4.4 | Guidance Program | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 26-27 | $88,624.00 | $1,251.00 | $59,922.00 | $29,953.00 | | | $89,875.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,002,111 | 923,715 | 18.467% | 2.922% | 21.389% | $908,131.00 | 0.000% | 18.155 % | **Total:** | $908,131.00 |
| | | | | | | | | **LEA-wide Total:** | $726,681.00 |
| | | | | | | | | **Limited Total:** | $181,450.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Professional Development | Yes | LEA-wide | | All Schools | $6,120.00 | |
| **1** | **1.2** | Instructional Coaching | Yes | LEA-wide | English Learners Low Income | All Schools | $51,264.00 | |
| **1** | **1.3** | Math/ELA Intervention | Yes | LEA-wide | English Learners Low Income | All Schools | $1,693.00 | |
| **1** | **1.5** | College/Career Readiness | Yes | LEA-wide | English Learners Low Income | All Schools | $2,117.00 | |
| **1** | **1.6** | Summer School | Yes | LEA-wide | English Learners Low Income | All Schools | $17,730.00 | |
| **2** | **2.1** | Language Support (EL) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $6,018.00 | |
| **2** | **2.2** | Engagement (family and climate) | Yes | LEA-wide | English Learners Low Income | All Schools | $97,886.00 | |
| **2** | **2.3** | Social Emotional Learning, Prevention, and Intervention | Yes | LEA-wide | English Learners Low Income | All Schools | $43,820.00 | |
| **3** | **3.1** | Student ISP Reimbursement | Yes | Limited to Unduplicated Student Group(s) | Low Income | All Schools | $46,718.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | High-Quality Teachers | Yes | LEA-wide | English Learners Low Income | All Schools | $200,328.00 | |
| 3 | 3.3 | Equity, Access, & Accountability | Yes | LEA-wide | English Learners Low Income | All Schools | $43,065.00 | |
| 4 | 4.1 | RAISE Team | Yes | LEA-wide | English Learners Low Income | All Schools | $172,307.00 | |
| 4 | 4.2 | Academic Data Coordinator | Yes | LEA-wide | English Learners Low Income | All Schools | $30,429.00 | |
| 4 | 4.3 | ELD Services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $128,714.00 | |
| 4 | 4.4 | Guidance Program | Yes | LEA-wide | English Learners Low Income | All Schools | $59,922.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $1,252,834.00 | $1,157,438.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Professional Development | No<br>Yes | $21,328.00 | $41,608 |
| **1** | **1.2** | Instructional Coaching | Yes | $93,170.00 | $73,098 |
| **1** | **1.3** | Instructional Support | Yes | $2,068.00 | $11,845 |
| **1** | **1.4** | Math/ELA Intervention | No<br>Yes | | $2,532 |
| **1** | **1.5** | College/Career Readiness | Yes | $10,046.00 | $7,383 |
| **1** | **1.6** | Summer School | Yes | $10,554.00 | $14,338 |
| **2** | **2.1** | Language Support (EL) | Yes | $5,101.00 | $6,841 |
| **2** | **2.2** | Engagement (family and climate) | Yes | $120,736.00 | $95,803 |
| **2** | **2.3** | Social Emotional Learning, Prevention, and Intervention | Yes | $46,525.00 | $24,975 |
| **3** | **3.1** | Student ISP Reimbursement | Yes | $31,338.00 | $26,636 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | High-Quality Teachers | Yes | $354,187.00 | $337,621 |
| 3 | 3.3 | Equity, Access, & Accountability | Yes | $56,088.00 | $47,855 |
| 3 | 3.4 | MKV/FY | No | $948.00 | $2,498 |
| 3 | 3.5 | New Teacher Induction | No | $1,018.00 | $4,015 |
| 3 | 3.6 | New Staff Training | | | $15 |
| 4 | 4.1 | RAISE Team | Yes | $171,261.00 | $158,674 |
| 4 | 4.2 | Academic Data Coordinator | Yes | $34,907.00 | $25,656 |
| 4 | 4.3 | ELD Services | Yes | $177,321.00 | $136,826 |
| 4 | 4.4 | Guidance Program | Yes | $116,238.00 | $139,219 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $765,896 | $1,114,743.00 | $946,020.00 | $168,723.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Professional Development | Yes | $1,185.00 | $606 | | |
| 1 | 1.2 | Instructional Coaching | Yes | $60,947.00 | $49,057 | | |
| 1 | 1.3 | Instructional Support | Yes | | $1,647 | | |
| 1 | 1.4 | Math/ELA Intervention | Yes | $2,068.00 | $662 | | |
| 1 | 1.5 | College/Career Readiness | Yes | $10,046.00 | $7,383 | | |
| 1 | 1.6 | Summer School | Yes | $10,554.00 | $7,757 | | |
| 2 | 2.1 | Language Support (EL) | Yes | $5,101.00 | $6,841 | | |
| 2 | 2.2 | Engagement (family and climate) | Yes | $98,785.00 | $74,200 | | |
| 2 | 2.3 | Social Emotional Learning, Prevention, and Intervention | Yes | $46,525.00 | $34,195 | | |
| 3 | 3.1 | Student ISP Reimbursement | Yes | $31,338.00 | $26,636 | | |
| 3 | 3.2 | High-Quality Teachers | Yes | $354,187.00 | $337,621 | | |
| 3 | 3.3 | Equity, Access, & Accountability | Yes | $52,587.00 | $38,510 | | |
| 4 | 4.1 | RAISE Team | Yes | $171,261.00 | $141,490 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **4** | **4.2** | Academic Data Coordinator | Yes | $34,907.00 | $25,656 | | |
| **4** | **4.3** | ELD Services | Yes | $177,321.00 | $136,826 | | |
| **4** | **4.4** | Guidance Program | Yes | $57,931.00 | $56,933 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,230,418 | $765,896 | 7.18% | 25.284% | $946,020.00 | 0.000% | 22.362% | $123,620.01 | 2.922% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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